How is equity ensured in country policies & practices for providing quality teachers?

TEACHER’S RECRUITMENT, TRAINING, DEPLOYMENT, REMUNERATION, CAREER DEVELOPMENT TEACHER IN INDONESIA

Board of Education Resource Development and Quality Assurance – MONE
AREAS COVERED

The Teacher Qualification

Pre-service Preparation & Induction

Recruitment & Deployment

Career Development & Remuneration

Performance Appraisal & CPD

Management Information Systems
Teacher’s Professional Development

Recruitment – Deployment - Remuneration

Qualification Improvement
Professional Certification
On-going Professional Development
Career Development
Reward and Protection
Remuneration (professional Allowance)
Additional Allowance
## Teacher’s Qualification

<table>
<thead>
<tr>
<th>Level of Qualification</th>
<th>State</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>359.887</td>
<td>186.283</td>
</tr>
<tr>
<td>1 Year Post-High School Diploma</td>
<td>27.465</td>
<td>28.589</td>
</tr>
<tr>
<td>2 Year Post-High School Diploma</td>
<td>709.240</td>
<td>106.067</td>
</tr>
<tr>
<td>3 Year Post-High School Diploma</td>
<td>82.806</td>
<td>40.076</td>
</tr>
<tr>
<td>First Degree or 4 Year Diploma</td>
<td>891.976</td>
<td>333.187</td>
</tr>
<tr>
<td>Postgraduate Degree-Master Equivalent</td>
<td>18.421</td>
<td>6.949</td>
</tr>
<tr>
<td>Postgraduate Degree-Doctoral Equivalent</td>
<td>163</td>
<td>95</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2.089.958</td>
<td>701.246</td>
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<tr>
<td>Total of First Degree or Above</td>
<td>910.560</td>
<td>340.231</td>
</tr>
<tr>
<td>Grand Total All Teacher First Degree or Above</td>
<td></td>
<td>1.250.791</td>
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<tr>
<td>Grand Total All Teacher (as at 11/2010)</td>
<td></td>
<td>2.791.204</td>
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</tbody>
</table>
Qualification of Teacher

![Qualification of Teacher Chart]

- Upto Senior Sec: 722,293
- D1: 96,416
- D2: 731,371
- D3: 189,404
- Bachelor: 1,032,349
- Master: 11,428
- PhD: 60
Pre-service Preparation

- Current range of qualifications from post secondary diploma to degree derived from need for rapid increase in teacher numbers to improve availability of basic education
- 2005 legislation aimed at improving quality of provision by requiring all teachers to be graduate-qualified (4 year degree or diploma) by 2015
- Various schemes of support e.g. Scholarships, Recognition of Prior Learning, distance learning (1.5 million of current 2.7 million teachers have studied through Indonesia’s Open University, with current enrolment over 500,000)
- Legislated competencies provide common objectives for all pre-service courses
Recruitment

- State and Private Teacher
- Based on Need Analysis
- Decentralization: local Government recruit New Teacher
- Teachers applying for state sector employment status must train and pass examinations as civil servants and if successful come under the Civil Service Board as state employees
- Private sector can recruit and employ directly on permanent or temporary contract
- Permanent contract private sector teachers have equal access to professional allowances as state sector teachers
Teacher Distribution per Region - Percent Oversupply and Undersupply

- Urban: 68% Over, -21% Under
- Rural: 52% Over, -37% Under
- Remote: 17% Over, -66% Under
For state sector teachers are deployed by:

- School requests to District Education Office
- District Office confirms request with Regional & National Civil Service Board
- Board sets quota and selects candidates for the district
- Candidates are deployed by District Education Office to schools
- Each Ministry of National Education Directorate General responsible for a particular level of education maintains data on national need and provision
Remuneration

- Basic Salary (civil service pay grades)
- Professional Allowance (100 % increase from the basic salary)
- Functional allowance
- Remote Allowance
- Additional allowance
Remuneration

• State sector teachers follow civil service pay grades

• Certified teachers, both state & private sectors, are eligible for a professional allowance, equivalent to 100% of their basic salary

• Permanent contract private sector teachers paid on basis of grade equivalence according to e.g. qualifications & years of service

• Further allowance, also 100% of basic salary, paid to state sector teachers working in designated remote districts

• Private sector schools set their own salary structure
# Teacher’s certification

## Plan of teacher’s certification 2011–2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Target (%)</th>
<th>Annual target</th>
<th>Realization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>100</td>
<td>436.731</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>90</td>
<td>436.731</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>80</td>
<td>436.731</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>70</td>
<td>391.097</td>
<td>300.000</td>
</tr>
<tr>
<td>2010</td>
<td>55</td>
<td>391.097</td>
<td>200.000</td>
</tr>
<tr>
<td>2009</td>
<td>40</td>
<td>521.462</td>
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</tr>
<tr>
<td>2008</td>
<td>20</td>
<td>299.841</td>
<td>200.000</td>
</tr>
<tr>
<td>2007</td>
<td>8.5</td>
<td>221.621</td>
<td>200.450</td>
</tr>
<tr>
<td>2006</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2.783.321</strong></td>
<td><strong>1.160.450</strong></td>
</tr>
</tbody>
</table>
Improvement of teacher’s salary after the implementation of teacher’s law

Source: World Education Indicators 2007, Table 5.h.i., p 144., and Government Regulation 25/2010 for Indonesia 2010 figures
Estimated Financial Cost of Teacher Salary and New Stipulated Incentives

Source: World Bank Calculations using MoNE 2004/2005 teacher data
Introduced in 2010
Minimum 1 year in assigned school
Mentored by senior/experienced teacher
Required to demonstrate on completion an adequate level of proficiency in all legislated competencies
Same appraisal process used as for Annual Performance Appraisal, as aimed at guaranteeing minimum levels of proficiency in all required competencies
For class & subject teachers, 14 competencies in 4 domains, required by specific legislation;

- PEDAGOGIC - 7 competencies
- PROFESSIONAL – 2 competencies
- PERSONAL – 3 competencies
- SOCIAL – 2 competencies

Performance indicators for competencies linked to career stage

Other legislated competencies for other positions in school
Annual Performance Appraisal – IDENTIFYING TEACHER NEEDS

Formative Appraisal
Start of year

Performance Profile
14 competencies

Annual CPD Plan

Progress Appraisal for below standard competency

Accumulated Credit Points

Performance Grade

Summative Appraisal
End of year

Start of year

End of year
TEACHER CAREER FRAMEWORK

INDUCTION PROGRAMME

CERTIFICATED GRADUATE

NOVICE TEACHER (III/a, III/b)

JUNIOR TEACHER (III/c, III/d)

EXPERIENCED TEACHER (IV/a, IV/b, IV/c)

SENIOR TEACHER (IV/d, IV/e)

CPD focus on improving professional competencies

CPD focus on improving student achievement & management

CPD focus on school development

CPD focus on development of profession

Career Step
Teacher Career Progression  
(PERMENNEGPAN & RB No. 16/2009)

- Four functional levels for teachers (Novice, Junior, Middle, Senior)
- Teacher performance is appraisal annually, with formative appraisal informing CPD and summative appraisal determining pace of career progression
- Teachers are required to follow CPD and cannot move between functional levels without sufficient approved CPD
- Teachers required to teach minimum 24 sessions per week or counsel 150 students per year, circumstances permitting
- Credit point total accumulated by teachers depends on results of performance appraisal & CPD, with multipliers of 125%, 100%, 75%, 50% & 25% depending on appraisal result
- Teachers required to carry out CPD from grade III/a, concentrating on personal development; from grade III/b CPD includes an academic publication and/or teaching innovation
- Teachers must complete a teaching internship at grades III/a & III/b before being eligible for selection for management positions
- Performance Appraisal & CPD school-based, with independent team to assess career progression
Self evaluation

Formative appraisal

Annual CPD plan

Informal stage-individual

Progress Appraisal 1

CPD (below standard)

CPD (at or above standard)

Progress Appraisal 1 2

Formal stage-guided

Summative Appraisal

Continuing Professional Development
Data & Information Systems – Evidence Based Planning & Decision Making

Two key management instruments, one already functioning, the other under development for introduction in 2011:

- **NUPTK Database** – all teachers have a “unique number” entered on database along with basic personnel information – qualifications, work record etc

- **On-line Reporting System for Teacher Annual Performance Appraisal**, giving a Proficiency Profile for each teacher in all required competencies
What is the Current Policy on Teacher Status?

- By 2015, all teachers to be qualified at first degree level or equivalent (4 year degree or diploma)
- Serving teachers assisted to upgrade qualification through, e.g. “Recognition of Prior Learning” schemes with educational institutions, scholarships and accredited in-service activities
- Newly Qualified Teachers to serve a minimum of one year mentored induction in school before entering the professional career structure
What is the Current Policy on Teacher Status?

- All new and serving teachers to apply for certification when they have an adequate level of qualification (first degree or equivalent)
- Certification qualifies teacher for a professional allowance which doubles the basic salary, or triples the basic salary if teachers work in designated “remote districts”
- Career progression for all teachers linked to Annual Performance Appraisal and Continuing Professional Development
Thank You
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Any questions?