

# **Recent Developments of Teacher Profession in African and Asian Countries**

## **— From overview of Zambian Education Forum Part II —**

**Tatsuya Kusakabe**  
(Hiroshima University, Japan)

### **1. Zambian Education Forum and its Back Ground**

This article tries to review and analyze that how the scholars who presented at the Zambian Education Forum (ZEF) catch actual condition of teacher profession in African and Asian countries. Before into analyzing, it is necessary to explain about ZEF and its back ground.

ZEF held in 11, 12, 13th August 2010 at Lusaka, Zambia. The purpose was that to provide an opportunity for the people interested in education to share some knowledge and experiences about educational development in Zambia and in other countries. The forum was divided into two parts; One is “Research Dissemination Seminar” (Part I), and the other is “International Experience Sharing Seminar on Teaching Professional Development” (Part II).

Since 2002, Hiroshima University (HU) in Japan has sent some graduate students to Zambia as volunteers through Japan International Cooperation Agency (JICA), which programme is called “Zambia Programme.” It has two purposes: to conduct educational researches and to implement more practical and sustainable volunteer activities in basic schools and other institutions in Zambia. With this program progressing, the University of Zambia (UNZA) and Hiroshima University (HU) started to co-organize a research dissemination seminar annually in UNZA. A number of domestic researchers participate in it. This year, the seminars are arranged as the Part I in this forum.

On the other hand, HU is the secretariat of an international network, “Africa-Asia University Dialogue for Educational Development (A-A)”<sup>1</sup>, which is approved by UNESCO as UNITWIN. It has twenty-eight member universities in Africa and Asia, let alone UNZA. By making use of this network, international seminars have been held in some countries and ended in success. In addition, one of the important roles of the network is to share the experiences of educational development in each country with people from other countries. The Part II held in based on above A-A network. That is why, hot and meaningful dialogue were developed among the African and the Asian Scholars in ZEF.

The two different types of the seminars will be combined on the basis of the relationships between UNZA and HU. The Part I is focused on Zambian domestic educational development, and Part II is on the experiences not only in Zambia but also in other countries. This forum was widely opened to Zambian audiences including educational administrators, researchers, teachers and students.

Table: Frame work of ZEF

Day 1	Day 2	Day 3
Part I	Part II	
<p>Research Dissemination Seminar</p> <p>Most of the presentations are educational researches based on Zambian situation, aiming for better education in Zambia.</p>	<p>International Experience Sharing Seminar on Teaching Professional Development (1)</p> <p>Presentations are about the issues and challenges of educational development in Zambia and other countries, especially focused on teacher education.</p>	<p>International Experience Sharing Seminar on Teaching Professional Development (2)</p> <p>Researchers from different countries and from Zambia give presentations in the same topics as Day 2.</p>

Additionally, ZEF got great cooperation of the United Nation Educational, Scientific and Cultural Organization (UNESCO), the ministry of education, Zambia and the Japan International Cooperation Agency (JICA) Zambia office.

As I showed above table, this article mainly analyzes the Part II (Day 2, 3) articles as research objectives. The all of scholars in ZEF have rich experiences in teacher profession field and are observing from sharp perspectives academically. So I have to say that this article based on only Part II articles in ZEF. Of course this article cannot observe whole world of teacher profession.

The purpose of this article is that to show “how some African and Asian scholars who concerned with teacher profession consider its position in whole education field, problems and issues recognition in teacher profession, and prospects of teacher education from analyses of the articles.

## **2. Keynote of Asian scholars’ perspectives: As correspondence to the knowledge society**

Needless to say, teacher profession field was located high priority in the authors in the forum. From this overview of these articles in detail, it can see the keynote which divided in two parts. At first, let’s see the explanation of teacher education reforms in Asian countries. This article treats the papers of two Vietnams, Indonesia, Thailand, Japan and India as case study.

As for teacher education reform in Vietnam, Nguyen Chi Tanh paper explains teacher training procedure at the University of Education, Vietnam National University at Ha noi. In the explanation, first of all, "since the introduction of *Doi Moi* during the early 1990s, a number of

changes have occurred that exerted an important impact on Vietnam's system of education and training". Vietnam realized unified educational system by 15 years of renovation from the 1990s. As a result of this reform, many educational institutions for ethnic minority students were established and then school enrollments have rapidly increased. In response to the reform, poor qualification of teachers, poor teacher training institutions, lack of policy for supporting deserving students, poor and non- diverse content of teacher education programs and lack of updated research about education were highlighted as issues and problems in the country. Above status quo facilitated Vietnam's teacher profession reform, so the University of Education, VNU (established 1999) has defined 8 prioritized directions. In the directions include not only structure reform of education but also to create ICT education. Nguyen Chi Tanh argues that now "teacher training in Vietnam is facing many challenges in the context of globalization". Nguyen Chi Tanh paper shows the necessity of the educational reform to correspond to international and the domestic society rapidly changed. Appropriately, Asep paper treat "refresh and update" of teachers' knowledge and skills in Indonesia. He point out lack of opportunity to refresh and update teachers' knowledge and skills since their teaching appointment in West Java Province. Toward this issue, a non-structural organization of teachers, The Subject Teacher Forum was established. The forum has 5 objectives as follows:

1. To encourage teachers to improve their knowledge and skills in planning, implementing, and evaluating teaching learning activities.
2. To share problems in daily teaching practice and solve the problems according to characteristic of subjects, teachers, and school and community conditions.
3. To provide teachers with opportunity to share information and experience in curriculum implementation and science-technology development.
4. To provide teachers with opportunity to share ideas for improvement of their knowledge.
5. To build collaboration with other institutions to create conducive, effective, and joyful learning.

Activities of the forum was structured as that the teachers get not only study and lesson study but also meeting, survey, workshop, dissemination forum etc. This make possibility of to comprehend own ability of teaching skills and to share and facilitate practice and evaluation. In a certain sense, it can say Indonesian way is strictly rather than Japanese way. Annop paper also descript Thailand's efforts for to improve the quality of teachers. In his point of view, Thai people has been put importance to "farmers and teachers" traditionally. In fact, he also point out "Thai people to put the 'main' blame on schools and their teachers when things seem to go wrong in society". For this situation, the government continuously reinvented education reform in beginning of the 21st century. One of them were the "New Breed of Teachers" efforts and schemes from 2009. The "New Breed of Teachers" project include extension of the retirement, producing 30,000 teachers. University Sains Malaysia authors group explains Malaysian

challenges and practices. In preservice courses reform, “the Malaysian government in July 2005 upgraded all its 27 Teacher Training Collages to Institutes of Teacher Education (ITEs). Consequently, the year 2007 brought the first intake of the 4-year degree -level course in which 3725 students enrolled for the Bachelor of Teaching (PISMP) programme.” Of course, it is demanded to the students have the 21st century skills. The contents of Malaysian in-service training courses are following:

- The Continuous Professional Development (CPD) for teachers at the institutions of teacher training
- An on-going short term in-service training and development programme (course duration ranges from one to five days)
- An on-going short term in-service training and development programme for teachers teaching critical subjects namely Science, Mathematics, ICT and English
- Special post graduate programmes for teacher trainers namely Masters and PhD level
- Malaysian Trainers Development Programme (14-week course for professional development; these courses are customised to upgrade primary and secondary teachers and there are 20 courses to choose from)
- Special degree course for non-graduate teachers (a one year course at ITE and two year course in university)
- Degree for a non-graduate teacher through the mode of distant learning (Open University Malaysia)
- A special Degree course for foreign language teachers (currently TED is offering a French Language Degree course)
- Specialist courses for teachers which take approximately one year, offered to primary teachers with three years of experience, emphasizing academic content in ICT
- A 4-week course for upgrading Professionalism for Teachers at Indigenous schools
- An in-service course for upgrading the Professionalism of Teachers at Remote schools

The government also is allocating budget every year for in-service training because it is also important aspects for maintaining teacher professionalism. In conclusion, the group stress importance of ICT in education, and then stress investment toward young generation who must survive on a knowledge-based society as same as other Asian countries.

From case study of South East Asia, we can observe following common phenomenons: First one is that the countries established unified school system and as a result of this, quality of education has become low. Because, simply it can say, increasing tendency of students reversely correlates with quality of education. These countries are responding this problem by improving teachers' skills and competencies.

Even India in which various ethnic groups live established single education system whether its function work or not so work is another story. Tilak paper explain that how backed up the huge education system. An important initiative was the establishment of District

Institutes of Education and Training (DIETs). " The DIETs, an outcome of the *National policy on Education 1986*, have been created in a large number of districts, which provide in- service training to teachers, including head teachers (principals). DIETs were envisaged as institutions which would provide academic and resource support to institutions at the grassroots". Additionally, by 2001, through 461 DIETs had been set up across the country. Furthermore, the National Council for Teacher Education (NCTE), in collaboration with the University Grants Commission (UGC) and All India Council for Technical Educaiton (AICTE), is expected to ensure recruitment of properly qualified teachers in higher education institutions. At the national level, National University of Educational Planning and Administration (NUEPA) has teacher training courses. "NUEPA's training courses cover areas such as educational planning, (including micro planning, school mapping, decentralised planning, institutional planning,etc), educational policy formulation, financing of education, (including cost of education and financial management), and educational administration management- at the school and college/university level." Indian teacher training programs are covered with from school activity, educational technology to institutional planning, general administration. In Tilak paper, roll of NGOs also is stressed. They are also holding seminars/workshops and also offer short term training programmes to conduct innovative experiences.

These papers focused from descriptive approach depict the growing teacher profession section in education reforms in South East Asia and India. Notably, these countries have supposition of start of the knowledge society in 21st century. We can expect easily the world society will be dominated by knowledge society and globalized markets. I acknowledged from descriptive approach papers, the teachers in South East Asian countries and India must respond to globalized knowledge society in terms of educational methodologies, educational philosophy, educational management and educational administration. Teacher profession field is locating on such responding process. The training contents toward each teacher in that countries are very high compared with Japan. As for Japan, Ozawa analyze from the perspective of giving some implications for developing countries. He also mentioned concept of "knowledge based society" in his article and point out that "The PISA survey shows learners' attitude towards the science. Despite strong performance, the attitude of Japanese learners toward science is relatively negative." Toward this, Ministry of Educaiton determined the new course of study for elementary school and lower secondary in March 2008. The new course of study emphasized the following points.

- (a) Language activities in each subject to enhance thinking ability, judgment and expressive ability
- (b) Mathematic and science education to give foundations of science and technology
- (c) Education on traditions and culture to enhance own identities
- (d) Moral education to acquire basic standard of behavior
- (e) Activities to have various experiences
- (f) Foreign activities in elementary school

Basic principles for science are the following points:

- (a) Reconstruction of domains in the science curriculum to cultivate basic knowledge and skills: “Energy”, “Particles”, “Life” and “Earth”
- (b) To cultivate scientific thinking and expressive ability: Emphasizing on interpretation of observation and experiment results, on expression about what learners think
- (c) To cultivate interest for science: to connect science content with the learners’ daily life, future career and sustainable development
- (d) To experience learner activities in nature and practical exercises of making instruments

Above fact and activities mean that Japanese cramming system of education has died already in learning consciousness the children. This Japanese reflective education reform may become reference for nearly future of developing countries.

The authors’ point of view as for teacher profession already has shifted to cultivation of the Asian children who will survive globalized generation. They are throwing up children who may become members in knowledge-driven society. That’s why, the keynote of Asian teacher profession reform can say that “producing huge number of quality teachers” and “creating effective methods by existing workforce which is teachers in Asia” for teaching huge amount of children for next globalized generation.

### **3. Keynote of African scholars’ perspectives: Education system construction and its continuation**

African scholars and a Japanese scholar in the forum was introducing case studies of teacher profession reforms which divided in descriptive approach group and issue presentation approach group.

Firstly, I’d like to review from descriptive approach group. Zambia which was the host country of the forum. Teacher profession of Zambia is explained by J.T Phiri paper and Baba/Nakai paper. J.T. Phiri describ as for Zambian status quo of education reform. He explains to begin with stagnant economy in Zambia.

" Zambia was a relatively rich country at independence in 1964. However, it was hit hard by the world economic crisis of the 1970s and its economy collapsed between 1975 and 1990. In the 1980s and 1990s, economic developments and a heavy debt burden forced the Government of Zambia to cut budgets for education. As a result, there was little growth in the education sector." However, "At the end of the 1990s, the Government of Zambia implemented an ambitious plan, the Basic Education Sub-Sector Plan (BESSIP) for 1999 -2002 to improve access and quality of basic education. As a result of this investment there was a significant increase in enrolment of learners between 1999 and 2006." BESSIP leded increasing tendency of trainee teachers in ten government primary teacher training collages. The total number increased from 1,850 graduates in 1998 to 3,815 in 2002. J.T. Phiri also explains the challenges toward lack of legislation on education provision, uncoordinated teacher training programmes

and ICT equipment also. On the other hand, lesson study project is ongoing in Zambia funded by JICA. Baba/Nakai paper has its concept and information. As for Zambia, "lesson study was introduced to shift chalk and chalk lessons, which mainly aim at the transmission of knowledge, to participatory lessons, which aim at the development of children's thinking and activities." Baba/Nakai also say that "Behind this movement, there is an education policy which targets development of human resource with various abilities of not only knowledge and understanding but also interests, attitudes, thinking abilities and skills." The lesson study cycle which contains 8 activities 1) setting an issue and theme, 2) preparing an experimental lesson collaboratively, 3) implementing and observing the lesson, 4) reflecting on the lesson, 5) improving the lesson plan based on reflection, 6) implementing and observing the improved lesson, 7) reflecting on the lesson again, 8) summarizing the activities. As a result of lesson study, various changes observed. For example "more teachers write lesson plans, set the lesson objective clearly, develop a more interactive lesson process, and increase activities in the lesson", or after lesson study, children are also changed positively even such short period. Zambian case study shows that teacher profession reform should be consisting from both of system establishment and quality improvement.

William paper describes practices towards development of teacher professionals in Tanzania. According to his explanation, "Building the capacity of quality teacher professionals is not a new phenomenon in Tanzania. Neither did it start with the attainment of independence in December 1961. It has a long standing history dating back to the post-slave trade era. The abolition of the East African Slave Trade in the 1860s marked a new beginning in the teacher education sector in the Western Education sense, in Tanzania." Now, Tanzanian teacher profession reform is going ahead "The Teacher Resource Centres (TRCs) strategy", "Open and distance learning schemes (ODLS)", "Academic subject or professional associations (ASorPA) and the Mathematical Association of Tanzania/Chama cha Hisabati Tanzania (MAT/CHAHITA)", In-service training programmes (INSET), etc. But he also mention about challenges toward teachers' "disdained responsibility" "Poor teacher's motivation", "Time and scheduling constraints", "Lack of organizational support", "Widespread moral problems related to teachers", "Threat of HIV/AIDS pandemic", "Inadequate opportunities". I think that these problems are not only in Tanzania but also in other countries. The social status of teachers in developing countries is still not so high. And they are always at risk of poverty, disease and pressure from outside. This problematic situation also should be considered in future.

David paper describe as for functions of university on teacher profession reform. Kyambogo University (since 2003) in Uganda has much kind of teacher training course, system, scheme and 67 affiliated institutions (53 Primary teachers collages and 7 National teachers' collages). Existing policies of KU are like following:

- Government sponsorship to some Pre-service (fresh students) from High schools (Advanced level) and some of the up-grading for serving teachers to take courses at the university.

- Continuous payment of salaries and other benefits to up-grading students while at university.
- Ministry's initiation and funding to some Teacher Development projects like SSEMAT, TDMS, CITEP and other programmes
- Appointing and promoting some teachers who have up-graded.
- Special emphasis on Science education.
- Construction of new schools to absorb the large number of students in classes thus creating more employment opportunities.
- Creating promotional ladders even for those not in school administration.
- Construction of new Laboratories in Secondary Schools and Teachers' Colleges.

As same as other countries, there are pre-service and in-service training. Interestingly, "continuous payment of salaries" is also point out as policy. Sometime we observed delay in paying teachers. The teacher profession must be protected from aspect of their salary in developing countries.

Célestin paper explains about mainly primary teacher profession reform in Madagascar until very details. As same as other several countries, there are of course "pre-service training", "in-service training" and education system constructing. The number of primary level institutions from 1997 to 2007 was growing steadily (From 1,468,211 to 3,835,716). Uniqueness of Célestins' paper is explanation of "the training of the semi-specialized teachers". "The semi-specialized teachers are divided into three semi-specialties: the first is going to teach Malagasy and social sciences, the second is specialized in sciences, mathematics and technologies, and the third for languages (English and French)." "The traditional subjects of the primary schools are re-grounded and reduced to three: social studies and Malagasy, sciences and technology, French and English. The training was totally under the charge of the National Institute for Pedagogical Training INFP." "The semi-specialized teachers are recruited amongst those holding the *Baccalauréat*, through competition for the new holders, and on demand and by curriculum vitae examination for the in-service teachers, whether they are civil servants or FRAM teachers, coming from *collèges* or primary schools." This semi-specialized teacher scheme has distinctive character among the ZEF presentations.

In Ethiopia, "the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy (ETP) in 1994. The ETP established the foundation for all subsequent strategies, guidelines and programs. The education sector programs were Education Sector Development Programs I, II and III which were developed in 1997, 2002 and 2005 respectively." The goals are creating "trained and skilled human power at all levels who will be driving forces in the promotion of democracy and [economic] development in the country". Actually Continuous Teacher professional Development (CDP) carrying out in Ethiopia. "CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes." Here Ethiopia also makes effort to create "how a teacher can teach a lot of students with high quality educational contents" as same as

other African countries.

Secondary, I'd like to review "issue presentation approach" group. According to Oienike paper, teacher education issues in Nigeria is the lack of ability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in a working environment. Furthermore her fullfiling literatures review leads following the 8 issues.

1. The Teacher training curriculum in the country does not fully acknowledge the new age environment in schools and classrooms in terms of constructivist learning, learner-centred instructions and integrating technology into the processes of teaching and learning.
2. There is gap between the curriculum taught to teacher trainees and the reality that exists in schools.
3. The emphasis on content delivery, examination and certification over real learning is also a serious threat to quality. The current system of teaching and evaluation does not allow creativity, innovation and research, which are important tools for lifelong learning.
4. Primary Education Studies (PES) is the only course in the NCE curriculum that explicitly sets out to prepare students for teaching in the primary school in an integrated and focused manner.
5. There is also the quantity and quality of input for teacher training programmes. Most youths in Nigeria are not motivated to teach, and often opt for teaching as a last resort, that is, after failing to secure admission into lucrative courses-law, medicine, banking, etc.
6. Learning Materials are not consistently available (students depend on their own notes copied from the blackboard) and thus written materials do not play a coherent and pervasive role in the provision of a strong cognitive and structure-giving basis for the development of the required professional knowledge, skills and attitudes of an effective teacher.
7. Poor preparation and poor recruitment of lecturers, results in a lack of professional development opportunities for lecturers.
8. The teaching force in Nigeria is heterogeneous, particularly with respect to educational attainment and professional training.

Also Goretti, Ronaldo, Connie paper adopt issue presentation approach as for the continuum of teacher professional development in Uganda. They point out that "national economies are increasingly knowledge-based and high quality schooling is becoming more important than ever before". Then teacher education reform also developed along with the economic change in Uganda. However they point out the status quo of secondary teacher profession in Sub-Saharan Africa. "Many countries in Sub-Saharan African are struggling to institute competitive secondary education systems. Evidence abounds and the literature points to

the acute demand for secondary school teachers in many parts of Africa, which far exceed the supply due to factors such as secondary teacher attrition, bottlenecks in the teacher preparation system, and perceived unattractive conditions of service". After this issues presentation, they explain about secondary education provision in Uganda.

Finally, Onwu and Sehoole are considering "why teachers matter" in South Africa. In the papers, they reflect the past fifteen years. "During this period colleges of education were responsible for teacher training and were under the control of the provinces. In some provinces teacher supply and demand were not properly aligned, and this poor planning in the education system resulted in newly qualified teachers not being able to find employment, a situation sometimes exacerbated by an already existing pool of unemployed teachers in those provinces. The annual average rate of attrition from the teaching profession at the time was 6 per cent. The international average attrition rate is 5 per cent a year". "The Audit report highlighted the fragmented provision of teacher education, a mismatch between teacher supply and demand (on the basis of race and ethnicity), and high numbers of unqualified teachers." "Furthermore the report highlighted the fact that the teacher education system was not cost-effective, that teacher supply, and utilization policies were predicated on the wrong premises and assumptions that were racially and ethnically based, which would ultimately fail to build and maintain human capital in the teaching profession."

I think that it is very important to create teacher profession reform based on such issue recognition. Overcoming of the issues is hard road, but surely it can connect authentic reform if some reform based on own issue recognizing. Rather, may be authentic reform cannot reach the goal without issue structure recognition in own countries.

As same as Asian countries, the basic keynote of African countries is also "producing huge number of quality teachers" it is common keynote with Asian countries in the forum. On the other hand, still African countries have issue of establishing consolidative education system. And I think that still most of African economic situations are remaining stagnantly. Also I found a potential possibility of comparative education research, linking between economic background and teacher profession reform amongst A-A countries.

#### **4. Future Prospects of Teacher Profession in African and Asian Countries**

I reviewed so many practices, challenges and case study as for teacher profession among A-A countries. As I mentioned before, The common keynote was "producing huge number of quality teachers who can respond to huge number of various types of children" For this feasibility, each government, university, teacher training institution, individual researcher is making effort for producing teacher work force with 21st century skills. Several researchers raise continuum or sustainability of teacher profession reform. In nearly future, such durability or sustainable self-improvement, self-reform may become key words of education reform. This implication is observed not only my finding but also in many scholars' findings. The reason why many scholars guess above is that mainly Asian teacher profession reform was able to be

perceived to synchronize with the economy in not only Asia but also global. Thus the actors of teacher profession reform have to adjust toward social, economic, political changing flexibly. For this, mainly in Asia, “refresh, update and remedy” of existing education force is urgent need. Of course the basic of such educational development is establishment of education system.

In my research field rural areas of Bangladesh, it's true that student population density in class room have become cloudy, for example from 30-40 students in 1999 to 60-80 students in 2009. Under such situations, the issue would be how to stop quality loss of teachers. The retirement age's extending like Thailand and making an excellent teacher like Vietnam will become our references. On the other hand, like Zambia doing, a parallel effort both of system reform and qualitative reform (lesson study) is better way for the future of the changing. Of course there are so many issues and challenges pointed out by William paper. Teachers' social status is also still low pointed by David paper.

Anyway, these information, insight, findings are shared among A-A countries by very active dialogue at Zambian Education Forum. I'd like to expect the further development of teacher profession reform in A-A countries.

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<sup>1</sup> An international network entitled “Africa-Asia University Dialogue for Educational Development” has been established since June 2009. This network is intended to pursue educational and research collaboration among participating universities toward educational development with altogether twenty-eight African and Asian universities (sixteen from Africa and 12 from Asia) as members. One of the important activities planned to be conducted through the network is to share experiences of educational development between Africa and Asia. For this purpose, two member universities, the University of Zambia and Hiroshima University (Japan) are jointly organizing an international seminar to discuss issues and challenges concerning teaching professional development, and policies and measures to tackle them on the basis of participating countries' experiences.