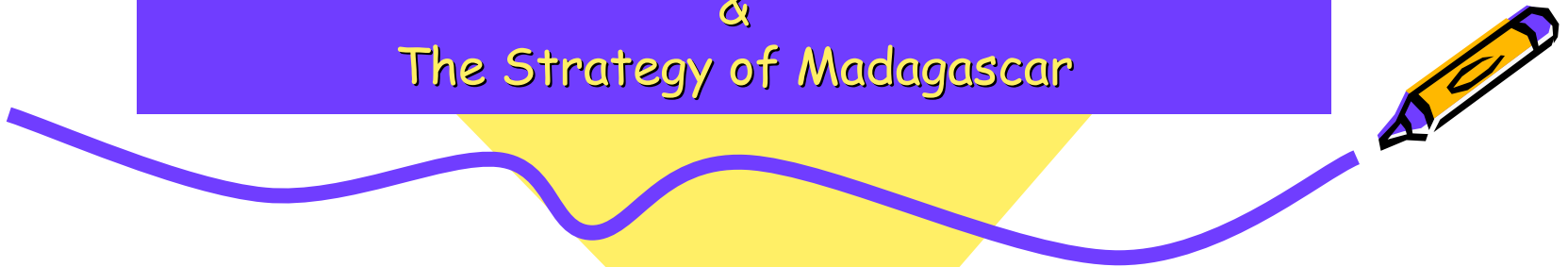




Effective Teachers for All Schools

Approaches, Lessons Learned
&
The Strategy of Madagascar

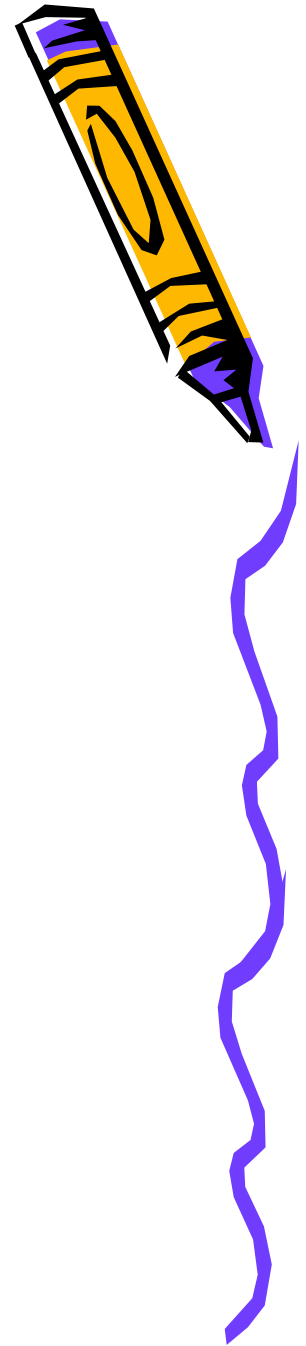


The Policy Challenge: How to get all (rural) schools staffed with effective teachers?

- ✓ Enough
- ✓ Level of "qualification"
- ✓ Willing to teach in rural schools
- ✓ Stay for a reasonable period of time

Lessons from research & experience

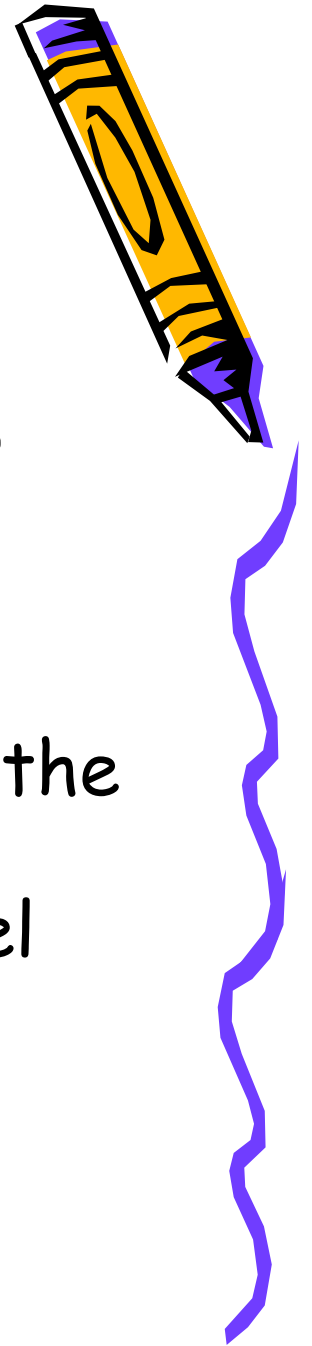
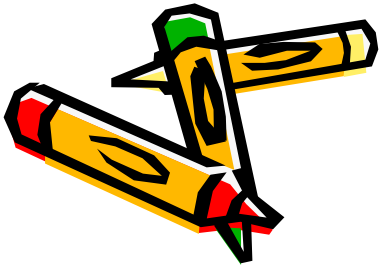
- 👍 Complex challenge
- 👍 Long term, continuous, process
- 👍 Country context matters



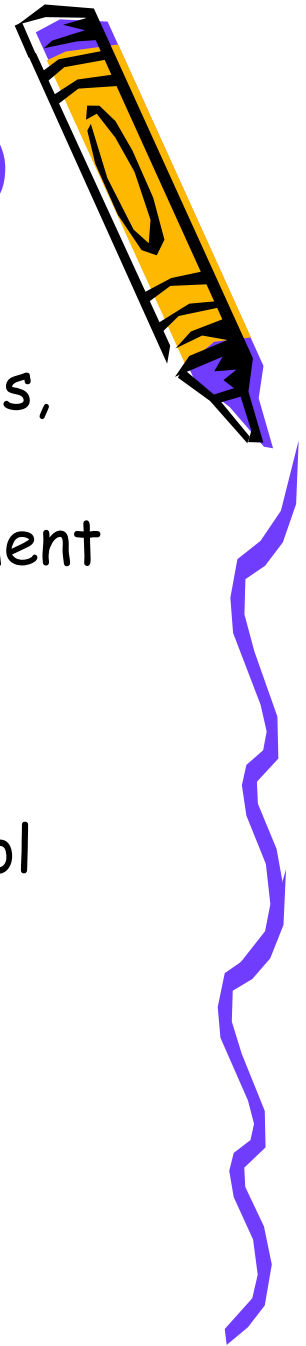
A holistic approach

Five Key Aspects

- Level of compensation relative to other labor market opportunities
- Level of a qualification -- academic and professional
- Continued professional development on the job
- Teacher Management at the school level
- Incentives to maintain high levels of effort - ex. career advancement



Lessons from Research and Experience (Developing Countries)



Promising -- strategies that improve:

- General education of teachers (cognitive skills, content, language of instruction)
- In-service support and professional development
 - Practical and content specific
 - Grounded in practice
 - Responsive to teachers' needs
- Teacher presence and stability within a school

Other factors (more country specific)

- Compensation - competitive
- Facilities, curriculum, materials



The Ideal vs. Reality

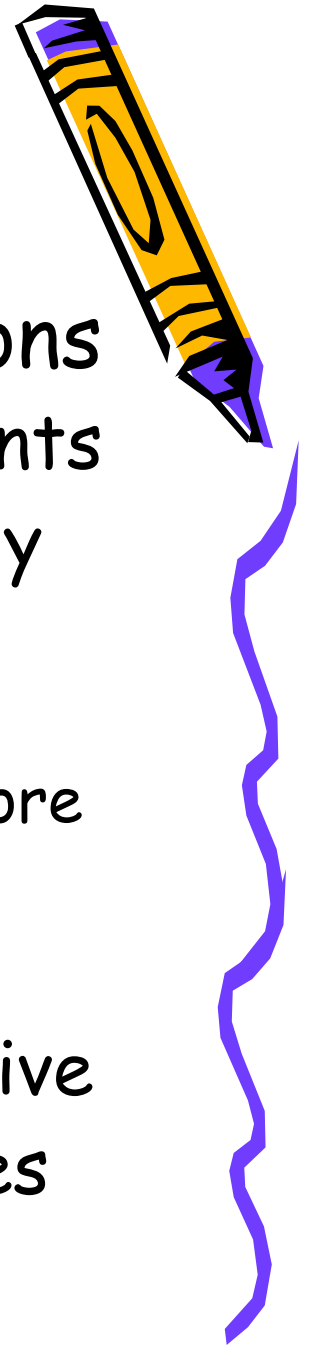
Needs outpace response: 4 reasons

- Budget and civil service constraints
- Entry requirements = limit supply
 - Cognitive skill requirement
 - Certification requirement

The higher the barriers to entry, the more limited the pool, greater urban bias, higher budget impact

- Teacher Development = ineffective
- Weak management and incentives

All need to be aligned in time



Strategies to relax entry requirement + maintain effective teaching force

First Generation Strategy

- ❑ Eliminate certification requirement + provide orientation
- ❑ Recruit from local areas (Community organization, Local MoE branch)

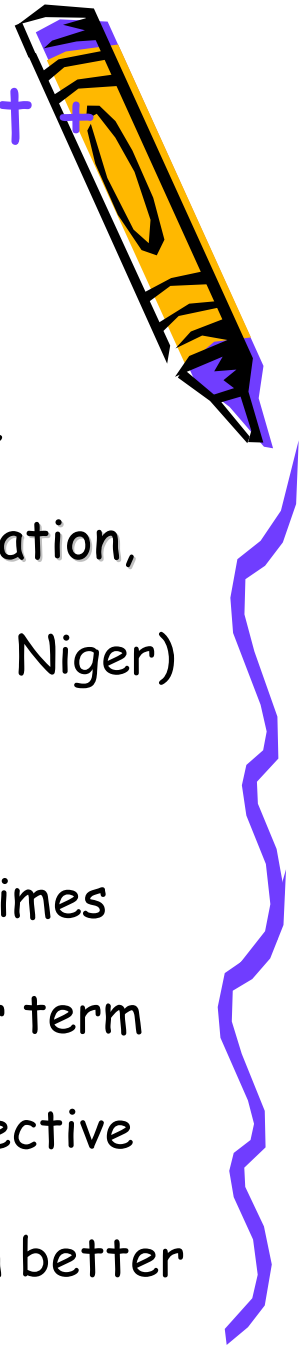
Examples: Contract teacher programs (Senegal, Niger)

Results

- ☺ Sufficient numbers
- ☺ Same level of general education, sometimes higher
- ☺ Time to assess capability before longer term commitment
- ☺ Equally effective, sometimes more effective

Issues

- ☹ Lower pay for the same work and often better outcomes
- ☹ No pathway to certification or career



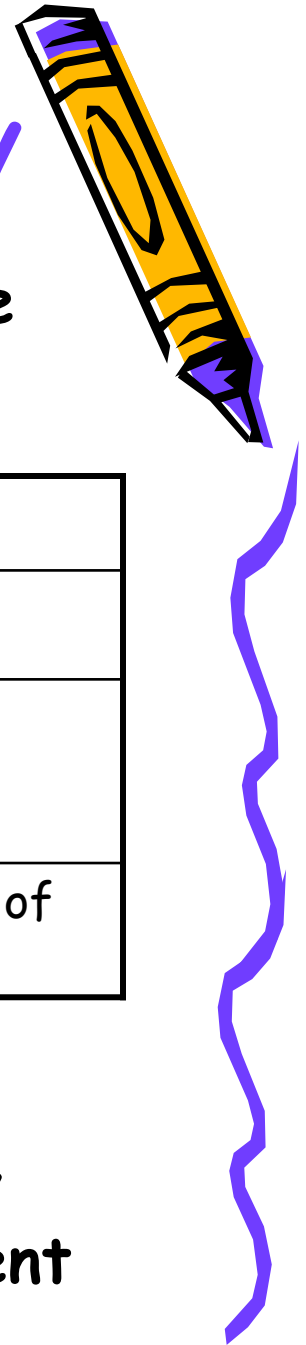
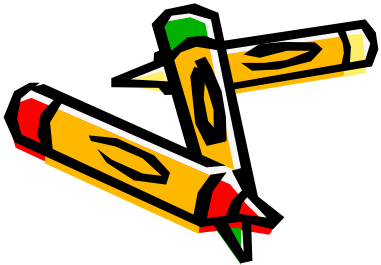
Second Generation Strategy

- Eliminate certification + provide in-service certification

Form	Results
Mimics pre-service	same effectiveness
Distance/correspondence (Sri Lanka)	pre-service better at academic achievement, in-service better in practice
Hybrid (ZIMTEC)	hybrid <u>may</u> combine the benefits of both

Emergent Issues/opportunities

Salary adjustment needs to be ready
Opportunity for whole scale adjustment



Third Generation

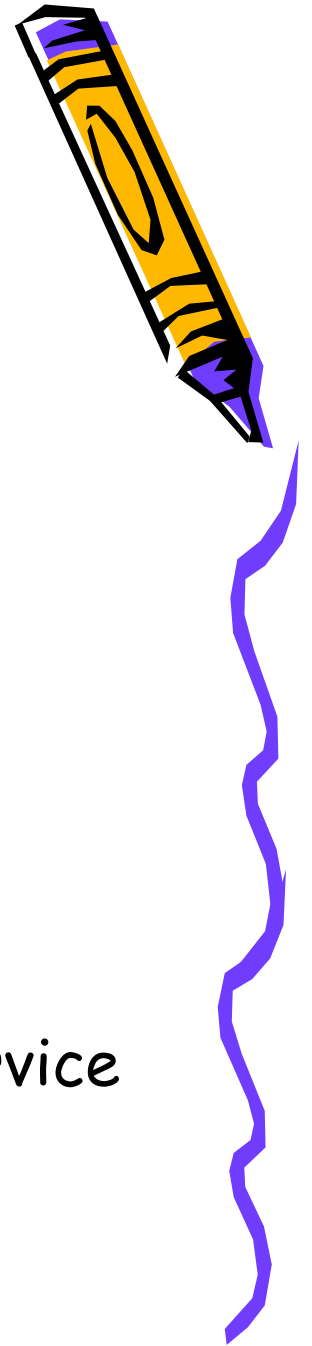
- Career paths
- Gradually raise education requirements

All Generations

- Continued in-service support**
 - ✓ On-going, job-embedded
 - ✓ Close to the teacher, based in practice etc...

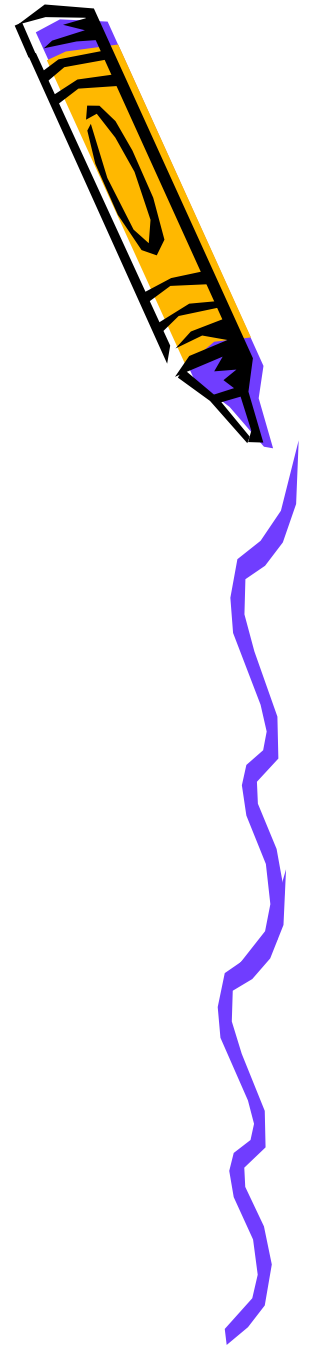
Examples : cluster systems, CRPs, etc.

- Main challenge** - Institutional, but In-service certification can build the basis



Strategies for teacher management

- Control teacher absence
 - ☺ Community monitoring
 - ☺ School based management



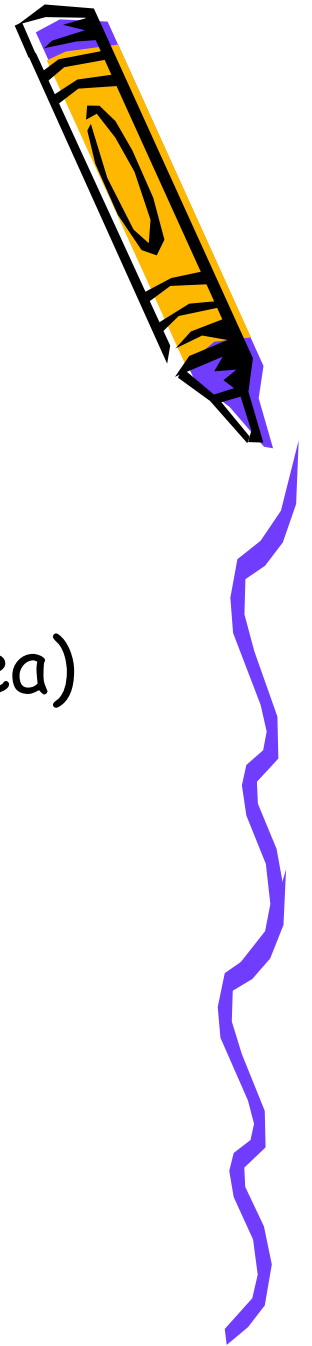
Performance based compensation/align rewards with outcomes

Any generation:

- Reward school performance
- Grants for teacher development (Guinea)

Mixed Results (Developed Countries)

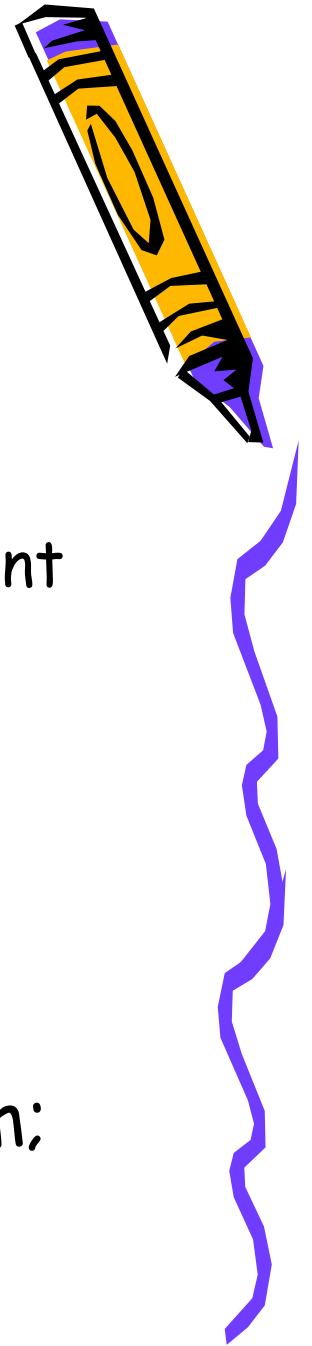
- Merit Pay/Pay for learning outcomes
- School choice and vouchers



Madagascar

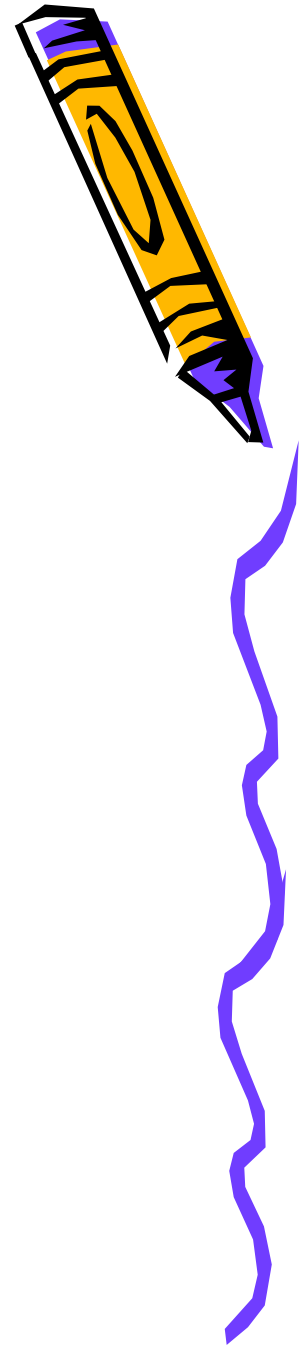
Learning Outcome Studies

- Low and declining basic cognitive skills
- No effect of teacher general education (BEPC/BAC), certification, or salary
- Teachers and schools matter more than student characteristics
- Negative effect
 - High levels of in-service training (lost time and ineffective training)
 - Years of teaching experience
 - Civil servant status
- No Information on teacher absenteeism; but presumed to be high



Teacher Supply (Civil Servants)

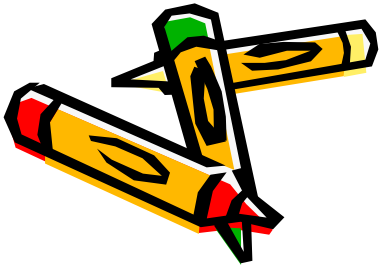
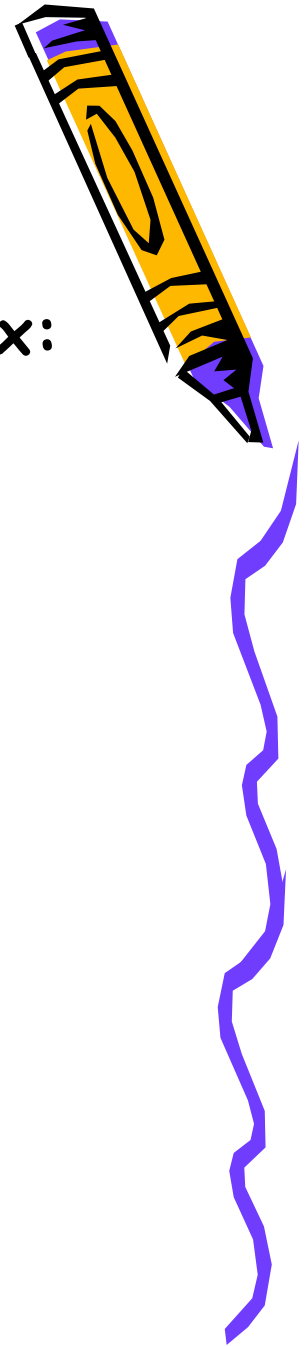
- ❑ Needs > supply
- ❑ Entry Requirements
 - Level of general education (BAC) prior to 2005
 - Certification (INFP and antennas, govt bears the cost)
- ❑ Budget and civil servant constraints
- ❑ Difficult to get teachers to rural areas
- ❑ Salary level competitive (3x GDP p.c., large premium for certification)



Teacher Development

Had characteristics of ineffective systems, Ex:

- Pre-and in-service distinct systems
- Pre-service - academic focus
- In-service - largely centrally-driven seminar events
- No follow-up
- Main incentive to attend - per diem
- Chaotic organization -- 3 MENRS Directions, four hierarchical levels, projects
- Lack of evaluation & accountability for results



Phase I Strategies

Teacher Supply -- Community (FRAM) hired teachers

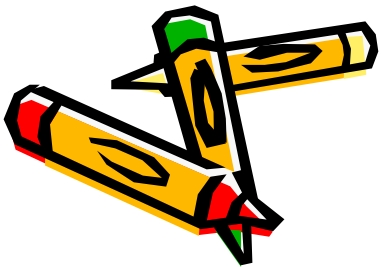
- Adjust entry requirements to increase the pool (BAC to BEPC)
- Pay one-third the compensation
- Decentralize recruitment to communities

Teacher Management - Reduce Absenteeism

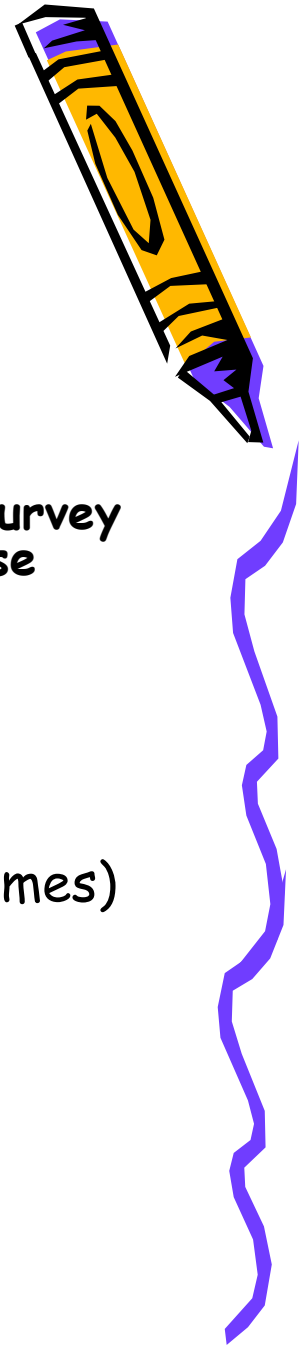
- Pay community teachers at their post
- Stronger supervision of absenteeism by school directors and district officers

Teacher Professional Development

- Priority given to FRAM for teacher certification and civil service positions



Phase I Results



□ Largely Positive

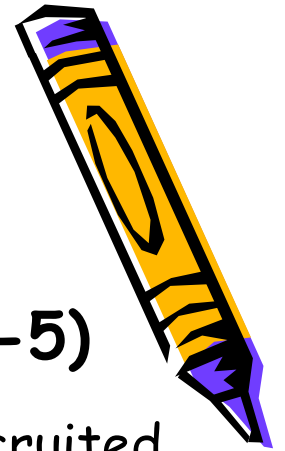
- ☺ Community teachers > half teaching force by 2005
- ☺ Teacher absenteeism falling w/positive effect on learning outcomes
 - ☺ **Public Expenditure Tracking Survey and AGEMAD survey showed less than 5 % teachers absent without cause (2007)**

□ Factors of Instability

- ☹ FRAM Compensation barely at the poverty line
- ☹ Large compensation gap with civil servants (three times) for the same level of education
- ☹ Short employment horizon,
- ☹ No career development path



PHASE II -- MEDIUM TERM STRATEGIES



Teacher Supply and Compensation (Grades 1-5)

- Eliminate dual recruitment - All new teachers recruited through parent organizations
- Provide in-service certification pathway
- Gradually equalize compensation
- Adjust scale over time compatible with market rates

Teacher In-service support and career path

- Build institutions & financing mechanism
- Identify & create career paths
- Explore alternative routes for pre-service (e.g. university, private providers)

Teacher Management

- Adopt policy for career path with Ministry of Finance
- Strengthen role of region/district management



Phase III - Longer Term

- Scale up in-service support
- Implement career paths
- Expand secondary education and gradually raise entry requirement

