

**3rd Africa Region Education Capacity Development Workshop
Country Leadership and Implementation for Results in the EFA-FTI Partnership**

Mauritius, Dec 1-5, 2008

***Thematic Clinic for Country Teams:
Note on Teacher Issues***

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Overall messages

The aim of the clinic was to (i) provide a forum for a discussion of teacher policies and issues, and (ii) encourage country teams to recognize the need to develop a comprehensive set of teacher policies providing a coherent approach to supply, deployment, management, and training within a financially viable structure.

There were some problems common to all or most of the countries, including:

- Insufficient qualified teachers, leading to employment of unqualified teachers.
- Uneven deployment, with greater shortages of teachers in the most remote rural areas.
- Teacher absenteeism (and in some cases ghost teachers).
- Concern about the quality of teachers in terms of both subject knowledge and pedagogy.
- Financial constraints limiting both teacher pay and number of teachers.
- Relatively low pay, making the profession unattractive to those with the desired level of education.

One of the strong messages was ***the need to adjust policies in a pragmatic manner to match the reality of the situation***. Examples of this might include (i) *lowering the entry requirements for teacher education where there are insufficient applicants*, (ii) *adjusting intake to teacher training to target groups likely to accept teaching positions in rural areas*, and (iii) *adjusting the content of teacher training to match the needs and capabilities of the student-teachers*.

In some of the countries it was acknowledged that teacher pay was too low, and there were plans to raise pay. In these cases, the ability to increase pay presented an opportunity to ***redesign the salary structure to enhance value***. Examples included; (i)

incorporation of incentives to locate in rural areas, (ii) building in rewards for consistent attendance or completion of the school year, (iii) developing a progressive career structure to reward and retain teachers of viable quality.

For many of the countries in *Francophone Africa*, there was an additional dimension to the problem, *with a two-tier teacher system involving large numbers of contract teachers in parallel with civil service teachers*. In most cases the countries were already planning some absorption of contract teachers into the civil service, and improvements in the pay and conditions of the contract teachers. These planned reforms were perceived as problems, but also provided opportunities to reform career structures.

The clinics were used to stress the message that *teachers present a complex of supply, deployment, management and financial issues which need to be proactively planned and managed. These should be considered in sector planning, and consistent with the overall plan for the sector.*

Country	Main Teacher Issues Discussed
Benin	<ul style="list-style-type: none"> • Difficulty of teacher deployment. • Integration of contract teachers. • Poor morale of contract teachers, recurrent teacher strikes paralyzing the system
Guinea	<ul style="list-style-type: none"> • Shortage of teachers • Insufficient applicants for the places in teacher colleges. • Teachers, particularly female teachers, unwilling to work in rural areas, leading to uneven deployment and a gender divide. • Poor teacher motivation, leading to absenteeism. • Interested in community involvement in monitoring of teacher attendance.
Lesotho	<ul style="list-style-type: none"> • Inadequate supply of teachers, inadequate applicants for teacher training. • Plans to reform career structure, but unclear how the reform will be structured. • Concern about deployment to mountain areas, particularly at secondary level. • Considering a special incentive for those who complete a year in a mountain school (a 13th month's pay).
Madagascar	<ul style="list-style-type: none"> • Challenge of absorption of untrained teachers (50%) of total. • Need to provide in-service training near to teachers (proximity training), because of the difficulties or travel. • Difficulty of monitoring teachers, again because of poor communications and limited inspection. • Need for "light" monitoring tools to track teacher attendance.
Mali	<ul style="list-style-type: none"> • Language of instruction was a major concern. There are 11 major languages and use of local languages has implications for teacher training, teacher deployment. • Teacher deployment is a problem. 70% of teachers are from the capital region, and are reluctant to move to rural areas. • Integration of community teachers into the system. • Teacher recruitment has now been decentralized to address the deployment problem.
Rwanda	<ul style="list-style-type: none"> • Deployment difficulties • Inadequate supply of teachers • Weak planning for teacher supply
Sierra Leone	<ul style="list-style-type: none"> • Concern about absenteeism. • Interest in community monitoring of attendance. • Interest in decentralization of inspection functions. • Interest in the Gambia modal of cluster monitors. • Deployment difficulties, very uneven deployment. • Interest in the ADPP/DAPP model of recruitment and preparation of teachers specifically for rural schools.

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