



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Capacity Building  
in Africa

Fundamentals of Teacher Education Development

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A large, semi-transparent background image showing a globe with a grid overlay and an open book, symbolizing global education and knowledge.

# Bringing back the teacher to the African school

PAI OBANYA

# **Bringing back the teacher to the African school**

**PAI Obanya**

**Addis Ababa, 2010**

**UNESCO: International Institute for Capacity Building in Africa**

## **About IICBA**

Established in 1999, the UNESCO International Institute for Capacity Building in Africa is one of six UNESCO institutes and centres under the administrative direction of the UNESCO Secretariat. As the only UNESCO Institute in Africa, it is mandated to strengthen the capacities of teacher education institutions of its 53 member States. This is carried out through a range of initiatives, including introducing information and communication technology for education; establishing networks of partner institutions to foster the sharing of experiences; undertaking research and development on teacher education institutions in Africa; utilising distance education for improving the capacities of teacher education institutions; linking educational development to economic development through collaboration with the African Union and sub-regional and regional educational institutions; and promoting international cooperation for the development of education through the New Partnership for Africa's Development (NEPAD).

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# Fundamentals of teacher education development

## Foreword

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As a follow up of the Jomtien Declaration on Education for All (EFA) world leaders met in Dakar Senegal in 2000 and established a set of six goals to achieve to meet Education for All by 2015. In the pursuit of achieving these goals the Dakar Framework for Action, 2000 identified the teachers' role as follows.

“Teachers are essential players in promoting quality education, whether in schools or in more flexible community-based programmes; they are advocates for, and catalysts of, change. No education reform is likely to succeed without the active participation and ownership of teachers”<sup>1</sup>

However, it was only around 2005 that serious initiatives were taken to focus on teachers and teacher education to achieve the EFA goals by the establishment of the Teacher Training Initiative for sub-Saharan Africa (TTISSA) at the UNESCO Headquarters and by reorienting the focus of the UNESCO International Institute for Capacity Building in Africa (IICBA) on capacity building in teacher education development for the continent.

At the Governing Board meeting of 2007 a decision was taken to hold a discussion on relevant issues to IICBA in a seminar-like session in a following meeting as part of its deliberations. The next meeting was held in Durban on 16 and 17 October 2008. One of the three programme presentations made was the “Proposal for Launching a Series on Fundamentals of Teacher Education in the African Context”. The seminar had been discussed among the IICBA staff under the leadership of Dr Patience Awopegba. At the Governing Board of 16 October 2008, it was presented by an IICBA staff member, Dr Endris Awol on behalf of IICBA and animated by Dr Bikas C Sanyal, a member of the IICBA Board who was already offered the honorary position of lead technical adviser of the institute since the original idea initiated from him.

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<sup>1</sup> UNESCO (2000): Dakar Framework for Action, Education For All: Meeting Our Collective Commitments, Expanded Commentary, Para 69, UNESCO, Paris, 23 May 2000

A former Senior Adviser of the UNESCO International Institute for Educational Planning (IIEP) and Special Adviser to the UNESCO Director General in Higher Education, Dr Sanyal volunteered to serve the institute while staying in Paris by designing some of its programmes in capacity building. He brought with him over three decades of experience at the IIEP in capacity building in educational development all over the world. IICBA with a shortage of staff with international experience needed the service volunteered.

The programme was approved in the meeting mentioned above and was launched in 2009 under the responsibility of the IICBA programme specialist Dr Patience Awopegba. Dr Sanyal is advising as the general editor of the series of booklets, suggesting possible names of authors of eminence, commenting upon their work, suggesting revisions and providing additional references and is being assisted by Dr Awopegba in following up with the authors until the booklet is completed. The IIEP series on Fundamentals of Educational Planning has provided the model which we have adapted for the special subject and context of IICBA.

Teacher education, development and management have been a complex task. The challenges facing the countries of sub-Saharan Africa are both quantitative and qualitative in nature. The Eighth Meeting of the High-Level Group on Education for All held from 16-18 December, 2008 in Oslo, Norway, came out with the Oslo Declaration endorsing the creation of an International Task Force on Teachers for EFA, a voluntary Global Alliance of EFA partners working together to address the “teacher gap” in both quantitative and qualitative terms<sup>2</sup>.

On the one hand according to one estimate, 3.8 million teachers are needed to achieve universal primary education by 2015 and on the other; qualified teachers are in short supply all over. In respect of the latter, the key issues involved are: recruitment, training, deployment and motivation and retention.<sup>3</sup> The teaching profession is viewed as one of the least attractive among graduates.

The IICBA series of booklets supposed to address these issues in the African context is meant for two types of clientele: those engaged in or preparing for teacher education planning and management in the region and elsewhere, and others less specialised, such as senior government officials and civic leaders who seek a more general understanding of teacher education development

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<sup>2</sup> UNESCO (2008): Eighth Meeting of the High-Level Group on Education for All, 16-18 December 2008 ED/EFA/2009/ME/1, OSLO DECLARATION, Oslo, December 2008.

<sup>3</sup> Olav Seim: The International Task Force on Teachers for EFA, UNESCO, 21 April 2009.

and how it can help in the overall development of education. They are meant for either private study or for use in formal training programmes. Since readers may vary widely in their backgrounds, the authors are given the difficult task of introducing their subjects from the beginning, explaining technical terms that may be known to some but unknown to others. Yet, they are required to adhere to scholarly standards and never write down to their readers, who, except in some cases, are not unsophisticated. This is necessary to make the booklet intelligible to the general reader. In an academic exercise like this, IICBA does not attempt to avoid differences of opinion or even contradictions in the views expressed by the authors. The authors are selected for their professional excellence and experience and an attempt is made to maintain linguistic balance as much as possible. IICBA allows the authors to suggest the initial outline of the booklet based on the general issues facing teacher education, development and management in Africa which we consider are important for IICBA. Except for providing the authors with the standard norms and procedures of UNESCO, IICBA does not lay down an official doctrine for this ever-evolving subject of teacher education, development and management. Thus, while the views are the responsibility of the authors and may not always be shared by UNESCO or the Institute, they are believed to warrant attention in the international marketplace of ideas. In that sense the series aims to give visibility to a cross-section of ideas of authorities whose combined experience covers a wide range of countries and disciplines.

This booklet by Professor PAI Obanya, an international education strategist, is the result of his vast life long experience with regard to the “African Teacher”. I hope the ideas expressed in the booklet will add substantially to the knowledge of teacher education development in the African context. I am grateful to him for agreeing to contribute to the series. I am also grateful to Dr Bikas C Sanyal for taking on the role and responsibility of general editor of the series and to my colleague, Dr Patience Awopegba for providing able assistance to the general editor as the responsible officer of the series.

Julien Daboué  
Officer-in-Charge and Programme Co-ordinator  
IICBA

# Preface

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During my association for almost four decades with the UNESCO International Institute for Educational Planning (IIEP) I was impressed by the popularity and usefulness of the series *Fundamentals of Educational Planning* published by the IIEP. In 2007 the then Director of IICBA assigned to me the honorary responsibility of IICBA's lead technical adviser which gave me the opportunity to serve IICBA in some of its programmes free of charge. At the same time the issues of teacher education development attracted the attention of national and international agencies. I thought it would be useful if IICBA could assemble African and international experts with sufficient knowledge and experience in African education to lay down their thoughts and ideas in a non specialized way for the use of policymakers and senior government officials of the ministries of education and those engaged in teacher education planning and management. I submitted the proposal as the subject of a seminar of the IICBA Governing Board held on 16 October 2008 for further deliberations. To our pleasure just a few days before, on 5 October 2008, World Teachers' Day was hosted by UNESCO and a joint message from five organizations including UNESCO was read as follows:

“On World Teachers' Day we celebrate teachers across the world, in all countries, towns and villages. We assert the need to ensure that the role of teachers in achieving quality Education for All is clearly articulated and reflected in policies which will foster a motivated, valued and effective teaching force. On this World Teachers' day we thank the teachers and affirm that yes, TEACHERS MATTER”<sup>4</sup>

The idea received added value and the Governing Board approved the proposal. In 2009 the programme was re-launched at the board meeting to further determine issues relating to the selection from the list of applicants who had responded to an IICBA website call for experts. Among the first batch of proposals, three were selected. Professor PAI Obanya was among the first to

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<sup>4</sup> UNESCO (2008) : Joint Message on the occasion of World Teachers' Day 5 October, 2008, Paris

be approved. We were very pleased to note that the outline developed with minor modifications could very well lead the series. Professor Obanya is a well known educationist and a leading expert with wide and deep experience in teacher education in Africa. His booklet entitled *Bringing Back the Teacher to the African School* starts with the discussion of quantitative aspects of teacher education development. It is emphasized that while quantitative aspects are important, teacher education development has to be equally, if not more, concerned with qualitative aspects and he brings out the challenges facing Africa in the knowledge economy. He gives a transformational role of the teacher from the 'know all' to the 'seeking to know how to know'; from 'the talker to the listener'; from the 'purveyor of knowledge and information to the co-seeker of awareness and insight' He then reaches back to trace the role of teachers in African education to draw "the lessons of history as a guide to developing appropriate strategies for "bringing the teacher back to the African school". He asserts that in the pre-colonial days "Education was not as completely informal as has always been wrongly portrayed, for there were unwritten rules and clearly discernible patterns". He traces the role of teachers during the colonial and post- colonial days and ends his description with the conclusion that: "Africa has moved from the situation in the early colonial period when the brightest and the best wanted to be teachers to one in which institutions for teacher education are begging for candidates".

This historical analysis leads the reader to the next chapter "Restoring the teacher" with tools from three perspectives: "education policy with specific reference to teachers; re-profiling and re-branding the teacher and teacher management strategies that help in enhancing the teacher's self esteem" to "Bring back the teacher to the African school", the author recommends provision of merit incentives and rewards, provision of opportunities for continuous self-improvement, involving teachers in education policy development matters and prescribing "what teachers must do for themselves and by themselves." Above all the teacher's psyche has to be changed through enhancing teacher's self image on the one hand and social acceptance and standing on the other.

The analysis of "Restoring the teacher" is followed by an analysis of "Restoring teaching" through a focus on "the intellectual, professional and personality re-skilling and re-tooling (i.e. the education) of the African teacher". He gives a detailed prescription for the initial preparation of the teacher and of professional induction and continuous professional and personality development to make up for the "professional deficit" of teachers.

In the concluding chapter the author emphasises the key role of the teacher in the development of any country and gives a list of ten hints for providing quality teachers for quality education and ten decisive factors for ensuring

the quality of education through provision of quality teachers. He emphasises better 'handling' (management) of the factors to achieve the goal. He concludes: "No educational system can rise above the level of its teachers."

Both the lists mentioned in the conclusion to restore education call for financial investment and a discussion on that would have been timely. While this will be the subject of another booklet in the series, the following joint message from five organizations including UNESCO on 5 October 2009, on the celebration of World Teacher's Day hosted by UNESCO gives a ray of hope.

"The teaching force with its knowledge, experience and foresight can, in these times of crisis, bring new insights and solutions for a sustainable future. In celebrating World Teachers' Day 2009, we, the signatories, therefore call upon all to join us with renewed energy and conviction - to invest in teachers now!"<sup>5</sup> We hope the world will listen.

Bikas C Sanyal, General Editor of the series

Assisted by Patience Awopegba, Responsible for the series

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<sup>5</sup> UNESCO (2009) : Joint Message on the occasion of World Teachers' Day 5 October, 2009, Paris

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## List of abbreviations

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CPTD	Continuing Professional Teacher Development
ECA	Economic Commission for Africa
EDI	Education Development Index
EFA	Education for All
GMR	Global Monitoring Report (on Education for All)
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICT	Information and Communications Technologies
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
IPET	Initial Professional Education of Teachers
JSSTEP	Junior Secondary School Teacher Education Programme
KNUT	Kenya National Union of Teachers
MINEDAF	Conference of Ministers of Education and Those Responsible for Economic Planning in African Member States (of UNESCO)
MCPD	Mandatory Compulsory Professional Development
NTEP	National Teacher Education Policy (Nigeria)
OAU	Organisation of African Unity (now AFRICA UNION –AU)
PATC	Pan African Teachers' Centre
QTPR	Qualified Teacher-Pupil Ratio
SLE	School Life Expectancy
PTR	Pupil-Teacher Ratio
PQE	Professional Qualification Examinations
SSA	Sub-Saharan Africa
TPR	Teacher-Pupil Ratio
TRCN	Teacher Registration Council of Nigeria
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
ZINTEC	Zimbabwe Integrated Teacher Education Course

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# 1. Introduction: the problematic

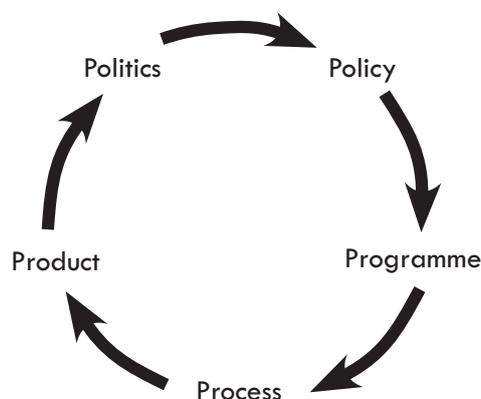
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## ***Our main focus***

Education usually follows a 5-point circle that we have described as the 5-P chain process,<sup>6</sup> (as illustrated in figure one below). Politics has a direct influence on education policy and this in its turn influences programme, which in turn influences the processes, and eventually the products (also known as ‘results’ and ‘outcomes’). The progress of education is judged mainly by the products and these cannot be of the desired type and level if the processes go wrong. The processes are managed by teachers at three main levels:

1. School organization and management that creates an overall environment that is conducive or non-conducive to learning (institutional level management)
2. Learning-promotion processes engineered by teachers (teaching)
3. Transformational and positive change in learners as a result of exposure to/involvement in teacher-engineered learning-promotion processes (learning)

**Fig. 1.1: Education as a 5-P chain process**



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<sup>6</sup> Obanya, Pai (2009): ‘Good Politics for Good Education’ – presented at the 10th UKFIET International Conference on Education and Development, Oxford (UK) 15 – 17 September

For society and for national education systems, the third level of what happens within schools and classrooms is where the benefits of education lie. It is the major reason for investment in education by governments, families, households and individuals. The major operators here (those who make things happen) are not researchers; they are not policy makers; they are not education ministry technocrats; they are teachers. These professionals are central to the success of a nation's investment in education, as judged by the extent to which point three in the paragraph before is achieved.

This work, unlike most of what has gone before, does not dwell much on quantity issues. Its emphasis is more on teacher quality concerns, while recognizing that quality must also attain a critical mass to be of any real value. Part of the quality concerns involve seeking answers to the question 'who is a teacher?' This work considers the qualities needed of today's teacher. It posits that teachers possessing such qualities have long diminished in number from the African school and presents ideas on how the situation can be reversed in a sustainable manner.

### ***Quantitative approaches to addressing teacher concerns***

Most studies on the teacher issue in Africa have been of the supply and demand type: usually involving estimates of required numbers (quantities) of teachers needed to match student enrolment, based on officially fixed or pedagogically determined teacher-student ratios. Such studies fall into two main categories: those based on total student numbers over number of teachers and those based on requirements for specific subjects on the school curriculum. For primary grades, where a single teacher is attached to a class, the former usually applies, while the latter is considered more appropriate for secondary grades, where teachers function more as subject specialist teachers.

Calculations using this approach have been expressed both in terms of teacher-pupil ratio (TPR) - one teacher to X number of learners - or as pupil-teacher ratios (PTR) - the number of pupils served by one given teacher. Results of the first model will be expressed as 1:40 (where the ratio is one teacher to 40 pupils), while results of the second model will be expressed as 40:1 (forty students served by one teacher).

Both TPR and PTR convey the same meaning. They are both indications of the quantitative adequacy and inadequacy of teachers relative to the number of students to be catered for. It is generally accepted that the lower the PTR/TPR (i.e. the smaller the number of learners a teacher has to cater for) the greater the likelihood of quality learning, as small student numbers are likely to make individual attention to learners possible.

TPR/PTR has been used both as a diagnostic and as a planning tool. In diagnostic or situational analysis studies, it has helped to assess the adequacy/inadequacy of teacher supply relative to demand. As a planning tool, TPR/PTR is used to determine number of teachers to be needed in the short and medium term.

Studies of the TPR/PTR type have tended to address two main types of challenges: teacher availability and teacher distribution/deployment. Teacher availability challenges refer to the extent to which the requisite number of teachers exists or not. Distribution and deployment challenges refer to the question: 'where are the teachers located?' Here, the major distinction has been geographical inequity in the distribution of teachers, with rural schools and those in urban ghettos being relatively more deprived of teachers than schools in more favoured neighbourhoods. There is a second dimension to teacher distribution challenges that deals with gender with emphasis on female representation in the teaching force, as well as positions occupied by women in the teaching career hierarchy.

There is a growing tendency to complement quality with quantity by disaggregating teacher availability and distribution data into qualified and unqualified teachers and also categorizing available teachers according to level of experience. Qualified teacher status would be accorded to those with the minimum level of general training, professional education, and internship requirements prescribed by national authorities. Studies that categorise available teachers as 'qualified' or 'unqualified' have now added the acronym PQTR (Pupil-Qualified Teacher Ratio) to the lexicon of educational statistics.

The major problem with categorization of available teachers by experience is the emphasis on years of teaching experience. This has the limitation of being simply quantitative. There is need here for a 'focus-shift' to the quality of experience. A conscious attempt will be made later in this work to elucidate the concept more fully.

On the whole, TPR/PTR analysis is useful, as already pointed out, for both diagnosis and planning, and even for immediate-term decision-making. The inclusion of PQTR has also further enriched the analysis of teacher availability and distribution issues. However, since the focus of this work is on processes that make for the desirable products, on what the school and teachers do to engineer transformational change in learners, the analysis must go beyond the quantitative to the qualitative. This is because quality teachers are needed for the quality teaching that leads to quality learning.

## **Quality dimensions of teacher issues**

Quality considerations in discussing the issue of teachers would require examining more fundamental issues such as:

1. What education does the modern world require?
2. What teaching can best promote this education?
3. Who should undertake the teaching?

The rationale for addressing the above questions is that we must move away from counting every person who stands before students to deliver a lesson as a teacher. We should also move away from interpreting mere paper qualifications (whether academic or professional) as sufficient condition for the title of 'qualified' teacher. The teacher that should be brought back to the African school must be one whose qualification surpasses being an adult, having been to school, having been through a teacher preparation programme, etc.

*What education does the modern world require?*

The first step to addressing this question is to raise and answer an even more fundamental question: what type of world are we talking about? It is a world that has been described as being characterized by globalization (the world getting smaller with geographical barriers being broken by rapid advances in information and telecommunications technologies) and consequently no part of the world can afford to remain isolated and untouched by global events. It is also a world characterized by uncertainty (with many changes taking place at dazzling speed) – where the only constant phenomenon is change. It is, finally, a world in which knowledge is the primary commodity

This world, in which space is shrinking, in which ideas, thoughts, inventions, fashions and technical products bounce across continents, in which frequent and rapid changes demand that we remain constantly alert through lifelong learning and adaptation, is said to be dominated by the Knowledge Economy (see box one). Today's teacher is expected to function and fit into this world. And it is for this world that today's education systems and schools have to prepare learners who will contribute to its continued progress.

**Box 1.1: Seven major characteristics of the Knowledge Economy<sup>7</sup>**

1. Unlike physical goods, information is not destroyed in consumption. Its value can be enjoyed again and again.
2. Bridges are being built between various areas of competence, as codification tends to reduce knowledge dispersion.
3. Learning is increasingly becoming central to both people and organizations
4. Learning involves education and learning-by-doing, learning-by-using, and learning-by-interacting.
5. Initiative, creativity, problem-solving and openness to change are increasingly important skills.
6. Flexible organizations are becoming the norm. They integrate 'thinking' and 'doing' and avoid excessive specialization and compartmentalization, by emphasizing multi-task job responsibilities.
7. Where machines replaced labour in the industrial era, information technology has become the source of codified knowledge in the Knowledge Economy, demanding uniquely human competencies such as conceptual, interpersonal and communication skills.

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<sup>7</sup> (J Houghton and P Sheeben (2000): A Primer on the Knowledge Economy, Centre for Strategic Economic Studies, Victoria University, Australia)

The emergence of the knowledge economy has created the following specific challenges:<sup>8</sup>

1. Education no longer prepares one for specific jobs, in the conventional sense.
2. The principal goal of education is no longer the certificate or diploma but the inculcation of learning-to-learn skills. Thus, memorization (knowing that things happen) is no longer as important as analysis (apprehending how and why things happen).
3. Education now combines the inculcation of 'knowing yourself' or 'developing the best in you' (Intrapersonal Skills) with 'knowing and getting along with others skills' (Interpersonal skills).
4. In addition to developing mental (or cognitive) intelligence or brain power - the Knowledge Economy has brought to the fore a complementary type of human power, emotional intelligence (the ability to manage emotions).
5. Creativity (lack of rigidity, a willingness to explore new paths and new ways) is now a major hallmark of the educated person.
6. People who have benefited from education are now expected to have acquired a combination of 'hard' and 'soft' skills, (see Table 1.1)

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<sup>8</sup> Paraphrased from Obanya, Pai and Andrew Fadoju (2008): General Pedagogy, Evans Brothers (Nigeria Publishers) Limited

**Table 1.1: Hard vs. soft skills in education**

Conventional -(hard) skills	Contemporary (soft) skills
Cognitive intelligence	Emotional intelligence
Self expression (oral, written, etc)	Character formation (to strengthen the total person)
Logical reasoning (for analysis and problem solving)	Intrapersonal (for the individual to understand his/her personal strengths and weaknesses, as well as possibilities/potentialities)
Computational (for quantitative reasoning)	Interpersonal (for understanding and 'teaming' with others)
Design/manipulative (for purely technical reasoning and action)	Lifelong learning (knowledge-seeking skills)
Conceptual (for generating ideas and translating them into 'action maps')	Perseverance (for seeing ideas and projects through to fruition)

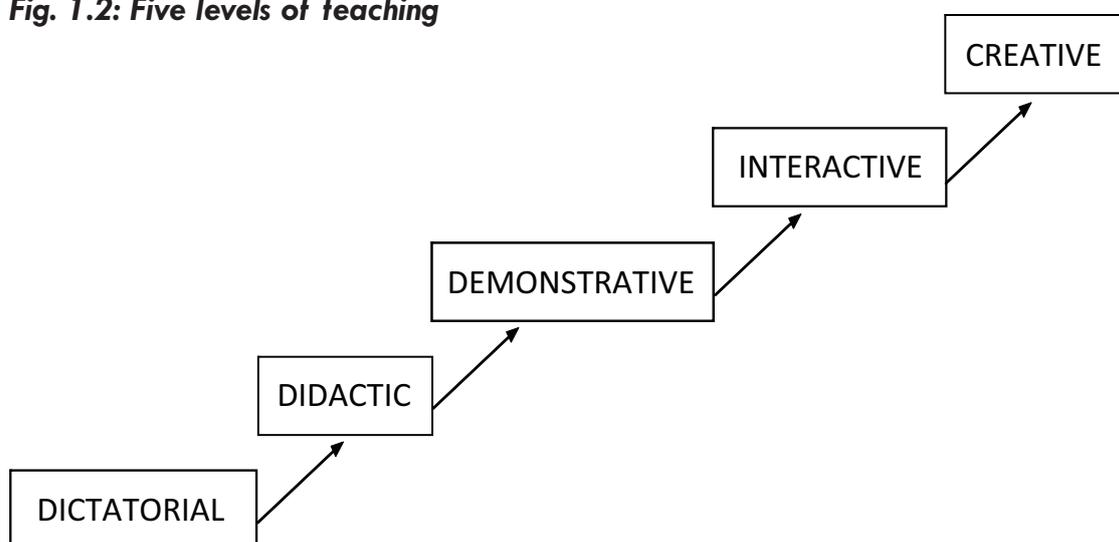
What teaching is best to meet the demands made on education by the Knowledge Economy?

The Knowledge Economy has reinforced the age-old precept that teaching should not be just 'talking and chalking'. Teaching is also no longer limited to instructing, to transmitting information, to conveying codified knowledge. Instead, teaching should now emphasize qualitative transformation of the learner and should henceforth be built around the principles of transformational pedagogy, which are:

1. A complete re-conceptualization of the roles and functions of the teacher. The orthodox perception of the teacher is of the all-knowing master whose authority must never be questioned (Level 1). Related to

this is the specialist knowledge-dispenser performing in front of a class according to rigid pedagogical rules (Level 2). An improved variant is the one who allows some talk and action from students, but strictly of the 'say or do after me' type (level 3). The paradigm is gradually shifting to the teacher who accepts that the learner is not a 'tabula rasa' and who encourages varying degrees of student participation (Level 4). The effective teacher is likely to be the one whose major approach is creating responsive approaches to match specific teaching-learning challenges. (level 5)

**Fig. 1.2: Five levels of teaching**



- Level 1 Teacher (dictatorial) –the all-knowing, stuffing the empty heads of students
- Level 2 Teacher (didactic): has learnt the formal pedagogical rules and follows them blindly
- Level 3 Teacher (demonstrative): Allows student input but only of the 'say/do after me' type
- Level 4 Teacher (interactive): encourages student participation, but still 'in-the-box thinking' bound
- Level 5 Teacher (creative): creates responsiveness to specific teaching-learning challenges

2. Operating at level 5 requires that the teacher
  - a. Discards the lecture approach to teaching
  - b. Capitalizes on the knowledge/experience/values and attitudes that students bring to the programme
  - c. Practices resourcefulness by sourcing materials beyond conventional textbooks, including mobilizing students to source materials
  - d. Discourages dictation in favour of discovery
  - e. Makes activities (mental/practical) by teacher and learner, and particularly among learners, the dominant teaching method
  - f. Accepts that the learner is central and so plans and executes teaching activities with the learner in mind
  - g. Accepts that a teaching-learning situation is one in which both teacher and student are learning
  - h. Accepts that teaching can be considered successful only after the learner has learnt
  - i. Realizes that successful learning means a positive and lasting change in behaviour, in outlook, in ways of going about life
  - j. Realizes that successful learning begins when the student's capacity for continuous self improvement has become a fully ingrained habit

**Box 1.2: Paradigm shift directions for the transformational teacher**

The transformational teacher will operationalize the paradigm shift...

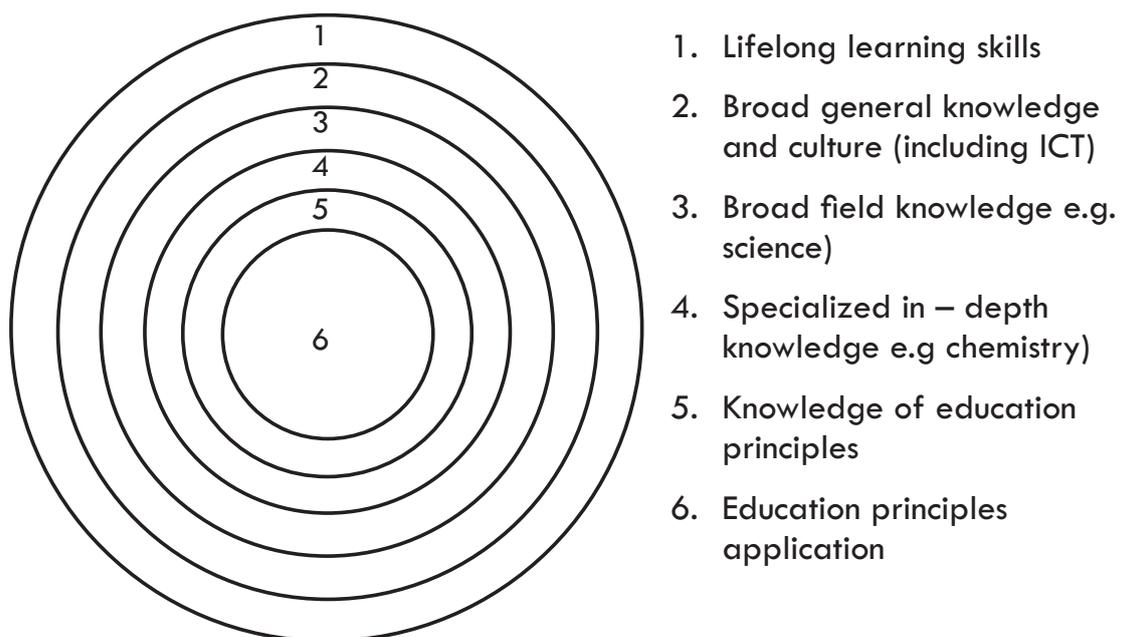
- a. From the 'know all' to the 'seeking to know how to know'
- b. From the talker to the listener
- c. From the purveyor of knowledge and information to the co-seeker of awareness and insight
- d. From the conductor of learning to the joint organiser of learning
- e. From 'this is the answer' to 'there are multiple ways of looking at the issue at hand'
- f. From dictating to encouraging the search for solutions
- g. From promoting the solo learner to building up the team-player

3. Transformation pedagogy aims at transforming the student at various levels
  - a. Intellectually – enhanced creative thinking  
Attitudinally – enhanced capacity to explore, to take strategic initiatives
  - b. In terms of value orientation – enhanced commitment to converting obstacles to challenges
  - c. Emotionally – enhanced self awareness, self management, and social awareness for improved social action and team membership

Who should undertake the required transformational teaching?

Policies on teacher education have always stressed a judicious combination of academic (or subject matter) knowledge and professional subject (education foundations and pedagogy), to which will be added demonstrable ability to apply pedagogical principles. These were probably adequate for the teacher of yesterday. For today's teacher, the conventional subject-matter/pedagogy curriculum has become too restrictive. This is because today's teachers have to be knowledge workers, like all other professionals, and therefore have to be exposed to knowledge in the broadest and more profound sense, thus giving them the 'multiple intellectual hat' illustrated in figure 1.3.

**Fig. 1.3: The multi-layered intellectual cap of today's teacher**



The six layers of the intellectual cap principle (see table 4.1 later) requires the following of today's teacher:

1. The education foundation skill of 'learning how to learn'
2. A broad general knowledge as foundation on which more specialized learning should be built
3. Specific area knowledge, predicated on sound broad based knowledge (the same as number two inversed?)
4. Specialized discipline knowledge where appropriate
5. Knowledge of education and pedagogy principles
6. The ability to apply education/pedagogy principles in transformational teaching.

Lifelong learning skills are paramount as they provide the skills for the teacher's continuous development. A broad general knowledge is needed to ensure versatility and flexibility (including openness to new ideas) in the teacher. It forms the bedrock for more specialized study, to ensure the development of system thinking in the future teacher. Mastery of educational principles and their applications is predicated on a solid base of lifelong learning skills and forms an integral element of broad-based, general knowledge.

Today's teachers also have to be armed with their own fair share of 'soft' skills. These should be woven into the multi-layered intellectual cap. The ten essential elements of the skills are:

1. Love of learning and knowledge – an important trait for persons in the frontline of promoting learning, the knowledge profession
2. Love of children – the work of every teacher centres on facilitating learner development; thus love of learning should be mainly for the interest of learners
3. An eye (as well as an ear) for community signals – the ability to follow the evolution of society as a means to ensuring that school work derives from societal dictates as much as possible
4. Grooming (appearance, clothing, speech, interpersonal relations etc) – a means by which the teacher teaches by personal example
5. Gender sensitivity – with particular emphasis on ability to remove obstacles to the full participation of girls in schooling

6. Acceptance of differences (racial, ethnic, gender, religious, political/ ideological, etc) – implying the avoidance of prejudice and stereotyping
7. Team play, as school work is team activity among teachers, while helping the child to grow involves team work with parents and communities
8. Professionalism –familiarity with education policy, curricula, examination requirements, commitment to continued professional development, maintenance of high standards, etc
9. Role model for integrity, morality, work habits, etc
10. Key emotional intelligence competences – self control, patience, temperance, empathy, etc

#### *Nature of the problematic*

Quantitative approaches to analyzing teacher issues in works dealing with education in Africa are, as already acknowledged, valuable tools for diagnosis and planning. It is not however sufficient to use these as the only tools for addressing teacher-related challenges in education. Going beyond teacher availability and teacher distribution, and placing greater emphasis on the nature of available teachers (what they are and what they are able to do to ensure transformational teaching) – that is, complementing the quantity dimension – gives a more comprehensive picture of the issues at stake.

This fuller picture also allows for ‘teacher-issues planning’ that focuses not only on whether or not the teaching personnel is readily available but more importantly on whether they are wearing the multi-layered intellectual hat of today’s teacher, on the extent to which they possess the soft skills characteristic of a teacher (generally referred to as ‘a teaching personality’) and the extent to which they are able to use their intellectual and soft skills to be able to teach at ‘level 5’ of figure 1.2.

These are the major considerations in bringing back the teacher to the African school and the rest of this work explores the greater and practical details on how this can be done.

## 2. The African teacher over the years

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### *Chapter focus*

This chapter emphasises that the teacher has always been with us, just as the promotion of education. It highlights the role of the teacher and the status accorded to teachers over the ages, from traditional society through the colonial and post-colonial nation-building periods to the emergence of globalization and the Knowledge Economy. The highlights serve two main purposes: to seek a deeper understanding of how the teacher disappeared from the African school and to use the lessons of history as a guide to developing appropriate strategies for bringing the teacher back.

### *The teacher in traditional African societies*

Readers might wonder at the very thought of teachers in traditional African societies, since they had no formal education systems. The fact however is that 'in the beginning was education'. Wherever human societies developed and carried out the task of societal organisation, education also emerged because a culture also evolved and people become engaged in inter-generational transmission of cultural heritage, which is the number one function of education. In most cases, the young were undergoing the twin processes of socialization and acculturation. The not so young were acquiring skills (social, technical, behavioural) needed for life in society, and individuals and groups were continuously adapting to changing times and changing life circumstances.

Traditional African societies engaged in all these educational/learning activities to varying degrees. Education was not as completely informal as has always been wrongly portrayed, for there were unwritten rules and clearly discernible patterns, as illustrated in table 2.1, which shows education as a lifelong process covering the phases of childhood, adolescence and adulthood.

The second column of the table shows the unwritten (both socially accepted) education goals at each phase of life. The third column shows a case of no separation between ‘school’ – the locale for learning – and society. The third column brings us nearer home to the subject of this work: at every phase of life someone (some group) is learning and someone (or some group) is guiding the learning process (i. e. teaching).

**Table 2.1: Organizational set-up for traditional African education**

Stage of life	Educational goal	Place of education	Agencies of education
1. Childhood	Primary socialization	The home The extended family The community	Parents Older relations Elders in the family and the neighbourhood The age grades Community-based organizations
2. Adolescence	Lifeskills acquisition	The community (all places of work, recreation, communal activities, religious observance, etc) The initiation ground	Parents Community elders The age grades The guilds Skilled craftsmen/women Secret societies Games and sporting groups
3. Adulthood	Social and organizational skills development	The community	Community rulers and elders Community special service groups Special interest groupings The guilds

There are three very important points about persons who guided learning in traditional African settings: they were knowledgeable; they were skilled; and they enjoyed social recognition. The 'curriculum' was the cumulative social and technical knowledge and resources of society and those who taught the 'curriculum' (parents, community leaders, elders, leaders of various organized groups in society) lived that 'curriculum'. Such teachers actually lived the culture that was the cornerstone of the 'curriculum'. Therefore, they were usually deeply versed in what they transmitted to the next generation (in the case of childhood and adolescents) as well as in life skills they transmitted to youth and adults.

Traditional education also had its un-codified but socially accepted pedagogy. This is intimately linked with oral (pre-literate) culture and socially accepted personal interaction modes. Broadly speaking, the pedagogy of African traditional education consisted of the following seven elements:

1. Oral communication: traditional story telling by grandparents around the fire place, public performance by the Griot, etc
2. Instructing: assigning tasks along with the socially accepted rules for executing such tasks (using oral communication)
3. Demonstrating: physically showing the step-by-step process of producing a product (as in artisanal work) of getting things done (as in sowing and harvesting, in food processing and cooking, etc) – a process that encourages 'learning to do' by actually doing
4. Encouraging and admonishing: reinforcement of socially approved behaviour or actions; reprimand for whatever is considered socially unacceptable
5. Repetition: saying, illustrating, demonstrating, over and over again (over a period of time) until rules, skills, processes are mastered
6. Team-teaching and collaborative-learning: adults collaborating to transfer skills to groups of children; older children teaming up to take care of the socialization of younger children
7. Internship and apprenticeship: exposure (often for prolonged periods) to skilled and knowledgeable practitioners (craft work, traditional medicine, music and dance, etc) to allow for mastery of the technical and social aspects of a trade.

Mastering these unwritten but widely spoken of pedagogical principles was an essential aspect of 'growing up' in African traditional societies. It was therefore virtually automatic for anyone who found themselves in teaching relationships with others to apply them as and when appropriate.

Teachers in traditional African societies were generally older than those to whom they transmitted knowledge. Since age carried respect, persons playing the teaching role enjoyed automatic respect. In addition, skills of a certain specialized nature (music composition, playing of musical instruments, the practice of traditional medicine, hunting, animal husbandry, etc) have strong magical beliefs around them. The mastery of such magic also conferred respectability on the practitioners of various arts, who also had to teach these to children adolescents, and youth.

### *The teacher in Islamized African societies*

‘Islam has paid considerable attention to teachers for their being the first brick in the structure of social development and perfection and the cause of guiding and developing behaviours and mentalities of individuals and communities. The Prophet cared for teachers and showed their elevated standings. Once, he passed by two circles of people; the first was supplicating to God while the other listening to a teacher. He commented: “The first is begging God who may or may not give them. The second was learning. I have been sent as teacher.” Hence, he joined the second. This is the best example of the Prophet’s encouraging education and teaching’<sup>9</sup>

Islam is a very strong force in Africa. It is a religion and a way of life that has permeated the region in varying degrees. In terms of education, Islam introduced the following new dimensions to communities all over the region:

1. Religious education
2. Literacy
3. Formalized learning and teaching
4. Specialized education

Since education was intended as a vehicle of a revealed religion, it goes without saying that its major goal would be promoting a deep understanding of that religion. Secondly, the teaching of Islam was and is carried out mainly through the study of the Holy Koran. Thus, knowledge transmission is carried out through reading and writing, thus enriching and empowering the believer

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<sup>9</sup> Muhammad Baqir Quarashi: The Status of Teachers in Islam – IMAM REZA(AS) NETWORK  
–www.imamreza.net

with the skills of literacy. Thirdly Islamic learning often has a specific learning locale (the mosque, the madrassa and other designated prayer and learning places). Learners and teachers thus have more or less formal arrangements as to where to gather at specific times of the day, as well as designated materials to cover. Fourthly, Islamic education (especially at a more advanced level) went beyond the strictly religious to the secular – science and mathematics, astronomy, literature, medicine, etc.

In all this, the place of the teacher has always been paramount. As the quotation above shows, respect for teachers is in fact a religious injunction. In addition, the word for teacher (Mallamu) means a learned person – someone who has undergone rigorous training and is an exemplar of Islamic virtues and who is revered in society. For this reason, a teacher's position in Islamized societies is one that a person can aspire to occupy.

### *The teacher in colonial Africa*

Talking about colonial Africa means talking about four different forms of administration: British, French, Portuguese and Spanish. Until 1918 there was a fifth administration, the German. Territories of this category were however appropriated to the British and the French, with the defeat of the Germans in the First World War. Each colonizing power brought with it different policies. The French, the Spanish and the Portuguese pursued a policy of assimilation, while the British pursued indirect rule. Assimilation meant total mental reconversion of a restricted group of people in the colonies into French and Spanish, or Portuguese. This meant an elitist and highly selective education system completely mirroring the curriculum and performance standards of the 'métropole'. On the other hand, education under indirect rule, while retaining strong elements of the practice in England, allowed for some degree of flexibility and adaptation to local needs (e.g. teaching African languages and developing context-responsive curricula).

In spite of this major difference, there were a set of common features in the condition and status of teachers in colonial Africa. Firstly, teachers were chosen from la crème to la crème. They were among the best students. Teacher education was characterized by rigour, in terms of knowledge, hard work and self-discipline. Secondly, teachers were often the mirrors of western knowledge and civilization in local communities. The people looked up to them as role models. Thirdly, the teacher enjoyed social recognition. He (they were then mostly men) played multiple roles in society, preacher of the gospel, public letter writer, public enlightenment agent, change agent, etc. Fourthly, teacher professional support, in terms of supervision, was strong. Teachers therefore

had to maintain the best standards of conduct and classroom performance. For these reasons, and also because job opportunities were limited, most young people aspired to be teachers.

This situation was to witness a radical downward change in the latter years of colonial rule, beginning in the 1950s. The gradual move towards political independence led to the expansion of the public services and greater employment opportunities for educated Africans. Wide disparities in pay arose between teachers and government and private sector employees. The emergence of other white-collar workers in society also led to the loss of sole elite status by the teacher. Expansion of opportunities for secondary education meant that entry to teacher education programmes ceased to be competitive. In other words, both teaching and teacher education programmes ceased to attract the best and the brightest.

In addition, especially in the British colonies, there was a watering down of the curriculum for teacher education. The narrower concept, 'Teacher training', became a dominant precept over the wider concept of 'Teacher education' (illustrated in table 2.2).

**Table 2.2: Teacher training vs. teacher education**

Focus of teacher education	Focus of teacher training
<p>Operates at a variety of hierarchical levels</p> <ul style="list-style-type: none"> <li>- Concerned with the overall development of the person, like any genuine education programme</li> <li>- Learning to learn skills</li> <li>- A broad, general education base</li> <li>- In-depth, specialised knowledge</li> <li>- Theoretical foundations of professional practice</li> <li>- Reflective, research-oriented professional skills development</li> <li>- Career-long self-development potentials</li> </ul>	<p>Operates at a single level</p> <ul style="list-style-type: none"> <li>- Teaching skills acquisition</li> <li>- Updating of previously acquired skills</li> <li>- Re-skilling limited to 'how-to-do-it' demonstration techniques</li> <li>- Usually a one-shot affair</li> <li>- At best, a periodic/ occasional affair</li> </ul>

The eternal debate on the relative importance of material (academic studies) and methods (professional studies) in teacher preparation seemed to tilt in favour of the latter. Teachers also began to move to other jobs. The watered down curriculum that was the response to this challenge was justified by the rationale that knowing how to teach mattered more than knowing what to teach. It was also intended to stem the tide of teachers moving into other professions. Thus, 'rural science' was substituted for science proper, arithmetical processes replaced mathematics and a prestigious discipline of the period (Latin) was excised from teacher education curriculum.

Thus, the colonial period in Africa began with an era of high social status for teachers but ended with one of considerable lowering of that status. The situation was to be further exacerbated in the ensuing years, as the following section shows.

### *The African teacher over the past fifty years*

This refers to the post-colonial period, beginning with Ghana's independence in 1958. The period, in terms of educational development, has been characterized by the following features, all of which have impacted in a variety of ways on the teacher.

1. Grand conferences on education
2. A spate of reforms
3. Intense donor involvement
4. Unplanned expansion
5. Unmet demands for education

#### *Grand conferences on education*

These began in Addis Ababa with a joint effort of UNESCO, the Organisation of African Unity (OAU) and the Economic Commission for Africa (ECA) in 1961 with the conference of Ministers of Education and those responsible for Economic Planning in African Member States (MINEDAF). Eight editions of the conference have been held (hosted by various African countries) since then. MINEDAF1 (Addis Ababa, 1961) envisaged universal primary education by 1980, expansion of general secondary and technical education and the intensification of training and retraining of teachers. The teacher issue has re-echoed in subsequent MINEDAF conferences.

An interesting teacher-related development in the wake of the Addis-Ababa conference was the establishment of institutions for the training of secondary school teachers all over Africa with the assistance of UNDP and UNESCO. These *Écoles Normales Supérieures* and Advanced Teacher Training Colleges contributed to the production of quality teachers in their early days, but since then overall quality has declined with the decline in the quality of inputs – teacher educators, infrastructure equipment, and funding – and uncontrolled expansion in programmes and in enrolment. The case of *École Normale Supérieure* of Yaoundé-Cameroon is to a large extent illustrative of the decay that this ‘house that UNESCO built’ has suffered over the years.

‘The quality of research, teaching and learning has also suffered over the years. Lecturers have not been having adequate exposure to modern developments in their disciplines, as the institution is not connected to the Internet, in fact as telecommunication facilities are absolutely lacking. The library is in a sad state, as there has been no updating of its acquisitions for some 20 years. The laboratories (sciences and languages) are inadequate for the number of students they serve. Worse still, equipment and materials are in a state of obsolescence. ENS has also not been involved in continuing education for practising teachers for quite some time.’

Thus, the institution is under a strong threat of not living up to its mandate

- The quality of the training it is offering to prospective teachers has become a subject of great concern
- The institution is gradually losing touch with the schools that it is supposed to be serving
- Knowledge generation through research has become a very difficult undertaking<sup>10</sup>

The decade of the 1990s was marked by global level grand conferences on and or affecting education (Table 2.3). All these conferences acknowledged Africa’s backward position on the global education league tables and called for international solidarity in favour of the Continent. They recommended political will and prioritization as key to sustained development of education. They also emphasized the need for capacity-building for the education sector, but with greater emphasis on management and planning rather than on teachers and teaching.

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<sup>10</sup> Obanya, PAI (2003): CAMEROUN – Capacity Building of Lead Teacher Training Institutions – Report of a UNESCO Evaluation Mission

**Table 2.3: Global grand education-related conferences of the 1990s**

<ul style="list-style-type: none"> <li>- World Conference on Education for All (Jomtien) 1990</li> <li>- World Summit for Children (New York) 1990</li> <li>- United Nations Conference on Environment and Development (Rio de Janeiro) 1992</li> <li>- International Conference on Education for Human Rights and Democracy (Montreal) 1993</li> <li>- The E-9 Summit (New Delhi) 1993</li> <li>- World conference on Human Rights (Vienna) 1993</li> <li>- World Conference on Special Needs Education (Salamanca) 1994</li> <li>- International Conference on Population and Development (Cairo) 1994</li> <li>- World Summit on Social development (Copenhagen) 1995</li> <li>- Fourth World Conference on Women (Beijing) 1995</li> </ul>	<ul style="list-style-type: none"> <li>- Mid-Decade review meeting of the International Consultative Forum on Education for All (Amman) 1996</li> <li>- Second World Conference on Education and Informatics (Moscow) 1996</li> <li>- Fifth International Conference on Adult Education (Hamburg) 1997</li> <li>- First World Conference of Ministers Responsible for Youth (Lisbon) 1998</li> <li>- Inter-Governmental Conference on Cultural Policies for Development (Stockholm) 1998</li> <li>- World Conference on Higher Education (Paris) 1998</li> <li>- Second International Congress on Technical and Vocational Education (Seoul) 1999</li> <li>- Education for All (EFA) Forum – Dakar -2000</li> </ul>
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The most-widely cited of these conferences (Dakar EFA Forum) lays a particular emphasis on ‘quality’, as seen in its sixth and final declaration

‘Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.’

One would assume that the teacher question is embedded in the emphasis on ‘quality’ and ‘learning outcomes’, since quality teaching is a major determinant of quality learning outcomes. It is however a sad commentary on the forum that no explicit reference was made to teachers.

*A spate of reforms*

The word 'reform' is a recurrent one in the discourse on education in Africa. Its meaning ranges from mere changes in nomenclature through slight modifications in existing regulations, the creation of new management structures, the adoption a new idea from the former colonizing country, to radical rethinking of the goals of education. The pursuit of reforms can also range from the casual to the serious and sustained.

**Table 2.4: Typologies of educational reform in Africa<sup>11</sup>**

Reform Type	Characteristics	Illustrative countries
1. Radical-revolutionary	<ul style="list-style-type: none"> <li>- Complete break with the inherited colonial system of education</li> </ul>	<ul style="list-style-type: none"> <li>- Socialist oriented countries in the first decades of independence (Tanzania, Guinea, Benin, Congo-Brazzaville)</li> <li>- Liberation movements in Guinea-Bissau, Angola and Mozambique</li> </ul>
2. Realistic-revolutionary	<ul style="list-style-type: none"> <li>- moderating revolutionary zeal with the need for caution</li> <li>- change without breaking completely with the past</li> </ul>	<ul style="list-style-type: none"> <li>- A large majority of African countries</li> </ul>
3. Ad hoc	<ul style="list-style-type: none"> <li>- Ad hoc innovations with no organic link to the overall system</li> <li>- educational – usually in the form of pilot projects that never really got absorbed into the system</li> </ul>	<ul style="list-style-type: none"> <li>- Noticeable everywhere in the region</li> </ul>
4. Evolutionary	Un-engineered change, waiting for outside signals	Most francophone countries

<sup>11</sup> Obanya, PAI (1998): Patterns of Educational Reform in Africa, Prospects, 28/4, 19-28

The era of reforms did have some influence on the teacher in Africa. First, came the idea of a new profile; seeing the teacher as change-agent capable of championing development especially at the local level. Thus, the period witnessed experiments aimed at making the teacher a multi-purpose professional, with the Bunumbu (Sierra Leone) and Namutamba (Uganda) experiences the most illustrative of efforts to produce the polyvalent teacher. These and similar experiences elsewhere in Africa did not however achieve their objectives, largely because the ideas came from outside and were promoted by persons who had little understanding of local realities<sup>12</sup>. Moreover, political upheavals in both Sierra Leone and Uganda made development efforts (including education development efforts) extremely difficult.<sup>13</sup>

### *Intense donor involvement*

External development assistance in favour of education (including teacher issues) has been a strong feature of Africa since the early years of independence. However it became really intense in the years leading to the Jomtien World Conference on Education for All, especially following the publication of *Education in Sub-Saharan Africa: A Symposium and Guide* by The World Bank in 1987. The book became an instant standard reference material for development assistance workers in Africa, even though many Africans considered its content and analytical framework more slanted towards guiding World Bank lending than the sustainability of education in Africa.

The major point the guide made about teachers is that the bulk of education sector spending in Africa goes into teachers' salaries. This is a point that has been echoed and re-echoed on commentators on teachers in Africa in the last three decades. What this over-orchestrated statement (and the commentators on education financing and teacher issues in Africa) have tended to explore is the proportion of Africa's education budgets that goes into the following: (i) the political management of education: number of ministers and their aides, activities of ministers that contribute very little to the promotion of national education, etc, and (ii) the unwieldy size and inefficiency of education sector bureaucracy.

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<sup>12</sup> Banya, K(1988): 'The Role of International Organizations in Aid: A case Study of a Teacher Education Programme in Sierra Leone', *International Review of Education* 34/4, 477-494

<sup>13</sup> Obanya, PAI (1996): 'Case Studies of Curriculum Innovation in Western Africa', *International Review of Education*, 41/6, 315-336

The post-Jomtien era witnessed real intensification of donor activity aimed mainly at assisting in the planning and management of basic education. Some of these activities went along with studies designed to provide policy options on teacher education. These studies can be classified according to their major conclusions as follows:

1. Low TPRs and inefficient use of teachers
2. The teacher's qualification does not matter
3. The teacher does not necessarily have to know so much
4. It makes good sense to save on teachers' salaries

Studies of the TPR type reported high teacher-pupil ratios and sometimes teacher to classroom ratios. They consequently prescribed policy panaceas that sought to increase class sizes and increase the workload of teachers.

The second category of studies claimed to have compared the examination performances of students taught by professional and non-professional teachers and 'found' that student performance had no direct correlation with the teacher's professional qualifications. The resultant policy panacea was to save costs on institutional training of teachers and focus more on school-based training.

In the studies dealing with the level of general education and subject matter knowledge of teachers, the 'findings' also indicated that the teacher's level of education does not really make a difference; hence the policy panacea that says; 'just teach the teacher at a level slightly above what s/he has to teach his/her pupils and proceed incrementally to improve on the teacher's knowledge level through school-based training.'

The studies focusing on saving on teacher salaries often recommended the employment of lower level personnel. These would earn lower salaries and the savings resulting from that, according to the prevailing policy panacea, would be ploughed into teaching-learning equipment to enhance quality.

There were even studies to show that teachers in private schools received lower salaries than those in public schools, and yet their students performed better in public examinations.

These studies were often supported by success stories touting? promoting? some 'good practices' tied to some externally funded project somewhere. In most cases, such projects have simply fizzled out; their impact not really felt on the ground. The studies tried to torpedo well-tested pedagogical principles and they are not known to have had any lasting influence on policy and practice.<sup>14</sup>

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<sup>14</sup> See, for example, Zymelman, Manueel and DeStefano, Joseph (1989): Primary School Teachers' Salaries in Sub-Saharan Africa-World Bank Discussion paper 45

*Unplanned expansion*

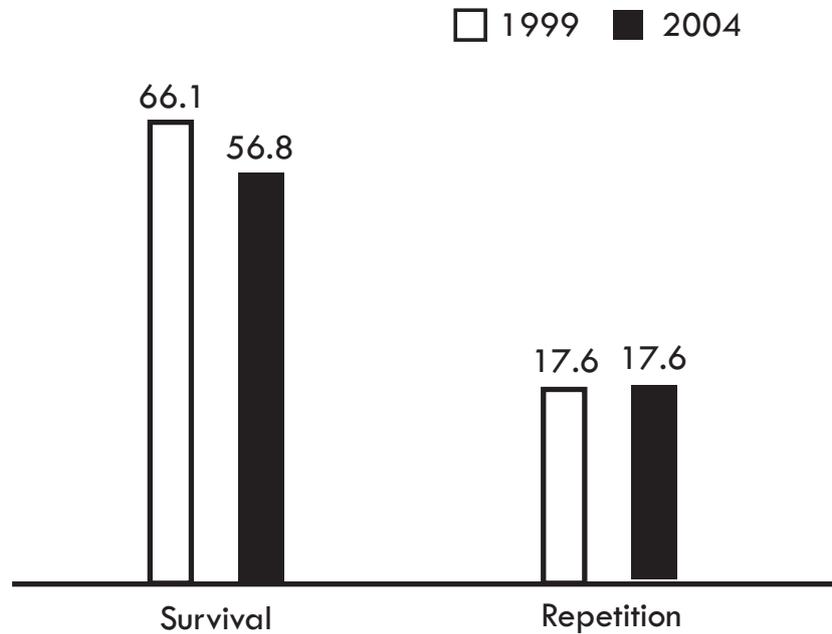
Expansion of education is not really a positive term in the context of Africa, as it can signify 'increase without improvement'. Thus, Africa since independence has seen more schools and more children in school. Africa has also spent more money on education and has received more and more external aid to support education. Africa has also possibly engaged more and more teachers over the years. possibly?

The irony of expansion not translating to improvement is aptly captured in figure 2.1 below, sourced from the EFA Global Monitoring Report for 2007.

**Fig. 2.1: Sub-Saharan Africa net primary enrolment 1999, 2004**



**Fig. 2.2: SSA-Primary survival and repetition rates: 1999, 2004**

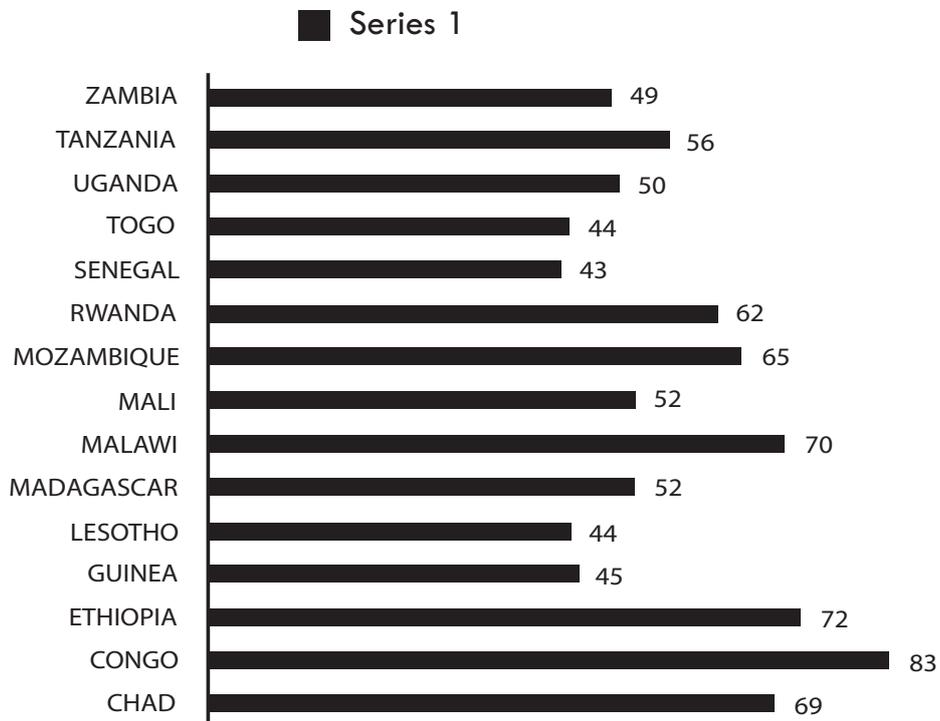


In five years there was a 9 per cent point rise in net primary enrolment, an 11 per cent rise in girls' enrolment and an 11 per cent rise in the case of girls. This is however no proof of improvement, for as figure 2.2 shows there was a drop in survival rate to the last grade, while the repetition rate remained constant.

Had the expansion been planned, measures could have been foreseen for ensuring efficiency (a great deal of which deals with quality teachers, quality teaching and quality learning). In such a case expansion would have gone hand in hand with improvement.

The same report shows that, in spite of the expansion in enrolment, teacher supply has remained a real challenge in many African countries.

**Fig. 2.3: African countries with high average IPH (2004)**



Source: Global Monitoring Report - GMR 2007

Figure 2.3 shows pupil-teacher ratios for 15 of the 22 countries for which data was available (ratios above 1:40). Such high ratios are a serious obstacle to teaching and learning

*Unmet educational demand*

The sum total of the efforts of the past fifty years is that Africa has not been able to meet the education needs of its teeming population. Africa in fact entered the twenty first century with a huge ‘education deficit’ as illustrated by a number of indicators, prominent among which is the EDI – Educational for All Development Index used in the global monitoring reports (GMR). According to the 2007 edition of the report<sup>15</sup>, the countries of Africa tend to congregate around the low EDI group of countries. Africa is not represented at all at the top of the EDI league table (the top 48 high EDI countries. Seven of the 48 countries in the medium EDI category are from Africa,<sup>16</sup> while 20 of the 29 countries in the low EDI category are from the region.

<sup>15</sup> UNESCO: EFA Global Monitoring Report 2007

<sup>16</sup> South Africa, Botswana, Cape Verde, Namibia, Zimbabwe, Zambia, Swaziland

### *And...what do teachers and teaching have to do with it?*

Education policies, however well crafted, cannot on their own ensure that education takes place; neither can the most scientifically constructed curriculum be an automatic guarantee that schools and classroom bring about transformational change in learners. Teachers apply policies and interpret curricula in the educational operating theatre - the school, the classroom, the laboratory, the workshop, the demonstration form, the playground. In reality, it is what teachers do or fail to do that determines the bottom line index of the success of educational policies.

Every education system therefore needs teachers in the real sense of the term as explained in the opening chapter of this work. The right type of teacher was there in pre-colonial Africa, serving the 'educating needs' of the time. The same can be said of the teacher in Islam and of the teacher in Africa's early colonial history. That teacher effectively left the African school from the closing days of colonial rule. Post-colonial reforms, grand conferences and massive external assistance have driven the teacher still further from the African school. We have in fact arrived at a situation in which Africa is 'teaching without teachers'. The next chapter carries the discussion further, as it deals with 'actionables' for restoring the practice of 'teaching with teachers'.

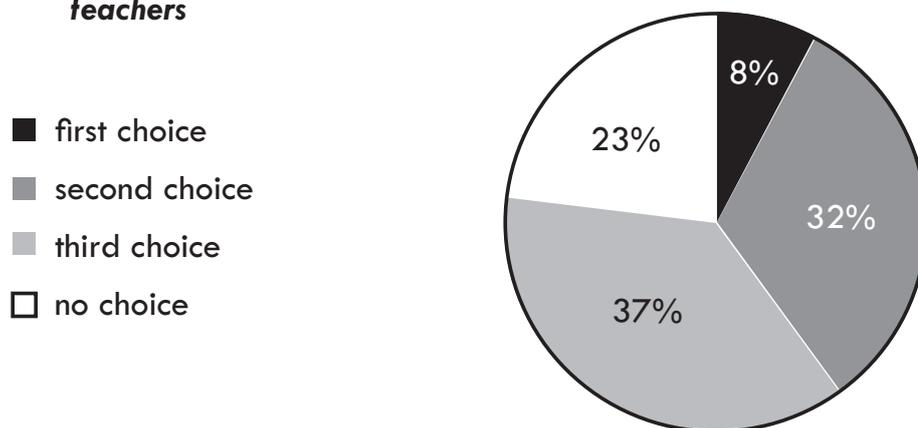
# 3. Restoring the teacher

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## Chapter focus

Chapter one tried to show what the teacher should be and what should characterize the act of teaching. Chapter two shows that teachers existed in pre-colonial Africa, as well as in Islamized societies and during the early periods of colonial rule, and teaching was possible. The chapter also shows that the teacher has since disappeared from the African school. Africa has moved from the situation in the early colonial period when the brightest and the best wanted to be teachers to one in which institutions for teacher education are begging for candidates, as illustrated in the case of Nigerian university faculties of education<sup>17</sup>.

**Fig. 3.1: Preference for education as a course among Nigerian university student teachers**



The Nigerian situation, which is not atypical of the situation in the rest of Africa is summarised in figure 3.1 above as well as in the following quotation:

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<sup>17</sup> Obanya, PAI (2007): 'Teaching Without Teachers' – Thinking and Talking Education, Evans Brothers Nigeria Publishers – pp.87-117

'Disinclination for teacher education programmes is also a well known phenomenon in Nigerian Universities. A casual opinion survey of first year faculty of education students during the 2001/2002 academic year yielded the results captured in figure 3.1. Only 15 of a total of 179 students claimed that education was their first choice. It was second choice for 57 of them, third choice for 66, and 'not my choice at all' for the remaining 41'.

Dis-inclination for teacher education programmes translates into disinclination for teaching as a career, and more profoundly into disinclination for teaching as a set of programmed activities geared towards transformational change in the learner. It translates into failure of the 'Process' dimension of figure 1.1. It is, in short, a great risk (if not the greatest risk) to the realisation of the educational goals of a nation.

This risk has deep-rooted causes and therefore has to be addressed in a holistic manner and from a variety of inter-related perspectives. Herein lies the subject matter of this chapter that will be examined from the perspectives of:

1. Education policy with specific reference to teachers
2. Re-profiling and re-branding the teacher
3. Teacher management strategies that help in enhancing the teacher's self esteem

### *Education policy with specific reference to teachers*

The education reform activities carried out in Africa over the years have tended to neglect the quality dimensions of teacher issues. Reforms that concerned teachers were in the forefront of education reform discourse mainly when such reforms went in tandem with the doctrine of 'structural adjustment' and touched mainly on reducing a nation's workforce, including teachers, as a means of cutting down on government expenditure. New education policy documents have also tended to mention teachers only in passing. To ensure full and adequate treatment of, and attention to, the teacher issue would require teacher-specific national policies. Nigeria and South Africa seem to have forged the trail, as the two countries have been able to develop national teacher policies.

The Nigerian policy begins with an affirmation that 'no national education system can rise above the level of its teachers, while South Africa sees teachers as 'the essential drivers of a good quality education system'.

Nigeria's National Teacher Education Policy (NTEP) is anchored on the following eight pillars (or principles)

- Principle 1: In order to attract competent people into the teaching profession, there must be adequate incentives
- Principle 2: In order to produce capable teachers, admission and graduation requirements need to be reviewed to improve the quality of entrants and graduates
- Principle 3: In order for student teachers to be able to learn effectively, teacher education institutions must be equipped to prepare them adequately
- Principle 4: In order for teachers to be able to teach effectively, they must have sufficient mastery of content and subject-specific methods of teaching
- Principle 5: Successful student teaching is a result of structured, effective and supportive supervision provided to the student teacher by a variety of actors
- Principle 6: In order for teachers to be able to learn effectively, teacher educators must be sufficiently trained and capable of imparting and modelling desired knowledge, skills and attitudes
- Principle 7: If teachers have to stay motivated, they must have opportunities for continuing professional development, advancement and improvement in their chosen career
- Principle 8: Like all professionals, teachers must constantly update their knowledge and skills if they are to remain relevant in a rapidly changing world.

These eight principles touch on some of the key challenges that education systems in Africa have had to grapple with over the years – attracting the right calibre of people into teacher education programmes, the quality of teacher education programmes, teacher's level of subject matter, their level of classroom effectiveness, professional support for teachers, and their continuing education and professional development.

South Africa has been quite steadfast in reforming its education. Teachers have been recognized as key actors in moving the process forward, for, as has earlier been said, there cannot be any successful reform if children do not learn. The South African policy on teachers is:

'underpinned by the belief that teachers are the essential drivers of a good quality education system' (reference? Attribution?)

The policy, like that of Nigeria, is predicated on principles already articulated in the country's Norms and Standards for Educators (2000). These require a teacher to be:

- a specialist in a particular learning area, subject or phase;
- a specialist in teaching and learning;
- a specialist in assessment;
- a curriculum developer;
- a leader, administrator and manager;
- a scholar and lifelong learner; and
- a professional who plays a community, citizenship, and pastoral role.

Both policies take a similar position on teacher education. For South Africa, 'this policy will consider teacher education in terms of two complementary sub-systems: Initial Professional Education of Teachers (IPET), Continuing Professional Teacher Development (CPTD).<sup>18</sup>

And, for Nigeria:

'NTEP takes the forward-looking view of emphasizing TEACHER EDUCATION and TEACHER DEVELOPMENT, instead of the narrower concept of teacher training. Teacher development sees 'teacher education' as a continuum that closely integrates career-long personal and professional development of the teacher with pre-career education and professional preparation.'<sup>19</sup>

Policies of this nature are the first step in ensuring that teachers and teaching are given the right focused attention in any national educational reform efforts. What one finds in most African countries are implicit teacher policies, cases in which teacher issues are merely embedded in other issues. Explicit policies, on the other hand, draw special attention to teachers and make them objects of due attention, as 'no national education system can rise above the level of its teachers'. What is more important, explicit teacher policies tend to go beyond the quantitative aspects of teacher issues in education. The South African policy, for example, is sub-titled "More teachers; Better teachers", while the Nigerian policy emphasizes teacher development.

However, developing national teacher policies should not be the ultimate goal. Making sure that they are implemented is the major challenge. South Africa's policy, three years after its official publication, is yet to take firm

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<sup>18</sup> Department of Education, The National Policy Framework For Teacher Education and Development In South Africa--"More teachers; Better teachers"-Pretoria, 2006

<sup>19</sup> NIGERIA-Federal Ministry of Education (2008)...National Teacher Education Programme (NTEP)

root on the ground. Nigeria talks of a ‘phased implementation strategy’ (see table 3.1). The reason for this is that a variety of regulatory frameworks and management structures would need to be put in place for implementation to have a favourable terrain. For example, teacher education institutions may have to modify certain regulations; employers of teachers may need time to learn new rules and to set up new machinery. Teachers themselves have to be given adequate time and opportunity to get familiar with the provisions of such a policy, etc.

Nigeria’s Implementation Guidelines refer to what has just been said as ‘creating the enabling conditions at various levels – political, regulatory, institutional, and professional and change management levels’.

**Table 3.1: A three-phased implementation strategy for NTEP (National Teacher Education Policy) - Nigeria<sup>20</sup>**

Ground breaking phase (2009-2010)	Gestation phase (2011-2012)	Full blown implementation phase (2013)
<ul style="list-style-type: none"> <li>- Fine tuning of NTEP and its implementation guidelines</li> <li>- Public information on the policy and the guidelines</li> <li>- Update of regulations by regulatory authorities and teacher education institutions</li> <li>- New minimum standards</li> <li>- Programme development</li> <li>- Determination of responsibilities of various tiers of government and government agencies</li> <li>- Development of new career structure for the teaching profession (with reward and incentive measures)</li> <li>- Full Implementation of TSS (Teachers’ salary scale)</li> </ul>	<ul style="list-style-type: none"> <li>- Development of human resources (re-education of teacher educators)</li> <li>- Systems (the institutions and facilities) and</li> <li>- Processes (the functioning of institutions and regulatory agencies)</li> <li>- Public information</li> <li>- Financing/budgeting</li> <li>- Pedagogy programmes in higher education</li> </ul>	<ul style="list-style-type: none"> <li>- Phasing out of old teacher education programmes</li> <li>- Recruitment of students into new programme</li> <li>- Monitoring and Evaluation Mechanisms</li> <li>- Public Information</li> </ul>

<sup>20</sup> NIGERIA-Federal Ministry of Education (2008) – Implementation Guidelines for NTEP

Table 3.1 further emphasizes the fact that developing and implementing a national teacher education policy requires a ‘whole picture’ systemic approach. This is because teachers’ fates would be determined largely by whatever happens to the other elements and structures of the education system. The ‘groundbreaking’ dimension is like laying a foundation on which successful implementation will be built. Neglect of any of the items listed here could turn a well-intentioned policy into a mere paper tiger.

### *Re-branding and re-profiling the teacher*

Teaching is very poorly perceived in most African countries and is seen largely as a non-profession that is never anybody’s first choice (top left hand column). The challenge, in bringing back the teacher to the African school, is to move in the direction of the arrows in table 3.2, towards what should be the desired profile of teaching as a profession of the educated, the skilled, those high on the socio-economic status scale, and which commands good pay.

**Table 3.2: Prevailing and desirable profiles of teachers and teaching**

Teaching	Prevailing profile	Desired profile
	An occupation	A profession
	For just anybody	For the well educated, the interested
	Routine-repetitive job	Scientific-technical undertaking
	Last choice-low option	First-order choice and option
	Low pay	High pay
	Low on social scale	High on social scale
	unfulfilling	fulfilling
Teacher	Prevailing profile	Desired profile
	Low on general education	High on general education
	Non-specialist/unskilled	Highly specialized/highly skilled
	Low socio-economic status	Liberal profession status
	Cant influence others	Guide and mentor to others
	Docile	Creative-imaginative-pushful
	Unambitious	Ambitious

The image of the teacher is dependent on society's image of teaching. The prevailing teacher profile is that of someone with a low level of general education, low socio-economic background and who is unskilled. Africa's challenge, in bringing the teacher back to the African school, is to build up teachers in regard to general education and all the other qualities on the right-bottom side of table 3.2.

The implication of retaining teachers in the bottom left hand column is that teaching will be characterized by all that is low and undesirable. In other words, continued promotion of the prevailing profile for teachers and teaching would amount to a perpetuation of low quality education.

An important question to ask is 'can re-profiling and re-branding the teacher be carried out in practice?' The answer lies first of all in having the political will to make teacher re-profiling and re-branding an integral part of all education development initiatives, always bearing in mind that 'no national education system can rise above the level of its teachers'. This political will can be translated into practical policy and practice actions as follows:

1. Building teacher re-profiling and re-branding into all teacher education policies; with the opening sections dealing with the profiling, addressing fully the question of WHO should be a teacher
2. Devoting most of the provisions of the policy to re-branding (i.e. on the steps to be taken to move from the prevailing perception of teachers and teaching to the desirable perception.
3. Avoiding the temptation of (or resisting the unhealthy policy advice) flooding the schools with non-teachers – auxiliary teachers, temporary or holiday replacements, etc
4. Avoiding the temptation of rushing through palliative teacher training programmes that rob teacher education of all its soundness and rigour

The question of who should be a teacher should go beyond specifying academic qualifications and type and level of professional training. It is a question to be addressed comprehensively, giving as much emphasis as possible to personal qualities, as in box 3.1 below.<sup>21</sup>

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<sup>21</sup> Obanya, Pai (2007): Teaching Without Teachers—in *Thinking and Talking Education*, Ibadan-Nigeria, Evans Brothers, 87-117

**Box 3.1: Who should teach?**

Selection into teacher education programmes, to ensure that the nation begins to ‘teach with teachers’ ought to be based on

- those who CAN (i.e. are capable of responding to general and professional education)
- those who are ABLE (i.e. those who have the standard pre-requisite qualifications – not watered down minimum standards – for entry to tertiary institutions)
- those who are WILLING (i.e. persons with aptitude and likeness for teaching). This would require screening processes that involve the administration of pedagogic aptitude tests, the development of which is itself a major challenge for researchers in the field of teacher education.

In like manner, the re-branding process should be much more than improved academic and professional education. It is necessary to emphasize academic knowledge and teaching skills acquisition, but this should go along with the personality development of the teacher. Liberia’s JSSTEP (Junior Secondary School Teacher Education Programme) seems to have captured this principle in its ‘broad spectrum curriculum’ shown in table 3.3 below.

**Table 3.3: Liberia’s JSSTEP Broad Spectrum Curriculum<sup>22</sup>**

Knowledge	Hard skills	Soft skills
<ul style="list-style-type: none"> <li>- Broad general knowledge</li> <li>- Broad fields knowledge</li> <li>- Specialized subject matter knowledge</li> <li>- Educational sciences</li> <li>- Pedagogy principles</li> </ul>	<ul style="list-style-type: none"> <li>- Pedagogical space management</li> <li>- Pedagogical resources management</li> <li>- Knowledge - inculcation ability</li> <li>- Communication skills</li> <li>- ICT-Fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Love for learning</li> <li>- Teaching personality Skills</li> <li>- Patience</li> <li>- Love for children</li> <li>- Learner mentoring</li> <li>- Leadership by example</li> <li>- Self-discipline</li> <li>- Inter-personal Skills</li> </ul>

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<sup>22</sup> Schema developed by the author

The point here is that re-branding along the broad-spectrum curriculum line would be a way of putting the teacher's exposure to knowledge, world view, emotional intelligence capability, and self-image on a par with most of the liberal professions.

The use of non-teachers and the introduction of palliative training methods for such non-teachers only serve to further demean teachers and teaching. This is borne out by both research and everyday observation, as the following research review by a South African researcher shows:

There are basically three possibilities for the provision of teachers to schools

1. Appoint teachers with no academic or professional qualifications in schools. Although it is being done in some parts of the world, one can gather from Cooke and Pang (1991) and their experience in Hong Kong, for instance, that this is a near disastrous practice for the school system as well as the individuals involved. If given a choice, no one would opt for such a practice.
2. Appoint partially trained teachers in schools. From our experience with education for black children in South Africa, one can conclude that this is also a highly unsuccessful practice. It was shown before that about 90 per cent of our black teachers have three years and less training from teacher training colleges. This probably plays a substantial role in the high drop-out rate and poor matric results.  
  
Cooke and Pang (1991) also report many problems with partially trained teachers, in some areas even more than with untrained teachers. Untrained teachers are often ignorant of their shortcomings, while partially trained teachers experience anxiety because they know just enough to know of what they are not knowledgeable and what they can't handle.
3. Appoint trained teachers in schools. Properly trained teachers are probably the ideal all over the world. This ideal is the purpose of all academic endeavours with regards to teacher training. What proper training is and how to conduct proper training and in service training of teachers are the topics of many scientific studies worldwide.

The last option is naturally the one to strive for.<sup>23</sup>

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<sup>23</sup> Kachelhoffer, P.M. (1995): Teacher Training Models for a New South Africa, *Teacher Education Quarterly*, Winter 1995,449-55

## *Teacher management strategies that help in enhancing the teacher's self esteem*

The issue here is not that of who employs and deploys the teacher, but of a set of conscious government-propelled initiatives the principal goal of which is to enhance self-respect in teachers. We are also concerned with ensuring societal respect for teachers as valuable professionals whose knowledge, competence and commitment make the difference in ensuring the success of a nation's education development efforts. In practical terms, this involves executing a six-point agenda, the components of which are as follows:

1. Statutory regulation of the teaching profession through licensure
2. Teachers' conditions of service that are in line with the 1966 ILO/ UNESCO Joint Declaration on the Status of teachers
3. Built-in incentives and merit reward systems
4. Provision of opportunities for continuous self-improvement
5. Involvement of teachers in national educational policy development
6. Teachers and their professional association strengthen their capacity to work on the 'conditions of teaching'; not simply on the 'conditions of teachers'

### *Statutory regulation of the teaching profession*

This implies having national laws that compel teachers to possess some recognized professional qualifications and to be licensed by a statutorily designated authority (after passing specified professional examinations) to teach. This policy of licensure is well entrenched in the United States where employers are forbidden from hiring unlicensed teachers.

These days the concern in the United States is with continuous review of the licensure examinations to place greater emphasis on '21<sup>st</sup> century knowledge'. This would involve the inclusion of:

- Technology literacy—the teacher should know how to integrate technology into pedagogical strategies across the curriculum.
- Diversity—the teacher should have the ability to help students see different perspectives across different cultures and situations, including strategies for teaching English language learners, students with disabilities, and students from lower socioeconomic backgrounds.

- Collaboration skills—the teacher should be able to model collaboration as teamwork is becoming the preferred method of working in the 21st century.
- Global awareness—the teacher should have an understanding of other nations and cultures, including familiarity with a world language other than English.

There are also proposals to move from one-shot exams for new entrants to the profession to teacher licensure examinations at different points of the teacher's career.<sup>24</sup>

Nigeria is one of the few countries in Africa that has instituted a licensure policy by establishing (by an Act of 1993) a Teachers' Registration Council. Of Nigeria (TRCN) - see box 3.1 – with a wide-ranging mandate that covers accreditation of teacher education programmes, the organisation of internships, enforcement of ethical conducts among teachers, in addition to maintaining a national register of teachers.<sup>25</sup>

After many years in the pipeline, Nigeria's national teachers' register was published for the first time in 2007. For admission to registered teacher status, a candidate has to have the requisite qualifications from a university or a teachers' college (college of education) and also pass a Professional Qualification Examination (PQE)

It is too early to determine the success of the Nigerian initiative. It is in fact more appropriate to judge its intentions rather than its achievements. The important point is that a teacher statutory regulatory framework is in place. Equally important is that the framework separates the teacher from the non-teacher. The framework also makes provisions for Mandatory Professional Development (MCPD) of Teachers – a provision that has yet to be implemented.

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<sup>24</sup> Teacher Licensure Testing - Research and Development Meeting Recommendations – May 8-10,2008  
- [www.ccsso.org](http://www.ccsso.org)

<sup>25</sup> [www.trcn.gov.ng](http://www.trcn.gov.ng)

**Box 3.2: What does TRCN do?**

Answer: - TRCN has the following mandates:

- Registration and licensing of qualified teachers.
- Accreditation, monitoring and supervision of the courses and programmes of Teacher Training Institutions in Nigeria to ensure that they meet national and international minimum standards. The institutions include the colleges of education, faculties and institutes of education in Nigerian universities, schools of education in the Polytechnics, and the National Teachers' Institute.
- Organization of internship schemes for fresh education graduates to equip them with the necessary professional skills before licensing them for full professional practice.
- Conduct of professional examinations and interviews to determine teachers suitable for registration. This clearly shows that the existing practice of registering teachers upon presentation of certificates alone is a grace that will expire soonest. All those unable to take advantage of the grace must have to write and pass challenging examinations before they can be registered.
- Execution of Mandatory Continuing Professional Education (MCPE) to guarantee that teachers keep abreast of developments in the theory and practice of the profession.
- Organization of the Annual Conference of Registered Teachers which is the first of its kind in Nigeria and will unite all teachers irrespective of social class or the level of education system to which they belong.
- Publication of a register of qualified and licensed teachers in Nigeria which will be a public document displayed and obtainable from the Local Governments, States and the Federal offices. The register will also be on the World Wide Web (WWW) for the consumption of the international community.
- Enforcement of ethical conduct among teachers and actually prosecuting erring ones using the Teachers Tribunal which has powers under law to met out punishments.
- Prosecuting in the law court, all unqualified persons performing the job of teachers in contravention of the TRCN Act.
- Acting as the voice of the voiceless teachers and continuously initiating/actualizing public policies and practices that will reposition the teaching profession as first among equals.

A debate that has been conducted all over the world for decades now concerns the issue of whether or not teaching can really be described as a profession, in much the same way as law, medicine, engineering and the like. One argument against its qualifying as a profession is the extent to which its practice is regulated; the extent to which teaching has been an all-comers' club.

Not being considered fully as a profession has been one main reason for the loss of social prestige of teaching, and putting a regulatory framework in place is one step towards its professionalization. Table 3.4 shows teaching entering into Nigeria's basic regulatory framework for liberal professions in Nigeria. This is a necessary first step for all African countries. The next and certainly more important step is to effective implementation.

**Table 3.4: Basic regulatory framework for liberal professions in Nigeria**

Profession	Foundation studies	Professional initiation	Admission to full professional status	Pathway to continuous professional growth
Medicine	University degree	Housemanship in a hospital (one year)	Registration with Nigerian Medical Council	Mandatory Continuous Professional Development (MCPD)
Law	University degree	One year in Law school/ internship	Call to the Bar	MCPD
Architecture	University degree	Internship	Registration with architects registration council	MCPD
Engineering	University degree	Internship	Registration with council for the regulation of the engineering profession	MCPD
Accountancy	University degree OR higher national diploma of a polytechnic PLUS professional examinations in accountancy	Internship	Registration with professional accounting body	MCPD
Pharmacy	University professional degree	Internship	Registration with the Pharmacy Board	MCPD
TEACHING	- Academic qualification/ (bachelors degree in Education or national Certificate in Education) - University degree PLUS a post-graduate diploma in Education	- School-Based Practice - Professional Qualification Examination (PQE)	Registration with Teachers Registration council of Nigeria	MCPD

*Conditions of work in line with the provisions of the ILO/UNESCO Joint Recommendations Concerning the Status of Teachers*

These recommendations were adopted by a special intergovernmental conference held in Paris on 5 October 1966, and the provisions have remained relevant ever since. They are predicated on the following guiding principles<sup>26</sup>

1. Education from the earliest school years should be directed to the all-round development of the human personality and to the spiritual, moral, social, cultural and economic progress of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms; within the framework of these values the utmost importance should be attached to the contribution to be made by education to peace and to understanding, tolerance and friendship among all nations and among racial or religious groups.
2. It should be recognized that advance in education depends largely on the qualifications and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers.
3. The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives.
4. Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.
5. All aspects of the preparation and employment of teachers should be free from any form of discrimination on grounds of race, colour, sex, religion, political opinion, national or social origin, or economic condition. Working conditions for teachers should be such as will best promote effective learning and enable teachers to concentrate on their professional tasks.
6. Teachers' organizations should be recognized as a force which can contribute greatly to educational advance and which therefore should be associated with the determination of educational policy.

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<sup>26</sup> The global community now celebrates 5 October as World Teachers' Day

The document considers the teacher as a valuable specialist. It covers a wide range of topics – professional preparation of teachers, further education of teachers, employment and career, rights and responsibilities, salaries, social security, hours of work, school buildings, women teachers, teachers in rural and remote areas, and conditions for effective teaching and learning.

Its implementation has been steadily monitored ever since its adoption and the major issue has been the large number of countries (especially those with democratic and governance traditions) that have not paid due attention to its provisions. One ‘hard nut’ provision has been teachers’ salary, an issue on which the recommendations provide the following specifications.

1. Teachers’ salaries should be calculated on annual basis
2. Advancement within the grade through salary increments granted at regular, preferably annual, intervals should be provided.
3. The progression from the minimum to the maximum of the basic salary scale should not extend over a period longer than ten to fifteen years.
4. Teachers should be granted salary increments for service performed during periods of probationary or temporary appointment.
5. Salary scales for teachers should be reviewed periodically to take into account such factors as a rise in the cost of living, increased productivity leading to higher standards of living in the country or a general upward movement in wage or salary levels.
6. Where a system of salary adjustments automatically following a cost-of-living index has been adopted, the choice of index should be determined with the participation of the teachers’ organizations and any cost of - living allowance granted should be regarded as an integral part of earnings taken into account for pension purposes.
7. No merit rating system for purposes of salary determination should be introduced or applied without prior consultation with and acceptance by the teachers’ organizations concerned.<sup>27</sup>

The recommendations concerning the status of teachers constitute a robust guideline document for the development of teacher education policies. African nations would be well advised to use it as reference material in addressing the qualitative dimensions of teacher issues affecting national educational development endeavours.

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<sup>27</sup> UNESCO (1966): ILO/UNESCO Joint Recommendations Concerning the Status of Teachers

### *Merit incentives and rewards*

Incentives are intended to encourage and motivate one to increased/sustained efforts and commitment while rewards are intended to recognize/compensate for the value added by the efforts and commitment. Incentives are also forces of attraction, and for attracting teachers back to the African school, the following incentive-related issues would merit serious consideration

- A broad categorization of incentives: Incentives can be financial (additions to official emoluments), socio-professional (promotion or advancement on a given salary scale), material (provision of transport and/or housing), or psychological (enhanced social recognition)
- What makes an incentive appropriate? This will vary from person to person and from group to group. Therefore, the specific needs of each person (and of each group) would determine what is appropriate
- What makes an incentive adequate? Adequacy would depend on the extent to which a given incentive meets the special needs of a person or a given group of persons
- 'Incentive' or 'incentives'? The answer would depend on the level of complexity of the need, not necessarily on the number of needs. Two teachers may have a similar need for housing, but the one who lives too far away from the school might need both transport and housing, while the one who does not have to walk long distances might need only accommodation

As for rewards, the peculiarities of each country, each locality, and each school would determine what is adequate and appropriate. The important requirement here is that the hard working, the innovative, the creative teacher is recognised and appreciated for sustained efforts that have yielded value-added results. It is important that very clear rules, merit criteria and guidelines be developed and regularly reviewed. Most importantly, transparency must guide the entire processes.<sup>28</sup>

### *Provision of opportunities for continuous self-improvement*

Table 3.4 tells the true story of twin brothers, one of whom went into teaching after a Bachelor's Degree while the other went for a career in marketing. While the teacher went on to acquire higher education degrees, the non-teacher had opportunities for exposure to a broader area of general knowledge and life skills. Two decades later, the difference was very clear, especially in terms of self-confidence and feeling of fulfilment.

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<sup>28</sup> See, for example, UNESCO/BREDA-Pole de Dakar (n.d.): Universal Primary Education in Africa: The Teacher Challenge (Chapter five makes similar suggestions for 'keeping motivated teachers in the education system' – pages 162-168).

**Table 3.5: The true story of Akka and Akko**

Life Path	Akka	Akko
1. Formal qualification at age 18	Senior Secondary School Certificate	Senior Secondary School Certificate
2. Choice of university course	Mathematics/Physics	Mathematics/Physics
3. career choice on graduation	Teaching	Marketing
4. On the job further education opportunities	Post Graduate Diploma in Education (2 <sup>nd</sup> year of career) Masters degree in Education (6 <sup>th</sup> year of career) 2-week integrated science workshop (7 <sup>th</sup> year)	Basic marketing course (1 <sup>st</sup> year) Annual marketing seminars (1 <sup>st</sup> year onwards) Overseas attachment ((2 <sup>nd</sup> year) ICT applications in marketing (4 <sup>th</sup> and 5 <sup>th</sup> ears) New product development seminar (6 <sup>th</sup> year) Finance in Marketing (7 <sup>th</sup> year) Fellowship of the Institute of Marketing (8 <sup>th</sup> year) Study tour of Asian emerging markets (10 <sup>th</sup> year)
5. Position 10 years after graduation	Secondary School Principal	Executive Director (Client Services
6. Personality features 10 years after graduation	Meek and humble Timid Limited exposure to new ideas Limited social and intellectual horizon Low self esteem	Wide exposure to the world and to new ideas Accumulated skills in a variety of areas Cosmopolitan High self esteem

The implication of the Akka and Akko scenario is that teachers, in order to fit into the 21<sup>st</sup> century world, in order to be at par with colleagues in other liberal profession, in order to radiate self-confidence and a feeling of fulfilment,

and in order to earn the respect of society, require opportunities in two main dimensions for continuous self-improvement:<sup>29</sup>

- Career-long: opportunities to acquire new knowledge, skills and techniques needed for quality on the job performance at every step on the career ladder (e.g. developments in pedagogy, new educational ideas, government policies on education, developments in educational management, evolving curriculum issues, etc)
- Career-wide: broadening horizon to keep abreast with global development in issues concerning human development (e.g. climate change, gender-in-development, HIV/AIDS, etc); new techniques for acquiring knowledge and assessing information (e.g. ICT)

Countries that already have mandatory continuing education for teachers would do well to ensure that the above two dimensions are taken into account. Teachers need both dimensions and the education system is the ultimate beneficiary.

The UNESCO/BREDA Pôle de Dakar study supports the emerging view on continuous professional development for teachers as an issue that is central to enhancing motivation.

One way of impacting motivation and of reducing absenteeism and attrition phenomena is to provide teachers with attractive career structures. Aside from pay, which is still a major issue for social dialogue, the opportunities open to teachers for promotion and personal and professional development are also important. In this respect, specialists consider that the professional development of teachers should be considered as a continuous process starting with the teacher's initial training and ending when the teacher retires. This approach requires major changes to training and promotion policies for existing teachers<sup>30</sup>

The modern concept of a teacher's professional development is thus not limited to salary progression but encompasses continuing training possibilities throughout his/her professional career, with a multiple objective.

Firstly, the aim is to enable the teacher to progress in his/her professional practice and so enhance the effectiveness of his/her teaching. The fact of benefiting from a supportive framework shows the teacher that he/she is accompanied throughout his/her career and this can but have a positive influence on his/her motivation.

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<sup>29</sup> Obanya, Pai: wider issues and considerations in Re-engineering teacher education (conference on 're-engineering teacher education, college of education, Asaba-Nigeria , 27 June 2008)

<sup>30</sup> UNESCO/BREDA: Pole de Dakar (n.d.) : Universal Primary Education in Africa: The Teacher Challenge (op. cit.)

*Involving teachers in education policy development matters*

Education policy development is a continuous, cyclical process, and African nations have been engaged in this under the umbrella of 'Reform' over the past fifty years, as discussed in chapter two of this work. Most national authorities would report on 'teacher participation' in this process but hardly consider 'teacher involvement'. To move from mere participation to genuine involvement of teachers would require attention to three main challenges:

- At what point do teachers come in? Policy development usually goes through the phases of conceptualisation, consultation, articulation, implementation, evaluation, revision, reconceptualisation...and the cycle continues. Teachers have to be there in all the cycles.
- Who represents the teachers? Education sector professionals fall into the following groups – over all system managers (in ministries and education agencies), quality assurance personnel (inspectors and officials dealing directly with schools), institutional managers (head teachers), and classroom teachers. The tendency is for the managers to dominate the education policy process and for classroom teachers to be either completely absent or severely under-represented.
- What is the strength of teacher representation? The tendency is for the overwhelming majority of non-teachers to have the strong voice when education development issues are being debated. This would have to change giving parity of representation and voice to teachers.

The major advantage of a 'tactical shift' from teacher participation to teacher involvement is that teachers will be in a better position to understand the spirit of an education policy initiative and thus implement the substance. Secondly, involving more classroom teachers would bring their voice to deliberations on education policy initiatives, since the classroom is where the real education action is. Thirdly (also most importantly for the purpose of this work), involving more teachers increases the self-worth of teachers, as it enables them to see themselves as valuable specialists which is mentioned in the recommendations concerning the status of teachers.

*What teachers must do for and by themselves*

Teachers and their associations do have a responsibility for ensuring teacher status. This can be done when teachers' associations devote equal attention to both the conditions of teachers such as welfare issues and the conditions of teaching such as personality-educational-professional development issues and education quality. These are in fact two sides of the same coin and a number

of teachers' unions in Africa (Ghana, Zimbabwe, Uganda, and Cote d'Ivoire) have been known to develop professional improvement programmes of their own, as the following Kenyan example shows

'As part of the IPEC (International Programme on Elimination of Child Labour) education project for Kenya, the Kenya National Union of Teachers (KNUT) is implementing a comprehensive programme that includes: teacher training; awareness-raising of students, parents and community members; formation of community-based child labour monitoring committees; quality improvement of education to increase enrolment and reduce drop-out rates; direct support for children and families; income-generation activities; political campaigning, particularly on funding for primary education; media work and curriculum reform.

KNUT is also heading the Task Force on Education and Child Labour, made up of a broad range of stakeholders in education. In addition to prevention, the programme also focuses on removal and rehabilitation of working children from hazardous sectors<sup>31</sup>

The Pan-African Teachers' Centre in Lomé (Togo), an initiative by African teachers' unions (see box 3.2) has for the past two decades been engaged in promoting pedagogical and curriculum material development skills of practicing teachers.

**Box 3.3: About Pan-African Teachers' Centre - PATC**

The Pan-African Teachers' Centre (PATC) is a professional educational service organization. It is a non-governmental, not-for-profit, and voluntary organization, registered under the Togolese Law No. 40-484 of July 1, 1901. The centre's main objective is to enhance quality public Education For All and social development in Africa. PATC is committed to developing the capacity of teachers in their classrooms and as members of their teacher organizations through the promotion and provision of professional development, teaching and learning resource materials, and research and communication services.

A number of teachers' unions are known to have development codes of general conduct and professional ethics for their members. Some have gone to the extent of developing standards of personal grooming and dressing, all with the objective of enhancing social respect for teachers.

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<sup>31</sup> ILO-International Labour Office, Geneva (March 2003): International Programme for the Elimination of Child Labour (IPEC) – Facts on How IPEC Works with Teachers

The major advantage of 'teachers-helping teachers' - as just described - is that it becomes a capacity-building process for teacher involvement in government education development initiatives. More important still is its contribution to enhancing the self image of teachers and improved perception by the wider society.

### *The teacher's psyche is the issue at stake*

Bringing the teacher back to the African school goes beyond merely bringing back physical bodies. The challenges lie far above the realm of merely counting numbers. We are concerned about a quality return of teachers to promote quality teaching for quality learning. This involves both the psychological and sociological rehabilitation of the teacher. One refers to enhancing teachers' self image while the other refers to enhancing the teacher's social acceptance and standing. Both would be necessary to erase the clownish public perception of teaching<sup>32</sup> recounted in box 3.5.

#### **Box 3.4: Get out of teaching and look for a job**

- *Suitor's family spokesman*: A-salama-leikun, my people. May I introduce my young man, Ahmadu Tijani. Stand and be seen, Tijani
- *Tijani (Standing)*: A-salama-leikun, my elders
- *Spokesman* : As you are well aware, we have come to ask for the hands of your daughter, Amina, in marriage
- *Amina's Father*: La-kuli-lai! Tijani has grown so big! Looks every inch like his grandfather. What does he do for a living?
- *Tijani (timidly)* I teach at Government Secondary School, Azare.
- *Amina's Father*: Huum! Well, you are from a good family. I'll give you my daughter, but....LISTEN CAREFULLY  
Promise me that you'll look for a job!

This work is concerned with getting into teaching; not getting out of it. Getting into teaching has two inter-related dimensions – building the teacher's as a person and building academic knowledge and professional skills and competences. This chapter has dealt with the former; the following chapter will deal with the latter.

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<sup>32</sup> Cited from Obanya, PAI et. al: (2003): Secondary Education In Nigeria: Contemporary Challenges And Future Demands (The World Bank Africa Region-Secondary Education In Africa (SEIA) Project

# 4. Restoring teaching

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## ***Chapter focus***

The last chapter focused on who the teacher should be. The present chapter is concerned with what the teacher should be able to do merit the accolade of a 'valuable specialist' who should make sure that learning takes place in the African school.

It is for this reason that the chapter will focus on the intellectual, professional and personality re-skilling and re-tooling (i.e. the education) of the African teacher. The education of teachers is a continuum that begins with initial/preparatory education and runs through professional induction to career-long continuing academic-professional-personality development. This chapter will offer suggestions on how best this 'continuum model' of teacher education can be developed and operated to ensure the return of genuine teachers to the African school.

## ***Initial-preparatory teacher education***

### *Recruitment into teacher education programmes*

The ILO/UNESCO Joint Recommendations Concerning the Status of Teachers (section 14) has this to say on recruitment into teacher education programme:

'Admission to teacher preparation should be based on the completion of appropriate secondary education, and the evidence of the possession of personal qualities likely to help the persons concerned to become worthy members of the profession'.

Two major points emerge from the above recommendation. The first is that a minimum educational standard is required for admission to teacher education programmes, while the second is that considerations should be given to each candidate's personal qualities, in this particular case, the candidate's aptitude (i.e. potentials for being a teacher). Both points have implications for the process of selection for teacher education, which in itself is at least in three distinct parts:

1. Establishing basic minimum qualifications for pre-selection: that is, ensuring that each candidate possesses the requisite secondary education diploma
2. Competitive selection: a way of ensuring that the system is picking from the cream of people with the requisite secondary education qualifications – some form of competitive selection examinations.
3. Testing for ‘teaching aptitude’.

These conditions have not always been respected in the African context, as the trend has been to lower the level of academic demands made of candidates seeking admission to teacher education programmes. In Nigeria, for example, universities require five credit-level passes in the senior secondary school certificate examinations for potential undergraduates, but colleges of education (non-universities institutions for teacher education) require only three passes at credit level. In Kenya (2009) universities were being urged to ensure that primary school teachers admitted to degree programmes met the nation’s established minimum requirements for entry, which is an average score of C+ in the senior secondary certificate examinations. The universities were reported to be resisting this demand from government, the employer of public school teachers.<sup>33</sup>

**Box 4.1: Ingredients for development of teaching aptitude testing**

1. Love of learning and knowledge – an important trait for persons in the frontline of promoting learning, the knowledge profession
2. Love of children – the work of every teacher centres on facilitating learner development; thus love of learning should be mainly for the interest of learners
3. An eye (as well as an ear) for community signals – the ability to follow the evolution of society as a means to ensuring that school work derives from societal dictates as much as possible
4. Grooming (in appearance, in dressing, in talking, in relating to others, etc) – a means by which the teacher teaches by personal example
5. Gender sensitivity – with particular emphasis on ability to remediate obstacles to the full participation of girls in schooling
6. Acceptance of differences (racial, ethnic, gender, religious, political/ideological, etc) – implying the avoidance of prejudice and stereotyping
7. Team play, as school work is team activity among teachers, while helping the child to grow involves team work with parents and communities
8. Professionalism –familiarity with education policy, curricula, examination requirements, commitment to continued professional development, maintenance of high standards, etc
9. Role model for integrity, morality, work habits, et
10. Key emotional intelligence competencies – self-control, patience, temperance, empathy, etc

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<sup>33</sup> University World News of 11 October 2009

Selection criteria along the three 'points' discussed above would help in enhancing the quality of intake into teacher education programmes. Testing for teaching aptitude is equally important in (a) ensuring that entrants into teacher education programmes possess the requisite personality traits, and particularly (b) in designing methods and strategies for inculcating the 'teaching personality' in the course of teacher education programmes, since aptitude tests would reveal the qualities possessed by candidates as well as the qualities in which they are deficient.

Chapter One drew attention to the personal qualities of the teacher. Tacit allusions were also made to these in Chapters Two and Three. Box 4.1 recalls these qualities, considered as suitable ingredients in more serious work at the institutional or national levels in developing teaching aptitude testing.

A very important question in the African context is how to respond to the challenge of shortage of candidates for teacher education programmes. The long-term perspective answer is expansion of opportunities for basic education (something that cannot be undertaken without quality teachers). The medium-term answer lies in improving incentives and in improved working conditions for teachers (a measure that could possibly attract more young people into teaching). The 'don't-try-again' answer would be a continuation of the practice of lowering down entry requirements into teacher education programmes. A pedagogically more appropriate answer would be a 2-phase process:

- Using the selection procedures (formal examinations, assessment of secondary school diplomas, personal interviews, etc) as diagnostic testing
- Using the results of the diagnosis to develop remedial (pre-requisite) academic enrichment programmes that should take care of identified lacunae in the candidates

The point here is that the production of quality teachers is to a large extent predicated on the quality of intake into teacher education programmes.

#### *Major components of a teacher education curriculum*

There is no argument over the five-part structure of teacher education programmes. All known modern traditions stress the need for a combination of (a) academic subject mastery, (b) sound knowledge of foundations and principles of education, (c) general pedagogical principles, (d) subject discipline pedagogy, and (e) practical work in school and classroom settings. There is also general agreement on the need for 'twenty-first century skills' (ICT, communication skills, team-work skills, learning-to-learn skills, etc).

All teacher education programmes should include all the above components outlined in the ILO/UNESCO Joint Recommendations in the following terms:

‘Fundamentally, a teacher- preparation programme should include:

- (a) General studies;
- (b) Study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education, and of comparative education, experimental pedagogy, school administration and methods of teaching the various subjects;
- (c) Studies related to the student’s intended field of teaching;
- (d) Practice in teaching and in conducting extracurricular activities under the guidance of fully qualified teachers<sup>34</sup>.

Professional divergence of opinions has sometimes focused on the relative importance of ‘academic’ vis à vis ‘professional’ subjects. Questions have also often been raised on the adequacy of the practical exposure given to students in the course of their initial preparation for teaching. Practices also differ on the organization of curricula in terms of which of the various components should come at what period of training, and the relative weight of each component.

The quality teacher, would require adequate exposure to all the five components just discussed. The ‘how’ and ‘what’ of it all should take into consideration the multi-layered intellectual cap of the modern teacher (chapter one, figure 1.3), the need for today’s teacher to function at ‘level five’ (chapter one, figure 1.2), as well as a consideration of the ‘hard’ and soft’ skills needed for fitting into the knowledge economy, which must be developed in all learners. The nitty-gritty of translating this into practice will be considered in the next section.

#### *A curriculum response to the modern teacher’s multi-layered intellectual cap*

The emphasis of this work is on returning genuine quality teachers to the African school. Such teachers, as has been said over and over again, shall not be just numbers, but a combination of physical adequacy (‘how many?’) and skill-knowledge-values adequacy (‘how well suited to the requirements of the system?’ ‘how much value-added?’). This is the rationale for attempting to match the desired curriculum for teacher education in Africa to the demands that today’s knowledge economy makes on the modern teacher. Table 4.1 summarizes it all, with close alignment with the teachers’ multi-layered intellectual cap, already described in chapter one (figure 1.3)

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<sup>34</sup> ILO/UNESCO Joint Recommendations (op.cit.) – paragraph 20

**Table 4.1: What should today's African teacher learn?**

Layer of the teacher's intellectual cap	Appropriate field of study	Main areas of emphasis
1. Lifelong Learning Skills	<ul style="list-style-type: none"> <li>- Study skills</li> <li>- ICT-fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Efficient reading</li> <li>- Writing for different purposes</li> <li>- Effective verbal and written communication</li> <li>- Team work and team play</li> <li>- Computer basics</li> <li>- ICT as learning and communications tool</li> </ul>
2. Broad general knowledge and culture	<ul style="list-style-type: none"> <li>- National and world affairs</li> <li>- Major challenges to human Survival</li> <li>- Civic awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Information gathering and analysis</li> <li>- Climate change, HIV/ AIDS, population issues, etc</li> <li>- Gender sensitivity</li> <li>- Self-empowerment</li> <li>- Civic responsibility</li> </ul>
3. Broad field knowledge	<ul style="list-style-type: none"> <li>- Language and literature</li> <li>- Mathematics and its applications</li> <li>- Social science</li> <li>- Natural/experimental science</li> <li>- Creative/performing arts</li> <li>- Vocational/practical arts</li> </ul>	<ul style="list-style-type: none"> <li>- Concentration on at least ONE of the broad fields, as foundation for layer 4 below</li> <li>- Basic education teachers may not require layer 4</li> </ul>
4. Specific fields knowledge	<ul style="list-style-type: none"> <li>- Any one of the broad areas in layer 3 above</li> </ul>	<ul style="list-style-type: none"> <li>- In-depth study of any specialized areas of layer 3</li> </ul>

<p>5. Knowledge of foundations and principles of learning</p>	<ul style="list-style-type: none"> <li>- Foundations of educational practice</li> <li>- Management and Organisation of educational systems</li> <li>- Curriculum studies</li> </ul>	<ul style="list-style-type: none"> <li>- Integrated 'foundations and principles' for basic education teachers (plus practical work in 'student guidance and counselling' AND the national curriculum AND 'school organization')</li> <li>- More detailed/separate subject studies for senior secondary teachers             <ul style="list-style-type: none"> <li>- Historical/philosophical/psychological foundations/sociological foundations</li> <li>- Management of education</li> <li>- Curriculum principles/analysis of the national curriculum</li> </ul> </li> <li>- philosophy, orientation, organisation and content</li> </ul>
<p>6. Educational principles application</p>	<ul style="list-style-type: none"> <li>- General pedagogy</li> <li>- Practical guides to teaching and learning specific subject disciplines</li> <li>- ICT applications</li> <li>- Supervised school and classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>- Practice-oriented activities in a variety of forms             <ul style="list-style-type: none"> <li>- Lesson/syllabus planning</li> <li>- Textbook/educational materials analysis</li> <li>- Learner needs assessment</li> <li>- Classroom organisation/interaction methods</li> <li>- School and classroom organisation</li> <li>- Design of teacher made pedagogical materials</li> </ul> </li> <li>- Practical work with children in school and classroom settings</li> </ul>

Table 4.1 should be treated for what it is – a suggested framework that would be useful in enriching existing curricula for teacher education, or developing new ones. The framework was used in 2008 to develop Liberia’s JSSTEP (Junior Secondary School Teacher Education Program) curriculum, summarized in box 4.2 below.

**Box 4.2: Structure of Liberia’s JSSTEP Curriculum**

The JSSTEP programme will offer courses designed to produce well-educated and creative teachers, with the right mix of academic and professional courses, and adequate exposure to school and classroom workplace experience, as follows

- A. **COMPULSORY** General education courses: Use of English, Mathematical Concepts and Skills, Understanding Science, Study of Society, and global human concerns studies
- B. **EDUCATION** courses in three clusters:
- i. Educational Foundations -- Child/Adolescent development and Behavior, Human Learning
  - ii. Educational Services -- Management principles applied to education (system and institutional levels), Student Guidance and Counselling, Tests and measurement in Education, Special Needs Education
  - iii. Educational Practice -- Application of education and pedagogy principles to classroom practice -- Curriculum Studies (general principles, the Liberian school curriculum), ICT and educational media/materials/communication -- Subject Area Methods (Applications of psychological/y, sociological/pedagogical principles to the teaching and learning of specific school subjects)
- C. **ACADEMIC COURSES** in
- English language and literature
  - Integrated Social Studies, Economics, government, Geography, History
  - Mathematics
  - Integrated Natural Science, Biology, Chemistry, Physics
- D. **CROSS-CUTTING CURRICULUM PRACTICES**
- ICT applications
  - Lifelong learning skills
- E. **SCHOOL BASED STUDIES**
- Development of the skills of reflective practice and the values of learning from on-the-job experience
  - Identification of school, learner, and teacher challenges and the articulation/ resolution of the challenges (work undertaken as group, supervised project)
  - Supervised classroom and school practice

Table 4.2 is an illustrative example from the curriculum planning process in Nigeria, where the phenomenon of universities of education is fast gaining ground. These are universities devoted exclusively to teacher education, and they are all trying to avoid the errors of the past by ensuring that their curricula really respond to the demands of the teacher's world of work.<sup>35</sup>

**Table 4.2: A curriculum-planning framework for degree courses in universities of education - Nigeria**

Areas of study	Year 1	Year 2	Year 3	Year 4	Average overall %
1. Lifelong learning skills	40%	20%	5%	5%	15
2. Broadfield knowledge	25%	25%	10%	5%	15
3. Specific knowledge		10%	30%	30%	20
4. Education foundations and principles	35%	45%	30%	20%	20
5. Principles application (pedagogy)			15%	20%	15
6. Principles application (field work/ school practice)			10%	20%	15
Total	100%	100%	100%	100%	100%

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<sup>35</sup> Obanya, PAI (2007): Operationalizing the University of Education Concept in the Nigerian Context, Thinking and Talking Education, Ibadan-Nigeria, Evans brothers, 197-222

## A pedagogy of teacher education

### *The ideal teacher educator*

Most people tend to teach the way they have themselves been taught rather than the way they have been taught to teach. It is for this reason that teacher educators have to be exemplars of teaching methods. It is for this reason that every person employed to teach in institutions of teacher education must be a professional teacher with the following attributes:

1. Exposure to the basics of educational studies and pedagogy
2. Practical school and classroom experience
3. Acquaintance with developments in education nationally and internationally
4. Personal involvement in educational leadership and development work- school management, guidance and counselling, curriculum and material development, etc
5. Participatory action research

What is most important is the development in teacher educators of the twin skills illustrated in table 4.4 below. Teacher educators have to be models (in their professional performance) that student teachers can copy, both consciously and unconsciously. Consciously, students will master the teaching model as explicitly conveyed by the teacher educator. Unconsciously, they will model the master teacher as implicitly conveyed by the tutor's teaching behaviour.

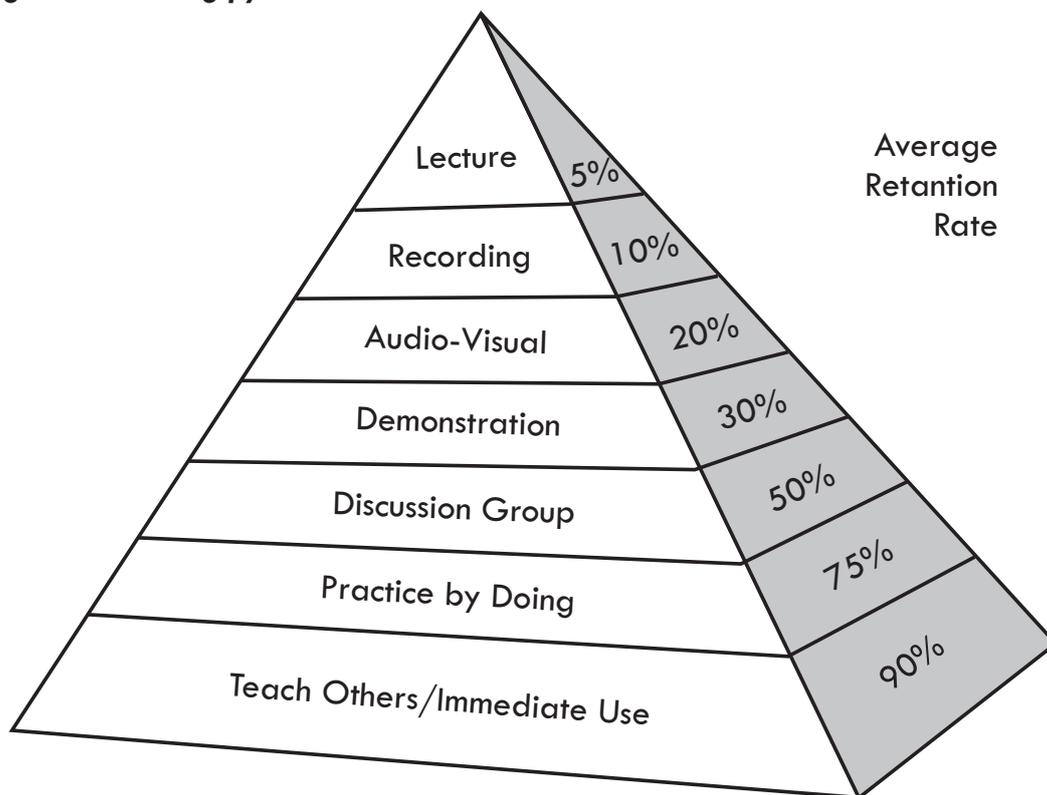
**Table 4.3: The twin skills required of teacher educators**

Mastering the teaching model	Modelling the master teacher
- Excellent grasp of learning-promotion principles, techniques and technologies & - MORE IMPORTANTLY, the capacity to inculcate these in students	- Internalization of learning-promotion principles, techniques, and technologies & - MORE IMPORTANTLY, radiating these in their classroom, school, and work place interactions with students

*Teaching me the way you would expect me to teach*

The learning pyramid (see figure 4.1) shows the relative values of student learning under different approaches to teaching<sup>36</sup>. Since practising teachers are required to teach in ways that maximize student learning, their own education must involve the use of methods that work. They should be expected to 'master the models' and 'model the master' along these lines.

**Fig. 4.1: Learning pyramid**



The implications of the applications of the learning principles are as follows:

1. When you teach material that can be put to immediate use (e.g. linking educational theory immediately to practice) learner retention rate can be as high as 90 per cent
2. When people learn by doing, they can retain up to 75 per cent
3. Learning in discussion groups can yield a retention rate of up to 50 per cent
4. With the teacher merely demonstrating, retention rate can drop to around 30 per cent

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<sup>36</sup> [www.edorigani.wikispaces.com/tag](http://www.edorigani.wikispaces.com/tag) - The Twenty-first Century Teacher

5. With mere demonstration and flashing of audio-visual materials, retention can further drop to 20 per cent
6. Reading to students can reduce retention to a bare 10 per cent
7. Finally, and worst of it all, the lecture as major teaching method reduces retention drastically to just 5 per cent.

In practical terms, it would be necessary to relate method to the audience, the overall prevailing conditions, the purpose and the material. In other words, the particular characteristics of the learner, the conditions of teaching-learning, what is being taught and the objectives of teaching it, would be the major determinants of method.

Thus, there can be no 'one method fits all' approach. Instead, there should be an appropriate 'methods mix' to meet a variety of situations. More important still is the need for constant reflexivity on the part of the teacher ('how is it going/not going and why?'). This should lead to constant flexibility (shifting from pre-determined to current-situation-determined methods) and constant creativity (moving away from the well trodden path).

#### You teach to transform - transformation pedagogy

Transformation pedagogy aims at transforming the student at various levels

- a. Intellectually – enhanced creative thinking
- b. Attitudinally – enhanced capacity to explore, to take initiatives
- c. In terms of value orientation – enhanced commitment to converting obstacles to challenges
- d. Emotionally –enhanced self awareness, self management, and social awareness for improved social action and team membership

These are educational goals that cannot be captured by conventional, examinations-oriented curricula. To inculcate the values would require teaching-learning strategies that emphasizes inter-learning through group work:

- a. Questioning/listening/speaking
- b. Self-directed learning/self discovery
- c. Observation/experimentation
- d. Free and open-ended discussions
- e. Life issues as the laboratory for exploring concepts
- f. Weaving what has been learned into the permanent behaviour repertoire of the learner

Such teaching-learning strategies enable the teacher to operate at 'level five' (see chapter one, figure 1.2 (the creative teacher). The teacher is then better able to:

- a. Minimize the use of the lecture approach to teaching
- b. Capitalize on the knowledge/experience/values and attitudes that students bring to the programme
- c. Practice resourcefulness by sourcing materials beyond conventional textbooks, including mobilizing students to source materials
- d. Discourage dictation in favour of discovery
- e. Accept activities (mental/practical) by teacher and learner, and particularly among learners, the dominant teaching method
- f. Accept that the learner is central and so plan and execute teaching activities with the learner in mind
- g. Accept that a teaching-learning situation is one in which both teacher and student are learning
- h. Accept that teaching can be considered successful only after the learner has learnt
- i. Accept that that successful learning means a positive and lasting transformation in behaviour, in outlook, in ways of going about life.
- j. Accept that successful learning begins when the students capacity for continuous self improvement has become a fully ingrained habit<sup>37</sup>

Transformation pedagogy has a lot in common with the application of the learning pyramid model. It is, however, more like a set of values that the teacher educator must master, internalize, radiate and systematically inculcate in student teachers, who should in turn master, internalize and apply them.

#### The case of non-professional educators in institutions of teacher education

A four-step strategy would help to remedy the 'professional deficit' of persons without professional qualifications in education employed to teach in institutions of teacher education.

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<sup>37</sup> Obanya, PAI (2007): *Nurturing the Leader* (a facilitator's guide to leadership development at the tertiary level) – prepared for UNDP Leadership Development Project

These are:

**Continuous sensitization:** Systematic awareness-raising on the need for teacher educators to become teaching professionals. This is easier to realize in a situation in which all professional educators around are also 'exemplars of teaching method', when they do actually make a difference through their own quality teaching.

**Work place mentoring and tutoring:** A systematic process of attaching groups of non-professional teachers to experienced and professionally qualified colleagues for regular on-the-job counselling

**Formal seminars and workshops:** Based on a systematic needs assessment within the institution and involving demonstrations, discussions and team work among colleagues

**Conventional Courses in Education:** opportunities to enrol in courses leading to formal qualifications in education and pedagogy – full time, part time, open distance learning.

It is important that such learning opportunities be (a) built into the normal activities of the institution, (b) an essential element of continuing professional development of staff, and (c) taken into account in the rewards and recognition procedures of the institution.

#### *School-based practice in initial-preparatory teacher education*

This is a very important aspect of the initial-preparatory teacher education. It is usually a period (or periods) of concentrated exposure to the potential teacher's world of work. It works best when operated as a joint venture between the school and the teacher education institution, with the school based supervisor playing a major role in mentoring and minute-to-minute supervision. It is extremely important to have unambiguous task specifications for students (see Extracts 4.1 and 4.2 below).<sup>38</sup> Above all, the student should as much as possible be fully integrated into the life of the school, and should not carry on like a mere visitor to the school.

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<sup>38</sup> Republic of Liberia, Ministry of Education/UNESCO-Liberia: (Nov. 2008): JSSTEP (Junior Secondary School Teacher Education Programme): Curriculum Guidelines

**Extract 4.1: Liberia JSSTEP - Course ED 122:- School-Based Practice I (first year)**

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Course objectives

This initial contact with educational institution is intended to match theoretical studies with on-the ground realities. In more specific terms, students will acquire

1. a direct experience of school and classroom realities
2. hands-on contact with professional teachers and their professional comporment
3. direct experience of how learners behave and work in schools and classrooms
4. a reflective insight into the relationship/dichotomy between textbook knowledge of educational studies and the realities of the teacher's workplace.
5. the elements of systematic inquiry into and reporting on educational issues

Course content

Theme/activity	Brief description/requirements
School Features Inventory	Infrastructure Physical facilities Student Enrolment – class by class – gender representation Staff Teacher-pupil ratio Classroom size
School Organisation study	Organisation of work in the school Management structure of the school Relationship between school and its immediate community Existence and role of PTA (Parents-Teacher Association) Existence and Role of SMC (School Management Committee)
Lessons from professional teachers	Common problems faced by teachers in the school How they have attempted to deal with them Degree of success achieved in solving the problems Problems defying solution
Classroom Observation	What teachers were teaching The methods used in teaching Learner reactions
Reporting	A simple, straightforward report (individual and team reports) outlining and discussing the results of the exercise as here listed All reports to end with a section titled LESSONS LEARNED

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**Extract 4.2: Liberia JSSTEP COURSE ED 224 – SCHOOL BASED PRACTICE II  
(second year)**

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Course objectives

This is an application course in which students are expected to demonstrate skills in the following specific areas:

1. a grasp of the school syllabus in their specific disciplines
2. lesson planning
3. organization of student learning
4. management of pedagogic space
5. involvement in school activities outside the classroom
6. deep interest in some challenge area of the functioning of the school

Course content

Themes	Brief descriptions
Lesson Planning	Pre-teaching activities involving, situational analysis, decisions on what to teach, systematic presentation of material, activities to engage learners, evaluation procedures, assemblage of materials --- all these infused into a lesson plan
Classroom Teaching	Capacity for engaging learners in interactive, activity dominated activities, to relate learning materials to students' familiar experiences, and flexibility in adjusting procedures to changing classroom demands
Management of Learning	Knowledge of student characteristics, empathy with students (paying attention to learner-specific needs), time management, even distribution of roles and assignment, full blending of support materials into teaching-learning activities, organisation of classroom space, gender-sensitive procedures
Contributions to school work outside the classroom	Participation in staff meetings, committee work, task forces, liaison with community, involvement/initiatives in co-curricula activities
Systematic study of specific challenge area	Step-by-step analysis of an identified issue/ challenge area in the school, documentation of the issues, search for solutions, leading to a short and concise report

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To ensure adequate exposure to school and classroom realities, the duration of school-based practice must not be too short. It can be a question of an extended period of about a semester or a succession of shorter periods of four to eight weeks each. The logistics are easier when the teacher education institution is entirely in control of all its programmes (as in universities of education) than would be the case in conventional universities, where students belong to education as well as to science or the humanities at one and the same time.

### *Professional induction*

This is usually designed to ensure a smooth transition from learning in school to learning as one practises the profession. Box 4.3 below elucidates the concept further.<sup>39</sup>

#### **Box 4.3: What is Induction?**

Induction is the intensive support and guidance provided to all new staff. Good induction helps you to feel at home and fit in, makes sure that you know the routines and procedures and understand the values and directions of your place of work. The induction period is one of continual support and rapid professional growth. The goals of the induction program are to improve performance and increase the retention of promising staff

- promote personal and professional well-being
- ensure that staff receive a positive, welcoming introduction to their school
- ensure that staff are educated about ministry of education procedures

The induction of new teachers is a critical phase in their professional learning. Effective induction programs address the personal and professional needs of teachers. Through engagement in induction programs and other performance management processes and practices, outcomes for teachers include:

- familiarity with the school, community and region , the public education system , the teaching profession for beginning/graduate teachers
- personal and professional support in their first year at work
- opportunities to develop knowledge, skills and attitudes essential for effective teaching

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<sup>39</sup> Government of Western Australia, Department of Education and Children Services (DECS) – Induction Check List – [www.decs.sa.gov.au](http://www.decs.sa.gov.au)

In places where induction has been practised in Africa (Senegal, Ghana, Uganda, South Africa, etc), it has been irregular and in most cases restricted to newly recruited, non-professional teachers. In nearly all cases, it has remained a once and for all undertaking.

What is needed is a coherent policy to be implemented in two phases: a general information phase and a school-level (or school district) professional initiation phase. The first phase would take place before teachers get to their places of work and would consist of interactive sessions on:

- The educational system
- Duties and responsibilities of teachers, in school and in community
- Introduction to the work of various professional teacher associations
- Identification of learning resources for the use of the practicing teacher
- The national school curriculum

This phase can also help in initiating networking among teachers.

The professional initiation phase would need to have a clearly delimited time span (like the first year of teaching) during which, working with experienced teachers in the school or in the school district, attention would be paid to:

- a. Routine activities of the teacher – taking attendance, keeping records, fitting into school culture, engaging in out-of-class responsibilities
- b. The ‘arts’ of the profession – getting familiar with teaching load, knowing students by name, lesson planning, classroom management, care/maintenance of equipment, managing time, improvisation, etc
- c. Facing professional challenges – disruptive children, children with special needs, large classes, excessive work load, relationship with parents and community, work-related stress, etc
- d. Professional engagement – involvement in PTA activities and school committees, promotion of extra-curricular activities, etc

This indeed is a tall order and the teacher cannot rely on textbooks to cope with it all. What is required is hands-on/minds-on experience, under the guidance of professional mentors.

The induction period ought to be the bridge between certification and licensure. That would further bring teaching in perfect line with other liberal professions.

### *Career-long continuing development*

This is an aspect of teacher education that has been neglected for some time. It has to receive greater emphasis in all efforts to raise teacher standing in society, to ensure professionalism in teaching, to make teachers twenty-first century-compliant, and to effectively return the teacher to the African school. As Extract 4.3 shows, continuing development is simply normal practice in all professions, including teaching, in the modern world<sup>40</sup>.

#### **Extract 4.3: Approaches to professional development**

Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development include:

- Case study method - The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem (Consultation - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.
- Coaching - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action.
- Communities of practice - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal
- Lesson study - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice
- Mentoring - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation
- Reflective supervision - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
- Technical assistance - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge.

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<sup>40</sup> SOURCE: Wikipedia

### A more systematic and comprehensive approach

The starting point will be a shift from today's haphazard and once-in-a-while approach to systematically building in continuous self-improvement into teacher management, and to making this mandatory for continued professional recognition and career progress. This is what is envisaged by Nigeria's National Teachers' Registration Council, as discussed in the last chapter.

The second desirable emphasis-shift would be to rise above teacher updating (acquiring new knowledge and techniques) and teacher upgrading (acquiring higher qualifications) to include 'teacher development' in a more comprehensive sense. This would entail giving equal emphasis to the pursuit of general knowledge and culture on a continuous basis by the practicing teacher. It would also include a systematic way of continuously identifying the learning needs of practicing teachers and systematically responding to them through appropriate training and re-training programmes

One practical implication of this is the need for professionalized professional support for the practicing teacher. This is another way of saying that supervision and inspection of schools and teachers should now go beyond mere fault-finding to becoming a clinical process of (a) diagnosing challenges that teachers face in trying to promote learning, (b) working out with teachers appropriate strategies for addressing such challenges, (c) monitoring the processes and the results of applying the strategies, and (d) drawing appropriate lessons from the experience for the continuous improvement of the teacher, the individual institution, the entire system

### Meeting teachers' learning needs at different career points

This is simply a way of acknowledging the fact that teachers' learning needs would likely witness shifts at different points in their careers. For that reason (as illustrated in table 4.5) – in planning teacher continuing development programmes, the focus should shift from one career level to the other.

**Table 4.4: For each level of teacher, a different emphasis in focus of career-long education**

Career level	Professional improvement	Academic improvement	General education	Management related skills
Interns	[Oval]		[Oval]	
New entrants	[Oval]		[Oval]	
Mid career teachers	[Oval]	[Oval]	[Oval]	
Top career teachers	[Oval]	[Oval]	[Oval]	[Oval]
Teachers in supervisory/ management positions	[Oval]	[Oval]	[Oval]	[Oval]

Thus, teachers early in their career will concentrate more on professional (task skills) and academic improvement (up-dating knowledge). Middle and top career teachers will have opportunities for general education with introduction to management-related programmes, while teachers in supervisory and management positions will have adequate exposure to management skills development (process and strategic thinking skills).

*Preparing the teacher for educational leadership roles*

Teachers are often deployed to a variety of leadership functions in national education systems without appropriate induction or adequate preparation, in terms of re-skilling. That situation should change and teachers identified for higher roles (both at the institutional and at the systems levels) should be given adequate preparation, in terms of theoretical knowledge and opportunities for hands-on/minds-on experiential training. Table 4.6 gives an indicative outline of some educational leadership roles and the appropriate requisite skills for each of them. Continuing advancement in pedagogical skills would be necessary in all cases, as we are concerned with teaching professionals.

**Table 4.5: Selected education leadership functions and requisite skills**

Educational leadership function	Requisite skills
Head of department/head of section	Basic management and organisational skills (team-building, planning, reporting, time-management, broad academic horizon), teacher mentoring skills
Deputy head/head of school	Process and strategic thinking skills, financial and resource control literacy, use of ICT as management tool, broad academic horizon
Examiner	Testing and evaluation skills, task management skills, prioritization skills
Curriculum developer	Curriculum development principles, team work and communication skills
Student counselling/orientation	Clinical psychology practical skills; test administration, scoring and interpretation skills
Supervisor/inspector	Advanced management and strategic thinking skills, training programme design and implementation skills, action research skills

The advantage of systematic re-skilling for educational leadership roles is that persons performing such functions would have the skills and knowledge required. They therefore stand a better chance of putting in quality performance. At the personal level, it enhances self-confidence. For the system, it ensures that professionals are performing professional functions in Education.

*Meeting the education needs of Africa's army of under-qualified and unqualified teachers*

There is literally an army of under-qualified (not having the minimum level of general education) and unqualified (not having the requisite professional education) in the African school system. The message of this work is not 'getting rid of them' but 'getting rid of their inadequacies'.

**Fig. 4.2: Trained vs. untrained teachers: 14 African countries (2005)**

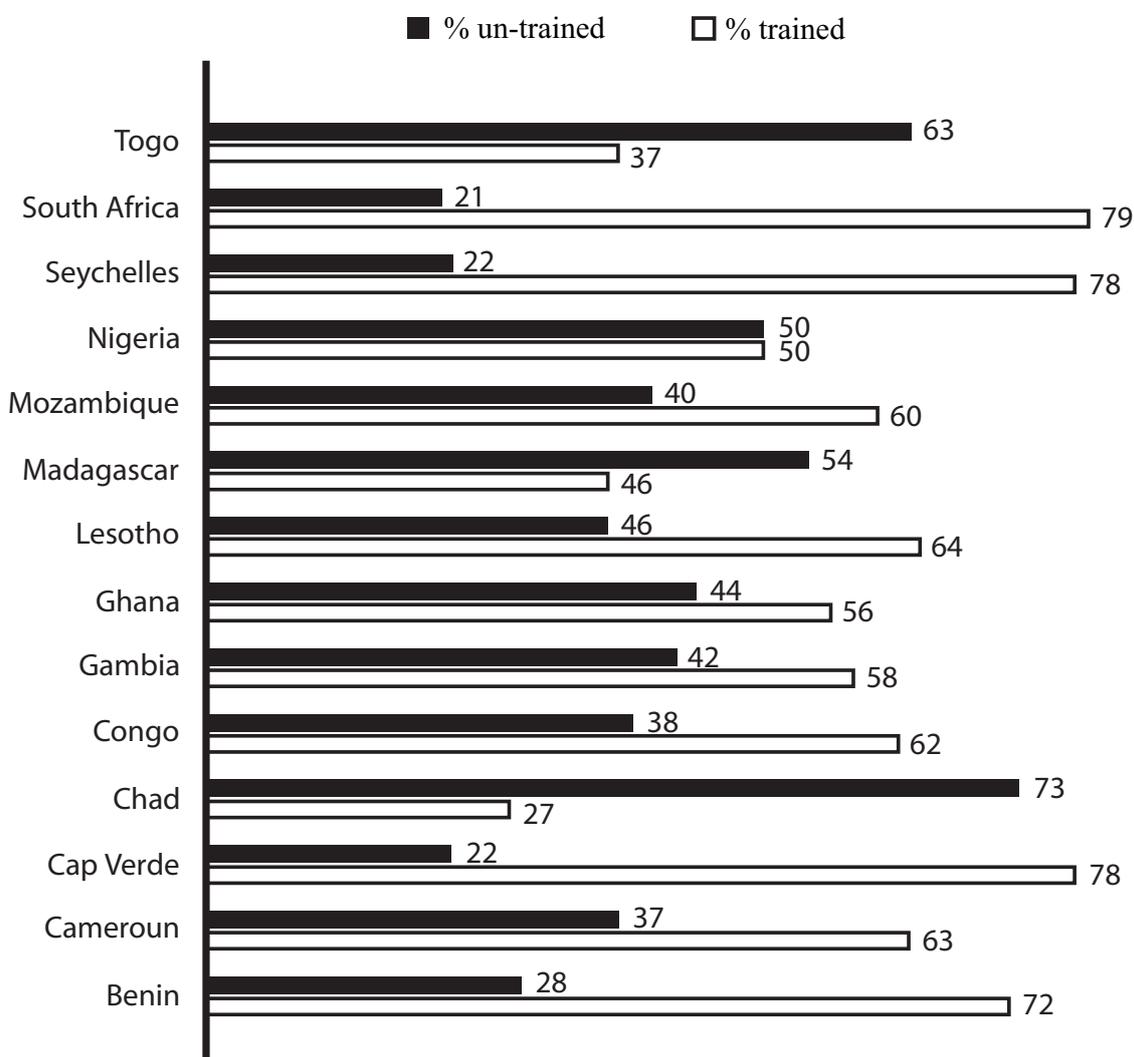


Figure 4.2 shows fourteen African countries with over 20 per cent of untrained teachers in primary schools as at 2004.<sup>41</sup> The challenge of bringing the teacher back to the African school becomes more intriguing in the face of the existence of an ‘army’ of untrained teachers. The policy options here would be either ‘get rid of them’ or ‘get rid of their deficiencies’. We had just said that it would be politically and educationally preferable to ‘get rid of their deficiencies.’ The question then is ‘how’.

A good first answer to the question is to begin with a thorough situational analysis of the challenge. That was Namibia’s approach in 1990, when it sought a detailed answer to the question:

‘Who teaches what, where, under what conditions, and how?’

<sup>41</sup> UNESCO:EFA Global Monitoring Report 2008

That became the first step in developing an in-service programme that took care of the qualification deficit in teachers within five years and influenced the current national policies on teacher education.

A second good answer is to go innovative in developing responses to the challenge. The most commonly cited innovative response to such a challenge to date is Zimbabwe's ZINTEC -- Zimbabwe Integrated Teacher Education Course - described in Extract 4.4 below.

**Extract 4.4: Zimbabwe Integrated Teacher Education Course – ZINTEC**

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Since obtaining independence, Zimbabwe has invested heavily in education. As part of that investment, the government has introduced various types of teacher education programmes. Prominent among them was the Zimbabwe Integrated Teacher Education Course (ZINTEC), which used distance education as a mode of training pre-service, non-graduate teachers. This innovation affected all forms of pre-service, non-graduate teacher education, in that for the first time in the country's history, distance education played an important role in training teachers.

Entry requirements onto the ZINTEC programme are exactly the same as those required by any non-university graduate for admission onto conventional programs that is 5 O' level passes including English language.

The decision to introduce the ZINTEC program was directly related to the political decision to make primary education free and compulsory. The expansion of primary education necessitated an increase in the number of professionally trained teachers.

The country could not use the old three-year conventional system because it could not produce enough teachers to meet the increased demand. Hence ZINTEC student teachers were deployed in primary schools after their initial sixteen-week (later twenty-four-week) orientation courses and received the bulk of their training on the job through distance education.

The proportion of trained teachers increased dramatically through the 1990s. In 1990, 51.48 per cent of primary school teachers were trained and by 1997 the proportion of trained primary school teachers had jumped to 77.2 per cent. In secondary schools, only 48.1 per cent of the teachers were trained in 1990; this number increased to 89 per cent by 1996.

ZINTEC is the most highly acclaimed post-independence teacher education programme in Zimbabwe. ZINTEC students undertake two long periods of study in the colleges at the beginning and end of the course, and shorter periods each year in between. When the students are not in college they are assigned to schools to teach. During this period they are helped with distance teaching materials and supervised by college lecturers, school principals and education officers by having trainees in the classrooms.<sup>42</sup>

The main advantage of the ZINTEC programme is that student teachers are placed in primary schools after their initial sixteen-week (now twenty-four-week) orientation courses and receive the bulk of their training on the job through distance education. It is therefore more cost effective than the traditional teacher training college programmes, and its structure helps to address the severe shortage of teachers.

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<sup>42</sup> Analysis Report on Teacher Training System in Zimbabwe -- UK NARIC's Contribution to the Refugees into Teaching Project, June 2007

However, the success of the Zimbabwean and Namibian experiences was due to adherence to a number of golden rules, as follows:

1. 'Different' did not mean 'inferior'. As can be seen from the Zimbabwean case, students were not admitted to ZINTEC with lower qualifications; they did not follow a watered down less rigorous course.
2. Any new initiative must be integrated into the existing national system. In both Namibia and Zimbabwe, graduates of the in-service programmes were awarded the certificates of national universities and teachers colleges
3. Innovative programmes of teacher education require sustained resource support
4. Once begun, such innovation must not be abandoned mid stream
5. Systematic evaluation should be built into the execution process, to provide for evidence-based decisions on any possible modifications to the programme

What is perhaps most important is to develop a national strategic plan for meeting such a challenge. This places the trained teacher shortage challenge in the front burner of the nation's educational development agenda, and consequently increases the chances of channelling resources to it.

*The feasible or the desirable?*

This chapter has dwelt mainly on that which is desirable, if we must return the right type of teacher to the African school, to ensure that quality education also returns to the schools. It is tempting to ask 'how feasible are these ideas, in a situation of 'severely limited resources'? The answers would be that

1. Keeping teachers away from the African school would wreck more harm on the system and on the wider society
2. Nothing can be more strategic to the strategic development of Education than teachers

It would therefore be in the national interest for every national education development effort carry teacher development in its stride.

# 5. Conclusion: restoring education

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## *Chapter focus*

This is a rounding-off chapter that recalls the central message of this piece of work. In recalling the central message we will be seeking answers to the following questions

1. What is this central message?
2. What is the link between the central message and ‘restoring education’?
3. Can teachers alone ensure the restoring?
4. What conditions can best help the teacher in ensuring the restoring of Education?

## *Our central message*

The central message of this work has been both implicitly and explicitly repeated all through the preceding chapters. It can be conveyed in ten main points, as follows:

1. Teachers hold one of the keys to the progress of Education in Africa, as is the case everywhere in the world.
2. In Africa the Teacher that used to be there in earlier times seems to have left the education scene at a period when Africa is suffering from huge education deficits, lagging behind the rest of the world in nearly all known indicators of educational progress
3. The teacher issue in the African context has to do more with quality than with quantity; as mere counting of numbers ignores the importance of quality learning (requiring quality teaching) as the ultimate goal of teaching.

4. Quality teachers would possess the personal qualities enumerated in chapter one and repeated in figure 4.1
5. Quality teachers must respond to the demands of today's knowledge economy and must therefore neatly and comfortably be wearing the multi-layered intellectual cap illustrated in figure 1.3
6. Quality teachers will be 'level five' professionals able to employ transformation pedagogy to teach creatively
7. Producing quality teachers would require measures that boost the image of the teacher in society (education policies specifically addressing teacher issues, putting Teaching at a social par with other liberal professions, and providing conditions of work that are in conformity with the ILO/UNESCO Joint Recommendations Concerning the Status of Teachers).
8. Producing quality teachers would also require teacher education programmes that run in an unbroken continuum from initial-preparatory education through professional Induction to career-long professional and personality development
9. Producing quality teachers would require curricula that is closely aligned with the multi-layered intellectual cap and which are taught in conformity with the dictates of the 'knowledge pyramid' model as well as the principles of transformation pedagogy
10. Teacher educators should be professionals who are 'exemplars of teaching methods' -- professional role models through whom student teachers will 'master the teaching model' and also 'model the master teacher'.

*What is the link between the central message and 'restoring education'?*

The link is well captured in the quotation below, while Nigeria's NTEP (National Teacher Education Policy) and the implementation guidelines for that country's UBE (Universal Basic Education) programme capture the link in the following apt message

No educational system can rise above the level of its teachers

'Teachers make or mar an education programme. Scientifically well founded educational theories can make sense only to the extent to which they stand the acid test of what teachers do in schools and classrooms, to and with learners. This same is true of educational policies, whose ultimate impact on the system would depend largely on how they are understood and interpreted by

teachers in the course of their work. Official curricula, however elegantly designed, usually turn out not to be the effective curricula, as these are in reality what teachers accept and convey, and eventually what learners learn'.<sup>43</sup>

*What education are we restoring?*

The twin working concepts for this work have been 'quality teachers' and 'quality education'. Therefore, the appropriate answer to the above question is 'quality education'. Box 5.1 shows the six EFA Goals. Let us note the number of times the term 'quality' is used in the Declaration. This is a confirmation that what is desired by the international community through EFA (Education for All) is 'quality education'. This is probably a reason that UNESCO has titled its first major programme area Quality Education for All throughout Life.

**Box 5.1: The Six EFA Goals and the emphasis on quality<sup>44</sup>**

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete **free and compulsory primary education of good quality**;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring **girls' full and equal access to and achievement in basic education of good quality**;
- (vi) **improving all aspects of the quality of education and ensuring excellence of all** so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life

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<sup>43</sup> Obanya, PAI (2007): a highlight on global challenges to teacher education Thinking and Talking Education (op. Cit.) 137-154

<sup>44</sup> SOURCE: UNESCO: Dakar EFA Goals (April 2000)

Education quality challenge is particularly acute in sub-Saharan Africa. One proxy measure of 'quality' adopted by the 2007 edition of the EFA Global Monitoring Report is school life expectancy (SLE), defined as:

'Number of years a child of school entrance age is expected to spend at school or university including years spent in repetition. It is the sum total of the age-specific enrolment ratios for primary secondary and post-secondary non-tertiary and tertiary education.'<sup>45</sup>

**Fig. 5.1: Expected years of schooling**

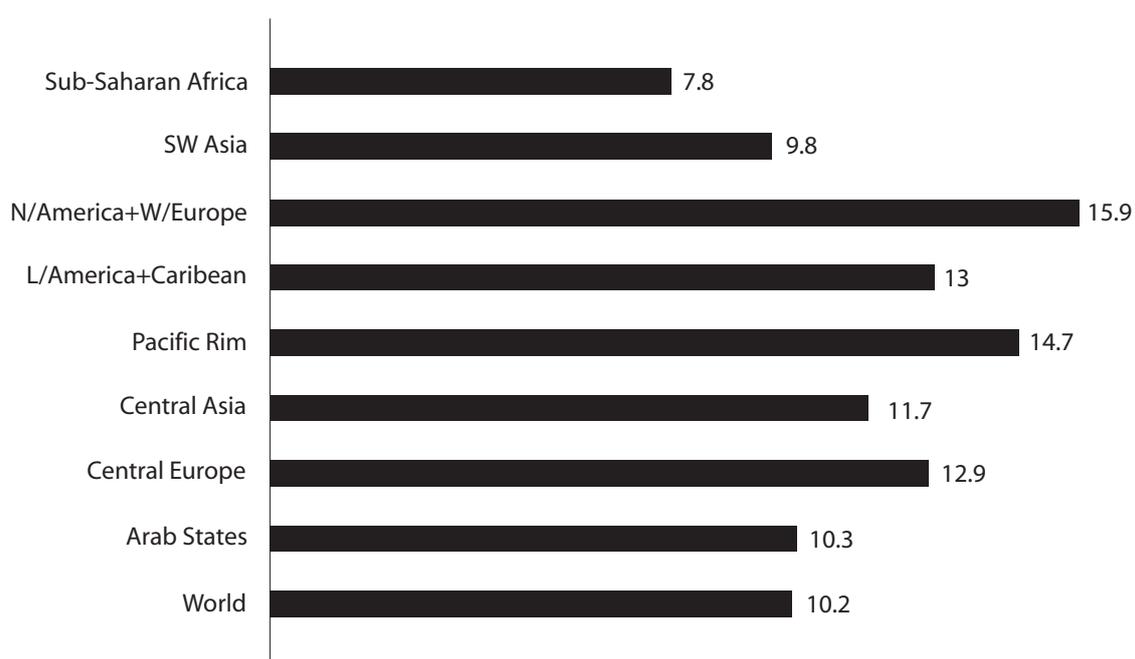


Figure 5.1 compares SLE for various regions of the world. Africa is at the bottom of the league table with an SLE of 7.8 -- about half the figure for North America and Western Europe and 24 years below the world average.<sup>46</sup> To move Africa from such an unenviable education quality position would require quality intervention in all inputs (and particularly, teachers) as well as in all processes (most especially, teaching).

<sup>45</sup> EFA-GMR-2007-page 352

<sup>46</sup> Fig. 5.1 computed from EFA-GMR-2007

*Can teachers alone ensure the restoring of education?*

Table 5.1 is a conceptual model of quality in education that sees the construct as a tripartite affair – what you sow (the inputs), how you care for what you have sown (the processes), and eventually what you reap (the outcomes). For the outcomes to be of quality, they would have to equip the learner with a good mix of the elements in the right hand column - cognitive learning, life-coping skills and lifelong learning skills. Quality outcomes will, in addition, enhance the individual’s potential for being of use to society. Ultimately, quality education will impact positively on society through the contribution of a critical mass of persons who have benefited from it.

While the inputs are the starting point, the way and manner they are processed by schools and teachers determine to a very large extent the quality of the outcomes. The answer to the question therefore is that there are certainly other conditions, and other factors, responsible for ensuring quality education and one must not disregard them.

**Table 5.1: A Tripartite model of quality in education**

Inputs	Processes	Outcomes
- Politics	- Institutional management	- Cognitive learning
- Policy		
- Management		
- Personnel	- Teacher professional support processes	- Life-coping skills
- Curriculum		
- Physical Infrastructure	- Learner psycho-social support processes	- Life-long learning skills
- Psycho-social infrastructure		- Enhanced potential for positive contribution to society
- Teaching-Learning facilities	- Teaching-learning processes	- ULTIMATELY, a self-sustaining educational system and society
- Financial Resources		

However, the role of teachers as process agents is capital; for outcomes often depend on what teachers can or cannot do. Returning teachers to the African school means returning teachers who 'can do'--valued professionals' whose knowledge, skills, attitudes, values and efforts can lead to quality educational outcomes.

*What conditions can best help the teacher in ensuring the restoring of education?*

Table 5.2 lists ten decisive factors or pre-conditions for ensuring the success of education programmes. In all the cases, what matters is 'proper handling'. The prevailing situation in Africa looks more like leaning too much towards 'poor handling'

**Table 5.2: Decisive factors in ensuring success of education programmes**

Decisive Factors	Poorly handled	Properly Handled
1. Policy development methodology	<ul style="list-style-type: none"> <li>- Haphazard</li> <li>- Imposed from above</li> </ul>	<ul style="list-style-type: none"> <li>- Participatory</li> <li>- Constant Responsiveness to societal needs</li> </ul>
2. Policy thrusts	<ul style="list-style-type: none"> <li>- No clear directions</li> </ul>	<ul style="list-style-type: none"> <li>- Takes cue from national development thrusts</li> </ul>
3. Plan for educational development	<ul style="list-style-type: none"> <li>- Non-existent</li> <li>- exists as mere piece of paper</li> </ul>	<ul style="list-style-type: none"> <li>- Derived from policy thrust, with strategic focus areas</li> </ul>
4. Management	<ul style="list-style-type: none"> <li>- Over-centralized</li> <li>- Hierarchical</li> <li>- Merely transactional</li> </ul>	<ul style="list-style-type: none"> <li>- Decentralized, with de-concentration/devolution of authority</li> <li>- Transformational management styles all through the system</li> </ul>
5. Human resources	<p>Management:</p> <ul style="list-style-type: none"> <li>- not professionalized</li> <li>- over-bloated bureaucracy</li> </ul> <p>Teaching:</p> <ul style="list-style-type: none"> <li>- not professionalized</li> <li>- inadequate</li> <li>- non-performing</li> </ul>	<ul style="list-style-type: none"> <li>- Management: professionalized</li> <li>- constant and systematic re-skilling and re-tooling</li> </ul> <p>Teaching:</p> <ul style="list-style-type: none"> <li>- qualitatively and quantitatively adequate</li> <li>- Prevalence of quality teaching</li> </ul>

6. Funding	<ul style="list-style-type: none"> <li>- Non-sustainable</li> <li>- Wastage and corruption-prone</li> </ul>	<ul style="list-style-type: none"> <li>- Sustainable</li> <li>- Targeted funding</li> <li>- Functional mechanism for expenditure tracking</li> </ul>
7. Curricula	<ul style="list-style-type: none"> <li>- Inappropriate</li> <li>- Non-responsive</li> <li>- Out-dated</li> <li>- Imposed from above</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate</li> <li>- Responsive</li> <li>- Relevant</li> <li>- Internalized and readily operated at school level</li> <li>- Dynamic, with participatory approaches to evaluation and constant review</li> </ul>
8. Physical facilities	<ul style="list-style-type: none"> <li>- Inappropriate</li> <li>- Inadequate</li> <li>- Little or no maintenance</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate</li> <li>- Adequate</li> <li>- Culture of maintenance firmly upheld</li> </ul>
9. Pedagogical facilities	<ul style="list-style-type: none"> <li>- Scarce</li> <li>- Inappropriate</li> <li>- Out-dated</li> <li>- No link with curricula</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate</li> <li>- Appropriate</li> <li>- Up-to-date</li> <li>- Closely related to curricula</li> </ul>
10. Teaching-learning Methods	<ul style="list-style-type: none"> <li>- Frontal teaching</li> <li>- Teacher-centred</li> <li>- Memorization/ regurgitation</li> </ul>	<ul style="list-style-type: none"> <li>- Activity-based</li> <li>- Flexible classroom arrangements</li> <li>- Learner-centred</li> <li>- Participatory</li> </ul>
11. Outcomes	<ul style="list-style-type: none"> <li>- Children merely passing through school</li> <li>- Absence of effective learning</li> </ul>	<ul style="list-style-type: none"> <li>- Children passing through school AND</li> <li>- the school passing through them</li> <li>- Effective learning</li> </ul>

Teachers and teaching are a very key element of these 'decisive factors' and this work is concerned with the 'proper handling' of teachers so that Education can also return to the African school. However, the proper handling of every other decisive factor in table 5.2 would be absolutely necessary, to provide the fertile soil for quality teachers with quality teaching for quality learning to grow and bear fruit in the African school.

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## **The UNESCO International Institute for Capacity Building in Africa (IICBA)**

The UNESCO International Institute for Capacity Building in Africa (IICBA) is an international centre for building capacities of member states in Africa with specific emphasis on strengthening the capacities of teacher education institutions, focusing on research and training on teacher education and development, cost-effective uses of ICT for education, education policy and management.

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## The booklet

Education usually follows a 5-point circle that has been described in the author's previous work as the 5-P chain process. At the start of the chain is Politics, which has a direct influence on education policy and this in its turn influences programme, which in turn influences the processes, and eventually the products (also known as 'results' and 'outcomes'). This booklet opines that the progress of education is judged mainly by the products, whose type and level will be undesirable if the processes go wrong. It explains how these processes are managed by teachers at three main levels -the overall school organisation and management; learning-promotion processes engineered by teachers (Teaching); and transformational and positive change in learners as a result of exposure to/ involvement in teacher-engineered learning-promotion processes (Learning)

For society and for national education systems, the third level of what happens within schools and classrooms is where the benefits of education lie. It is the major reason for investment in education by governments, families, households and individuals. The booklet emphasizes that the major operators who make things happen are not researchers; nor policy makers; nor the education ministry technocrats; but the teachers.

## The author

**PAI Obanya**, PhD (International Education Strategist) has been involved in educational development work in Africa for close to forty years. He was Professor of Education at the University of Ibadan-Nigeria until 1986, after which he served as Programme Coordinator for Education with the World Confederation of Organizations of the Teaching Profession (WCOTP): 1986-88.

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PAI Obanya believes: 'you do not retire from education' and is spending his years since retirement offering advisory, consultancy, research and training services to international development cooperation agencies, non-governmental organizations, tertiary institutions, and the private sector.

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