

THE IMPORTANCE OF MANAGEMENT

Attracting and retaining teachers

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Entering and staying in the profession?

- Value given to the profession in society
- Remuneration
- Work conditions and environment
- Opportunities for career progression
- Continued professional development



Management
practices



What works?

Paying attention to management

A lot of debate on policy options and strategies

but

crucial aspects of teacher management are sometimes overlooked

- ✓ Over and beyond the choices made in terms of teacher policies, management can make a significant difference
- ✓ Dysfunctional management systems can have a detrimental impact on attracting and retaining teachers and *vice-versa*

Structures, tools, procedures
and staff

A related question: accountability towards teachers

It is taken for granted that teachers should be accountable to their education system

but

the reverse is not commonly questioned: are education systems accountable to their teachers?

- Are teachers given the support they should receive to effectively carry out their work?
- Are they operating in conducive teaching and learning environments?

Management
issues

REMUNERATION



Related management problems

Payroll management problems and payment arrears

- In some countries, newly recruited teachers have to wait a year or more to be put on the payroll
 - Up to 50% of teachers interviewed in rural schools in Ghana find that they are not paid on time (Bennell 2007)
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- *Problems in teacher records and linkages between the ministries in charge*
 - *Multiplicity of databases: diverging information*
 - *Delays*

WORK CONDITIONS AND ENVIRONMENT

Work conditions and environment

State of infrastructure

- Within SACMEQ countries, about half of pupils where in schools needing to be totally reconstructed or undergo major reparation work.
- The state of buildings remained practically identical between 2000 and 2007.

	Teacher guide (RD)	Library	Building conditions	Staff room	Computer	Class size ≤40
Botswana	79 ▶	87 ▶	67 △	75 ▶	62 ▲	100 ▶
Kenya	96 ▶	48 ▼	40 ▼	92 ▶	11 △	44 ▼
Lesotho	75 ▶	75 ▲	51 ▲	41 ▲	5 ▶	47 △
Malawi	86 ▶	15 ▼	46 ▶	36 △	2 ▶	21 ▼
Mauritius	78 ▲	97 ▶	81 ▶	58 ▶	100 ▶	78 ▲
Mozambique	79 ▲	28 ▼	44 ▼	39 ▼	13 ▶	5 ▼
Namibia	80 ▶	93 ▲	55 ▶	60 ▶	60 ▲	74 △
Seychelles	90 ▶	100 ▶	77 ▲	100 ▶	100 ▶	100 ▶
South Africa	87 ▲	62 ▼	58 ▶	64 △	77 ▲	45 ▶
Swaziland	98 ▶	26 ▼	52 ▶	63 △	55 ▲	53 ▼
Tanzania	98 ▲	34 △	41 ▼	86 △	4 ▶	29 ▼
Uganda	74 ▶	88 ▼	28 △	43 ▼	7 ▶	16 ▼
Zambia	70 ▼	57 ▶	37 ▼	27 ▼	14 ▲	38 ▼
Zanzibar	93 ▲	26 ▼	56 ▶	61 ▶	21 ▲	16 ▼
Zimbabwe	54 xx	75 xx	52 xx	29 xx	23 xx	50 xx
SACMEQ	82 △	61 ▼	53 ▶	59 ▶	37 ▲	48 ▼

Teacher manuals

- Only half of pupils in Zimbabwe (54%) had teachers with access to reading manuals for teachers.

Class size

- In SACMEQ countries, about half (52%) of pupils were in classes with over 40 pupils.



Related management problems

Lack of textbooks

➤ *Inefficient distribution systems (procedures)*

- A study in Zambia indicated that less than 10% of books procured had actually reached classrooms (UNESCO 2005).
- A survey in Guinea found wastage of up to 67% of textbook stock (UNESCO 2005).

Inconsistent teacher deployment and overcrowded classrooms

➤ *Inefficient deployment*

➤ *Lack of reliable data*

➤ *Lack of capacity*



OPPORTUNITIES FOR CAREER PROGRESSION



Related management problems

➤ *Progression based on seniority only*

- Career progression based solely on experience and qualifications without rewarding competence
- Good and bad teachers get promoted at the same time

➤ *Lack of autonomy of the MoE*

- Career structures are often common to all civil-servants and established by a different ministry

Related management problems

➤ Lack of transparency and interferences

- *Malawi*: reports of promotions based on interviews and widely criticised for their opacity (Bennell 2007)
- *Eritrea, Zambia, and Liberia*: studies found that school head teachers were largely appointed at the discretion of local or regional education officials, with implications in terms of favouritism in the selection or even of corrupt practices (Mulkeen 2010)
- *Uttar Pradesh (India)*: “it is perceived that teachers try to influence decisions regarding transfers and promotion either through the teacher unions, political pressure and even, in some cases, by providing monetary and other favours to administrators” (Van Nuland 2006)

CONTINUED PROFESSIONAL DEVELOPMENT



Related management problems

- *Continued professional development is often disconnected from career progression: few incentives*
- *The training offered is not always of good quality or responding to teacher needs*
- *There is often no evaluation of the application in practice of what has been learnt in training*

REFLECTIONS



The pertinence of strengthening management?

- These management related problems reflect dysfunctions in the mechanisms in place for the management of teachers (organizational aspects):
 - ✓ Structures
 - ✓ Rules and procedures
 - ✓ Tools
 - ✓ Staff (in management)



Reflection

- Countries have had to cope with a huge upsurge of their teachers without necessarily being prepared to cope: system overload and inefficiency despite improvement in information tools
- Yet, teacher management problems are not new
 - ✓ Characterised by a lack of coordination between structures
 - ✓ Poorly qualified staff
 - ✓ Poorly regulated
 - ✓ Lack of transparency
 - ✓ Weak enforcement



Reflection

- Some of these (technical) problems are easier to address than environmental factors or external constraints: tools (EMIS/TMIS and coordination), procedures for effective and transparent mechanisms (textbook delivery, appointments and staffing, etc.)
 - Why are we not doing more in this area?
- Less technical problems: how do we go about them?
Requires understanding the rationale behind individual decision-making in organizations

THANK YOU

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Reflection

- **Remuneration**

- Improve management tools and coordination between ministries to address payroll problems

- **Career progression**

- Even where promotion opportunities are few, ensure transparent mechanisms of promotion and make sure that teachers in remote schools are not left out
- Implement adequate mechanisms for open competition and clear criteria to minimize interferences and favoritism

- **Work conditions**

- Reinforce the procedures guiding textbook procurement and distribution and equitable teacher postings (lack of reliable data, lack of transparency and lack of capacity)

- **CPD**

- Make sure that incentives are in place for CPD and its impact evaluated