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**POLICY FRAMEWORKS
ON CONTRACT TEACHERS
- RECRUTMENT, TRAINING AND PROFESSIONAL
DEVELOPMENT
&**

- EMPLOYMENT CONDITIONS

*International Task Force on Teachers for EFA
Third International Policy Dialogue Forum
13-14 September 2011, Bali, Indonesia*



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WHY THE FOCUS ON CONTRACT TEACHERS?

1. WHO ARE THE “CONTRACT TEACHERS” IN THE AFRICAN CONTEXT?
2. WHAT PROMPTED ADEA’S INVOLVEMENT IN ADDRESSING THIS ISSUE?
3. WHAT IS ADEA RECOMMENDING IN THE POLICY FRAMEWORKS AND WHY?



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WHO ARE THE CONTRACT TEACHERS IN THE AFRICAN CONTEXT? (1)



- The concept

- It has evolved over time and hides a variety of situations and names (community teachers, volunteers, para-teachers, part-time teachers, etc.)
- initially shared the follow common characteristics: (i) hired by governments or communities on a contract; (ii) not considered and treated as civil servants → poorly paid and motivated → low status);(ii) unqualified (not certified to teach) (iii) receive very limited pre-service training- no induction.



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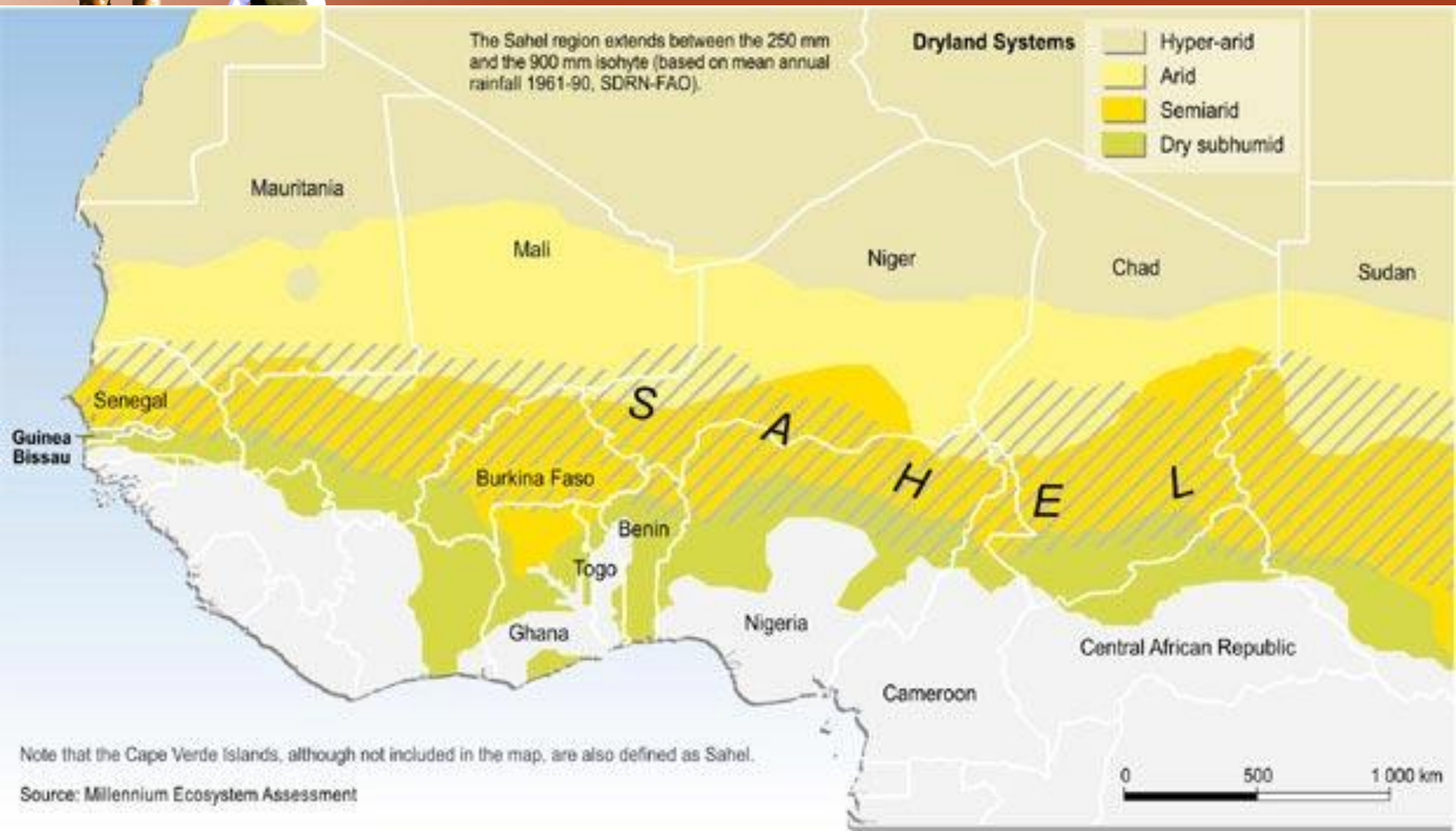


WHO ARE THE CONTRACT TEACHERS IN THE AFRICAN CONTEXT? (2)

- **The context: need for paradigm shift**
- CTs emerged and became significant in the mid to late 1990s as a result of the combined and contradictory effects of economic structural adjustment programs (by IMF&WB) and the need for achieving of EFA goals. AND THE AFRICAN SUB-REGION THAT WAS PARTICULARLY CONCERNED WAS THE SAHEL (French-speaking West Africa).
- They faced with the most severe challenges: lowest GERs, highest drop-out and completion rates; glaring inequities and had among the highest birth rates in the world (>3.3%) → compounding the existing teacher shortage and heightening the need for more teachers.



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Table 1: Distribution and remuneration of primary teachers according to their statute

Country	Breakdown by statutes (%)			Wages relative to GDP per capita				
	Civil servants	Contract teachers public ¹	Contract teachers private ²	Total	Full	Assistants ³	Contract teachers public ¹	Contract teachers private ²
Benin (2005)	54,7	16,4	29,0	5,2	5,7	3,9	2,1	1,1
Burkina Faso (2002)	64,1	23,6	12,2	5,8	7,1	5,1	5,6	2,2
Cameroon (2002)	34,9	20,4	44,7	5,3	5,7	4,1	1,4	0,8
Chad (2003)	38,4	17,2	44,4	7,4	8,2	6,0	1,7	0,4
Congo, Rep. of (2005) ⁴	55,0	14,0	31,0	2,8	2,9	2,62	1,3	na
Guinea (2003)	30,9	38,9	30,1	3,4	3,5	2,7	1,9	1,2
Ivory Coast (2001)	87,3	0,0	12,7	4,8	5,0	3,0	-	-
Madagascar (2003)	46,1	0,0	53,9	4,4	-	-	-	1,0
Mali (2004)	35,7	34,7	29,6	7,5	-	-	4,8	1,0
Niger (2003)	46,0	50,2	3,8	8,9	10,5	8,0	3,5	-
Senegal (2003)	43,6	41,5	15,0	5,7	6,2	4,9	2,6	na
Togo (2001)	35,0	30,5	34,6	6,4	7,8	5,4	3,3	1,3
Average (12 countries)	47,6	24,0	28,4	5,6	6,2	4,5	2,8	



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Teacher Shortages, Teacher Contracts and their Impact on Education in Africa

Jean Bourdon, Markus Frölich, Katharina Michaelowa

4. May 2007

WHO ARE THE CONTRACT TEACHERS IN THE AFRICAN CONTEXT? (3)



Concerns raised by the introduction of CTs:

1. Deterioration /decline of quality of education (population at large)
2. Equity issues (concentration of CTs in underprivileged and underserved areas)
3. Threat to the teaching as a profession (Teacher Unions)
4. Threats to the stability within the teaching force and education systems (strikes over discriminatory practices)
5. Political instability- education is a contested terrain

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WHAT PROMPTED ADEA'S INVOLVEMENT IN ADDRESSING THIS ISSUE? (1)

- **Teacher Professional Development** a central issue within ADEA since inception: ADEA WG on the Teaching Profession was created in 1989 to support African countries to develop effective Teacher Management and Support Systems (TMS)-
- **Education quality**: an area of focus and investment by ADEA since the 2003 Biennale: defining both macro and micro determinants of quality education (2006 Biennale) → the 2 **Bamako Conferences** on contract teachers in 2004 and 2009 (**Bamako+5**)- they produced the current policy frameworks.



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WHAT PROMPTED ADEA'S INVOLVEMENT IN ADDRESSING THIS ISSUE? (2)

Overview of the outcomes of the Bamako Conferences

- Bamako 2004: the Bamako Consensus
 - on the inevitability of recruiting contract teachers but as a stopgap measure and
 - countries needed to meet certain minimum criteria for recruitment, training, contracts and terms of employment through the implementation of a framework for resolving issues on the recruitment, training, social protection and career track of such teachers → the commissioning of the current policy frameworks



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WHAT PROMPTED ADEA'S INVOLVEMENT IN ADDRESSING THIS ISSUE? (3)

Overview of the outcomes of the Bamako Conferences

Bamako+5 (2009): the Bamako Communiqué

- Surveys undertaken by ADEA and EI revealed great progress on key indicators: from 2000 to 2007 GERs jumped from 76 to 91% on average in the region; CRs from 38 to 52%; salaries increased and other in-kind inducements
- Teacher recruitment policies asking for a minimum of 10 years of basic education for entry level academic attainment were in place in the majority of the eleven countries that attended Bamako 2004;
- A real commitment to go further by calling countries to gradually phase out by 2015.



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WHAT IS ADEA RECOMMENDING IN THE POLICY FRAMEWORKS AND WHY?

Caveat: These 2 policy frameworks are intended as a first step in the development of a reference framework for detailed, appropriate treatment and implementation of hiring and employment procedures for contract teachers



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RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT FRAMEWORK



- To inform the analysis and selection of viable teacher training practices, systematic examination should be given to the following:
 - the profile of a qualified teacher;
 - entry criteria for pre-service teacher training;
 - principles of training for contract teachers;
 - core skills to be delivered in pre-service training;
 - the division of training provision between pre-service and in-service training;
 - delivery systems for pre-service and in-service training;
 - the professional development plan.



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Employment, Social Protection and Career Management Framework

Objective of the Framework:

- to secure the occupational, social and moral rights of contract teachers in order to create the conditions needed for them to perform their jobs properly and contribute to the stability of educational systems, for which they constitute a resource of the first importance

Recommendations to countries:

- The current consensus and the limitations of individual countries' experiences in this regard can be used, along with international statutes and conventions on labor and employment law, as a basis for strategies to improve and gradually revise hiring and employment procedures.



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Recommendations for Follow-up: need for an ICQN

- availability of structured, accurate data on contract teachers in each country (legislation and executive orders relating to recruitment, hiring and employment policy;
- use and take-up of the policy frameworks by all stakeholders involved in the utilization of contract teachers, particularly training institutions (TTCs); ministries of education, finance and the civil service; teachers unions; PTAs; and development partners;



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Recommendations for Follow-up: need for an ICQN

- **regular meetings of national consultative bodies bringing together government authorities, teachers' unions, PTAs and development partners;**
- **study and reorientation of the implementation of policy on contract teachers based on consensually developed technical reference frameworks;**



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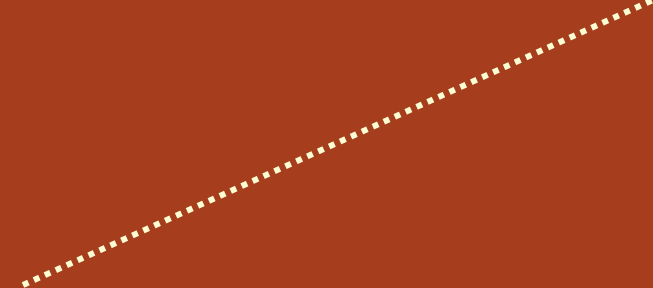


Recommendations for Follow-up: need for an ICQN

- **regular publication of educational journals and newsletters at country level, and newsletters to exchange information at the regional level;**
- **facilitation of sharing and dialogue between countries through systematic documentation and summarization of country experiences for purposes of sharing experiences and good practice. This could be done through better use of ICT**



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More about ADEA on our
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www.adeanet.org



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