Teachers for EFA:

Issues in planning for teachers.
“A competent teacher in every classroom”

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Each country has a different story

• Teacher supply imbalances
  – Sometimes teacher shortages
  – Sometimes surplus
  – Sometimes a subject mismatch

• Implications of shortages
  – Shortages, larger classes, unfilled posts
    • Experienced most in the least desired locations
  – Unqualified or under-qualified teachers
    • Lesotho – increasing unqualified teachers, now 40% unqualified
    • Malawi – 62% of secondary teachers trained as primary – upward migration
  – Reliance on expatriate teachers
    • Eritrea: 18% of total secondary, mainly from India, in IT, Mathematics and Sciences.
    • International teacher market – disadvantages the poorest countries.
With expansion the demand for teachers fluctuates

Expansion
High demand for teachers

Stabilisation
of GER + many young teachers

Normalisation
Increasing retirement and stable flow of teachers
Planning teacher supply

New teachers

“Wastage”

Attrition

Wastage - teachers who are trained but do not take up positions.

Zambia: Total of 1,017 teachers with degrees in the system. But UNZA trained 450 last year.
Attrition

- Attrition will rise as the age profile changes.

- Resignation is, in most cases, the biggest cause of attrition

- Attrition is selective: higher attrition:
  - better-educated teachers
  - Maths, science teachers.

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<thead>
<tr>
<th>% attrition</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>Eritrea</td>
<td>2</td>
<td></td>
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<td>The Gambia</td>
<td>3</td>
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<tr>
<td>Lesotho</td>
<td>3</td>
<td>10</td>
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<tr>
<td>Malawi</td>
<td>5</td>
<td>10</td>
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<td>Uganda</td>
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<td>Zanzibar</td>
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<table>
<thead>
<tr>
<th>Annual attrition rate</th>
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<tr>
<td>England</td>
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<td>The Netherlands</td>
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<td>US</td>
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Constrained by school leavers

Sometimes secondary output is the constraint:

- Lesotho, Gambia; unable to fill all spaces in primary training
- Eritrea, reducing entry requirements now 0.6 (on a 0-5 scale)
Mathematics and Science

Vicious Cycle

• Weak mathematics and science at primary school

• Avoidance, and poor performance at secondary school.

• Limited output of school leavers with mathematics and science
  – Highly valued in the labor market
  – Few available to enter teacher training.

• Teachers with weak mathematical and science understanding at primary and secondary schools.

Possible Solutions

• Train more
  – More places in training colleges
  – Adjusting entry requirements to allow more to enter

• Booster courses for teachers
  – Design booster courses to improve the basic mathematics and science skills, before they enter teacher training.
  – In-service training for primary and secondary teachers.

• Booster actions at school
  – Quality reforms, magnet schools, and science camps.
Deployment

Getting teachers to the right places
Teachers in the right schools

- Coincidence of shortages and unemployed teachers

- Disparities between districts
  - And within districts (micro geography)
    - Zambia, Chibombo district: PTR range from 22 to 210.

- Best qualified in urban areas

- Female teachers concentrated in the urban schools

MBENGWE Primary school, Blantyre Rural district, Malawi. 5 grades, 192 pupils
Deployment responses:

• Housing

• Incentives
  – Most SSA countries have incentives, typically 10-20% of salary. Weakened by poor targeting, counter-incentives
  – The Gambia: Incentive of 30-40% of salary in addition to existing, experienced teachers requesting transfer.

• Choices
  – Choice of district (Zambia), or school (Lesotho)

• Target those who want to work in rural areas
  – Mozambique/Malawi ADPP/DAPP
  – Lesotho DTEP in service course
  – Affirmative action in selection to teacher training.
Teacher management

Attendance, supervision and promotion
Teacher Management

- Absenteeism – global low income country evidence
  - 20-25% absent
  - A similar percentage “absent on the premises”
  - Absenteeism higher among the more senior

- Erosion of time on task
  - Examinations
  - Festivals, sports events, visiting VIPs
  - Work related absence - courses, workshops
  - Teacher movements, meetings

- Monitoring
  - Teacher attendance often collected, rarely analysed
  - Schools rarely monitor time on task.
Possible Responses

- Absenteeism: Monitoring has an impact
  - Private schools
  - Gambia cluster monitors - resulted in increase in attendance

- Leadership in schools
  - Setting a priority on learning

- Community involvement

- Reducing the ministry initiated absence
  - Pay distribution
  - Training courses – Gambia, policy that limits authorised absence
Teacher career structure

• Existing career structures do little to retain staff
  – Fixed salary scales.
  – Limited salary growth (typically 15-20% over 10 years)
  – Few opportunities to reward excellence
  – Best opportunity for progression is often additional academic qualifications – often a perverse incentive.
  – Upgrading often a stepping stone out of the profession.

• An alternative
  – Induction period
  – Different professional grades within the classroom
  – Merit-based promotion to “senior teacher”
  – Risk of creating gatekeepers
Finally

Supply, deployment, management and finance are inter-related.
Inter-connected issues

Supply

Distribution

Quality

Cost