



## REPORT

# International Conference on the Use of Contract Teachers



Addis Ababa  
June 20-24, 2016

Venue: United Nations Economic Commission for Africa

# Conference report

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## Introduction

The 25<sup>th</sup> September 2015 marked the endorsement of the 17 Sustainable Development Goals (SDGs) for the next 15 years (2015-2030) by world leaders gathered in New York. Among these goals is Goal 4 which aims to ***“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”***. Out of all the 17 goals ranging from poverty eradication to partnership for the Goals, Goal 4 has been considered a top priority and this is due to the fact that all developments evolve around education. However, it has also been realized that Goal 4 cannot also be achieved without a fully qualified teaching force.

Following the adoption of the SDGs, the global education community made the pertinent pledge in the Incheon Declaration and Education 2030 Framework for Action, by clearly articulating a comprehensive approach to teachers and teaching: ***“We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems”***.

According to UNESCO (2014), a broad consensus has been reached in the realization of the importance of teachers and the central position they occupy in the provision of quality education to all. With the impetus created by the Education for All (EFA) goals in 2000, countries in all parts of the world have increased opportunities to access school: between 1999 and 2011, the number of children out of school fell almost by half. This created a demand in the expansion in the recruitment of teachers, which unfortunately has exacerbated the equity gap in education. Not all learners are being taught by teachers with the appropriate training, professional qualification and motivation; but also, the teaching force includes individuals with a diversity of support and status. These teachers include those referred to as contract teacher. Recruitment of contract teachers has been a worldwide practice but related to different factors and reasons. Contract teachers exist in different types, varying from one country to the other.

In Sub-Saharan Africa, the phenomenon of contract teachers took a more different path with more contract teachers being recruited regardless of their academic and professional qualification. This resulted in all stakeholders (governments, development partners, teacher educators and researchers, teachers and teacher organizations, communities and parents, students) being concerned with the profile of the individuals who are entrusted with the education of children in schools.

Due to this concern, in 2004, the Association for the Development of Education in Africa (ADEA), in partnership with the World Bank and Education International (EI) organized a conference in Bamako (Mali) to address the recruitment and employment of contractual teachers in French-speaking African countries. The conference recommended the development of a policy framework to assist governments in gradually integrating and providing professional development for contractual teachers in French-speaking countries (“Bamako Consensus”).

In 2009, a follow up Conference on Contractual Teachers (“Bamako +5”) was organized to learn about the scale of the use of contractual teachers in Africa, as part of the overall efforts to respond to the teacher gap in the continent. The conference provided opportunities to share good practices relating to the recruitment, training, use, professional development and career management of contractual teachers.

These two conferences reflected the commitment of the education stakeholders in sub-Saharan Africa to explore ways of reconciling the quantity needs with the quality imperatives with regards to teacher requirements to achieve the EFA goals.

For over five years after Bamako +5, it became necessary to revisit the situation of contract teachers in various countries of the region and to assess how achievements and remaining challenges are able to inform a context-sensitive implementation of the new Education 2030 agenda for the next 15 years.

It was in the pursuit of such mandate that the International Task Force on Teachers (TTF) mobilized its partners to review the status and the qualification of teachers in selected sub-Saharan African countries. This review focused on two dimensions:

- i. the preparation of a report on each of the participating countries; and
- ii. the organization of an international conference in one of the countries where the conclusions of the reports are to be shared among decision-makers, practitioners and researchers from the region and beyond, and development partners supporting education.

## **Dimension 1: Reviewing the use of contract teachers in 25 countries in sub-Saharan Africa**

With regard to the first dimension, 25 countries from Sub-Saharan African took part in reviewing the status of contract teachers in each country. At the end of the review a country report was submitted by each country. The countries that were identified to be part of the review were: Benin, Burkina Faso, Cameroon, Cape Verde, Central African Republic, Chad, Republic of the Congo, Eritrea, Ethiopia, Gabon, The Gambia, Guinea, Guinea Bissau, Kenya, Liberia, Malawi, Mali, Mozambique, Niger, Senegal, Sudan, South Sudan, Togo, Uganda and Zambia. These countries were either: (i) members of the Teacher Task Force in sub-Saharan Africa; or (ii) have had a significant experience on the use of contract teachers that could inform others.

Informed teacher policy making is essential for effective and sustainable implementation and the efficient management of the teacher force. In order to define the long-term need for “*qualified, professionally-trained, motivated and well-supported*” teachers, the nature, scope and levels of their training and qualifications, it is important to take stock of the current situation. To this end, the Teacher Task Force developed a questionnaire used by a national team under the coordination of the TTF focal point in each participating country to collect country information and produce a report.

### **Review methodology**

For a homogeneous review process for all countries, a review methodology was proposed by the TTF with the following objectives:

- a. Map out the employment status of teachers by type of contract (see the working definition of contract and open-ended appointment teachers<sup>1</sup>);
- b. Document: (i) the nature and effects of diverse status of teachers on educational systems; and (ii) perceptions regarding contract teachers, particularly on their living and working conditions, motivation, satisfaction and professional identity;
- c. Identify good practices in terms of the professionalization of contract teachers and opportunities for professional development; and,

Propose implementable policy options for improving teachers' professional status and identify pathways to professionalization of contract teachers, the recruitment, deployment of trained and qualified teachers for all learners, and social dialogue for offering decent working conditions to teachers.

### Expected outputs

At the end of the review exercise, the following outputs were expected:

- 1) *A country report on the use of contract teachers in each of the 25 countries. The content of the report will include:*
  - a. The mapping of the employment status of contract teachers in comparison with other open-ended appointment teachers;
  - b. The influence of using contract teachers on: (i) policies; (ii) public perception; (iii) professional identity and the social status of the teaching profession<sup>7</sup>; (iv) finance; and (v) teachers' motivation and satisfaction;
  - c. Programs provided to support contract teachers, if any (such as programs to help contract teachers get some professional training);
  - d. National strategies or reforms implemented or considered by decision-makers and stakeholders in relation to the professionalization of the teaching force;
  - e. Recommendations for policy options that could promote: (i) the professionalization of unqualified or untrained teachers for effective learning; (ii) social status and professional identity of the teaching profession; and (iii) social dialogue to ensure decent working conditions for all teachers.
  - f. Policy options for strengthening the capacity of teacher training institutions.
- 2) *A synthesis of the 25 country reports (to be completed after the international conference) will include:*
  - a. A stocktaking of the various experiences, highlighting good practices and challenges encountered with the use of contract teachers;

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- <sup>1</sup> **Open-ended appointment teacher:** This refers to an employment contract that has no expiry date. The contract terminates when the employee leaves the job or retires, or when valid reasons (usually serious incompetence or misconduct) allow the employer to terminate the contract.
  - **Contract teacher:** This refers to teachers who agree to work outside an employment relationship. As such, they receive a salary for the work they do, but have no other benefits (such as paid leave, pension or health insurance), such as those that apply under public-sector employment laws and those that apply under private-sector employment laws.

(Source: SABER-Teachers)



- b. Recommendations for policy options that could promote the professionalization of teaching, while promoting social dialogue to ensure effective learning environments; and
- c. Recommendations for intra/inter regional partnerships, collaboration and knowledge sharing.

## **Dimension 2: The international conference on the use of contract teachers**

The second dimension was the organization of an international conference on the use of contract teachers scheduled from 20 to 24 June 2016 in Addis Ababa (Ethiopia). The conference's main aim was to disseminate the findings from the review of the use of contract teachers in sub-Saharan Africa and to exchange knowledge of policies and practices related to the use of contract teachers with key stakeholders from other regions of the world.

The Conference was jointly organized by the TTF with the UNESCO International Institute for Capacity Building in Africa (IICBA), the African Union Commission, the Organization Internationale de la Francophonie (OIF), the Association for the Development of Education in Africa (ADEA) and Education International (EI).

The conference brought together key relevant partners of the TTF to provide technical inputs on:

- i. the preparation of relevant materials;
- ii. the organization of the conference; and
- iii. the follow-up actions.

### **Objectives and expected outcomes of the conference**

The conference was aimed at providing knowledge sharing opportunities on the status of various contract types of teachers within educational systems in sub-Saharan Africa and in other regions. The experiences of countries outside Africa were also shared in order to enrich the debate and deepen understanding of raising the professional identity and social status of the teaching profession; the efficiency and effectiveness, sustainability, costs and pedagogical impacts of the use of contract teachers on educational systems, etc. The issue of decent working conditions of teachers and teachers' motivation and morale were also discussed. An exhibition of organizations' good practices and promotional materials was held, with an emphasis on some IT programs available to support teacher training and continuous professional development. As a result of all these enriching discussions and side meetings, it is expected that policy makers would be able to consider and appreciate different evidence-based effective policy interventions to ensure all learners are taught by well-trained, professionally qualified and motivated teachers.

### **Participants**

Overall, more than 100 participants from the review participating countries and other regions of the world attended the conference. These included:

- Representatives of national and regional education authorities;
- Representatives of teacher organizations and teacher associations;
- Representatives of relevant international, sub-regional and regional organizations working on teacher policy issues;
- Experts from NGOs working on teacher policy issues; and
- Researchers on teacher policy issues.

Two side events were organized on 23 and 24 June 2016 by members of the African Deans of Education Forum (ADEF) and the African Union Commission on the Continental Education Strategy for Africa (CESA).

The conference was organized around eight themes and included 41 speakers. The list of participants, the list of speakers, the list of countries participating in the review, the opening statement from the Honourable Minister from Ethiopia, H. E. Teshome Lemma, and the conference programme are available in Appendices 1 to 5.

### Conference daily activities: 20 - 22 June 2016

**Plenary 1: Opening Ceremony:** The first plenary session was the opening ceremony in which welcoming statement declarations, messages and the opening statement by the Honourable minister of TVET Mr. Teshome Lemma of Ethiopia were made. An overview of the Review of the use of contract teachers was also presented by the lead international expert of the TTF. The aim of this session was to bring all participants to the same level of understanding and to hear distinguished guests' viewpoints on the main theme of the conference "The use of contract teachers".

**Plenary 2: Thematic Presentations 1:** Two presentations were made during this session (i) Pre-service and in-service teacher training and (ii) Financing education focusing on the use of contract teachers. The aim of this session was to share with participants the knowledge and product of IT related teacher programmes from Edu-Consulting International and the experiences from Education International (EI) and Department for International Development (DFID). The session was followed by a question-and-answer session in which participants had the opportunity to interact with presenters.

**Plenary 3: Thematic Presentations 2:** Three thematic areas were discussed: (i) Recruitment and deployment of teachers, (ii) Evaluation of the performance of teachers, and (ii) Professionalization of teachers with special emphasis on contract teachers. The session was also followed with questions from participants and responses from presenters.

**Poster Presentation:** Each country presented a summary of its review report in a poster form. These posters were displayed in the conference hall for sharing and discussions. Country report authors shared their findings with participants from other countries and stakeholders. The aim was to provide all participants with an idea of each of the country review report content.

**Plenary 4: Thematic Presentations 3:** This thematic area focused on (i) Promoting social dialogue on teachers and teaching, and (ii) Teacher motivation. The aim of this session was to share experiences with participants on how to promote social dialogue on teachers and how teachers can be motivated. The session was followed by a question-and-answer session.

**Group session 1: Presentation of country reports:** Participants were divided into four groups and country experts presented their country reports. The aim of this first group session was for countries to share their review reports, learn from other review countries and inform their own country report, as well as for participants to have an opportunity to learn from the country report presentations.

**Group session 2: Group discussions on thematic areas:** A moderated discussion was held in each of the four different groups on the three following themes (i) Pre-service and in-service teacher training (ii) Financing education focusing on the use of contract teachers, and (iii) Recruitment and deployment of

teachers. The group discussions focused on the principal conclusions, lessons learnt and the way forward. Each group had a moderator and a rapporteur.

**Group session 3: Group discussions on thematic areas:** This group session focused on the three following themes: (i) Evaluation of the performance of teachers (ii) Promoting social dialogue on teachers and teaching, and (iii) Teacher motivation.

**Plenary 5: Presentation of conclusions, lessons and comments from group sessions:** This last plenary session brought together all the rapporteurs from the four groups to present their discussions and the way forward. The second part of the session brought together a panel of experts from various organizations that responded to questions and provided various comments and opinions on the way forward.

The following two sections present a summary of each of the conference sessions (Section A) and the conference highlights and key issues (Section B).

# Section A: Summary of the conference sessions

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## Plenary 1: Opening Ceremony

The opening session brought together all conference participants, invited guests and organizers. As with all conferences, the opening ceremony marked the start of the conference.

The session was moderated by Mr. Hiromichi Katayama and Mr. Edem Adubra, UNESCO International Task Force on Teachers.

## Opening ceremony presentations

### Welcome remarks:

- H.E. Dr. Martial De-Paul Ikounga, Commissioner for Human Resources, Science and Technology, African Union

### Statements:

- Kishore Singh, United Nations Special Rapporteur on the Right to Education
- Papa Youga Dieng, Organisation Internationale de la Francophonie
- Shem Bodo, Association for the Development of Education in Africa

### Message:

- Yumiko Yokozeki, UNESCO International Institute for Capacity Building in Africa

### Overview of the review of the use of contract teachers

- Edem Adubra, UNESCO / International Task Force on Teachers
- Martial Dembélé, Université de Montréal

### Opening statement:

- H.E. Mr. Teshome Lemma, State Minister of TVET, Ministry of Education, Federal Democratic Republic of Ethiopia

## Summary of the statements

### Welcome Remark

In his welcome remark, H.E. **Dr. Martial De-Paul Ikounga, Commissioner for Human Resources, Science and Technology, African Union**, welcomed the participants to the conference. Dr. Martial De-Paul Ikounga in his statement acknowledged the fact that teachers all over the world and especially in Africa are faced with multiple challenges.

The commission informed the conference that the African Union in its quest for quality teachers organised a conference of ministers in 2004 and a decision was taken by the conference to conduct a study on the living conditions and work conditions of teachers, however, the study was only able to take place in 2006. He went on to say that the African Union places teachers at the centre of all reforms especially in relation to Goal 4 of the SDGs. According to him, the African Union is very keen in the reinforcement of teacher education, the promotion of peace education, issues related to teacher standards and conditions of teachers and their teaching environment.

The commission applauded UNESCO for conducting the study on the use of contract teachers and advised that the recommendation of this conference (Study on Use of contract teachers) should be able to take into consideration in the final report

He recognized the different teacher traditions that exist in Africa and the different linguistic barriers with different terminologies as relate to teachers; however the harmonisations of the teacher profession is important in the professionalization of the teaching profession and this can be achieved in Africa.

The commissioner ended by thanking the Teacher Task Force for the leadership role they take in promoting teacher issues.

### **Statements:**

**Kishore Singh, United Nations Special Rapporteur on the Right to Education**, expressed his distress on the setbacks to teacher professional status and echoed the need to restore the professional status and prestige of teachers. He added that the issue of quality education cannot be achieved with the present conditions of contractualization and privatisation.

Kishore Singh in his statement indicated that the quality education yearned for by all in the EFA process has suffered due to the employment of unqualified, contractual teachers in both public and private schools. He also said that there are many under-qualified and under paid teachers in both low fee private and public school and that most teachers do not benefit from in-service training for professional development.

He indicated that issues related to contractual teaching have special significance in the context of the discussion on the 2030 Education Agenda and that no effort for quality education can be achieved unless qualified and committed teachers to the profession are brought into the education system with a career path.

He congratulated UNSECO for organising the conference and added that foremost consideration and engagement must be put in place so that instead of having a teaching profession that remains contractual and precarious, there would be one that is coveted and an invaluable public service that enjoys high social esteem.

**Papa Youga Dieng, Organization Internationale de la Francophonie (OIF)** centred his statement on the role and work of OIF. Talking about OIF, he said it is an organisation which brought together 80 countries from the five continents. OIF supports education and teacher education in member countries and it works with countries to look for the best solutions.

In his message, Papa Youga Dieng, also talked about an initiative in Distance Education called IFADEM which was launched by OIF. The French initiative for distance training of teachers (IFADEM) ensures basic education of equitable, inclusive and quality education for all. The International Organization of the Francophonie and the Agence universitaire de la Francophonie set themselves the objective, through IFADEM, to improve the skills of existing teachers in teaching and French. IFADEM offers partly distance training system tailored to the needs of each country, using information and communications technology, designed and implemented jointly with the Ministry for Basic Education. Send an appeal that all educational resources developed should be published for others to benefit from it

Papa Youga Dieng also informed the conference of the new initiative set up by IFADEM as a result of the phenomenon of radicalisation. The initiative is called *living together*. Mr. Dieng appealed to all teachers and teacher educators to include this initiative of living together in their programmes.

**Shem Bodo, Association for the Development of Education in Africa**, thanked the African Union for hosting the conference and the partners for reminding the conference of its relation and partnership with UNESCO and other organisations.

Shem Bodo informed the conference that ADEA's involvement in contract teachers started in 2004 and in 2009 in Bamako. The awareness that teacher's agenda is high in the global and continental agenda cannot be overemphasised. AFDEA also believes that due to issues related to weakness and motivation governments have found it difficult to provide the relevant numbers of qualified teachers. As a result of these challenges, there is a need to embrace contract teachers and concentrate on how to help address the issues surrounding them. He cited the examples of rural areas where it difficult to get the needed qualified teachers.

One of the recommendations for ADEA in 2009, according to him, was to create a platform for regular meetings, participations and sharing of information on best practices and dialogue in Africa. In 2009 and in 2016 the inter-country policy north on teaching and learning was launched. The Inter- country policy north has so far worked on Early Childhood Education, mathematics and science, peace education and the issue of radicalisation

Shem Bodo expressed hope that the result of the study on the use of contract teachers will help inform policy.

### **Message:**

**Ms Yumiko Yokozeki, UNESCO International Institute for Capacity Building in Africa**, welcomed participants to the conference and gave them a brief history of Addis Ababa. She expressed delight in hosting the conference on contract teachers. She indicated that teachers play a key role in quality education.

Ms Yumiko Yokozeki went on to introduce UNESCO IICBA. UNESCO IICBA, according to her, was established by the general conference in 1999 as the only Category 1 institute of UNESCO Africa with a mandate to strengthen teacher education in the 54 African member states, it works at continental, regional and country level. IICBA is also involved in technical assistance, research and training. The 2016 programmes for IICBA includes: teacher quality development and capacity development, teacher education in STEM; Quality and relevance of learning for girls and women; Early Childhood Care and Education; teacher development emergencies; Qualification standards setting and curriculum harmonisation; ICT interaction in teaching and learning; regional partnership in teaching; professional continuous development for teachers; active engagement of teachers in support activities; use of ICT and Distance learning, quality framework in education for supply.

## Opening statement:

H.E. Mr. Teshome Lemma, State Minister of TVET, Ministry of Education, Federal Democratic Republic of Ethiopia after welcoming all participants expressed gratitude to the various organizations that made the conference possible and especially to the International Task Force on Teachers for being so insightful in taking up the issue of contract teachers. He also congratulated UNESCO for preparing the event.

H.E. Mr. Teshome Lemma indicated that the African Union has been a reliable partner in coordinating the conference and that the AU will be hosting a meeting to discuss implementation of the Continental Education Strategy for Africa (CESA). He expressed his appreciation of the African Union's initiatives of CESA and their efforts to relate it to this conference. He also thanked ADEA for engaging in the event.

In his opening statement, the Minister made reference to the passing of the Sustainable Development Goals (SDGs) in 2015, with SDG #4 being the central focus for development and the Incheon Declaration and Education 2030 Framework for Action.

He also made reference of the education system of Ethiopia and the important role of teachers in providing quality education while affirming that his ministry has been working tirelessly to improve the quality of its teacher workforce in Ethiopia.

He stressed the need to have quality teachers and in their numbers but lamented the fact there is still more, that needs to be done. "Despite our focus on promoting a quality teacher workforce, there is still much that needs to be done" he echoed!

The Minister at the end of his speech expressed happiness that his country was part of the review and that the conference was able to bring together participants from various countries to discuss the challenges relating to teacher issues with the view to finding solutions

## Key issues from the opening ceremony

During the opening ceremony some key issues, policy statements and recommendation were highlighted. Below is a summary of some of these issues:

- It has been realized and accepted that teachers all over the world faced more difficulties and challenges due to the changing face of teaching.
- One of the major issues is the privatization of education. The privatization of the school system has brought a lot of compromise to the education systems. The mushrooming of many private institutions has become evident with many of these private schools not being able to hire or train qualified teachers. With this, private schools end up hiring untrained and unqualified teachers on a temporary contractual basis. Privatization of education has more negative impacts.
- A major setback on the teacher professional status has been observed. Teachers no longer enjoy the social esteem that they used to enjoy. The teaching profession is less sought for by qualified personnel when compared to other professions. The teaching profession is losing its value and as a result anybody can easily get into the teaching profession.
- Quality education has suffered a setback due to the hiring of unqualified contract teachers both in public and private schools.
- Teachers' working conditions need also to be looked at both at government and at the private sector level.
- There are more unqualified and underpaid teachers employed by private schools.

- The absence of, or insufficient, in-service training and continuous professional development for unqualified contract teachers has contributed to the poor quality education.
- The teacher plays an important role in education and is the engine of quality education; without teachers, no country can achieve quality education.
- Deployment of teachers who are neither qualified nor trained serves as a gateway to the de-professionalization of the teaching profession.
- African governments are faced with key quality challenges in the use of contract teachers to address these changes.

### Recommendations/Way forward

- There is need for the availability of teachers (both in quantity and in quality) with having at least a minimum level of a diploma in education.
- There must be a policy change and a policy shift in the recruitment and training of teachers. Governments and organizations interested in education must work closely together to make sure that there is both quantitative and qualitative teaching force.
- ADEA has been able to provide a platform for regular meetings in Africa and for the systematic documentation of the systems and practices while encouraging dialogue within countries. This will help sharing experiences and learning from each other.
- Governments must ensure that education is a public property and not left in the hands of individuals who are more interested in making education a form of business enterprise. It is therefore the government's responsibility to provide education, especially ensuring that primary education is not privatized. The conference however noted that governments alone cannot do it. Both national and international organizations have a major role in supporting governments' endeavours in providing quality teachers. The role of ADEA, OIF, UNESCO, UNESCO-IICBA and other organizations must be recognized.
- There is a great need for all governments to work seriously in the professionalization of the teaching profession.
- There is a need to restore the humanistic value of education, the professional standards and prestige of teachers, to place the teacher in the centre of reforms and to integrate in the training of teachers the notion of living together.

### Overview of the review of the use of contract teachers

#### Main issues

- There are two main types of contract teachers: fixed-term and open-ended, with a wide range of experience, from experience retired teachers to untrained local youth.
- The types of contract teachers differ from one linguistic area to the other (the French speaking countries' idea of contract teacher differs from that of the English speaking countries).
- Differences exist in terms of salary and social benefits, qualifications and areas of posting.
- Diversity in the pathways to become an open-ended appointed teacher (degrees, recruitment examination, numbers of months or years)
- Countries that provide data in their report were divided in that some showed a rising increase in contract teachers while others show a decreasing number of contract teachers.
- There was a great consensus in all reports regarding the positive contribution of contract teachers to widening access to education, especially at primary level. However several concerns and issues raised on contract teachers.



- Recognition of a declining social image and status of the teaching profession, with a differential treatment in terms of remuneration and unattractive working conditions (including lack of career prospects, high PTRs, etc.).
- Weak attraction capacity of the profession, accompanied by low morale and low motivation.
- High turnover and worrisome levels of attrition.
- Some countries reported potential negative impacts on teaching quality and, by extension, on student learning (see the summary of the country reviews for Eritrea, Ethiopia, Uganda, The Gambia, etc. in the poster presentation section for discussion of this concern/issue).

### Best practices

- Existence of career development scheme in Ethiopia.
- Financial incentives to retain serving teachers and attract capable candidates in Ethiopia, Kenya, and The Gambia.
- Systematizing and supporting continuing professional development for teachers in Eritrea, The Gambia, etc.

### Challenges

- Most of the reports did not provide the necessary data on teachers. As a result, the big picture could not be seen.
- Some countries have not yet completed their reports and some have dropped out.

### Way forward

- Sharing of the country reports during the group discussions.
- Completion of the country reports for countries that had still not finished their report.
- Continuation of the synthesis report.
- Countries to use the feedback from the group discussions in order to improve the country reports.
- New deadlines for the remaining activities for the countries, the review team and the TTF.

## Plenary 2: Thematic presentations 1

Three presentations were made during this session, with the following experts:

Presentations	Experts
A. Pre-service and in-service teacher training- (Edu consulting International Ltd)	• Alona Volodina, Edu-Consulting International Ltd.
B. Pre-service and in-service teacher training (The Golden Teacher )	• Jacqui Webber-Gant and Hugh Clench, On Line Training
C. Donors support towards the education system in Ethiopia	• Sewit Getachew Desta, Department for International Development (Ethiopia)

The session was moderated by Mr. Edem Adubra, UNESCO/International Task Force on Teachers.

## A. Pre-service and in-service teacher training- Edu Consulting international Ltd

### Summary of the presentation

What is Edu-Consulting?

Edu-Consulting International Ltd:

- Is a consulting firm that works with education institutions in trying to solve problems and bridge educational gaps by using special interactive learning solutions and incorporating research-based methodology and innovative technology.
- Provides student-centred curriculum, developed by Edu-Consulting, supports collaborative inquiry, critical literacy, and 21<sup>st</sup> century skill development and student engagement regardless of cultural, emotional, social and economic circumstances.
- Provides teacher training and professional development programs tailored to your country's educational policies and needs.

What do they offer?

Turnkey solution

- General assessment
- Planning and mapping
- Implementation
- Monitoring

What are the policy issues that lead to their work?

The fact that:

- “Millions of young children under age 5 are not reaching their developmental potential due to few early education programs”. (State of Education in Africa Report 2015)
- Many children do not meet minimum required learning standards after the primary school.
- Children reach adolescence without the basic skills needed to lead successful and productive lives.
- Educational policies are often implemented without proper research to determine their applicability and suitability.
- A severe shortage of qualified teachers has a strong impact on the learning outcomes.
- Lack of creative solutions and use of best practices that are highly effective in other regions of the world.

Challenges faced by contract teachers

- Lower salaries
- Shorter pre-service training
- Low teaching quality
- Financial insecurity due to recruitment on a short-term contract basis
- Lack of motivation and incentives

Importance of teacher training

- Student achievement depends significantly on the quality of teachers
- One cannot make a student learn; one can only make them want to learn and this can only be achieved if the teacher is trained.
- Increasing access to quality primary schooling by using innovative solutions
- Increased opportunities for contract teachers

- Teacher professional development aimed at improving student learning and achievement
- Equipping teachers with new teaching methods and tools
- Collaborative learning environment
- Building teacher leaders
- Sustained teacher training
- Creating a better learning environment

#### Main issues

- Edu-Consulting is a team of experts with 20 years of experience in teaching in many diverse settings
- Edu-Consulting products are research-based methodology and professional training
- Experienced in integrating the newest teaching methods including individualized learning, technology integration and blended learning models
- Deep knowledge of teaching methods, strategies, curriculum development, design and implementation
- Expertise in critical content areas such as math and science
- Expertise in creating a turnkey solution from assessment to implementation
- A combination of the qualified teacher engaging and individualized technology can improve the learning outcome
- Due to the shortage of qualified teachers, contracted teachers are recruited; with the product offered by Edu-Consulting, contract teachers qualified or not would be able to interact effectively with their learners.
- Edu-consulting products are all student-centred and can be used easily by teachers.

## B. Pre-service and in-service teacher training- The Golden Teacher

#### Summary of presentation

- Introduction of the OnLineTraining programme on special needs courses for teachers in developing countries for over a 100 000 teachers.
- Before the introduction of the programme, a research was conducted in 2013 to look at international agreements around inclusion and focused on the Millennium Development Goals.
- The online training programme is a resource for teachers that works on a very basic mobile phone and is very cheap.
- The realization that there are constraints for teachers in sub-Saharan Africa (electricity, computers, internet, class size of 70+, small special school provisions, scarcity of teachers, unqualified teachers) prompted the need for the use of IT in teacher education and that fact that almost everyone has a mobile phone that have basic internet access.

#### Main issues

- Contribution to the solutions to teacher training
- Used by teachers in developing countries
- The online programme can be used as an adjunct to existing courses to assist people in planning and implementing their goals and interventions. It can be used by anybody who wants to help another person learn new skills, e.g. social workers, support workers, trainers, parents.
- A teacher education programme that is cost effective and provides effective teaching and learning.

- The package also comes with incentives for teacher motivation (bronze, silver and gold-achievement levels).

### C. Donors support towards the education system in Ethiopia

During the presentation the following items emerged:

- Access to education is a key human rights.
- There is a global crisis as children are going to school but are not learning.
- At the backbone of every successful education programme, teachers are key in its success.
- The Government of Ethiopia is very much committed to education and as a result has made impressive progress towards the MDGs and its own development targets; the country has seen an increase in the teacher force; 25% of government revenue is allocated to educational expenditure.
- Since 2009 the government has launched the General Education Quality Improvement Programme (GEQIP) which has been the main development partners' vehicle for supporting the government of Ethiopia to improve the quality of general education.
- Support received from GEQIP is in five areas: curriculum, textbook, assessment, examination and inspection; teacher development programme; school improvement plan; management and capacity building including EMIS; use of information communication technology to improve the quality of learning.
- In teacher development, there is support for pre-service and in-service training. This is to ensure a robust and sustainable system of initial teacher preparation.
- There still exist challenges in education which include: access to education services in regions states and peripheral areas still much lower than the national average; high dropout rates especially at primary level; girls' participation is lower than the boys particularly at the secondary level and higher education levels; increased budgetary pressure and poor quality resulting in shortage of textbooks, inadequate teacher qualification and motivation, weak leadership and management capacity of education bureaucracy
- Coordinated donor support would help in reaching real impact. It is very important for donors to work together instead of individually.

#### Way forward

- Donor support in country must be done in a coordinated manner in order to have an impact.
- Intervention must be aligned with real needs in the country and not just done in any manner.
- Progress of the impact of donor support must be monitored, in order to produce the desired effects.

### Question-and-answers session

#### Key issues raised

- The fear and worry that with the introduction of technology in education, the role of the teacher would be reduced, therefore making the teacher redundant. This is in relation to the products that Edu-Consulting is proposing.
- Addressing of partnership between teachers, parents and the community in early childhood education is an important point. Is the empowerment of teachers and parents with knowledge and skills of ICT taken into consideration?

- In the area of contract teachers, there is a lot of diversity of situation especially in the nomenclature and status of teachers. In some countries, there are fixed and long-term contract teachers. There are also opened-ended appointed teacher with or without civil servant status. In some countries, all teachers with open-ended appointments are civil servants while in others, the situation is different.
- The financing issue and the teacher motivation issue did not come out very clear in the report. The fact that the financial capacities of countries vary must be discussed.
- It was realised that not much progress was made after the two conferences (ADEA conference in 2004 in Bamako and the Bamako+5 conferences in 2009). The question asked were: What is the reason for that? What is the role of the development partners in mitigating the phenomenon of contract teachers and the issue of privatization?
- To what extent are contract teachers licensed? How many contract teachers are in Ethiopia?
- Would ICT bring equity with regards to access to education?
- Would ICT bring contribute to the quality education?
- Would ICT bring efficiency (there is need for evidence to determine whether IT is the solution or not)?
- To what extend would the use of ICT help the teacher move away from the chalk and talk method? How do we make sure there is a balance between ICT and teaching and learning?

#### Responses to the concerns

- Technology is just an extension and is never a tool that is intended to replace teachers.
- The main issue is ensuring that the child uses the technology in the right and proper manner.
- ICT is a medium only and has significant advantage but has to be used wisely. It helps teachers reflect on their own teaching and learning.
- The Edu-Consulting product focuses on three main areas: the child (all the curriculum is built around the child), the teacher (how to ensure that learning outcomes are met) and the parents (professional development needed to support their children).
- In Ethiopia most contract teachers are found in private schools. However none of the teachers (both public and private) are licensed (there is no agreement between DFID and private schools).

#### Lessons learnt

- Technology can be used in improving and facilitating teaching and learning, however technology can never be a substitute for the teacher.
- Teacher education institutions, schools, private institutions, Non-Governmental organisations (NGOs) and government institutions should be conscious of the fact that there are numerous technologies that can improve the work of teachers.
- Technology can be used in its simplest form to reach out to many people, especially in the use of the mobile phone.
- People live in a digital age and therefore technology cannot be avoided but how to use it is the most important. Both parents and teachers must be able to guide learners on how to use technology.
- Where privatization cannot be avoided, governments must make sure that the primary level is a public good and not privatized.
- Edu-Consulting's products can be used in teacher education and can be used by teacher education institutions to help teachers improve on teaching and learning.
- Donor support in any country must be a coordinated effort in order to have the needed impact.
- Donor intervention must be aligned with real needs in the country.

- With the issue of contract teachers, there is still a long way to go; little progress has been made. The number of contract teachers is on the increase in some countries. There must be proper monitoring of private institutions and governments must also be willing and ready to invest in teacher education.
- Governments alone cannot do it and therefore the role of international groups is very important.
- International teacher regularity authority must be willing to work with UNSECO to support countries in developing the certification process.

### Plenary 3: Thematic presentations 2

Three presentations were made during this session, with the following experts:

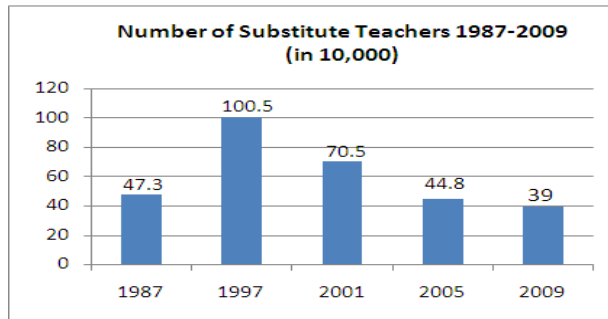
<b>Presentations</b>	<b>Experts</b>
A. Recruitment and deployment of teachers	<ul style="list-style-type: none"> <li>• Zhao Yuchi and Liu Jing, UNESCO International Research and Training Centre for Rural Education (China)</li> <li>• Koffi Segniagbeto, UNESCO Pôle de Dakar, International Institute for Educational Planning</li> <li>• Uri Ben-Ari, Athena Fund</li> </ul>
B. Evaluation of the performance of teachers	<ul style="list-style-type: none"> <li>• Enoch Tinti Rabotapi, Department of Basic Education, Republic of South Africa</li> </ul>
C. Professionalization of teachers with special emphasis on contract teachers	<ul style="list-style-type: none"> <li>• Anne Marie Charraud, International Expert on Qualifications Systems</li> <li>• James Keevy, JET Education Services</li> </ul>

The session was moderated by Mr. Edem Adubra, UNESCO/International Task Force on Teachers and Valérie Djoize-Gallet, UNESCO Regional Office in Dakar.

### A. Recruitment and deployment of teachers

#### Summary of presentation

- In China, like in Sub-Saharan African countries, contract teachers were used at different periods. From 1950s to mid-1990s, there were the Minban teachers (community funded and managed). From 1990 to 2012, the Daike (substitute or temporary teachers) were hired, and from 2006 to date, the Tegang (special-post) teachers.
- China used a five step process in eradicating the Minban teachers by providing a pathway for them to become permanent teachers. The process was to stop the recruitment of the Minban teachers, to convert Minban into Gongban through selection by examination and evaluations, transfer them into another profession, dismiss the unqualified Minban teachers and retire the older teachers.



- The posting of teachers in sub-Saharan African countries was also discussed in this presentation and 10 francophone countries were compared: Burkina having 100% of teachers being civil servants teachers and Cameroun having the lowest number of teachers with civil servant status at 17%.
- Thirty-six countries in sub-Saharan Africa were compared in terms of variations in teacher posting and training in sub-Saharan Africa.
- For a better world, there must be better education with better teachers; therefore, there is a need for the empowerment of teachers.
- The issue of ITC is that it is no longer a luxury but a necessity in teaching and learning.

#### **The use of contract teachers**

A report released by the UNESCO International Institute for Educational Planning outlines the following as reasons for the need to have contract teachers:

- Teacher Shortage, largely in rural areas
- Improved access to schooling
- Addressing plight of out of school youth
- Lack of resources
- Desire to improve quality

#### **The way forward in reducing in the number of contract teachers**

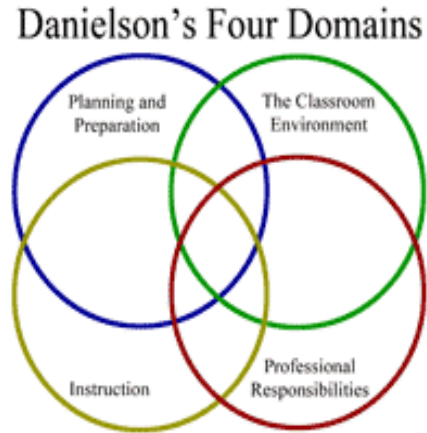
- Clarify roles and responsibilities of the education authority at different levels;
- Set up quality control system: entry requirements, assessment, inspection;
- Build up a management information system;
- Provide induction training and follow-up support to contract teachers;
- Set up pathways to transfer to formal status;
- Incentive strategies to maintain teachers, including monetary reward, opportunity for further study and honour system.

## B. Teacher performance evaluation

### Summary of presentation

#### What is teacher performance evaluation?

- The strengthening of teacher quality through **accountability**
- The informing of programs for the **professional development** of teachers
- Evaluations are either **formative** or **summative**

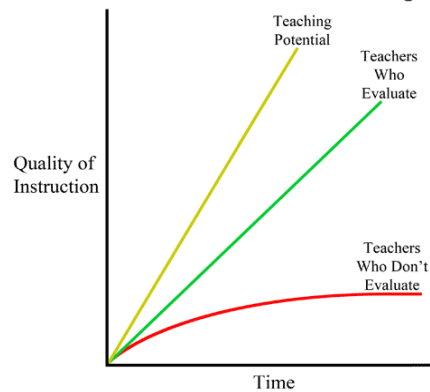


#### Why use teacher evaluation?

Teacher Evaluations are used for different purposes in different countries. They are used:

- assess **entry of new teachers** into the profession
- **confirm permanent appointment** of teachers on probation
- **extend or terminate the tenure** of contract teachers
- **Renewal** of teaching **licenses** or **certification**

#### The Effect of Evaluation on Teaching



#### Limitations to teacher evaluation systems

- **Infrequent:** no regular evaluations
- **Unfocused:** Student academic progress is rarely a factor
- **Undifferentiated:** One size fits all. Limited rating scale
- **Unhelpful:** No useful feedback on classroom performance
- **Inconsequential:** Results rarely used to make important decisions

#### The way forward in relation to teacher evaluation

- There is evidence of value in the use of contract teachers
- Need to have contract teachers to work in collaboration with permanent teachers rather than in competition
- Need to conduct proper needs assessment of contract teachers in order to provide relevant, adequate and much needed support



- Need to have professional teaching standards
- Need to have appropriate teacher evaluation systems that take into account multiple factors
- Student learning to be one of the critical components of teacher evaluations

### C. Professionalization of teachers with special emphasis on contract teachers

#### Key issues

During the presentation, the following issues were discussed:

- The need to develop the pathway to teacher professionalization with special emphasis of contract teachers in some African countries. UNESCO already started working on teacher professionalization since 2012 with nine West African countries.
- The roles of teacher professional standards in supporting quality of teacher education. In most others teacher professional standards are a necessity in improving quality education.
- In talking about teacher professional standards, there exist different types of professional standards; therefore, it must be very clear on what the standards are needed for.
- The pathway and methods of teacher certification and licensing is important when discussing contract teachers. The question would be how would contract teachers be certificated or licensed, when some of them do not have the basic competences required of a teacher?

#### The way forward in teacher professionalization

- For teacher certification and licensing, contract teachers who are not trained must be given the necessary training to be recognized as qualified teachers.
- There must be a pathway for contract teachers to be licensed and certificated.
- The modalities of teacher certification and licensing must be discussed in the various countries; there must be a home of teacher certification and licensing (some countries do not have one).
- The organization of the certification process and the responsible authority must also be looked into and well understood by all parties.
- The French speaking countries have already started talking about the process and responsible authority for teacher certification and licensing.
- At UNESCO level, the development of teacher standards and certification is at level 4 which is about knowledge, while values and attitudes will be exploited in other levels.

### Question-and-answer Session

#### Main issues

The main concerns and clarification request raised during the session were:

- Why were Minban teachers recruited and later terminated and compensated? Why was the money paid to them not used in giving them more training so that they could be permanent teachers?
  - Minban teachers had only primary or lower junior education but before terminating them government made arrangement for them to be trained. They were given the chance to train for two years in local training college. At the end of the training period those who that pass were elevated but those that failed were retrenched and compensated.
- The question of teacher certification was raised. How would the certification be done? Who would be responsible for certification? How would one envisage the integration of school inspectors into

the teacher certification process, especially in French speaking countries, where school inspectors played an important role?

- The presentation on professional standards put more emphasis on professional values, professional knowledge and the professional skills. The presentation failed to talk about the teacher as a person committed to a profession and as a professional individual who supports learning but rather a person who is under the control of an employee. This is because when too much emphasis is placed on skills, then attitudes and values are seen as not important. The presentation did not refer to the standards for registration, standards for career long professional learning and standards for leadership and management.
  - Not everything on professional standards, certification and professionalization were presented. The process is an ongoing process and the work started with the nine countries is yet to be completed. The process will include all the necessary aspects.
- The issue of how and on what teachers should be evaluated was also raised.
  - Teachers must be evaluated based on the work that they do. There cannot be an evaluation system that is one size fit. Elements of weighting are important so that the capacity is not compromised.

### Lessons learnt from the session



Quality education is his only hope in life

- Quality education is the only hope for young people, both poor and rich
- There is evident of value in the use of contract teachers, therefore governments and private stakeholders must make best use of them and treat them like other teachers
- The issue of Contract teachers is not only an African phenomenon, but was present in other countries; the pathway into making contract teachers become permanent teacher is worth appreciating and learning from.
- The differences between civil servant teachers and non-civil servant teacher must be clarified and given meaning.
- Teacher evaluation is a key component in achieving quality education, therefore teacher evaluation mechanisms and systems must be put in place. It should also be understood that there is no one size fit all in teacher education therefore elements of weighting are important so that capacity is not compromised.
- Teacher certification, licensing and teacher professionalization are all geared towards achieving quality education, however the process is a long process in which many players are involved for its success. UNESCO has started work with nine West African countries on teacher certification, licensing and teacher professional standards.

## Poster Presentation:

During the break, each country review expert shared with other participants a summary of the country reports. Posters were prepared for each participating country.

### Main issues

The main areas the poster covered were:

- What are the main differences between contract teachers and permanent/tenured teachers (e.g. in terms of qualifications, remuneration)?
- When and why did the country begin relying heavily on contract teachers?
- What contract types of teachers are there? (with relevant statistics)
- What kind of training and professional development opportunities are available for contract teachers?
- What are the pathways into and out of the contract status?
- What are the main issues raised by the reliance on contract teachers?
- What recommendations could, if implemented, help resolve these issues?

### Lesson learnt

- Various similarities existed among country reviews especially with regard to recruitment. It was however seen that the similarities were more common with countries that share the same linguistic cultures (Francophone and Anglophone)
- The meaning of contract teachers varied from country to country: different types of contract teachers exist.
- In some countries, contract teachers were hired for different reasons. For some countries, it was due to lack of qualified personnel, while for others it was due to the lack of funds to pay teachers; for others, it was due to the quantity of trained teachers and for some, contract teaching could be a pathway to permanent employment.
- Contract teachers in most countries receive less than open-ended appointed teachers and are posted to hard-to-staff regions.
- In most countries, recruitment of contract teachers is on the increase despite all discussions, meetings, conferences and supports.

## Plenary 4: Thematic presentation 3

Two presentations were made during this session, with the following experts:

### Presentations

A. Promoting social dialogue on teachers and teaching

B. Teacher motivation

### Experts

• Dennis Sinyolo, Education International

• Joanna Madalińska-Michalak, University of Warsaw (Poland)

The session was moderated by Mr. Hiromichi Katayama, UNESCO/International Task Force on Teachers

## A. Promoting social dialogue on teachers and teaching

### Main issues

Definitions of social dialogue and policy dialogue:

**Social dialogue** is defined as all types of negotiation, consultation or simply the exchange of information between representatives of governments, employers and workers on issues of common interest. It covers tripartite processes and institutions of social dialogue, such as ... collective bargaining" (ILO).

**Policy dialogue** is part and parcel of policy and decision-making processes intended to contribute to developing or implementing a policy change following a round of evidence-based discussions/workshops/consultations on a particular subject (WHO).

Example: GPE's Local Education Groups (LEGs)

In traditional African culture, an *indaba* is convened to address problems or issues of common concern. Everyone has a voice and contributes to finding a solution to the problem(s) affecting the community or entire nation. Common understanding reached during the *indaba* allows everyone to own and support the agreed solutions.

### Rights of teachers

*"Teachers ... have socio-economic and political rights, including the right to seek decent working conditions and adequate remuneration. Governments should make teaching an attractive, first-choice profession with continuing training and development by improving teachers' professional status, working conditions and support, and should strengthen policy dialogue mechanisms with teacher organizations" (FFA, par.72).*

### Why social dialogue?

To ensure buy-in, ownership and support from those involved in policy implementation (teachers, school leaders, education support personnel...)

To ensure buy-in, ownership and support from a wide range of key education stakeholders (government ministries/departments, civil society, parents, development partners...)

### Conclusions and recommendations

- Governments, teacher organizations and other stakeholders should engage in genuine dialogue about the professional status and working conditions of contract teachers and all teaching personnel. Such dialogue may focus on:
  - Teacher training and professional development
  - Teacher evaluation and feedback systems
  - Teacher support systems, leadership and governance
  - Salaries and working conditions
  - Teaching and learning tools and resources
  - Privatization and commercialization of education, etc.

- Governments should provide a legislative framework for social dialogue with teacher organisations, as well as with civil societies and other stakeholders.
- Governments and teacher education institutions should provide upskilling and upgrading programmes (pre and in-service training) for all unqualified and under qualified contract teachers, leading to certification, qualification and recognition.
- Governments should develop, finance and implement comprehensive teacher policies aimed to ensure that all learners are taught by qualified, motivated and well-supported teachers.
- The Teacher Task Force should come up with concrete follow-up activities to the study on contract teachers, including providing technical support to countries that want to tackle this problem.

## B. Teacher motivation

### Main issues

- Teachers are identified as the most important factor influencing the quality of education in schools according to Abbott, 1988 et al.
- Quality of teachers depends on the quality of their teacher education (European Commission, 2005; 2007; European Council, 2007; TALIS, 2013).
- Research has indicated that teachers come into the profession for different reasons in different country contexts, in differing economic circumstances and with varying expectations of the rewards and challenges of the role.
- Common to all, however, is a need for appreciation, autonomy and affiliation - the latitude and discretion to exercise professional judgment, together with recognition and endorsement for such initiative and a sense of belonging to a cadre of like-minded people whose interests and motivations you share” (MacBeath, 2012: 14).
- Motivation for choosing teaching as a career - an essential premise for motivation and enthusiasm in the teaching profession.
- This kind of motivation is an especially important factor not only in admission to, progression in, and graduation from a teacher education programs (Blömeke et al. 2012), but also in explaining why teacher education graduates do not enter the profession or drop out after a short period of time (Rots et al. 2010; Thomson, Turner, and Nietfeld 2012; Watt and Richardson 2008).
- Motivations for choosing teaching as a career in biographical experiences of prospective teachers (Drózka, Madalińska-Michalak, 2014; 2015).
- Teachers who are motivated are more likely to stay in the profession, to participate in professional learning and to innovate.
- Higher levels of teacher job satisfaction and professional self-efficacy depend on opportunities to participate in school-level decision making, feedback from supervisors that leads to improvements in teaching practice, positive relationships within schools, and opportunities to collaborate.
- Principals/heads of schools are one of the most important factors which can motivate teachers to change their attitude to become motivated and develop themselves (Heystek and Terhoven, 2014; Heystek and Madalińska-Michalak, 2015).

### Recommendations for Improving Teacher Motivation

- Workload and challenges must be considered as they relate to motivation.

- Remuneration and incentives are necessary: (i) salary and compensation, (ii) incentives; (iii) basic needs.
- Recognition and prestige: teachers need to be recognized as (i) individual, and at (ii) societal level.
- Accountability is necessary in teacher motivation.
- Career development: (i) training, (ii) career advancement, (iii) peer exchange.
- Institutional environment: (i) teacher management, and (ii) professional autonomy.
- Voice: (i) school decision making, and (ii) education policy decision-making.
- Learning materials and facilities.

### Why motivate teachers?

- The reason for motivating teachers is to make teaching an attractive career choice in order to get the best candidates into the profession.
- Professional pre-orientation: in a high school, some kind of dependable, expert knowledge about teaching as a career should be introduced.
- An introduction into the reality of teaching as a profession should be done at the beginning of the pre-service teacher education, which should be expanded on consecutive levels of studies.
- Attractive employment conditions, compensation systems and career structures - to retain and reward good teachers and provide a stimulating context for professional growth

## Question-and-answers session

### Questions

- The best teachers normally end up leaving the school system for administration work in ministries or in other organisations. Why is this so?
- The need of clear system of teacher appraisal for teachers is necessary achieving quality education.
- What some of the specific obstacles for teachers being excepted from the social dialogue?
- What really makes some of the donor countries quick at supporting security rather than education?
- Why relate social dialogue to only governments when the managers in the school are often confronted with conflicts that have to be solved? All stakeholders must be involved in social dialogue.

### Responses

- Social dialogue must be inclusive but the focus is on government because governments have a critical role to play by institutionalising social dialogue. There is a need for dialogue in education in order to have quality education.
- Government are the custodian of education and therefore teachers' salaries should be paid by governments and parents. Governments must come out with measures to ensure that teachers' salaries are paid.
- Unless governments play their role in legislating, there will not be social dialogue.
- There are several factors responsible for teachers leaving the teaching profession: this is because there are no legislations to support teachers or where these legislations exist they are not reinforced.

## Lessons learnt from the session

- Social dialogue is essential in teacher issues; teachers need to be consulted in issues relating to their lives and work. It is necessary to include teachers' right from the policy level through to the implementation stage.
- Stakeholder participation and voice in the policy making process is crucial for the success of education and teacher policies.
- Teacher motivation is necessary in attracting the best personnel and in making teaching very attractive.
- Teacher motivation includes support for top management of schools and not only incentives.
- The engagement in genuine dialogue about the professional status and working conditions of contract teachers and teaching personnel. Such dialogues should focus on teacher training and professional dialogue; teacher evaluation and feedback system; teacher support systems, leadership.

## Group session 1: Presentation of country reports

Participants were divided into four groups and country experts presented their country review reports. The aim of this group session was to share country reports and for participants to have an opportunity to listen to country reports and for experts to learn from each other in order to inform on their reports.

### Presentation of the findings and recommendation of draft country report by the authors

#### Burkina Faso

##### Findings of the report

- Two events and a paradoxical situation exist for teachers in Burkina Faso status:
  1. Changing of the status of all contract teachers to that of civil servant status (Law No. 081-2015/CNT of November 24, 2015, came into force since 1<sup>st</sup> January 2016)
  2. Recruitment of 16 000 teachers for the post-primary on CDD for three years (a cohort per year for three years)
- A payout in the staff regulations of officials by cohort also?
- In reality, the same constraint still exists:
  - mismatch between teachers and resources needs
  - a major and continuous challenge is the mobilization of resources for the recruitment, training and management of quality teachers

#### Benin

##### Findings of the report

- A very large contractualization of education
- A strong pressure on the education budget for salaries
- A challenge when it comes to equity (urban/rural)
- The issue of quality
- A massive and complex trade union presences
- A too disparate approach to education (4 departments, several types of personnel, Public/private etc.)
- A unique type of teacher recruitment
- Training and retraining with a quality assurance with the use of ICT
- Better management of the education system and the promotion of research in education

## Ethiopia

### Finding of the report

- The hiring of contract teachers is not encouraged by the government but when there are compelling conditions, the Regional States would hire and use contract teacher as appropriate.
- The major driving force to use contract teachers is shortage of qualified and trained teachers.
- For private schools, because they are working for profit, they would deliberately hire contract teachers to reduce cost as open-ended appointed teachers are more expensive to hire.
- The use of trained contract teachers has a potential of alleviating shortage of teachers and accordingly quality of education in Ethiopia.

### Recommendations

- The Government of Ethiopia should consider having long term contract system.

## Gabon

### Findings of the report

- Recruitment: low level of recruitment at the primary level
- Career management:
  - At administrative level
    - Contract: progress according to seniority
    - Civil servant: progress on merit and seniority
  - At professional level
    - Contract: lack of social ascension
    - Official: upward social mobility

Note: marginalization of the contract teachers still exists

### Recommendations

- Revision of the procedures for recruitment to the primary
- Giving contract teachers the right to in-service teacher training

Contract: agent of the State including the management meets the standards of the law of international work.

Awareness of the situation of the contract, it is aware of the training of teachers for quality

## Central African Republic

### Recommendations

Recommendations for the government:

- Support by the integration into public service of contract teachers;
- Improvement of the living conditions of teachers (motivation... premiums);

Recommendation for financial stakeholders:

- Substantial support to the Government in its efforts for national reconstruction after the crisis, notably in its teacher training policy.

## Chad

### Findings of the report

- Chad is one of the countries in sub-Saharan Africa experiencing recurrent deficits in teachers both at the level of primary and secondary education.
- The main causes of these deficits are the increasing demand in education, the increase in student numbers coupled with the insufficient teacher numbers, thus resulting in the use of contract teachers. These contract teachers are mostly the community teachers in primary education, the individual contract teachers, volunteers or substitute teachers in secondary schools.
- Recruitment of contract teachers can be a solution to some challenges in the education system, however, their contribution, in most of the time, leaves much to be desired. The phenomenon being a major problem can only be solved with sub regional strategies.



## Kenya

### Findings of the report

- Contract teachers remain a permanent feature in education system.
- Contract teachers include both qualified and unqualified teachers; no system in place to differentiate them in place.
- Shortage of teachers is occasioned by inadequate allocation of funds leading to unemployment of qualified teachers.
- Variation between policies and practice with respect to contract teachers exists: for example, unqualified teachers are still present in the schools despite registration policy.
- Marginalized communities have higher numbers of contract teachers than other communities. This reduces opportunities for accessing quality education in some parts of the country.
- Contract teachers are not represented by teacher organization which is central in voicing teachers' views on.
- BOM contract teachers are not recognized for the work they do by MoEST and TSC.
- Process of monitoring and supporting contract teachers is not clear and instrumental.

### Recommendations

- Teacher professional development opportunities should target all targets irrespective of contract type.
- Working conditions of contract teachers should be well documented to enable for a harmonized response that affects all teachers.
- There is need for Kenya education system to ultimately aim to reorient the perception of teachers and its management of all cadres of teachers from pre-service through to retirement.
- There are no statistics available for the number of trained contract SNE teachers in the schools.
- All teachers should be on contract with clear pathways into and out of contracts.

## Malawi

### Findings of the report

- Hiring of contract teachers cuts on training expense.
- Contract teachers are immediately available/or available on short notice.
- Available skills and experiences of those teachers recruited from retirement.
- Cost of managing contract teachers is relatively cheaper considering that they usually do not enjoy long term benefits such as pension.
- Strategy of luring more people to the teaching profession (recruitment of the under-qualified who may later hope to go for training).
- Contract teacher arrangements offer teachers an opportunity for additional chances to return to the teaching arena, especially after retirement.
- Demand for increased membership by teacher associations (partly issues of resource mobilization from subscriptions).
- Contract teacher arrangements offer potential teachers an opportunity to participate in the teaching before going into the main stream profession.
- Contract teaching offers teachers opportunity for on and off breaks (flexibility) to engage in other activities in-between contracts.

### Advantages of contract

- Contract teachers have to prove their worth frequently because of the contractual issues; this puts these teachers on their toes and therefore enhancing their productivity for the school.
- Opportunity for schools to benefit from experiences of contract teachers who come from varying backgrounds.
- There are mentorship opportunities from the experienced contract teachers.
- Schools are always striving to finish their syllabuses; contract teachers provide alternatives for teacher shortfall and thereby minimizing breaks in the teaching.
- Hiring of contract teachers also offers schools (especially private ones) an opportunity to sample, sieve, and try out teacher competencies/quality within the contract period-enabling the school to retain the good ones.

## Mali

### Findings of the report

- Inadequate and often lack of initial training of contract teachers.
- Profile of the contract not answering to the needs of schools that must use.
- Assignment of the teaching-learning quality due to the low skills of contract teachers and at the time of the quality of education.
- Lack of career plan and precarious employment for contractors.
- Disparities between contract teachers and officials on the deployment plan, compensation, continuous training, in other words of living and working conditions.
- Constitution of protest movements and pressure permanent on the Government's share of contract teachers.

### Recommendations

- Continue the process of integration of the contract teachers to eliminate the contractualization of teachers by the State and the local authorities.
- Develop a career path for contract teachers.
- Ensure the continuous training of contract teachers.
- Harmonise the system of recruitment, training and remuneration of public schools, contract teachers, the local authorities and community schools.
- Increase the budget allocated for the recruitment of teachers in the public service of the State and the local authorities.
- Involve teacher unions in the definition of national policies on teaching issues.

## Mozambique

### Finding of the report

#### Main issues raised by Teachers

- Teachers are not clearly informed about the process to be nominated to open-ended appointment teacher.
- The definitive nomination usually takes long due to budgetary provision.
- Some teachers end up by giving up
- Promotion and progression take long.
- For a teacher to reach the top of career it takes 38 years which contradicts with retirement regulations.
- DN5, DN4, and DN3 do not have bonus.
- Some bonuses are not paid.
- Training should be substantial.
- Some teachers have lack of content knowledge.
- Training and professional development are inexistent.
- Teacher can contract disease but there is no acceptable medical assistance.
- The evaluation process is sometimes not objective.

### Recommendations

#### At school and district levels

- To dominate the regulation of contract teachers.
- To map all contract teachers existing in the school or district.
- To inform teachers about the pathway to open-ended appointment teachers.
- To use the evaluation process as recommended.

#### At ministry level

- The Ministry of Education should monitor the progression and promotion.
- The ministry of education should involve more deeply the universities and NGO's for training.
- Training should be extensive and include content knowledge.

## Niger

### Findings of the report

- Instability (repeated absences, drop-out);
- Low academic achievement related to regular strikes and non-coverage of programmes;
- Teachers demotivated by the lack of a career plan;
- Devaluation of the status of the teacher by the recruitment of people without qualifications and appropriate initial training.

### Recommendations

- Control the staffing establishment with the use of a database system at the level of the
- Assign an ID number to all contract teachers at recruitment.
- Integrate into the public service as many contract teachers as possible.
- Ensure regularity in the integration of the contract teachers in the public service.

## Senegal

### Findings of Report

National innovations to improve the professionalization of teachers

The Government of Senegal developed several initiatives:

- The unification of training structures (creation of the Directorate of Training and Communication, and the CRFPE, continuing education graduate teachers Assistant, PC and versatile facilitators)
- Triennial continuous training plan, recovery of acquired experience, French speaking distance education training initiative for masters students

### Recommandations

- Harmonize the texts that govern contract teachers and licensees.
- Take into account the gender dimension.
- Implement regional certification and curriculum frameworks.
- Find some financing innovative for the training of teachers
- Strengthen the position of the community education in school management

## **The Gambia**

### **Findings of the report**

- Contract teachers are recruited to fill in the qualified teacher gap.
- There are qualified teacher gaps in the education sector.
- Recruitment of contract unqualified teachers reducing due to the supply of more qualified teachers (from 2012 to present).
- More young people wanting to go into teaching for many reasons.
- Private and public schools get their teachers from the same pool of teachers.
- More teacher challenges in private schools than in government schools.

### **Recommendations**

To reduce the number of contract teachers:

- More teachers need to be trained.
- Private schools must invest in the training of their teachers.
- Both Government and private schools must be ready to remunerate their teacher accordingly.
- Strong posting policy will help government schools to maintain their teachers.

## **Togo**

### **Findings of the report and recommendations**

- Support teachers on the verge of disappearing endangered.
- Need to support all contract teachers.
- Improve the working conditions of all teachers.
- Develop strategies for better information for teachers.
- Develop strategies to raise funds for initial and in-service for all training.
- There is the need for more innovative strategies to increase the number and quality of teachers.

## South Sudan

### Findings of the report

- Teachers mainly lament the financing gaps in education system:
  - Lack of promotions, of allowances;
  - Low moral; untapped potential of will and determination;
  - It needs to ring-fence a fixed share of oil revenues for educational development;
  - There is not for a better teacher recruitment and training policy;
  - Given the fact many policies are still being developed or implemented in South Sudan, the study needed more time and flexible information gathering tools.
- In remote and war affected states, the need for contract teachers is highly significant.
- In private schools, the contract teachers' quality is the centre of attraction.
- The administrators at state and local level appreciate the efforts of the contract teachers.
- To the school owners, private education is a means of investment.
- Contract teachers are criticized for their absence from participation in the school functions.
- The expansion of private education resulted in the emergence of schools that do not conform to the educational standards.
- The hectic competition between public and private schools results in negative practices.

### Recommendations

- Encouraging the contract teachers to volunteer by teaching in the hardship areas (i) by giving them priority of appointment; (ii) appreciating their contribution to the compulsory national service by recognizing the one year they have spent in the compulsory national service as two years.
- Financial incentives should be granted to the contract teachers in hardship areas, especially those who teach rare subjects (physics, mathematics and languages).
- The B.Ed. holders at basic education level represent (35%) and (54%) at secondary education level. Therefore, studies should be conducted to determine the training requirements at both basic and secondary education level.
- Designing a strategic plan for training and professionalization of all teachers. This plan must indicate the roles to be played by higher and general education institutions.
- Issuing a federal and state legislation to decide on the period to be spent before training, terminating the teachers' contracts if they do not join the training programs in either sector, public or private.
- Deployment and promotion should be linked with teacher training.
- Encouraging private schools to support education by providing them with training opportunities to increase the previous coverage of the 2%.
- Reconsidering the legislation which deprives the private education teachers from the annual leave salaries.
- Working to spread the culture of educational professionalization and the ideals, benefits of the teaching profession for individuals and the nation.
- Raise the issues adversely impacting the training of tutors in the faculties of education acknowledging the conditions, standards and specifications that distinguish teaching as a profession.

## Uganda

### Findings of the report

- Varying working conditions between schools as determined by location and type.
- Non uniformity of teacher competences leading to variation of education quality.
- Restrictive education policies.
- Inadequate / complete lack of funding of education in private schools.
- Lack of comprehensive information about teachers.

### Recommendations

- Review existing teacher policies to address disparities associated with
  - Salaries and benefits;
  - Professional development activities;
  - Education funding to private schools.
- Enact strong and effective teacher policies.
- Establish a teacher professional body to regulate teacher management issues.
- Develop an electronic data base for teachers.
- Teacher self-realization of a need to improve own performance enhances professionalism.
- Deliberate commitment by employers towards creating friendly working environment, can greatly improve the use and status of contract teachers.
- Zambia.
- Schools establishments revised in schools.
- Update and effectively maintain information management system; teachers retained into system;
- Other services to teachers such as health, etc.
- Effective professional training.
- Promote positive image of teachers.
- Ministry should put measures to address the challenge of teacher shortages.
- Government should uphold standard in community schools - every teacher to obtain minimum qualifications.
- Ministry should monitor private schools and ensure standards are upheld regarding calibre of teachers employed.

## Lessons learnt for the country reports

- Countries, even though different, have similar issues in regards to education.
- Due to the expansion in basic education, most countries are not able to meet the qualified teacher numbers and as a result would recruit contract teachers.
- Various types of contract teachers exist and they vary from country to country. Some countries have similar pattern of recruitment (French Speaking countries versus English speaking countries).
- More teachers need to be trained in order to meet the teacher requirement.
- All these countries depend on contract teachers both at government and private sector level.
- Contract teachers in all countries have different recruitments status compared to open-ended appointed teachers.
- More privileges given to open-ended appointed teachers.
- Most contract teachers are found in rural and remote villages.
- Private schools most of the time relies on contract teachers to cut on cost.
- The use of unqualified contract teachers was seen as a way of de-professionalizing the teaching profession by all countries.
- All countries recommended the integration of contract teacher as open-ended appointed teachers by training them.
- Governments and partners should look into more budget allocation for the education sector in order to pay for more trained teachers.

## Group session 2: Group discussions on the thematic areas

Participants were divided into four groups. Each group had a moderator and a rapporteur. Each group discussed one of the following themes:

- (i) Pre-service and in-service teacher training,
- (ii) Financing education focusing on the use of contract teachers, and
- (iii) Recruitment and deployment of teachers.

The different groups were asked to discuss the themes looking at the following areas:

- a. Challenges
- b. Policy measures to be put in place
- c. Recommended implementation
- d. Expected results

The following is the outcome of the group discussions.

### Theme 1: Pre-service and in- service teacher training, especially for contract teachers

#### a. Challenges

- Meeting demand and supply of qualified teachers
- Training adequate number of teachers in limited time
- Providing trainings for under qualified teachers
- Lack of teachers in specific subjects, e.g. Maths, Physics, Science, IT, TVET
- Absence of a definitive career path
- Training for early childhood teachers not available in certain countries

- Low image of the teaching profession
- Absence of a Governance structure for teacher training
- Absence of a definite structure for contract teachers to access training, inspection and evaluation

#### **b. Policy measures to be put in place**

- Supply and demand policies
- Distance learning policies
- Advocacy of the teaching profession
- Special scholarship packages for scarce disciplines to study in colleges
- Special incentives for science teachers
- Public-private partnerships to align education with market demands

#### **c. Recommended implementation**

- A strong collaboration must exist between teacher training institutions and other stakeholders including governments.
- Governments to put in place relevant policy and legal environments to extend the provision of these services to contract teachers.
- Governments to involve other education sector players, particularly the private sector and universities, in the development, implementation and evaluation of training and upgrading programmes. This should include volunteer teachers in the rural and hard-to-reach areas, in addition to promoting in-situ training that will lead to certification. It is further recommended that governments take a keen interest in the welfare of contract teachers.
- Countries to develop structures for both pre-service and in-service training and the development of a training management system focusing on academic and pedagogic competences while embracing other critical dimensions of such as values, social skills, and licensing.
- Private providers should adhere to the guidelines established by governments for ease of regulation, including hiring trained contract teachers.
- Need to develop and regularly update repositories of online resources to ensure that more contract teachers are reached and trained accordingly.
- Initial training of contract teachers through fast track teacher training programmes.
- Categorizing of private schools to be done with caution, as some private schools have better conditions of service for their teachers than government.

#### **d. Expected results**

- Ability to meet the teacher demand
- Ability to improve the image of the profession
- Ability to improve the quality of learning outcomes
- Ability to increase teacher competence and relevancy. Measurement indicators?

## **Theme 2: Financing Education Focusing on the Use of Contract Teachers**

### **a. Challenges**

- Need to balance the education need with budget constraints



- Burden of procedures and bureaucracy in accessing funds
- Mobilization of domestic resources
- Encouraging the role of partners and private companies
- Perception that Contract Teachers are cheap to hire and maintain without research evident.

#### **b. Policy measures to be put in place**

- Policy to increase education budget
- Policy to increase stakeholder involvement in funding (government, families, communities, donor agencies, etc.)
- Policy to integrate contract teachers into civil service
- Identifying innovative sources of funding
- Inviting companies to invest in teacher training
- Identifying priority initiatives and measures
- Funding to include prerequisites for learning (e.g. access to water and nutrition)
- Harmonizing the salaries of contract and civil servant teachers
- Introduction of special scholarship packages for specific, scarce, fundamental, and new disciplines with lack of teachers to study in colleges

#### **c. Recommended implementation**

- Governments to increase Budget allocated to education
- Ministries of Education to reconcile their budgets with the ministry of Finance
- The lessening of burden of communities in funding teachers and schools; Ministries of education, local government authorities or government should take responsibility of funding teachers and schools
- Reduce the bureaucracy for financing
- The findings of the World Bank study on financing Contract Teachers, to be released later in the year, could be used to inform policy formulations/considerations promoting the obligation by governments to finance the education, training and continuous professional development
- Engagement of Volunteer Teachers should be pegged on their level of education, experience and special expertise, as this has a bearing on their payment levels.
- Contract teachers need good quality conditions of service and remuneration packages. It is recommended that governments introduce a fund to facilitate average salaries and conditions of service for Contract Teachers, and to support pre-service and in-service training.
- The inclusion of Contract Teacher in national budgets; this will demonstrate the commitment of governments to support Contract Teachers in contributing to quality education.
- For a reduction in privatization, governments should ensure strict oversight on education provision that is in private hands e.g. through ensuring that private schools budget for their human resource.

#### **d. Expected results**

- Adequate qualified teachers
- Adequately paid teachers
- Better facilities and equipment

## Theme 3: Recruitment and Deployment of Teachers

### a. Challenges

- Meeting demand of teachers
- Lack of data on actual spread of teachers
- Balanced deployment of teachers (Niger: some schools with 4 teachers per class, others only 3 teachers per school)
- Social dynamics in teachers deployment
- Increasing motivation for teachers in rural areas
- Retaining teachers in remote areas

### b. Policy measures to be put in place

- Development and enforcement of Deployment Policies
- Recruitment and deployment policies to include conditions for mobility, motivational incentives, provision of CPD in rural areas
- Development of independent and accountable agency/commission at all levels (national and local) to implement mechanisms for deployment which takes into account recruitment and spread of teachers
- Recruitment of local residents to be deployed in own area after training
- Minimum duration of service in schools in remote areas
- Zoning policy since recruitment of teachers
- Policy and strategy for teacher mobility
- Top-up incentives for teachers in remote areas
- Computerized education management system, including the monitoring of deployment and spread of teachers

### c. Recommended implementation

- Introduce an Integrated and a harmonized computer system to provide data on the teachers and personnel for the Ministry of Civil Servants, Ministry of Education, and Ministry of Finance and Economy.
- Available evidence shows that the shortage of qualified teachers is experienced more at the lower levels of education, particularly the primary level, and in the rural areas. Therefore: (i) At the sub-national levels, Contract Teachers should be recruited, provided with the necessary pre-service training and deployed in their local region or zone. However, they can take up appointments in other regions where vacancies are available. Transfers can be effected once vacancies are open in their regions/zones. *[Medium to Long Term]* (ii) At the national level, deployment of Contract Teachers should depend on needs expressed by institutions and zones. *[Medium to Long Term]*
- The development of policy to regulate proportional deployment of Contract Teachers based government planning and informed by identified institutional needs. This would help create a balance between urban and rural and address skewed distribution in Contract Teacher deployment. *[Medium Term]*
- The introduction of incentives (financial and non-financial) for Contract Teachers taking up postings in institutions in rural areas, and hard-to-reach and other marginalized regions e.g. by providing housing accommodation, transport, dairy cows, etc. depending on the context, and extending the existing “hardship allowance” for formal teachers to include Contract Teachers, and

a deliberate rotational transfer mechanism that factors the different regions. Rural communities should compel governments to provide housing for teachers, including Contract Teachers. *[Long Term]*

- Contract Teachers, like their counterparts, should be bonded for 1 or 2 years (for example) of service in a school, which could be deliberately translated into 3 to 5 years of service to qualify for a promotion or a transfer. It is recommended that they get the same salary as a permanent employee, except they may not get pension – Nepal and Malawi experiences *[Medium to Long Term]*
- Establishment of a Teacher Professional Body (Council) to regulate the teaching profession, and help in recruitment and deployment of Contract Teachers *[Medium Term]*
- Create databanks on Contract Teachers (including data on available and unemployed one that can be used as substitute teachers), which can be stored at national and sub-national levels, and linked to existing regional teacher development and management systems. This will ensure easy and quick access to such data when need arises e.g. unplanned retirements or resignations, promotions, unforeseen absences such as illness and other emergencies. *[Short term]*
- Introduce an “emergency or supporting fund” – in the form of advance pay – to ease the settling-in process of Contract Teachers upon deployment. *[Short term]*

#### **d. Expected results**

- Adequate teachers in all classrooms

### **Group session 3: Group discussions on thematic areas:**

Like in the previous group session, participants were divided into four groups. Each group had a moderator and a rapporteur. Each group discussed one of the following themes:

- (i) Evaluation of the performance of teachers,
- (ii) Promoting social dialogue on teachers and teaching, and
- (iii) Teacher motivation.

The different groups were asked to discuss the themes looking at the following areas:

- a. Challenges
- b. Policy measures to be put in place
- c. Recommended implementation
- d. Expected results

The following is the outcome of the group discussions.

### **Theme 4: Evaluation of the Performance of Teachers**

#### **a. Challenges**

- Making teachers accountable to parents on issues relating to teaching and learning
- Satisfying the needs of the community and other stakeholders
- Competency of inspectors to conduct evaluation

- The use of evaluation of teachers for their own learning and improvement
- Obtaining reliable data from schools and ministries of education; most of the time the data obtained is not reliable.
- Absences of outcomes of evaluation; after evaluation what next or what comes out of it

#### **b. Policy measures to be put in place**

- Development of a policy on evaluation by evaluators
- Development of teacher evaluation tools for directors, colleagues, parents, and students
- Development of a framework for the performance evaluation of teachers, including the role of evaluators, and the possibility of the establishment of special agencies for evaluation

#### **c. Recommended implementation**

- Both quantitative and qualitative methods of evaluation should be utilized. Senior teachers may collect weekly quantitative information on other teachers (attendance, lesson delivery, assessment), qualitative (observations, classroom management, quality of T/L). Results of the evaluation will be discussed with the teacher.
- Separate evaluation tools and evaluators may be provided for both pedagogical and administrative evaluations.
- All evaluations should take into account human and social aspect of teachers.
- There is need for the aggregation of performance evaluation data from the teacher, school, cluster, regional, and national levels.
- Development of objectively verifiable indicators.
- There is need for ownership of performance evaluation by providing self-evaluation tools. This should be review by school principal to identify gaps and followed up by improvement measures (e.g. CPD).
- Contract teachers to be included on the evaluation process so as to assess their performances and competences against set benchmarks in order to achieve transformative learning outcomes and for quality assurance.
- Teacher evaluations should be formative in nature and involve self, peer teachers, head teachers and learners (school-based) as well as school inspectors or pedagogic advisers, other Ministry staff and consultants, and local governments and communities (external). Focus should not be on national exams but also on assessment of continuous learner performance.
- Ministries of education should put in place a holistic quality assurance system that involves participatory development of appropriate evaluation tools / or improving existing ones, sharing the tools in advance with the contract teachers, determining clear evaluation criteria and incorporating indicators such as management and handling of the class, and the ability to engage active participation of the learner.
- The development and continuously reviewing of capacity building programmes for improvement using feedback from the evaluations and inspections is a necessity for quality education. This should include mentorship and facilitate certification.
- The nature of the contract or engagement of the person, who is doing the evaluation, the reason for the evaluation, and the cost involved, should determine the frequency of the evaluation. The evaluation could be weekly, fortnightly, or annually.
- The establishment of clear linkages between the evaluation and the development of pre- and in-service training, motivation and career development of the contract teacher.

#### **d. Expected results**

- Evaluation of education investment
- Improvement of teachers' shortcomings
- Improvement of students' performance
- Increased teachers' confidence
- Clear career path

### **Theme 5: Promoting Social Dialogue on Teachers and Teaching**

#### **a. Challenges**

- Crises of trust between stakeholders
- Permanent and frequent strikes in schools
- The failure of teachers to be able to talk about their own issues
- The inability of ensuring that teachers' voices are heard in the labour unions, by identifying the real representatives of teachers, to ensure that the voices of the labour union reflect actual teachers' conditions
- Competition and rivalry between labour unions

#### **b. Policy measures to be put in place**

- Create conditions that would establish trust between stakeholders
- Institutionalization of an inclusive, effective, and frank social dialogue
- Institutionalization of a framework for dialogue between government and stakeholders, including private schools
- The mapping out and evaluation of labour unions, taking into account the conditions of teachers
- The creation of a national council for education, with education policies discussed in the council
- The creation of a platform for discussion of teachers' needs
- The introduction of an inclusive policy dialogue with all stakeholders, with evaluation and alert mechanism to prevent conflict
- The setting-up of mechanisms for the implementation of social and political dialogues

#### **c. Recommended implementation**

- The implementation of capacity building mechanism in the social dialogue context for all stakeholders, and to implement communication strategies of dialogue, e.g. consultations for reconciliation, mediation, and management of conflict.
- The involvement of all stakeholders (including unions and private sector) in education policy development to reduce conflict. Unions should be regarded as counterparts.
- The benchmarking of schools based on minimum standards developed by schools.
- Institutionalize the process of dialogue with contract teachers, starting from the school level to national level. Develop in a participatory manner a regulatory framework for engagement with contract teachers so that they benefit from the same conditions of recruitment, living conditions and career development.

- The identification and promotion of leadership styles that create enabling environments and spaces for open dialogue and consultation, embracing the views of contract teachers and establishing concrete mechanisms for feedback and actions on proposed solutions.
- Countries should establish legal frameworks on how to promote interaction with contract teachers, and have a set of recommendation and guidelines to guide the process. Gaps in application of laws governing the establishment of schools by private players and the engagement of contract teachers should be tightened for full enforcement and adherence by all players for the protection of the contract teacher.
- Schools owned by religious groups should adhere to the existing guidelines for setting up schools that includes hiring of contract teachers. They should also belong to private school owner associations. Government school inspectors should also inspect these schools to ensure adherence to standards. Rules established should cover all areas of education and there should be a general acceptance of culture and build on what exists.

#### **d. Expected results**

- Peaceful social context
- Peaceful and stable school environment

### **Theme 6: Teacher Motivation**

#### **a. Challenges**

- The absences of strategies to increase teachers' motivation
- Absenteeism of teachers, frequent and unannounced resignations
- Teacher posting in rural areas resulting in the concentration of teachers in urban areas
- Teachers taking up two or more teaching jobs, thus moving from one school to the other
- Lack of facilities in rural and remote areas, e.g. water and electricity
- Safety and security in remote areas

#### **b. Policy measures to be put in place**

- Clear rules and regulations for all categories of teachers regarding:
  - Salary and remuneration
  - Work environment
  - Career plan
  - Training opportunities
- Put in place the necessary structures to reduce the pull factors in remote areas, e.g. constructing standard buildings for teacher accommodation
- Financial incentives for teachers in remote areas, e.g. top-up regional allowance and relocation bonuses
- Development of minimum infrastructure and facilities to encourage teachers stay in remote schools

#### **c. Recommended implementation**

- Protect all teachers in the work environment.

- Develop career plan for contract teachers. Professionalize them through continuing professional development programmes. Assign mentors to the contract teachers to act as role models.
- Set up support systems for contract teachers for their own professional development.
- Establish a teacher honouring system (the example of China) focusing on recognizing outstanding rural teachers through awards (e.g. number of years spent in the rural school). Also consider setting up an academic path of honour. Ensure such schemes reach the deserving through a fair selection process that involves public voting, including using online tools.
- Training opportunities for contract teachers both long term and through workshops. This will enable them to handle different aspects of the profession and will also motivate them.

#### d. Expected results

- Motivated teachers
- Committed teachers proud of their status
- Competent teachers

## Plenary 5: Presentation of conclusions, lessons and comments from group sessions

This plenary session brought together all the rapporteurs from the four groups to present their discussion and the way forward.

<b>Presentations of the conclusions and key lessons</b>	<b>Rapporteurs</b>
Group A	Punang Amaripuja, SEAMEO-QITEP
Group B	Geneviève Sirois, Université de Montréal
Group C	Esvah Chizambe, Ministry of General Education, Zambia
Group D	Barbara Tournier, UNESCO IIEP

## Roundtable

The second part of the session brought together a panel of experts from various organizations who responded to the following questions and gave their various comments and opinions on the way forward.

The session was moderated by Edem Adubra, International Task Force on Teachers.

<b>Panel expert</b>	<b>Organization</b>
Punang Amaripuja	SEAMEO-QITEP
Éric Dogo	Éducation nationale (France)
Jawara Gaye	Islamic Development Bank
Winsome Gordon	Jamaica Teaching Council
Sonia Guerriero	Organisation for Economic Co-operation and Development

Mohamed O. Musa	Gulf University for Science and Technology
Kishore Singh	United Nations Special Rapporteur on the Right to Education
Boaz Waruku	Africa Network Campaign on Education for All
Paul West	Commonwealth Secretariat

## Responses and statements made by panel members

### General question to the panel members

***What ONE thing will you indicate as having struck you at this conference with regards to the use of contract teachers? Explain.***

**SEAMEO:** What struck me the most were the similarity of issues, problems and challenges in education faced by. The group sessions easily agreed to the solutions to these problems as well. Unfortunately, no substantial discussions were deliberated on possible pathways for international collaborations between the sub-Saharan countries.

**Islamic Development Bank:** The recognition that education is a common good and that the provision of quality basic education (ECD and primary) should be in the public domain!

Education is about developing human capital to improve socioeconomic outcomes, including higher productivity, growth, social cohesion and inclusion. Today's globalized economy requires a well-educated workforce capable of performing complex tasks and adapting rapidly to a changing global environment. Education systems must therefore play a lead role in ensuring greater competitiveness. Central to this is having qualified, professionally-trained, motivated and well-supported teachers. For the IDB, teachers are indispensable in this process.

Fifteen of the 25 participating countries in the study are among the 22 IDB Member Countries in Sub Saharan Africa and hence the keen interest IDB has in the findings of the study. The shortage of qualified teachers and the challenge of ensuring an equitable deployment have led to the dilution of the quality of contract teachers engaged, their low motivation amongst other, yet their contribution in filling a critical gap has been acknowledged (hidden heroes). Government must continue to deliver on its obligation of providing quality education for all (as a public good)!

**Somalian experts in Kuwait:** What struck me the most is the fact that the use of contract teachers in Africa is driven by budgetary constraints. I understood from the presentations of the participants that African countries use contract teachers, instead of civil servant teachers, mainly because of lack of financial resources. As a non-expert in this subject, I have the feeling that the problem has more to do with resource allocation than lack of resources. I started to wonder what percentage of their budgets African countries allocate for education. In her presentation on education finance, Rahel Yergashawa mentioned Ethiopian expenditure on education as 25% of the government budget. Noting the fact that African populations are mostly young, what percentage of their budgets do other African countries spend on education? The



professional qualified, trained, motivated teachers that Africa needs to educate its young populations cannot exist without allocation of the appropriate financial resources.

**ANCEFA:** Use of contract teachers is a common practice in all countries as presented in this conference by the various researchers, but the use of EVALUATION as a motivation strategy is what needs to be explored (not as a punishment or fault-finding exercise), and ensuring that an objective criterion for evaluation leads into confirmation of the contract teachers into permanent and pensionable terms, is an option worth being explored, by ALL.

#### **Commonwealth Secretariat:**

- I have learned that the phenomenon of contract teachers is universal and our education systems have depended on contract teachers.
- The issues of esteem pay and workload, etc. are important for education ministries to give attention to.
- Whatever we do about contract teachers, we must do it without discrimination against either the learners, or the contract teachers on who the system has been depending for so long.

#### **Individual questions in relation to each field of work**

**SEAMEO: To what extent the experiences of the African countries represented are comparable to those of countries in Asia where contract teachers are employed? What solutions have been applied in your region regarding particularly the deployment of teachers on an equitable basis to all locations?**

Last month SEAMEO had just conducted its first Teacher Education Network forum which mapped out the challenges and solutions in teacher education in Southeast Asia. There seems to be several common grounds between the Southeast Asia region and the sub-Saharan region, as evident in the statement of problems brought forth in the forum, for instance:

- Managing supply and demand
- Problems in deployment in remote and rural areas
- Retention of best teacher
- Underpaid contract/volunteer teachers

Deployment became an issue in SEA as well, and each country came up with unique solutions. Indonesia, for example, has developed two initiatives:

- The Frontier Teachers program provides teacher training to 3500 fresh graduates per year to be deployed in remote regions for 1 year with a salary around twice that of regular teachers.
- 1100 graduates of the 2-year Teacher Profession Program are being sent to frontier, remote, and underdeveloped regions annually. Starting from 2016, this deployment has become compulsory for new public service teachers.

#### **Final remarks**

- A framework for social and political dialogue should be developed between the countries in the sub-Saharan region. SEAMEO College could be used as a model. The college is actually a set of forums targeted for different education stakeholders in the Southeast Asian region which includes youth leaders as well as senior education officials. The offspring of this program includes the SEA Policy Research Network and the SEA Teacher Education Network.
- SEAMEO itself is unique, in the sense that it has 21 centres which can directly specific conduct programs in each country, as well as do the groundwork for region-wide initiatives such as SEA

Digital Class, SEA-Teacher, and the Mathematics Regional-Wide Assessment. This is unlike the mechanism of AEAN, which has to rely on related ministries to conduct its programs.

**Islamic Development Bank: Education is at the centre of development: As a development Bank, what actions are you prepared to recommend to your institutions to address the financial needs required to improve the quality of teaching and learning for sustainable and equitable development?**

The recommendations would be:

- That all IDB interventions in the sector include soft components/activities on supporting teacher training (pre- and in-service), continuous professional development and institutional capacity building, rather than just bricks and mortar.
- To commit the IDB to continue to engage governments on the need to prioritize education in its budget allocation to address the low development indicators (ranging from low expenditure on education, low learning outcomes, large number of out-of-school children to low literacy and high poverty rates).

Although there is consensus that domestic resources are the most critical source of education financing (for recurrent costs including salaries), there is no doubt about the limitation of these resources. Additional funding would be needed from development partners (as complement) to meet the growing demand in the education sector.

IDB is conscious of the impediments faced by developing countries in accessing concessional resources for social sector interventions due largely to their scarcity, and the reluctance and/or inability to absorb ordinary market resources due to stringent debt management strategies. The Bank is exploring innovative financing mechanisms for socioeconomic development.

One such example is the Triple Win. The 'Triple Win' mechanism enables IDB to mobilize ordinary market resources to augment concessional resources thereby extend substantial financing to a MC. Under this mechanism, the MC repays the principal, while a 'third party' pays the mark-up/administrative fee of the loan directly to IDB, thereby assuring the requisite grant element.

**OECD: (a) The use of contract teachers is almost universal but has a scope that is far lower in the countries you work in/on: Did OECD countries in general at some point face the same levels of variety of contractual status in teaching? (b) Teacher motivation has been mentioned as a critical factor. What is done in OECD programmes to address this issue?**

OECD countries and African countries face the same challenges such for example:

- Making the profession more attractive
- Recruiting high-achieving and motivated candidates into the teaching profession
- Retaining and motivating good teachers
- Implementing career structures
- Conducting effective CPD

Key message: We can learn a lot from each other and by working together

- OECD countries also employ contract teachers, but the scope is different.
- Across countries surveyed by TALIS, 83% of teachers have permanent contracts.
- Novice teachers generally start on probation with a fixed-term contract, which would also include induction and mentoring by a master teacher.
- This ranges from 2 to 4 years.

- Getting a permanent contract is part of the performance management of teachers, which includes:
  - Completion of probation
  - Registration and/or licensing
  - Regular performance appraisal
- Used for deciding on career advancement or need for professional development; the purpose is to provide feedback to teachers for improving their practice.
- Rewarding teachers for outstanding work.
- A regular system of performance management is important for professionalizing the teaching profession: this tells the public that the teacher is qualified to teach, and this builds trust between the public and the education system.

**Teacher motivation has been mentioned as a critical factor. What is done in OECD programmes to address this issue?**

- OECD countries also struggle to motivate teachers and to retain motivated teachers.
- At minimum, teachers need to be paid a living wage and have good working conditions.
- What we are learning is that job motivation is a complex issue that includes intrinsic and extrinsic factors and is influenced by socio-cultural factors.
- Based on empirical research in mostly western countries, salary is not the primary motivator for teachers; teachers report wanting to be teachers for altruistic motives; for making a social contribution; because they believe in the social value of education.
- Teacher motivation is part of teachers' overall professional competencies that also includes pedagogical competence.

**Somalian experts in Kuwait: With regards to the teacher education and capacity development needs revealed in the presentations, what role do you think the Diaspora could play to support home initiatives on teacher training?**

Somalia has one of the largest Diaspora communities in Africa, with large communities in the UK, United States, Canada, Europe, the Middle East and elsewhere. These communities contribute an estimated two billion dollars annually to the local economy in the form of remittances and investment. In addition to these financial contributions, the Diaspora communities have the potential to also make significant contributions in form of knowledge and skills transfer. Recognizing this potential, the International Organization for Migration (IOM) has started recruiting Somali experts from the Diaspora for the rebuilding of the state institutions. The focus of the IMO effort is on areas such as health-care, finance, planning, justice, interior and foreign affairs.

The public education sector in Somalia is left in non-operational state by the two and half decade of political instability. For example, the main national institution for teacher training (Lafoole Education College) and other teacher training centres are currently inactive. The political instability has also created an exodus of the most qualified teachers and education academicians.

As a group of Diaspora academicians, we realize that by drawing on the Diaspora resources, the brain drain in the education sector can be reversed. As a result, we decided to take the initiative in contributing to the rebuilding of the education system. Due to resources limitations, we identified teacher training, curriculum development and capacity building for university instructors as areas of maximum impact.

With regard to teacher training, we are planning to start in 2017 a pilot project in the form of six-week, summer school for secondary science and math teachers. We are also planning to initiate a review process for the existing math and science secondary curriculum. And with regard to capacity building for university instructors, we are planning to initiate short semi-annual seminars focusing on the utilization of modern teaching methods and the use of ICT as well as introduction to research methodology. We also plan to work on establishing collaborative links between local faculty and international research institutions.

Because of its long-standing interest in the development of public education in Somalia, we are in the final stages of establishing partnership relationship with UNESCO and its institutes. We are also planning to network with other African Diaspora groups with similar objectives for collaboration and exchange of experience.

In conclusion, I would like to encourage UNESCO's International Task Force on Teachers and government participants of the International Conference on the Use of Contract Teachers to recognize the importance the of African Diaspora resources and to find ways to harness them for the ongoing efforts to improve the education sector in Africa.

***ANCEFA: What role do you see Civil Society should play in raising more awareness on the importance of issues and foster social dialogue around the contract teachers' question?***

- Popularizing the findings emanating from the country researches, making them known and owned
- Promoting social and policy dialogue (evidence-based from the research). Facilitating meetings of strategic stakeholders including government agencies, to agree to a structured framework for institutionalized policy dialogue.
- Capacity development and facilitate sharing of lessons learnt from good cases as adduced from various country researches.
- Collaborate with International Teachers Task Force, EI and others to undertake further research on teacher motivation factors.

Advance the cause for an inclusive and comprehensive policy framework dealing with teacher training, recruitment, deployment, management of teaching and learning, evaluation, and motivation. Informed and structured input of teachers and parents, plus other stakeholders including wider civil society, being at the core.

**Commonwealth Secretariat: Your organization does a lot of work on teacher standards and regulatory systems: What action could you indicate ComSec could initiate or pursue with the countries of the region to professionalize teachers and enhance teachers 'status?**

- The Secretariat has previously provided support in the area of professional standards for teachers in the Commonwealth.
- The Secretariat can assist in providing the information gleaned from this process to ministries of education in the Commonwealth countries. Can we have a common message that goes to ministries via organizations like the AU, the Commonwealth, OECD, UNESCO, etc.? And to anyone via the Education Hub?
- When the Secretariat does something with Commonwealth countries, it is not only made available to all Commonwealth countries, but also to anyone so these are available. Professional standards for teachers have been created and validated and the documents are available online.
- The Secretariat is now developing a set of overarching standards for education. An online discussion and a roundtable have resulted in a first draft which we will place on the Commonwealth Education Hub for open comment.

- The hub is entirely free and the eDiscussions that are hosted on key topics are open to all countries, not just Commonwealth countries.
- The Hub includes an education guide which contains information on courses and qualifications offered by institutions in Commonwealth countries. Information from 25 countries has already been added.
- Includes both courses by institution and country, plus bursaries information and a career interest assessment.
- I was very glad to hear about the willingness to cooperate and share – teaching and learning resources – sharing resources is a legal and governance issue not a technology issue which is easy – we should not have to re-invest over and over for similar materials to be developed in each country – modules developed in one country for headmasters; capacity building of teachers; resources for teaching and learning may be adapted and re-used in other countries resulting in cost saving.

**School principal: Contract teachers and novice teachers, in general, need induction and continuous professional support: As a school principal, what lessons could you share from your own experience. What priority actions should countries take to reinforce school principals' capacity to assume their professional leadership responsibilities?**

- The pedagogical aspect is important for every school principal, therefore ministries should be able to put in place favourable conditions for principals.
- Ministries should be able to provide the necessary human resource to avoid hiring of contract teachers.
- The question of who recruits teachers is important regarding the work of principals.
- In-service teacher training is also vital and necessary for the work of principals.
- Principals are the pedagogical leaders and therefore should provide continuous professional development and support to their teachers.

**Latin America and Caribbean: Your region is very active on teacher regulatory mechanisms and legislation. What collaborative avenue could you indicate for South-south collaboration on this dimension of teacher policies?**

- Lots of cooperation exists between south-south.
- Body that governs the council are made up of 60% of teachers.
- Establishment of a framework for accountability.
- There should be concerted efforts of countries to professionalise the teaching profession.

## Feedback from participants

At the end of the conference two evaluation questions were sent out to the participants requesting their feedback on the conference. The following opinions and suggestions were made:

### Question 1

Identify **one concrete action** that you expect your government to undertake in light of the outcomes of your country case study and discussions that have taken place at the conference.

- Ministries should come up with a very strong posting policy so that schools in the rural area will have the required qualified teachers in their schools instead of appointing unqualified contract teachers (where there is no posting policy).
- Due to the fact that there are so many teachers who work as contract teachers and data are not available the governments should first map out all existing contract teachers. In the mapping out process priority should be given to contract teachers who have spent long time as contract teachers and nominated them for open-ended appointment and placed in appropriate teaching professional categories.
- Revision of governments' legislation on contract teachers in relation to salary and housing allowance especially for those being sent to difficult rural areas.
- For those contract teachers recruited with no teacher education qualifications, government should make available resources for school-based training during term time and refresher courses offered during long holidays on special issues related to knowledge, pedagogic competences, skills and attitudes (values). Attention should be given to differential pedagogy so as to equip them with pedagogic values and competences to effectively manage classroom diversity.
- Government should put up legal standards as relate to the private sector on conditions of contract teachers, especially in terms of salaries and wages, continuing professional development. Governments must have monitoring mechanism put in place to monitor private schools. This should also a standardise mechanisms to regulate the conditions of contract teachers who are on local school conditions in public schools, especially in terms of salaries and wages.
- Governments, through policy and legislation should provide for structured dialogue with teachers, parents, and learners, as primary stakeholders, and other categories of stakeholders in order to promote career and professional development of teachers as well as enhancing quality (including regular curricular reviews, structured teachers evaluation for enforcement and motivation as opposed to punishment, etc.)
- The changing of the status of contract teachers to open ended appointed teachers and proving them with professional in-service training.
- Since contract teacher is also a common issue in Asia and the Pacific, especially in South Asia, can we also review of that? INRULED is happy to cooperate in this.
- Review and consideration be given in the conditions for the transition of a contract teacher to open-ended teacher. Contract teacher attend one form of long-term training before becoming an open-ended teacher. It would be necessary that contract teachers' qualification and length of service are given consideration and be awarded honorary open-ended status.
- The introduction of the following:
  - Inclusion of contract teacher (all private school ) in the in-service and pre-service training
  - Preparation of a guideline for managing the quality of contract teacher in general and private schools in particular
  - Revision of the minimum entry requirement of pre-service and in service teachers
  - Harmonization of the working condition of private schools and public schools
  - Provision of incentive for teachers working as contract in the remote part of the country in public schools

## Question 2

What **one concrete action** you want the Teacher Task Force to undertake to address issues raised by the study of the use of contract teachers?

The following are actions that participants felt the Teacher Task Force should undertake:

- Support governments with training strategies to reduce the unqualified contract teachers.
- Stimulate a permanent and deep research on such themes as teachers' motivation, professional competence, and students' learning interests. Teacher Task Force should then disseminate the results or good practices among different countries so that they can be used by governments to improve quality teaching and learning. Teacher Task Force should also monitor the implementation of such practices in different countries.
- Support guides for the posting of teachers so that once these teachers are recruited they should be posted equitably to all identified needy schools in both rural and urban areas without exception. This will minimize having more than two teachers managing a single class in urban areas, while in rural areas a teacher or two are handling the whole school from grade one to six.
- Suggest and orient a policy of dialogue with UNESCO Headquarter authorities, ILO to and the different African governments through their education ministers to review the salaries and working conditions of contract teachers.
- Find measures to help in the training of unqualified teachers in the countries affected, as this will help lift the competences of the contract teachers and help in the pathway to being permanently employed into the education system.
- Organise strategic dissemination of the contract teacher research findings to and with government agencies (including Teachers Service Commissions) and develop framework of implementation to address all the emerging issues per country
- Government should support the upgrading of the EMIS form which the Ministry uses to collect data in the sector. The revised form should include contract teachers (including data on available and unemployed ones that can be used as substitute teachers), to be stored at national and sub-national levels, and linked to existing regional teacher development and management systems. The data can be aggregated and represented in the Ministry's Education Statistical Bulletin. This will ensure easy and quick access to such data when need arises e.g. when unplanned retirements or resignations, promotions, unforeseen absences such as illness and other emergencies occur.
- Support education policy development in countries that need the support.
- Quickly provide the final study report and call for a validation (style Bamako + 6) to develop new teacher contract approaches.
- Develop a policy guideline for using contract teachers in different situations in Africa based on the research and mobilize resources to support the implementation of the guidelines in some countries.
- Support ICT training and Internet access for contract teachers.

## Section B: Conference highlights

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### Key policy issues, highlighting the differences among various types of contract of teachers

**Countries in Sub-Saharan African** Benin, Burkina Faso, Cameroon, Cape Verde, Central African Republic, Chad, Republic of the Congo, Eritrea, Ethiopia, Gabon, The Gambia, Guinea, Guinea Bissau, Kenya, Liberia, Malawi, Mali, Mozambique, Niger, Senegal, Sudan, South Sudan, Togo, Uganda and Zambia had to rely on contract teachers as a result of the following key policies:

- Free primary education
- Inclusion policy, including all left out children thus opening the avenues for the enrolment of many children
- Reduction of the distance to school for children (nursery and primary school teachers) thus resulting in the constructing of more schools and classrooms
- At the same time the strong commitments of world leaders, education experts and development partners in 2000, *to ensure 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*<sup>2</sup>

### When did countries started to recruit contract teachers?

According to countries reports recruitment of contract teachers started at various periods in their educational history; for some of them, it started before independence, while for other immediately after independence and for others, it started as a result of the expansion of basic education when all children are expected to go to school.

Country	When did the recruitment of contract teachers start?	Reasons for the recruitment of contract teachers	Types of contract teachers
Benin	1970	<p>In the 1970, the first recruitment of expatriate teachers was launched.</p> <p>From 1975, the experimentation of hiring teachers for one year before joining the civil service began (JIR: Jeunes Instituteurs Révolutionnaires. JPR: Jeunes Professeures Révolutionnaires)</p> <p>In 1997, the first group of contract teachers were hired in 1997: on the instruction of the World Bank.</p>	<p>2 types de contract teachers exist:</p> <ul style="list-style-type: none"> <li>• CDD and</li> <li>• CDI which was brought about by 3 Acts (2005 to 2015)</li> </ul>

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<sup>2</sup> EFA Goal, Dakar framework for action



Country	When did the recruitment of contract teachers start?	Reasons for the recruitment of contract teachers	Types of contract teachers
Burkina Faso	1999	<ul style="list-style-type: none"> <li>• Decentralization in the form of regionalization of teacher management</li> <li>• Engagement toward the reduction of educational expenditures</li> <li>• Inadequate number of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• open-ended appointed teachers (civil servants, contract with unlimited employment period)</li> <li>• contract teachers (vacataires) (teachers paid by the hour depending on an agreed number of hours) and</li> <li>• contract teachers (contract with a fixed time limit)</li> </ul>
Cameroon:	2006	<ul style="list-style-type: none"> <li>• The decision to employ contract teachers was an idea of the World Bank.</li> <li>• Contract teachers were recruited due to the inadequate number of teachers in the education system at the different levels</li> </ul>	
Central African Republic	1985	Consequences of institutional programmes	<p>Contract with a determined period of nine months</p> <ul style="list-style-type: none"> <li>• Contract teacher of F1</li> <li>• Contract teachers of F2 <ul style="list-style-type: none"> <li>- Community teachers or community agents</li> <li>- Parent teachers or village teachers</li> </ul> </li> </ul>
Chad	1980	<p>Recruitment of contract teachers started in the 1980's and this started because of :</p> <ul style="list-style-type: none"> <li>• The availability of trained and qualified teachers</li> <li>• Communities awareness of the importance of education</li> <li>• The increase need for education</li> <li>• The shortage of qualified teachers</li> </ul>	<p>A large group of contract teachers:</p> <ul style="list-style-type: none"> <li>• Contract teachers at primary level</li> <li>• At secondary level, voluntary contract teachers, contract supplementary teachers</li> </ul>
Ethiopia	1970	The major reason for using contract teachers in Ethiopian public schools is shortage of qualified teachers and migration of teachers from the teaching profession	The type of contract teachers in Ethiopia is diverse, where there are some contract teachers whose contracts serve for a year or two.

Country	When did the recruitment of contract teachers start?	Reasons for the recruitment of contract teachers	Types of contract teachers
			<p>Some are type of contract teachers whose contract is renewable regularly, and some are recruited as contract teachers temporarily and become open ended teachers in the following fiscal year.</p> <p>All teachers working in more than 2500 non-government or private schools plus some teachers imbedded within public schools are working on contract base.</p>
Gabon	First between the 1948 and 1955	<p>Co-existence of public school teachers and private school since colonial era</p> <p>Expansion in the education system:</p> <ul style="list-style-type: none"> <li>• - High student population</li> <li>• - Weak teacher training policies</li> </ul>	
The Gambia	During the colonial era but got worst in the early 70's	<p>Contract teachers are hired to fill in the gaps when, the number of qualified teachers are not enough to meet the student teacher ratio</p> <p>Shortage of trained qualified teachers resulted in the hiring of Unqualified contract teachers</p>	<ul style="list-style-type: none"> <li>• Unqualified contract teachers and have no professional qualifications.</li> <li>• Retired contract teachers over 60 years.</li> <li>• National, regional and international volunteers (National Volunteers, Peace Corps, Nigerian Technical Assistants (TAC) and previously Voluntary Service Overseas). These are volunteers recruited to support the school system in teaching of specialized subjects and in supporting management.</li> <li>• Non-Gambian teachers who are recruited generally for teaching specialized subjects mainly in the lower and upper secondary</li> </ul>

Country	When did the recruitment of contract teachers start?	Reasons for the recruitment of contract teachers	Types of contract teachers
Guinea	1998		
Guinea Bissau			
Kenya	1963	<ul style="list-style-type: none"> <li>• Pre-independence (1963): school based employment and remuneration all teachers on contract</li> <li>• Post-independence, transition period few qualified teachers, expatriates engaged on contract</li> <li>• Village levels (Harambee) school; employed by school, mostly unqualified or volunteers</li> <li>• Free Primary Education (2003), large classes</li> <li>• Free Day in secondary school (2008), LC</li> <li>• Freeze on Teacher Service Commission recruitment 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers service commission (TSC) contract teachers</li> <li>• Private and charitable schools</li> <li>• BOM (Board of Management teachers)</li> <li>• Open ended contract teachers (TSC) and some private schools</li> </ul>
Liberia			<ul style="list-style-type: none"> <li>• Replacement teacher appointment</li> <li>• Substitute teacher recruitment:</li> </ul>
Malawi		<p>The issue of teacher shortage in Malawi is as a result of:</p> <ul style="list-style-type: none"> <li>• classification of appointments,</li> <li>• qualification of the teachers,</li> <li>• pupil-teacher ratio,</li> <li>• the national capacity to train teachers,</li> <li>• death (45%)</li> <li>• and retirement (52%).</li> </ul>	<ul style="list-style-type: none"> <li>• Conventional Contract Teachers (public)</li> <li>• Mostly retired recruited back into the public service on 1-2 year contract</li> <li>• Recruitment by Government Teaching Service Commission (TSC)</li> <li>• Paid by the Government **Currently phased out</li> <li>• Volunteer Teachers</li> <li>• Recruited by School Management Committee (SMCs) – about 4% of the teachers</li> <li>• Paid by the communities through (SMCs) **Mostly located in rural and far to reach areas</li> </ul>

Country	When did the recruitment of contract teachers start?	Reasons for the recruitment of contract teachers	Types of contract teachers
Mali	1990	<p>In Mali, the use of contract teachers dates back to the 1990 with the advent of the Third Republic.</p> <p>The structural adjustment programmes led to the massive early retirement of teachers and reduced the number of initial training institutions. This added to the growing demand for education, which was not accompanied by the recruitment of teachers, created a deficit in teaching staff. Contract teachers were used in an attempt to fill the teacher gap.</p>	<ul style="list-style-type: none"> <li>• Public contract teachers)</li> <li>• Contract teachers for community schools</li> <li>• Contract teachers for private schools</li> </ul>
Mozambique	1975	<p>The process of hiring teachers to respond to the demands in all levels of education started soon after the country's independence in 1975.</p> <p>From 1976 a massive short term training program for teachers especially in basic education was initiated in all over the country. Subsequently training for lower and upper secondary school teachers was also initiated. After training these teachers were then allocated to schools and automatically bond to state by nomination. For lower secondary level, most of teachers, were recruited from other sectors with practically no pedagogic training and the basic requirement was to have completed grade ten of lower secondary school. For upper level of secondary school most of teachers were recruited from different countries around the world of which Mozambique had bilateral agreements</p>	<ul style="list-style-type: none"> <li>• All teachers at the beginning are hired as contract teachers</li> </ul>
Niger	Contractualization was established in 1998	<ul style="list-style-type: none"> <li>• The increasingly high cost of the support of the teachers</li> <li>• The cost of recruiting teachers with the same qualification</li> <li>• The constantly increasing flow of students into the school</li> </ul>	<p>Types of teachers:</p> <ul style="list-style-type: none"> <li>• Open ended appointment in the public sector</li> </ul> <p>Contract teachers</p> <ul style="list-style-type: none"> <li>• 2-year contract renewable if there is need;</li> </ul>

Country	When did the recruitment of contract teachers start?	Reasons for the recruitment of contract teachers	Types of contract teachers
	In 2003-2004, a massive recruitment of so-called contract teachers 1999	<ul style="list-style-type: none"> <li>• The financial situation of the country</li> </ul>	<ul style="list-style-type: none"> <li>• Contract signed with COGES representing community user</li> <li>• Contract signed by the school inspectors.</li> </ul>
Senegal	1992	<ul style="list-style-type: none"> <li>• Due to the fact that the country wanted to achieve the Jomtien objective</li> <li>• To respect the structural adjustment programmes dictated by the World Bank and IFM</li> <li>• To reduce the unemployment rate of the numerous number of graduate teachers</li> </ul>	<p>Apart from civil servants, there exist four types of contract teachers:</p> <ul style="list-style-type: none"> <li>• contract teachers-secondary (professeur contractuels)</li> <li>• volunteers (volontaires)</li> <li>• contract teachers – primary (maitres contractuels)</li> <li>• temporal contract teachers (vacataires)</li> </ul>
Sudan		<ul style="list-style-type: none"> <li>• Reformulation of the educational system.</li> <li>• The abolition of the intermediate level.</li> <li>• Affiliation of the teachers’ training institutes (pre and in-service) into the universities.</li> <li>• The policy of basic education expansion.</li> <li>• The implementation of the new curriculum.</li> <li>• The application of the federal system of governance.</li> <li>• The war and conflicts have adversely affected the student teacher ratio.</li> <li>• Social factors have led to unequal deployment of teachers-female teachers prefer their areas of residence.</li> <li>• Most teachers prefer to work in the urban areas.</li> <li>• Remote areas are inhabited by large numbers of the displaced people.</li> <li>• Upgrading the standards of 130000 teachers who had professional diplomas (primary and intermediate) to B.Ed.</li> </ul>	<ul style="list-style-type: none"> <li>• Contract teachers in public schools are graduates of colleges of education doing their national service</li> </ul>
South Sudan		Inadequate number of trained teachers	<ul style="list-style-type: none"> <li>• Contract teachers from neighbouring countries</li> </ul>

Country	When did the recruitment of contract teachers start?	Reasons for the recruitment of contract teachers	Types of contract teachers
Togo	1982	Structural adjustment programme- end of the recruitment of open ended appointed teachers (civil servant)  Economic crises	<ul style="list-style-type: none"> <li>• Ancillary teachers (Enseignant auxilliaire)</li> <li>• Contract teachers (Enseignant contractual)</li> <li>• National volunteer (Enseignant volontaire national)</li> <li>• Volunteer teachers (Enseignant volontaire)</li> </ul>
Uganda		<ul style="list-style-type: none"> <li>• Shortage of teachers with specific skills – math, science, music, art, language, etc.</li> <li>• Teacher attrition</li> <li>• Increase in number of private schools</li> <li>• Change of emphasis in the curriculum</li> <li>• Teacher migration between countries and between cities/ towns.</li> <li>• Comparison of teachers on permanent tenure and those on contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Contract teacher status.</li> <li>• Other types (teachers of religious studies) VSOs, Imams, Pastors and Reverends.</li> </ul>
Zambia	1964	<ul style="list-style-type: none"> <li>• Inadequate number of trained human resource</li> </ul>	<p>Teachers on signed contract includes:</p> <ul style="list-style-type: none"> <li>• volunteers,</li> <li>• Retired Teachers,</li> <li>• community teachers,</li> <li>• community helpers,</li> <li>• volunteer parents</li> <li>• para-teacher</li> </ul>

### Key lessons learnt from the country reports

- The recruitment of contract teachers began after independence (from the 1970 onwards) for almost all countries that took part in the study
- Most of these countries were not well prepared to take over their educational system after independence.
- Shortage trained and qualified teachers due to the expansion of basic education resulted in the recruitments of contract teachers as; most of the countries could not meet the qualified teacher supply to fill in the teacher shortage gaps.
- The types of contract teachers vary from country to country, likewise the reasons for the recruitment of contract teachers. Some countries indicated the following as reasons for the recruitments of contract teachers:
  - inadequate qualified teacher supply as a reason for the recruitments of contract teachers,
  - economic crises resulting in structural adjustment programmes

- reluctance of trained teachers to teach in remote village
  - retirement and death (relating to the HIV pandemic) of qualified and trained teachers
  - responding to the EFA policy goals and other policies
- There exists a great difference between contract teachers and open ended appointed teacher. They differ in terms of:
  - The way and manner in which they are recruited- There is no one specific recruitment process for contract teachers. Depending on the need, they can be recruited at any tie and level.
  - Their qualification- contract teachers have different qualification; some are trained while other are not trained.
  - Salary- contract teachers in most of the countries studied are paid less that open ended appointed teachers. This is an indication that contract teachers are cheaper to hire and maintain, thus the reason for hiring them.
  - Posting: Most contract teachers are hired to serve in rural communities and in villages, compared to the open ended appointed teachers. Communities also hire contract teachers to fill in the teacher gaps.
- Some countries used contract as a pathway to open ended appointment, recruitment of contract teachers especially the unqualified contract teachers was a pathway to entering the teaching profession.
- The various country reports indicate a different in perception of what is meant by contract teachers in French speaking countries and in English speaking countries. As a result, having one common understanding of contract teaching is still a challenge
- The different between a civil servant teacher and a teacher having an open ended appointment is not very clear in some reports, while in other reports, once a teacher is on an open ended appointment with government that person is considered a civil servant
- The recruitment of contract teachers in some countries is on the increase.
- Private schools from most of the countries studied depend heavily on the use of contract teachers.
- French speaking countries have a more complex system of contract teacher recruitment and different types of contract teachers.

## Relevant research evidence

During the conference, all the presentations made both the country reports and presentations by experts were based on research. These are selected research evidence.

The report released by the UNESCO'S International Institute for Educational Planning outlines the following as reasons for the need to have contract teachers:

- Teacher Shortage, largely in rural areas
- Improved access to schooling
- Addressing plight of out of school youth
- Lack of resources
- Desire to improve quality

The study conducted by Medley, Coker and Soar in the USA in 1984 indicates three distinct phases in teacher evaluation:

- Search for great teachers: Evaluation depended on helpfulness and Personal Appearance as important characteristics

- Inferring Teacher Quality from Student Learning: average gains in student learning were used to infer teacher quality by supervisors
- Examining Teaching Performance: focused on identifying effective teaching behaviours, particularly those linked to student learning

Teachers are identified as the most important factor influencing the quality of education in schools (Abbott, 1988; Darling-Hammond, 1999; Hattie, 2003; Barber and Mourshed, 2007; TALIS, 2008, 2013).

The various country reports also indicated a heavy presence of contract teachers in all countries.

## Implications to the review of the use of contract teachers

- For most countries, the recruitment of contract teachers is a necessity in providing education to the entire population. In most current situation, it is recognized that contractual teaching poses many challenges to any education system, but as countries have no alternative due to their financial strength the services of contract teachers is highly needed. As contract teachers are a necessity in some countries, it would therefore be better to manage the utilization of these contract teachers, rather than eliminating them. Countries and ministries of education should work on the career plans of contract teachers and to offer them prospects for integration of contract teachers in the long term.
- The question of gender in the posting of teachers must be taken into account in the improvement of teacher policies. In the reports, it has been seen that there is a great gender imbalance in term of posting teachers. Strategies are needed to reduce such imbalances.
- Concerning the qualification for recruitment, it is increasingly preferred to recruit candidates with the end of upper secondary qualifications level. This would have a great implication on training and on salaries, thus increasing of education budgets.
- Teacher motivation is one of the major implication in making teachers stay in the profession, thus countries need to identify teacher motivational mechanisms and strategies.
- In the countries reports, the need for trained teachers both in numbers and in quality is a mission that all governments must take on in order to achieve quality education.
- Governments have to improve on their education budgets to improve on quality education.
- The use of ICT in teaching and learning and in teacher education is something that countries cannot avoid; however, there is cost implication and the orientation of the responsible individuals.
- The involvement of all Stakeholders including, private sectors, NGO, both local and international in supporting governments in handling the contract teacher challenge is a necessity as governments alone cannot handle the situation.
- Sub Saharan African countries need the support of international organisation, to study how countries in Africa and Europe have been able to face out or reduce the contract teacher situation.
- Realistic policies and strategies must be put in place and implemented if the current situation of hiring contract teachers is to change.
- The need of a well-defined career path for contract teachers enabling their teacher status to change.
- The development of a data based system for all teachers could be a way of documenting every teacher in the system, to enable ministries of education keep track of all teachers, thus reducing the contract teacher numbers.



- Professionalization of the teaching profession is a necessity. The process of certification, licensing and professionalization is important in achieving quality education.
- In the review of the use of contract teachers, the role of Directors of schools and inspectors is critical in the evaluation of teachers. Therefore, the evaluations process must be strengthened by empowering and building the capacity of the supervisory staff (directions to facility, inspectors, and educational advisers) in the evaluation of teachers, including through their training in assessment and educational support for teachers.

## Key issues raised by the question-and-answer session

During this session, the key issues raised were the following:

- The role of the teacher in the technology age. How would the teacher adapt to the increasing presence of technology in the school system? How would the teacher be empowered to cope with such?
- To what extent would the use of ICT helps the teacher move away from the chalk and talk method? How do we make sure there is a balance between ICT and teaching and learning?
- What kind of partnership would exist between teachers, parents and the community with the increasing presence of technology in schools? How would parents, teachers and the community be empowered so as to cope with the knowledge, systems and skills involved in the integration of technology into education?
- Three questions related to the use of ICT were raised and it is hope that the outcome of the conferences would be able to address such.
  - Would ICT bring equity with regards to access to education?
  - Would ICT bring contribute to the quality education?
  - Would ICT bring efficiency?
- The variations in term of nomenclature and status of teachers. The reports should be able to clearly bring out the differences that exist in the different countries. In some countries, there are fixed contract teachers, long term contract teachers. There is also the opened ended appointed teacher with or without civil servant status. In some countries, all teachers with open ended appointments are civil servants while in other it is different.
- The issue of financing and teacher motivation did not come out very clear in the report. The fact that the financial capacities of countries vary must be discussed, but is not coming out in the report.
- The fact that not much progress has been made concerning the use of contract since the two conferences organized is worrisome. What is the reason responsible for this situation? What is the role of the development partners in mitigating the phenomenon of contract teachers and the issue of privatization?
- How donor support in country can be done in a coordinated manner for reaching really impact
- How retarded intervention are aligned with real needs in the country
- How can progress be monitored with support provided by donors?

## Responses to the concerns raised

- Technology is just an extension and is never a tool that is intended to replace the teachers
- The main issue is ensuring that the child uses the technology in the right and proper

- The Edu-Consulting product is concern with three main areas, the child ( all the curriculum is built around the child), teacher (how to ensure that the learning outcome,) parents (the type of professional development they need)
- ICT is a medium only and has significant advantage but has to be used wisely. It helps the teacher to reflect on their own teaching and learning
- Most contract teachers found in private schools (No agreement between DFID and private schools) resource accessible by teachers can be accessed by private school teachers to be tested in knowledge, pedagogy, performance, (Certification process). No teacher has so far been licensed

## Next steps

Steps	When
Consultants to send draft reports to the Secretariat: <ul style="list-style-type: none"> <li>- Cape Verde</li> <li>- Guinea-Bissau</li> <li>- Malawi</li> </ul>	
Secretariat to provide feedback on the draft report: <ul style="list-style-type: none"> <li>- Cameroon</li> <li>- Chad</li> <li>- Gabon</li> <li>- Guinea</li> <li>- Mozambique</li> <li>- Zambia</li> </ul>	
Consultants to send the revised reports to the Secretariat: <ul style="list-style-type: none"> <li>- Burkina Faso</li> <li>- Mali</li> <li>- South Sudan</li> <li>- Togo</li> </ul>	
Secretariat to identify the countries which would need further information collection and analysis and will inform the details to those countries.	Friday, July 8, 2016
Final version of the reports of all countries made available  Translation of the final version of the reports by Secretariat	Friday, August 26, 2016
Detailed tasks and timeframe to be confirmed.	First week of September 2016
Draft synthesis report available for consultation.	December 2016
Final synthesis report available	March 2017

# Appendices

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**Appendix 2 – List of speakers**

	<b>Name</b>	<b>Activity/Role</b>
	Hikomichi Katayana and Edem Adubra, UNESCO/TTF	Chairs
	H.E. Dr. Martial De-Paul Ikounga, Commissioner for Human Resources, Science and Technology, African Union	Welcome remarks
	Kishore Singh, United Nations Special Rapporteur on the Right to Education	Statement
	Papa Youga Dieng, Organization Internationale de la Francophonie	Statement
	Shem Bodo, Association for the Development of Education in Africa	Statement
	Yumiko Yokozeki, UNESCO International Institute for Capacity Building in Africa	Message
	Edem Adubra, TTF	Overview of the review of the use of contract teachers
	Martial Dembélé, Université de Montréal	Overview of the review of the use of contract teachers
	H.E. Mr. Teshome Lemma, State Minister of TVET, Ministry of Education, Federal Democratic Republic of Ethiopia	Opening statement
<b>Plenary session 2</b>		
	Edem Adubra, TTF	Moderator
	Alona Volodina, Edu-Consulting International Ltd.	Pre-service and In-service teacher training
	Jacqui Webber-Gant and Hugh Clench, On Line Training	Pre-service and In-service teacher training
	Sewit Getachew Desta, Department for International Development (Ethiopia)	Donors support towards the education system in Ethiopia
	Zhao Yuchi and Liu Jing, UNESCO International Research and Training Centre for Rural Education (China)	Recruitment and deployment of teachers
	Koffi Segniabeto	Recruitment and deployment of teachers

	CO Pôle de Dakar, International Institute for Educational Planning UNES	Recruitment and deployment of teachers
	Uri Ben-Ari, Athena Fund	Recruitment and deployment of teachers
<b>Plenary 3</b>		
	Edem Adubra, TTF and Mrs Valérie Djoze-Gallet	Moderators
	Enouch Tinti Rabotapi, Department of Basic Education, Republic of South Africa	Evaluation of the performance of teachers
	Anne Marie Charraud, International Expert on Qualifications Systems	Professionalization of teachers with special emphasis on contract teachers
	James Keevy, JET Education Services	Professionalization of teachers with special emphasis on contract teachers
<b>Plenary 4</b>		
	Dennis Sinyolo, Education International	Promoting social dialogue on teachers and teaching
	Joanna Madalińska-Michalak, University of Warsaw (Poland )	Teacher motivation
<b>Group rapporteurs</b>		
	Hirromichi Katayana, TTF	Moderator
	Punang Amaripuja, SEAMEO-QITEP	Group A
	Geneviève Sirois, Université de Montréal	Group B
	Esvah Chizambe, Ministry of General Education, Zambia	Group C
	Barbara Tournier, UNESCO IIEP	Group D
	Isatou Ndow, The Gambia College	Rapporteur

<b>Roundtable speakers</b>		
	Edem Adubra, TTF	Moderator
	Punang Amaripuja	SEAMEO-QITEP
	Éric Dogo	Proviseur, Education nationale (France
	Jawara Gaye	Islamic Development Bank
	Winsome Gordon	Jamaica Teaching Council
	Sonia Guerriero	OECD
	Mohamed O. Musa	Gulf University for Science and Technology
	Kishore Singh	United Nations Special Rapporteur on the Right to Education
	Boaz Waruku	Africa Network Campaign on Education for All
	Paul West	Commonwealth Secretariat

### Appendix 3 - List of countries participating in the review and experts

	Country	First name(s)	Second Name/Family Name	E-mail
1	Bénin	Comlanvi Maoudi	Johnson	<a href="mailto:maoudijohnson@yahoo.fr">maoudijohnson@yahoo.fr</a>
2	Burkina Faso	Mathias	Kyelem	<a href="mailto:mkyelem@yahoo.fr">mkyelem@yahoo.fr</a> ;
8	Cameroon	Andre	Mvesso	<a href="mailto:amvesso@yahoo.com">amvesso@yahoo.com</a>
24	Cape Verde			
26	Eritrea	Araya	Habtai	<a href="mailto:ahabtai8@yahoo.com">ahabtai8@yahoo.com</a>
23	Ethiopia	Solomon Areaya	Kassa	<a href="mailto:solomonareaya@yahoo.com">solomonareaya@yahoo.com</a>
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13	Gambia	Isatou	Ndow	<a href="mailto:isatoundw@yahoo.co.uk">isatoundw@yahoo.co.uk</a>
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14	Guinée Bissau	Jamel	Handem	<a href="mailto:handem_jr@hotmail.com">handem_jr@hotmail.com</a>
20	Kenya	Marguerite Khakasa	Miheso- O'Connor	<a href="mailto:khakasaconnor@gmail.com">khakasaconnor@gmail.com</a>
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4	Sénégal	Abdoulaye	Diatta	<a href="mailto:laydiatta@volontaires.sn">laydiatta@volontaires.sn</a> ;
17	Soudan	Andell Rahim	Ahmed Salim	<a href="mailto:abdelrahim12366@yahoo.co">abdelrahim12366@yahoo.co</a>
18	South Soudan	Yosa	Wawa	<a href="mailto:yosawawa@hotmail.com">yosawawa@hotmail.com</a>
10	Tchad	Guelva	Pahimi	<a href="mailto:pahimiguelva@yahoo.fr">pahimiguelva@yahoo.fr</a>
5	Togo	Amivi	Komlan	<a href="mailto:kanthamivick@gmail.com">kanthamivick@gmail.com</a>
19	Uganda	Patrick Mavanhuma	Balyogera	<a href="mailto:pbalyogera@gmail.com">pbalyogera@gmail.com</a>
22	Zambia	Peggy	Msama	<a href="mailto:peggynsama@yahoo.co.uk">peggynsama@yahoo.co.uk</a>

**INTERNATIONAL CONFERENCE ON  
THE REVIEW OF THE USE OF  
CONTRACT TEACHERS**

**Opening Speech**

**H.E. Teshome Lemma, State Minister of Education**

**20 June 2016, Africa Hall (old hall) UNECA**

**Addis Ababa, Ethiopia**

**H.E. African Union Commissioner for Human Resource, Science and Technology,**

**Representatives of the African countries and international organizations,**

**Director of UNESCO- IICBA,**

**Head of Secretariat of Teachers Task Force,**

**Participants, Ladies and gentleman,**

I am highly honoured and delighted, to be with you today at this important and timely international conference on the review of the use of contract teachers representing the Federal Democratic Republic of Ethiopia Ministry of Education

I would like to first express my gratitude towards the various organizations that made this conference possible. As the main organizer of the event, International Task Force on Teachers was so insightful that it decided to take up such an important issue of contract teachers. Also, UNESCO-IICBA has provided substantial and logistical support to carry out the conference. IICBA has profound experience and expertise in capacity building in teacher education, which will be reflected to the discussion in the conference. I congratulate the contribution of UNESCO in preparing for this event.

African Union has also been a reliable partner in coordinating this whole event. After this conference, AU will be hosting a meeting for discussing implementation of the Continental Education Strategy for Africa, so-called CESA. I deeply appreciate African Union's initiatives of CESA and their efforts to relate it to this conference. I also thank ADEA for engaging in this event actively. We are very glad to host many participants from ADEA representing faculties of education throughout the continent. The collective intelligence of Africa will surely make the discussion meaningful and fruitful. During this conference, there will be a number of presenters representing various organizations around the world. I congratulate their work and contribution in advance.

It is through their hard work and cooperation that we are all gathered here to discuss this important issue. I would also like to extend a kind welcome to all participants. Welcome to Ethiopia and I am glad you decided to attend and engage in this conference.

In September 2015, the world passed the Sustainable Development Goals (SDGs). Within the SDGs goal number 4 is of particular relevance and importance to all in education. SDG #4 states that every nation must “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” I truly believe that providing a quality education starts with the teacher. As noted in the Incheon Declaration and Education 2030 Framework for Action, to provide a quality workforce and education we must ensure “that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems”.

Ethiopia has long been aware of the importance of the role of teachers in providing a quality education. The Ministry of Education has worked tirelessly to improve the quality of the teacher

workforce here in Ethiopia. This is shown in Ethiopia being a member country of the Teacher Task Force since its establishment. Ethiopia also hosted the first Policy Dialogue Forum of the Teacher Task Force in February 2010.

We believe, availability of teachers quantitatively and qualitatively is important to the education system. According to national standards, the primary education (1-8) program requires teachers to hold a minimum of diploma qualification from a College of Teacher Education (CTE). There has been a rapid growth in certified teachers for the upper primary (5-8) during the last five years and currently stands at 91.7%. But due to policy change, which disqualified teachers with Teacher Training Institutions (TTI) certificate first-cycle primary (1-4), from 2009 onwards, the improvement of qualified teacher for the first-cycle increased from 15.5% in the base year (2009), to only 54.7% in 2013 nationally.

In contrast with primary education, the percentage of qualified teachers is higher in secondary education. Nationally, of all secondary teachers, 92.6% are qualified for the level of secondary teaching. In addition to the qualification, there is an upcoming licensing and relicensing process after a certain period of service years, including full-scale utilization of the Teacher Management Information System (TMIS).

Furthermore, apart from fulfilling the standard profile of teachers, to comply with the Oslo Declaration 2015 (investing in teacher is investing in learning), currently, the Government is working on improving the standards and the benefit packages to meaningfully motivate and retain teachers at all level. As availability of qualified teachers is a key determinant of quality education and learning outcome, the Government is working on other factors contributing to quality education and learning outcomes, such as: expansion of pre-primary education, improved and safe school environment, continued provision of standard textbooks per pupil per subject, as well as revised curricula and teachers' guide. The latitude described above demonstrates that the system is capable of executing reforms.

Despite our focus on promoting a quality teacher workforce, there is still much that needs to be done. One specific challenge is providing enough quality teachers to meet the growing needs and demands of our students. The use of the contract teachers specifically, has been a key policy challenge of the education sector in Ethiopia. We appreciate that Ethiopia has been a part of the review of the use of contract teachers coordinated by the Teacher Task Force and I am happy that we are able to further address this challenge together during this conference.

In closing, thank you again to all the organizations that helped put on this important conference and thank you participants for your attendance. I look forward to the fruitful discussions on this matter. Welcome and enjoy your stay.

I now declare the conference officially open.

Thank you!



## Appendix 5 - Programme of activities

**Program**  
**International conference on the use of contract teachers**  
**June 20-22, 2016**  
International Task Force on Teachers  
Venue: United Nations Economic Commission for Africa

**Time** **Monday, June 20**  
**Venue: Africa Hall**

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**Sunday, June 19**

Arrival of the participants

9:30 –  
10:45 am

**Plenary 1. Official opening**

**Welcome remarks**

H.E. Dr. Martial De-Paul Ikounga,  
Commissioner for Human Resources, Science and Technology,  
African Union

**Statements**

Kishore Singh, United Nations Special Rapporteur on the Right to Education  
Papa Youga Dieng, Organisation Internationale de la Francophonie  
Shem Bodo, Association for the Development of Education in Africa

**Message**

Yumiko Yokozeki,  
UNESCO International Institute for Capacity Building in Africa

**Overview of the review of the use of contract teachers**

Edem Adubra, UNESCO / International Task Force on Teachers  
Martial Dembélé, Université de Montréal

**Opening statement**

H.E. Mr. Teshome Lemma,  
State Minister of TVET, Ministry of Education,  
Federal Democratic Republic of Ethiopia

10:45 –

**Coffee break**

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11:45 am	<b>Launch of the exhibition</b>
11:45 am – 12:45 pm	<p><b>Plenary 2. Thematic presentations (1)</b></p> <p><b>a) Pre-service and in-service teacher training</b> Alona Volodina, Edu-Consulting International Ltd. Jacqui Webber-Gant and Hugh Clench, OnLineTraining</p> <p><b>b) Donors support towards the education system in Ethiopia</b> Rahel Yergashewa and Sewit Getachew Desta, Department for International Development (Ethiopia) <b>Questions and answers</b></p>
<b>12:45 – 2:30 pm</b>	<b>Lunch</b>
2:30-4:00 pm	<p><b>Plenary 3. Thematic presentations (2)</b></p> <p><b>c) Recruitment and deployment of teachers</b> Zhao Yuchi and Liu Jing, UNESCO International Research and Training Centre for Rural Education (China) Koffi Segniagbeto, UNESCO Pôle de Dakar - International Institute for Educational Planning Uri Ben-Ari, Athena Fund</p> <p><b>d) Evaluation of the performance of teachers</b> Enouch Tinti Rabotapi, Department of Basic Education, Republic of South Africa</p> <p><b>Questions and answers</b></p> <p><b>Pathways to teacher professionalization with a focus on contract teachers</b> Anne Marie Charraud, International Expert on Qualifications Systems James Keevy, JET Education Services Moderator: Valérie Djoize-Gallet, UNESCO Regional Office in Dakar</p>
<b>4:00 –4:30pm</b>	<b>Coffee break</b>
4:30 – 6:00pm	<b>Poster presentation: Country reports by authors</b>
<b>Evening</b>	<b>Dinner</b>

**Tuesday, June 21**

9:00 –  
10:30 am **Plenary 4. Thematic presentations (3)**  
**Venue: Africa Hall**  
**e) Promoting social dialogue on teachers and teaching**  
Dennis Sinyolo, Education International  
**f) Teacher motivation**  
Joanna Madalińska-Michalak, University of Warsaw (Poland)  
**Questions and answers**

10:30 –  
11:00am  
11.00-1:00 pm **Coffee break**  
**Group session 1.** (See the details on the page 4)  
Presentation of the summary of draft country report by the authors

**1:00 – 2:30 pm Lunch**

2:30 – 5:30 pm **Group session 2.**  
Moderated discussion, key findings and lessons on the themes of:  
a) Pre-service and in-service teacher training  
b) Financing education focusing on the use of contract teachers  
c) Recruitment and deployment of teachers

**Evening Dinner**

### **Wednesday, June 22**

9:00 – 10:30 am **Group session 3.**  
Moderated discussion, key findings and lessons on the themes of:  
d) Evaluation of the performance of teachers  
e) Promoting social dialogue on teachers and teaching  
f) Teacher motivation

10:30 – 11:00 am **Coffee break**  
**Group session 3.**  
(Continued)  
Lunch  
11:00 – 1:00 pm **Group session 3.** (Continued)

1:00 – 2:30 pm **Lunch**

**Plenary 5.**  
**Venue: Africa Hall**

**Presentations of the conclusion and key lessons by the rapporteurs**  
Group A: Punang Amaripuja, SEAMEO-QITEP

Group B: Geneviève Sirois, Université de Montréal  
Group C: Esvah Chizambe, Ministry of General Education, Zambia  
Group D: Barbara Tournier, UNESCO IIEP

**Next steps toward finalization of the synthesis report**

**Roundtable**

Punang Amaripuja, SEAMEO-QITEP  
Éric Dogo, Proviseur, Education nationale (France)  
Jawara Gaye, Islamic Development Bank  
Winsome Gordon, Jamaica Teaching Council  
Sonia Guerriero, Organisation for Economic Co-operation and Development  
Mohamed O. Musa, Gulf University for Science and Technology  
Kishore Singh, United Nations Special Rapporteur on the Right to Education  
Boaz Waruku, Africa Network Campaign on Education for All  
Paul West, Commonwealth Secretariat  
Moderator: Edem Adubra, International Task Force on Teachers

**Closing**

**Thursday, June 23**

**Friday, June 24**

Sessions organized by the African Deans of  
Education Forum (ADEF)  
Venue: African Union

Planning Meeting for Continental Education Strategy  
for Africa (CESA)  
Venue: African Union

**Saturday, June 25**

Departure of the participants