

# **In Africa**

**International Conference on  
Teachers for EFA in Africa:  
Collaborative Action to address the teacher gap**

**19-20 January 2011  
Nairobi, Kenya**

**Conference Report**

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## Preface

The International Conference on Teachers for EFA in Africa: Collaborative Action to Address the Teacher Gap brought together well over 120 education specialists from over 20 countries and 30 institutions working in the field of education. The focus of the conference was on teachers: the lack of sufficient numbers of teachers to achieve the EFA goals by 2015 in some countries, the need for education quality through qualified and committed teachers who have a voice through their professional associations. The main focus was on the financial gap and the need to secure a sufficient budget to employ enough qualified teachers – in the view of financial constraints and crisis. At least 20% of GDP should be allocated to education – many countries have not yet achieved this goal. Others have achieved or even surpassed it, and also produce a sufficient number of teachers, but may still face budget constraints to employ enough teachers at their regular salary to offer education to all children. Kenya is an example for such a combination of circumstances.

Teacher salaries are an important factor in the education equation. When more teachers are needed, and the financial situation allows for it, one option is to leave teacher salaries unchanged but increase the education budget. If the budget is limited, an option is to leave teacher salaries unchanged but increase the class sizes to reduce the need for teachers. However, there is evidence that if class sizes grow beyond 60 pupils per class, the quality of teaching and learning is at jeopardy. A third option is to reduce teacher salaries to be able to employ more of them. This option was chosen by a number of countries. Contractual teachers with lower salaries and temporary contracts were employed as a means to increase the number of teachers and pupils quickly. To be fast available, many contractual teachers do not receive any or only a very short training to prepare them for their tasks, which of course potentially reduces the quality of teaching and learning in their classrooms. If contractual teachers are recruited from the local areas and monitored and supported by the local communities, they may be motivated and committed and may deliver better services than some of their fully trained and employed counterparts. But more frequently contractual teachers are ill-prepared for their task, lack job security and perspective, feel undervalued and de-motivated, which all draws on the quality of their teaching. A very serious consequence of too many different levels of qualification and contract conditions for teachers is the eventual undermining of the professionalism and status of the teaching cadre. This in the long run may result in a loss of competitiveness of the teaching profession which becomes a second or last choice and attracts only those who have no alternatives. A vicious circle of low quality of teaching and lack of qualified teachers is complete. The employment of contractual teachers must therefore be phased out as soon as conditions allow. Teaching must be re-established as a profession with a positive and respected status.

But providing a sufficient number of teachers is not about salaries alone. Internal efficiency of education systems is an important factor influencing the number of teachers needed. High repetition rates inflate the number of children in school and increase the class sizes and/or the number of teachers needed. The higher the average number of years needed for one pupil to complete the education cycle, the higher is the number of teachers needed in relation to the number of children completing education. Repetition rates can be influenced by improving the education quality, but also by limiting repetition which in many cases does not help children to learn better anyway.

Early Childhood Care and Education (ECCE), starting as early as possible and with offers and services as comprehensive as possible, has proved to considerably reduce repetition and drop-out in the early years particularly of children from underprivileged groups. ECCE is therefore also enhancing equity, as it is helping children to access all their potentials. As much as Early Childhood Care and Development is an important and necessary segment of an education system, it is still severely underserved in many countries. In Sub-Saharan Africa, under 15% of children have access to one full year of pre-school education. Qualified teachers and educators for ECCE are scarce. Many countries do not yet have formalized training courses for Early Childhood educators and teachers but train them together with

primary school teachers. There is a large teacher gap regarding Early Childhood Education, and the Task Force on Teachers for EFA commits itself to advocate for the inclusion of ECCE teachers and educators into all teacher policies and national and strategic plans for teacher provision.

A sufficient budget to employ enough qualified teachers depends also on spending mechanisms and monitoring of spending. In this context, budget tracking is an important tool to monitor transparent and efficient spending.

Choices and alternatives are available not only regarding the number of teachers a system needs, but also regarding the type of teachers wanted. Which proportion of the teaching force has to be subject specialists, which proportion should be generalists? Which incentives do teachers need to serve in remote areas? Different modes of teacher education involve different costs depending on their duration and level of sophistication. The most expensive training is not necessarily the best available. In teacher education, the extent to which the training is oriented towards teaching practice matters considerably. Involving school practitioners into the teaching practice part of training may be cost-efficient as well as effective, having it taking place in schools may add to this orientation. A sound basis of subject knowledge is crucial and may be acquired more efficiently in a study situation. The extent to which training delivery is centralized or de-centralized is likely to have an impact on the costs too. Projecting the resources needed to provide a given number of teachers in a given time depend therefore on the choices made regarding the type of teacher wanted.

Of all lessons learnt and success stories reported, a common feature is that measures should be taken on multiple levels. Another important lesson is that joint action brought about through networking and partnerships is more effective. A packet of interventions yields more sustainable results than isolated measures. This also corresponds to the multifaceted situation. There is a whole range of interconnected teacher issues requiring attention and a holistic view to assess the situation. Entry conditions to the teaching profession, selection and recruitment of teachers, deployment of teachers, teacher status, teacher pre-service education and continuing professional development up to life-long learning, working and contract conditions for teachers, career paths and perspectives, retention of teachers in schools, all these factors determine the quality of education provided in schools. Planning for measures to create a balanced situation needs data and information and systematic analysis of all these aspects. Reliable data from an Education Management Information System (EMIS) are helpful but not always available to the extent needed. Goals and requirements to attain them have to be defined with the involvement of all stakeholders to make sure that all political, economic, social and in the widest sense cultural conditions and values are taken into account. Approaches and experiences to select from are broad and varied, and sources for further information and support are available on demand. Appropriate choices have to be made, considering resources available, time at disposal, and other important conditions. Partnerships sharing the goals have to be sought and established. Packets activities need to be defined, budgeted, and planned for in a realistic and flexible way, allowing for adjustments whenever necessary. Monitoring mechanisms will be needed. Important factors for successful implementation are political will and efficient networking.

# Conference Programme

Day One, Wednesday, 19 January 2011

<p><b>9:00-10:00</b></p>	<p style="text-align: center;"><b>Session 1: Official Opening and Welcome</b></p> <p><i>Master of ceremony: Prof. James Ole Kiyiapi, Permanent Secretary, Ministry of Education, Kenya</i></p> <ul style="list-style-type: none"> <li>• Prof. Dr. Fasli Jalal, Vice-Minister of National Education, Indonesia (co-Chair of the Task Force on Teachers for EFA)</li> <li>• Mr. Antonio Marquez-Camacho, European Commission (co-Chair of the Task Force on Teachers for EFA)</li> <li>• Dr. David Atchoarena, Director for Planning and Development of Education System (PDE) Division, UNESCO</li> <li>• Mrs Alice Lamptey, Representative of the African Union Commission - Ghana</li> <li>• <b>Welcome and official opening by the Hon. Prof. Sam K. Ongeru, Minister of Education, Republic of Kenya</b></li> </ul>
<p><b>10:00-10.10</b></p>	<p><b>Conference Overview</b></p> <p>Dr Amina Osman, Head of the Task Force on Teachers for EFA Secretariat</p>
<p><b>10.10-10.30</b></p>	<p><b>Keynote address</b></p> <p>The Honorable Mamadou Ndoye, former Minister of Education of Senegal</p>
<p><b>11.15-12.30</b></p>	<p style="text-align: center;"><b>Session 2: Meeting the teacher gap in Sub Saharan Africa: progress and challenges</b></p> <p><i>Chair: Marja Karjalainen, European Commission</i></p> <ul style="list-style-type: none"> <li>• Presenter: Mr Michael Bruneforth, UNESCO Institute of Statistics (UIS) <i>Update on the teacher gap and projections of teacher costs</i></li> <li>• Presenter: Julien Daboue, BREDA <i>The Teacher gap in Sub-Saharan Africa</i></li> <li>• Presenter: Dr Arnaldo Nhavoto, International Institute for Capacity Building in Africa (IICBA) -UNESCO <i>Setting the scene: teachers for EFA in Africa</i></li> <li>• Presenter: Professor Georges Godia, Kenya <i>Free Universal Primary Education (UPE) and the challenge of the teacher gap in Africa: lesson learnt from Kenya</i></li> </ul>
<p><b>14.00-15.30</b></p>	<p style="text-align: center;"><b>Session 3: Financing gap, teacher gap, and costs effectiveness</b></p> <p><i>Chair: Ms. Odile Bonkoungou, Minister of Education, Burkina Faso</i></p> <ul style="list-style-type: none"> <li>• Presenter: Mrs Amina Az Zubair, Senior Special Assistant to the President of Nigeria on the MDGs in Nigeria <i>The Financing Gap, Teacher Gap and Cost Effectiveness in Education</i></li> <li>• Presenter: Mr. Laurent Cortese, Education for All-Fast Track Initiative (EFA-FTI) <i>Financing gap, teacher gap and cost effectiveness</i></li> <li>• Presenter: Julien Daboue, UNESCO BREDA/ Pôle de Dakar <i>Financing Teachers in Sub-Saharan Africa</i></li> <li>• Presenter: Hellen Craig, World Bank <i>Teacher Gap and Cost-Effectiveness Measures</i></li> </ul>

<b>16.00-18.00</b>	<b>Session 4: Quality Teachers for Quality Education: Strategic Options for Addressing the Teacher Supply, Recruitment, Motivation and Retention Challenge</b>
	<p><i>Chair: Prof. Dr. Fasli Jalal, Vice-Minister of National Education, Indonesia</i></p> <ul style="list-style-type: none"> <li>• Presenter: Mr Dennis Sinyolo, Education International, <i>Addressing the teacher quality challenge: evidence from research and experiences from the Quality Educators for All Project</i></li> <li>• Presenter: Mr Abdoulaye Diatta, Ministry of Education, Senegal <i>Quality Learning and Contractual Teachers: Lesson learned from Senegal.</i></li> <li>• Presenter: Mr Bill Ratteree, International Labour Organization (ILO) <i>An international policy framework for teachers</i></li> <li>• Presenter: Mr Julien Daboue, UNESCO BREDA <i>Addressing Teacher Quality and Management: UNESCO Initiative in Sub-Saharan Africa (TTISSA)</i></li> </ul>

**Day Two, Thursday, 20 January 2011**

<b>8.30 – 10.00</b>	<b>Session 5: Promoting partnerships and network for coordinated action to address the teacher gap</b>
	<p><i>Chair: Hon. Maker Mwangu Famba, Democratic Republic of the Congo (DRC)</i></p> <ul style="list-style-type: none"> <li>• Presenter: Mrs Helga Hjetland, Former President of Union of Education Norway <i>GNIST – “SPARK” Norwegian Initiative on Teachers</i></li> <li>• Presenter: Dr Whitfield Green, Director, Initial Professional Education of Teachers, Department of Higher Education, South Africa <i>Lessons from the South Africa National Qualifications Framework (SANQF)</i></li> <li>• Presenter: Dr Joaquim Matavele, Deputy Director, Teacher Training, Mozambique <i>Internal Policy and Social Dialogue for teacher recruitment: case of Mozambique</i></li> <li>• Presenter: Prof. Fasli Jalal, Vice-Minister of National Education, Indonesia <i>Teacher Reforms in Indonesia</i></li> </ul>
<b>10.30-13.00</b>	<b>Working Group 1: The Funding gap: main issue for strategic choices, lessons learnt, recommendations</b>
	<p><i>Chair: Ms Amina Az Zubair</i></p> <ul style="list-style-type: none"> <li>• Presenter: Mr Noraogo Innocent ZABA, Burkina Faso <i>Teachers for EFA in Africa: collaborative action to address the teacher gap</i></li> <li>• Presenter: Ms Victorine Djitrinou, Action Aid <i>Budget Tracking and Expenditures: Benchmark indicators and monitoring for social reform and dialogue</i></li> </ul>
<b>10.30-13.00</b>	<b>Working Group 2: the Policy gap: main issue for strategic choices, lessons learnt, recommendations (including the issue of fragile states)</b>
	<p><i>Chair: Mr. David Atchoarena</i></p> <ul style="list-style-type: none"> <li>• Presenter: Hon Maker Mwangu Famba, DRC</li> <li>• Presenter: Ms Liz Sweet, International Network on Education in Emergencies (INEE) <i>Recommendations from INEE Guidance Notes on Teacher Compensation and teaching and Learning</i></li> <li>• Presenter: Mr Joseph Eilor, Ministry of Education and Sports, Uganda</li> </ul>
<b>10.30-13.00</b>	<b>Working Group 3: the Capacity gap: main issue for strategic choices, lessons learnt, recommendations</b>

	<p><i>Chair: Mr Amarjit Singh, Joint Secretary, Ministry of Human Resource Development, India</i>  <i>Presenter: Jim Ackers, UNICEF</i>  <i>UNICEF support to teacher education: Emerging perspective from Eastern and Southern Africa</i></p> <ul style="list-style-type: none"> <li>• <i>Presenter: S. Venkatraman, UNESCO Nairobi</i>  <i>Teachers and EFA End-Decade Assessment</i></li> </ul>
<b>10.30-13.00</b>	<p><b>Working Group 4: Basic educators (formal and non formal) including contractual teachers : main issue for strategic choices, lessons learnt, recommendations</b></p> <p><i>Chair: Mr Noraogo Innocent ZABA, secretary general, Ministry of Basic Education and literacy</i></p> <ul style="list-style-type: none"> <li>• <i>Presenter: Mr Virgilio Juvane, Commonwealth Secretariat/ADEA WGTP</i>  <i>Non-civil servant teachers: conclusion of the Bamako+ 5 Conference</i></li> <li>• <i>Presenter: Courtney Gardner and Dr M. Beutel, Voluntary Service Overseas (VSO)</i>  <i>Preliminary findings for valuing teacher research in the Gambia</i>  <i>Case study from Mozambique</i></li> </ul>
<b>10.30-13.00</b>	<p><b>Working Group 5: Teacher Gap from a gender perspective: main issue for strategic choices, lessons learnt, recommendations</b></p> <p><i>Chair: Dr Pauline Greaves, Head Education, Commonwealth Secretariat</i></p> <ul style="list-style-type: none"> <li>• <i>Presenter: Professor Malak Zaalouk</i>  <i>The Gender Gap in the MENA region: some policy options</i></li> <li>• <i>Presenter: Ms Jacinta Ogola, Forum for African Women Educationalists (FAWE)</i>  <i>Teacher Gap from a gender perspective: main issue fro strategic choices, leassons learnt and recommendations</i></li> </ul>
<b>10.30-13.00</b>	<p><b>Working Group 6: ECCE / ECD : main issue for strategic choices, lessons learnt, recommendations</b></p> <p><i>Chair: Dr. Dagmar Fuchs-Schmitz, GTZ, Germany</i></p> <ul style="list-style-type: none"> <li>• <i>Presenter: Dr Emily Vargas-Baron, The RISE Institute:</i>  <i>Reflections on National Training Systems for ECD/ECCE Services</i></li> <li>• <i>Presenter: Rokhaya Diawara, Working Group ECD (WGECD) of ADEA</i>  <i>Early Childhood Care and Education: Challenges, Strategies, and New Dynamics</i></li> </ul>
<b>10.30-12.30</b>	<p><b>Drafting committee for recommendations and follow up</b></p> <p><i>Chair: Ms Gerd-Hanne Fosen, Norway</i></p> <ul style="list-style-type: none"> <li>• Session facilitated by Hon Mamadou Ndoye</li> </ul>
<b>14.30-16.00</b>	<p><b>Report from Working Groups and Drafting Committee</b></p> <p><i>Chair: Ms Ann Therese Ndong-Jatta, Director UNESCO Breda</i></p> <ul style="list-style-type: none"> <li>• <i>Rapporteur on Drafting Committee: Mr Mamadou Ndoye</i></li> <li>• <i>Rapporteurs from groups</i></li> </ul>
<b>16.30-18.00</b>	<p><b>Recommendations, wrap up and closing</b></p> <p><i>Chair: Ms Marja Karjalainen, Deputy Head of Unit, European Commission</i></p> <ul style="list-style-type: none"> <li>• <i>Ministers and co-Chairs</i></li> </ul>

## **Session 1: Official Opening and Welcome**

(Master of ceremony: Prof. James Ole Kiyiapi, Permanent Secretary, Ministry of Education, Kenya)

Prof. Dr. Fasli Jalal, Vice-Minister of National Education, Indonesia and co-Chair of the Task Force on Teachers for EFA thanked the Government of Kenya for its readiness to host the International conference on Teachers for EFA in Africa on behalf of the Government of Indonesia and the Task Force on Teachers for EFA, and for the trust of the Task Force members to have Indonesia as a co-chair.

Prof Jalal stressed the crucial importance of teachers for the achievement of the EFA goals in terms of equity, access and quality of education, and quoted the teacher gap of 9.1 million teachers, of which 7.2 million are needed to balance teacher attrition between 2008 and 2015. 1.9 million additional new teacher posts are needed to achieve the EFA goals in 2015. It was with a focus on these challenges that the International Task Force on Teachers for EFA was endorsed during the EFA High Level Group meeting in Oslo 2008.

Indonesia has 2.7 million teachers at general schools and 700,000 teachers at religious schools serving 52 million students from elementary to secondary schools. It has faced several teacher constraints like low teacher qualification and lack of teaching competencies, but also low income and welfare of teachers and inadequate working conditions. Indonesia responded to these challenges through its Teacher Reform in 2004 and the Teacher Law in 2005 when teachers were declared as professionals with a minimum qualification of a Bachelor degree, four areas of defined teacher competencies and a teacher certificate. To promote an equitable distribution of certified teachers, special allowances for teaching in remote areas were established and the necessary budget for this ensured. The Indonesian Constitution mandated that 20% of the national budget are allocated to education. To enhance education quality, "Cluster Teacher Working Groups" were established at primary and secondary school levels, and groups of teachers in close-by schools provided with block grants to support their professional development. Today, Indonesia is committed to continue supporting its own teachers as well as the Task Force on Teachers for EFA.

Mr. Antonio Marquez-Camacho of the European Commission, co-Chair of the Task Force on Teachers for EFA, welcomes the opportunity for exchange, consensus, active participation and the elaboration of strategic recommendations during the conference Teacher for EFA in Africa

Mr. David Atchoarena, Director Division of Planning and Development of Education, UNESCO, stresses the high significance of the Task Force on Teachers for EFA for the UNESCO, and the role UNESCO and its network of education institutes and field offices are playing to support the Task Forces activities. Since 1<sup>st</sup> Dec 2010, UNESCO's newly established Division for Planning and Development of Education Systems houses the Task Force secretariat. Atchoarena stresses the importance of education quality in view of quantitative achievements. Quality of learning is a global issue. All children should be supported to reach the intended learning achievements. Good teachers are needed for this, and their qualification, their commitment, their salary play a central role.

Ms Alice Lamptey, Representative of the African Union Commission in Ghana reports on the vision of the African Union to build an integrated, peaceful and prosperous Africa, driven by its own people and taking its rightful place in the global knowledge economy. African governments have since long recognized the key value of education for promoting sustainable development through the production of skilled human resources, the generation of new knowledge through technology and innovation, the strengthening of scientific and social research, and the acquisition of analytical skills and appropriate attitudes. Education is the means through which Africa, by building on its own traditional values, will entrench good governance, the culture of peace and respect for human rights and gender equality. The African Union launched a Second Decade of Education for Africa (2006-2015) focusing on (a) gender and culture, (b) education management information systems, (c) teacher development, education and training, (d) tertiary



education, (e) technical and vocational education and training, (f) curriculum and teaching and learning materials, (g) quality management, and (h) Early Childhood Care and Education. The guiding principles for the Plan are enhanced political support especially at national levels, but also at regional, continental and international levels, concentration on strategic issues whose implementation will make a significant difference at member state and regional levels, mutual assistance among African States, development of strong and effective mechanisms for education planning, monitoring and evaluation. Africa is committed to address issues hindering education development, to achieve functional national Educational Management Information Systems (EMIS), to significantly raise educational achievement (access, quality, efficiency, relevance) while addressing teachers' professional development and deployment concerns, to attain full gender equality at primary, secondary, and tertiary levels and in science and technology, to institutionalize systematic exchange of experience and mutual assistance for educational development, and to establish functioning mechanisms for ensuring that education contributes to regional integration. In order to revitalize higher education within the Second Decade of the Education Action Plan, the AUC has introduced several programs such as (a) the Mwalimu Nyerere Scholarships Program to enhance intra-African academic mobility, (b) the Pan-African University, (c) a focus on teacher professional development, common curriculum and teaching and learning materials development, (c) capacity enhancement for EMIS, and (d) attention to gender equity and culture in African education.

Following the statement of the AUC, the International Conference on Teachers for EFA in Africa is officially opened by the Honorable Professor Sam K. Ongeru, Minister of Education of the Republic of Kenya. Professor Ongeru welcomes all participants and stresses that the conference offers an opportunity for developing collaborative action to address the teacher gap in Sub-Saharan Africa. Education for All is a basic human right enshrined in the Universal Declaration of Human Rights adopted in 1948 but it becomes meaningless if the right to education cannot effectively be fulfilled. After the international community and national governments committed themselves to the implementation of this principle in Jomtien 1990, the Dakar Framework for Action set strategies and defined the six EFA goals for 2015. To achieve the goals, teachers are the single most important education resource in any country. But around 1.2 million new teacher posts are needed in Sub-Saharan Africa, an inadequate supply of teachers in schools is impeding the timely realization of EFA in this region. Each country is obliged to strive towards adequate, well motivated, and trained teachers as a guarantee for effective learning.

The minister stresses that with these enormous challenges faced in Africa, the conference is a necessary and welcome opportunity to engage in reflection of the main issues relating to the provision of teachers toward EFA, and in discussion of the teacher gap in relation to policy, capacity and financial gaps which are interrelated. At this conference, participants should explore, highlight and propose actions and partnerships to address various issues related to the teacher gap. The African Union recognizes education as the chief means of attaining the vision of an integrated, peaceful and prosperous Africa, and as playing a crucial role in reducing poverty, inequality and in strengthening democracy. Teacher development is one of the areas of focus of the Plan of Action for the Second Decade of Education for Africa. African Ministers of Education have committed themselves to ensure provision of sufficient teachers, to ensure that all teachers are properly qualified to teach effectively, and to ensure that teachers be properly supported and adequately remunerated. The Government of Kenya through the Ministry of Education continuously supports programs to enhance the capacity of teachers through In-Service training and School-based Teacher Development. To address the teacher shortage in the country, it has employed 18,060 teachers on contract basis. The total expenditure on teachers is projected to rise to US \$ 1.3 Billion in the Financial Year 2014/2015. However, investment in a decent remuneration and good working conditions for teachers will improve efficient teaching, reduce repetition and dropout, and improve access, survival, and completion.

The conference will give everyone the opportunity to exchange knowledge, share best practices, and participate in the formulation of strategic recommendations. The recommendations will be represented to the EFA High Level Group meeting in March 2011 in Jomtien, Thailand. The International Task Force for

Teachers for EFA, European Commission, and the governments of Indonesia, Germany and Norway are thanked for organizing this important conference in Nairobi, Kenya.

Dr Amina Osman, Head of the Task Force on Teachers for EFA Secretariat gives an overview of the conference. It is held in the context of the Oslo Declaration “Acting Together”, adopted by the 8th Meeting of the EFA High-Level Group in Dec 2008. The Task Force is mandated to strengthen efforts to respond to the 3 major gaps hindering the provision of teachers, i.e. (a) the policy gap, meaning informed decision-making and designing effective teacher policies, the (b) capacity gap, meaning developing the capacity to plan, implement, monitor and evaluate strategic plans to provide teachers, and (c) the financing gap, referring to the generation of the necessary financial resources for sufficient teachers.

The aims of the conference are stated as (1) raise awareness and mobilization towards providing an adequate number of trained teachers to achieve quality EFA, (2) facilitate South-South-North dialogue and sharing of experience, knowledge and lessons learned, (3) provide an opportunity to exchange experience regarding sustainable funding for teacher recruitment, initial and in-service training, deployment and retention, (4) enhance communication, alliances and collaborative action, (5) formulate recommendations for the follow-up of the Conference outcomes, and (6) formulate recommendations to the EFA High-Level Group meeting in March 2011.

Specific topics of the conference are (i) identified needs in the context of the teacher shortage for EFA, (ii) the cost and financing problems involved, (iii) required strategies to improve availability of competent and motivated teachers, (iv) experiences in the use of assistant and non-civil servant teachers, (v) teacher provision and gender, (vi) educators for early childhood care and development, and (vii) the development of partnerships and collaborative action to address the shortage of teachers for EFA.

The conference includes plenary presentations and open floor discussions as well as parallel sessions to provide a forum for exchange on specific topics. The conference is concluded by the formulation of commonly agreed recommendations and arrangements for the monitoring of the conference outcomes and to be presented at the 10<sup>th</sup> EFA High level group Meeting in March 2011. It includes 5 stages, i.e. Stage 1, an outline of expectations, themes, orientations and objectives of the conference (covered in plenary session 1), Stage 2, a presentation of background information regarding the teacher gap in Africa (covered in plenary session 2), Stage 3, a presentation of approaches, policies, strategies and practices to address the shortage of teachers for EFA (covered in plenary sessions 3 to 5), Stage 4 consists of parallel sessions focused on addressing critical areas of teacher shortages for EFA in Africa, and Stage 5 is dedicated to the presentation and discussion of the outcomes and recommendations of the Conference based on the results of the work in the parallel sessions and the presentation of the draft final statement before its reading and approval at the closing session.

The expected outcomes of the Conference are derived from its objectives. Tangible results include the draft communiqué summarizing the main commonly agreed conclusions and recommendations to be submitted to the 2011 EFA High-Level Group meeting, an analytical report reflecting the main lessons and innovative knowledge derived from the Conference discussions and deliberations, and contributions to other meetings in Africa, including the next ADEA Triennial in 2011. Intangible results include an expanded research horizon, broadened practical knowledge and insights into the field, new ideas and projects, new partnerships and networking, strengthening of wider cooperation of the Teachers Task Force with existing or to be created multi-sector partnerships and networks to address the shortage of teachers for EFA in Africa;

The keynote address is given by the Honorable Mamadou Ndoye, former Minister of Education of Senegal. He stresses the joint responsibility towards realizing EFA as a fundamental human right and towards accomplishing it. The scientific possibilities and technical requirements are available, and “EFA appears an accessible objective” (Dean Penn Declaration of 2010). Like other speakers before, M. Ndoye stresses the centrality of learning for which education - and teachers - of good quality are a prerequisite. Moreover, teachers have to be distributed equitably to provide education to all, including the

difficult-to-reach and the marginalized. The call is for quality education for all, and quality education has to be defined. Regarding teachers, professionalism and training are vital, and to recruit the best candidates. Regarding teacher pre-service education, studies have indicated that it is not so much the duration of the initial teacher training which matters but the orientation and relevance of the training is important. Initial training has to take into account the challenges teachers meet in their classrooms, prepare them for teaching practice, provide to them suitable tools and methodology. In-service training and regular supportive inspections are required continuously for the acquisition of teacher competencies, but particularly during the first 5 years of a teachers' career. ICT and distance learning might be used for this. NGOs and the private sector can be involved to support the professionalization of teachers. Teacher organizations should be assisted to become learning communities sharing their knowledge. The reputation of teachers in their respective societies plays an important role, too. Within education systems, it is desirable to put all children together, and to assist them to go up to the apex of their possibilities. EFA states that "any human being can be educated as long as they are offered learning opportunities which are adapted to their needs - the success of learning is possible for all." To put this into practice, an adaptation of learning situations to different needs is required. Learners with learning difficulties need special support. There are many models and examples for this from different regions of the world.

EFA is part of a fundamental human right, but also goes beyond, opening the doors to access other rights. EFA is therefore very important for all countries, and each country should have ownership of EFA and adopt it to their respective contexts. The Dakar Declaration states that the centre of EFA is at the national level. However, in view of heavy constraints of the public sector, many countries have started to use emergency measures or temporary solutions for example by employing contractual teachers. Other countries encouraged the private sector and NGOs and combined the efforts of the public and private sectors. Partnerships need to be broadened, and national ownership is of paramount importance.

## **Session 2: Meeting the Teacher Gap in Sub Saharan Africa: Progress and Challenges** (Chair: Marja Karjalainen, European Commission)

Michael Bruneforth of the UNESCO Institute of Statistics (UIS) reports that to quantify the global demand to recruit teachers, the UIS produces annual projections of the global number of primary teachers needed to achieve Universal Primary Education by the target year of 2015, indicating how many teachers are needed in order to reach the international goals. Since countries in the developing world face the greatest challenge in meeting the demand for primary teachers, the update focuses specifically on the situation in sub-Saharan Africa.

The most recent projections are of 2008, revealing that 1.93 million additional teacher posts are needed world wide to achieve Universal Primary Education by 2015, i.e. by region

- 152,000 additional teacher posts are needed in North America and Western Europe,
- 181 000 are needed in "other regions,"
- 260,000 are needed in Arab States
- 281,000 are needed in South and West Asia,
- 1,056,000 are needed in Sub Saharan Africa.

An annual growth in numbers of teachers of over 3% annually is needed in 29 countries world wide, i.e. one country from eastern Europe, two countries from South and West Asia, six Arab States, and 20 countries from Sub Saharan Africa, i.e. Burkina Faso, Cameroon, Central African republic, Chad, Cote d'Ivoire, Congo, DR Congo, Equatorial Guinea, Eritrea, Gambia, Guinea, Mali, Mozambique, Niger, Nigeria, Rwanda, Senegal, Uganda, Tanzania, and Zambia. In 9 of the 20 countries, the observed annual growth meets or exceeds the needed growth, but in eleven countries (Central African Republic, Eritrea, Chad, Niger, Burkina Faso, Core d'Ivoire, Rwanda, Tanzania, Nigeria, Gambia, Uganda) the observed growth is not big enough, i.e. if no dramatic changes will occur, there will not be enough teachers to

achieve Universal primary education by 2015. In Sub Saharan Africa, an average of 306,000 teachers should be hired each year until 2015 to universalize primary education and to compensate for attrition.

Recruiting sufficient numbers of teachers is not only a challenge of human capital but also one of increasing expenditures, caused by the costs of training the additional teachers needed and the increased annual wage bill. However, projections of costs needed to recruit, train and retain a sufficient number of teachers depend very much on the standards set, or the choices made. Minimum costs to hire a sufficient number of teachers but keep the current norms of qualification are different from the costs to bring the entire system to high standards. In many countries, there is a large hidden teacher gap, i.e. large numbers of under- or unqualified teachers who would need professional upgrading. Moreover, salary increases might be necessary to attract sufficient candidates to the profession and increase the retention of teachers in the profession. Projections regarding the costs of filling the teacher gap have therefore to be done individually for each country and have to take different scenarios into account.

Julien Daboue of BREDA introduces a slightly different definition of Universal Primary Education, which takes the completion and not only the enrolment rate for primary education into account. Calculating with this definition, 2.4 million new teachers posts are needed up to 2015. The majority of countries is on track with the required increase in numbers of teachers, with the exception of Eritrea, Cote d'Ivoire, Rwanda, Togo, Swaziland where the annual increase falls short of the required minimum increase. Gambia, Uganda, Tanzania, Comoro and Ghana just meet the requirements. The Central African Republic is not part of the sample.

An average of 60% of African education budgets is for teacher salaries, posing a big financial challenge. Families and communities have started to contribute. A strategy to adjust the costs of an increased number of teachers to the available budgets in anglophone countries is the lowering of qualification requirements of teachers, while francophone countries have adopted the strategy to hire contractual teachers receiving a lower pay than civil servant teachers, resulting in teaching cadres being fractured according to qualification profiles, remuneration and contract conditions, and education quality suffering. It has become necessary to re-define the required qualification level for teachers of basic education, as well as their desired social status, and teacher policies regarding recruitment, training, career outlines, etc) in view of available resources in each individual country.

Arnaldo Nhavoto, IICBA –UNESCO stresses that the availability of qualified teachers in sufficient numbers to teach in African schools has been a perennial issue for most of the countries of Africa. In the drive to meet the EFA and education-related MDG goals, many countries have increased their enrolment very significantly. This has led to a very acute shortage of qualified and motivated teachers, as the rapid enrolment could not keep pace with the production of appropriately qualified teachers. It is in the desire to contribute its share to improve the teacher situation in Africa that UNESCO launched the Teacher Training Initiative for Sub-Saharan Africa (TTISSA) in January 2006. TTISSA is a ten-year undertaking whose end date coincides with those of EFA and the MDGs. IICBA, the Teacher Education Section of UNESCO HQ, and the UNESCO Regional Office for Education in Africa (BREDA) are the implementing agencies of the initiative in Africa.

While there are well qualified and motivated teachers working in African schools, the teacher situation in Africa which is also beset by insufficient teacher numbers, loss of teachers through the HIV/AIDS pandemic, the recruitment of unqualified and untrained teachers, difficult working conditions, demotivation of teachers as well as teacher burn-out and teacher flight, teacher absenteeism, all this resulting in low learning achievements by pupils. Contributing and aggravating factors are irrelevance of the school curriculum, inefficient school management, and insufficient resource allocation to education, resulting in a deprived school and learning environment.

Increased budget allocation, strengthened political commitment, improved governance, improved teacher welfare and professional development, as well as mainstreaming life skills and HIV/AIDS awareness in the school curriculum would be needed. IICBA contributes to innovative approaches regarding teacher education, ICT use in education and in teacher education, and distance education in African countries. It

is building capacity for education policy and leadership through networking and strategic partnerships, country level consultations, consultative and training workshops, degree and diploma level programmes, research on teacher issues, and the support of teacher policy development. IICBA faces its own constraints, and is interested in further partnerships with stakeholders and an expansion of its networks and outreach.

Prof George Godia of the Ministry of Education, Kenya presented trends in Kenyan education on the background of the introduction of the policy framework on Free Primary Education (FPE) and its related achievements and challenges in Kenya. The policy framework was implemented within a sector-wide approach supported by the government, development partners, the private sector, and the civil society and communities. It included Free Primary Education as well as Free Day Secondary Education, provision of non-formal basic education in mobile schools for nomadic populations, school health and nutrition, and targeted support to needy children and to girls. Since its inception in 2005, the comprehensive program has yielded an increase in primary net enrolment, primary completion, transition from primary to secondary education, secondary enrolment, non-formal education enrolment, adult education enrolment, and participation in early childhood programs. Gender parity was improved and regional inequalities reduced. More professional development opportunities were offered to teachers, life skills were introduced into the curriculum, and monitoring and evaluation of the education sector increased and improved. Learning achievement is tested and monitored through SAQMEQ studies and checking of minimal learning achievements in English, maths and science.

Remaining challenges are the mainstreaming of early childhood care and education for all children, an inadequate infrastructure, high costs of implementing the special needs education policy, reduced community support as a response to Free Primary Education. Regarding teacher, challenges faced are an unequal distribution of teachers resulting in an inefficient use of teachers, a centralized teacher management, large classes and inadequate teaching facilities, limited skills upgrading for teachers, and a general shortage of teachers, or rather of teacher posts, since qualified teachers from Kenya migrate into other countries for employment. Understaffing in Kenyan school stands currently at 48000, with the government being committed to employ 36000 additional teachers by 2013. The teacher wage bill will increase from currently 94 billion to 114 billion Kenya Shillings, i.e. an increase of almost 20%. This cost increase seems to be unsustainable, because the education sector is already allocated 30% of the national budget.

However, further plan and needs are to develop a national accreditation framework for In-Service training, enhance the in-service programs for content and pedagogical skills upgrading, offer in-service training in all subjects particularly maths and science, integrate ICT in all levels of education, establish multi-grade, multi-shift and mobile schools, strengthen public-private partnerships, continue the employment of contract teachers, continue teacher balancing, establish HIV/AIDS program in schools, and ensure better utilisation of teachers. Lessons learnt are the need for continuous capacity development for teachers and education managers, the need for a continuous review of all involved policies, the need for intensive financial monitoring and for financial and procurement guidelines, the need for a communication strategy and the need for strong community participation, Introduction of FPE has not only opened the way to education for countless Kenyans who would otherwise have missed out, but also committed the Kenyan government to EFA and transforming Kenya to a middle level income country by 2030.

Discussion:

Teacher qualification is crucial. There is research needed on which competences are needed by teachers. The point is how to support teachers to acquire the needed competences. There are many different models for teacher education, having different advantages and weak points, stressing different aspects, being more or less cost efficient. Their features make the models suitable for a certain situation but less suitable for another. While there is no "ideal" model for teacher education, research and cost projections would help to know and understand the pro's and con's of different models and approaches to enable decision makers to make informed and suitable choices regarding

teacher education. Choices always serve a certain purpose. One choice may focus above all on providing as many teachers as possible in the shortest time possible, while another choice may focus mainly on obtaining female teachers, still another choice may put its main emphasis on giving teachers a sound subject knowledge, and still another stresses pedagogical skills. Choices usually have to combine purposes. Fast provision of teachers should not go at the expense of quality of training, and good quality of training should not have to mean that it is unaffordably long or expensive. The art is to identify the right model or combination of models for the purpose at hand. While refined projections and models are needed to identify the most suitable approach for specific purposes in specific countries, general research on effectiveness and cost efficiency of teacher training would help to understand and pre-select.

### **Session 3: Financing Gap, Teacher Gap, and Cost Effectiveness**

(Chair: H.E. Odile Bonkougou, Minister of Education, Burkina Faso)

Amina Az Zubair, Senior Special Assistant to the President of Nigeria on the MDGs in Nigeria, reports on the situation in Nigeria. With only 5 years before 2015, there are still massive gaps in the provision of teachers. 1.2 million new teacher posts will be required in SSA to meet UPE by 2015. The cumulative cost for basic education from 2008 to 2015 is approximated at US\$ 286 billion of which an estimated 40% constitute teacher costs (UNESCO 2009). While possible solutions are known, the challenge is going to scale in the face of economic realities such as competing demands from other critical sectors such as health or water and sanitation, or the effects of the global financial crisis. In many countries costed plans for EFA and laws supporting UPE are in place, but the case for investment is weak due to the lack of disaggregated data at the local level. However, for effective planning, teachers need to be defined and costed in categories based on specific needs such as teachers for mainstream education, teachers for children with special needs, for marginalized groups, for different language groups, for early childhood care and education, for teacher education, for school management, for literacy, etc. A holistic package of investments for teacher production and for ensuring their realistic work conditions, in-service training, and teaching material is needed. It is critical to define the source of funds. There are domestic resources, donor funding which is often insufficient and untimely, or funding from foundations or NGOs which might be scattered and uncoordinated. Other innovative sources of funding might be remittances from persons living in the diaspora, the private sector, special taxes (airline tax), or debt relief. It is essential that the civil society as the key advocate understands the political agendas of key players like the president, involved ministers, parliamentarians, the private sector and industries. There is need to develop separate communication and advocacy strategies to target all possible resources, while donor aid needs to be more responsive and innovative.

Laurent Cortese from the Education for All-Fast Track Initiative (EFA-FTI) focuses on teacher salaries as one determining factor of gross enrolment. Gross enrolment in education depends on the share of GDP spent on primary education, on the pupil-teacher ratio, on the average teacher salary as a multiple of GDP/capita, on the percentage of the total teacher wage bill spent on other items, and on the percentage of school-age children of the total population. In some of the low-income countries, spending per pupil is relatively high while gross enrolment is relatively low – an indicator for ineffectiveness. A relatively high teacher salary implies that less teachers can be employed which in turn increases the pupil-teacher ratio, but there are variations here too. From 1975, teacher salaries have decreased considerably in French-speaking African countries and slightly in English speaking countries. The increasing variety of teacher status, i.e. civil servant, non-civil servant, community teacher, etc., has brought about large differences in teacher salaries within countries. Integration of these community teachers into official contract teacher status, and financial incentives paid to teachers in remote areas are factors exerting upward pressure on teacher salaries. Risks associated with a higher teacher salary are increased pupil-teacher ratios and potentially lower spending on other assets like textbooks or teaching material. Risks associated with a

lower teacher salary are low attractiveness of the teaching profession, teachers doing second jobs, and a high teacher turnover in schools, factors impacting negatively on learning time and education quality. Due to demographic factors and progress achieved in primary education, SSA countries are coming under increasing pressure to develop their post-basic education structures. In the context of competing priorities and limited resources, policy makers will have to make allocation choices and policy trade-offs to allow primary education to have enough resources - especially teachers - to provide an education of good quality for all. Possible solutions include the development of a balanced post-basic education through an increased participation of the private sector and a careful management of the transition rate between basic/post basic education; the hiring of community teachers with strong public support in remote areas, efficient allocation of teachers according to the number of students in a school, training of more teachers for grades 1 and 2, increased effective teaching-learning time through improved classroom management, and an improved job-stability for non-civil servant teachers.

Julien Daboue of the UNESCO BREDIA/ Pôle de Dakar shows that the proportion of teacher salaries of all recurrent spending on education varies by level of education. It accounts for 70% of recurrent spending in primary education, 55% in secondary education, and decreases to under 40% in TEVET and Tertiary education, meaning that recurrent inputs in primary education are mainly teachers, while recurrent inputs in the higher levels of education are more varied. Average teacher remuneration in 36 Sub Saharan African countries ranges from 1.5 times in Guinea to almost 8 times GDP in Eritrea, one of the countries with a large teacher gap. In a given country, a salary policy is, in theory, a result of a direct trade-off between expenditures other than teacher salary (administrative, pedagogical and social) and the pupil-teacher ratio (PTR). Therefore a country which decides to increase the average salary of teachers must be ready to increase the pupil-teacher ration and/or to reduce the administrative, pedagogical and social expenditures. Budget constraints faced by the government require imply trade-offs to be made among the key education policy options– quantitative, qualitative, organizational. Multiple discussions at various levels and among diverse actors are necessary to agree on the most suitable and feasible option.

Hellen Craig of the World Bank stresses that more cost-effective policies and strategies are needed for the optimal use of available funds to mitigate against inappropriate resource mobilization, poor release of funds, lack of decision-making accountability, and a narrow donor basis. Teacher costs typically take a large share of education expenditure. Several important factors are cost-relevant and trade-offs between them are needed. Challenges to be met within constraint budgets are (a) ensuring an adequate supply of teachers in all areas where they are required, (b) training and support systems to equip teachers with the required skills, and (c) management and career structures resulting in consistent, high quality performance of teachers.

Teacher salaries have to be sufficient to attract well-qualified candidates to the profession and sufficient for teachers to survive without a second job. However, important non-formal NGOs like BRAC in Bangladesh offer reduced teacher salaries and still get good results. Teaching becomes more attractive with improved conditions of service like timely pay of salaries and provision of instructional materials and teacher guides, provision of teacher housing, preferential teaching assignments to reward teachers for taking initial less-desirable assignments, handling this requires sound management capacity. More teachers can be hired when entry requirements are lowered, but this requires heavier investment in later ongoing classroom support and eventual accreditation. Lowered entry conditions are suitable for specific recruitment of female teachers or teachers from certain ethnic or language groups. Teacher costs are reduced when the duration of initial teacher training is shortened while the training is made more relevant. Initial teacher training can take place in schools which can be attractive to teacher students since they earn a full salary very quickly. However it requires accompanying ongoing classroom support and in-service training which causes costs and might not be of sufficient quality since it depends on resource persons available at school or decentralized level. Lastly, increased class sizes reduce the number of teachers needed, but research suggests that class sizes exceeding 60 to 70 pupils might have a negative impact on the quality of learning.

Another deliberation for reducing the number of teachers needed is to have secondary school teachers who teach specific subjects only be trained to teach at least two or more subjects so that they can be employed in smaller secondary schools without loss of potential teaching time. The use of non-teacher dependent instruction, like radio, libraries, television or the Internet can reduce the number of teachers needed, too. Available teachers have to be deployed effectively in order to avoid oversupply in one area and undersupply in another. “bonding” teachers for a certain number of years to teach in remote areas can help, but needs to be fair and transparent and combined with incentives.

Professional support networks for teachers are necessary to develop and maintain sound pedagogical practice and motivation. They can be school based, or based at other decentralized levels. Distance education is an option, too. The right combination of choices has to be found.

Discussion:

In looking at ways to increase the number of teachers or decrease the teacher demand, it is prudent to look at ways towards improving internal efficiency and reducing repetition rate, reducing teacher attrition and increasing completion of primary education on time. This would lower the cost per capita for children graduating from primary school and will allow teachers to teach more pupils.

A similar argument goes with the introduction of early childhood care and education. Although requiring initial investment, early childhood care and education tangibly reduces drop-out and repetition, thus reducing the demand for primary school teachers. A study shows that the funds saved in terms of reducing internal inefficiency in primary school will cover the cost of early childhood development – it is vital to consider the reduction of internal deficiencies as one of the approaches towards increasing the teaching force.

There is need for more focus on teacher unions and the issue of financing and partnerships. On the teacher deficit – the approach is geared towards how to contain the issue of teacher salaries and how to improve their life conditions. We need to look for other means of financing education – education should be made a priority that is exempted from re-adjustment! Budgets need to be re-evaluated so that more funds are allocated for education. There is need for focus on countries where teacher salaries have been lowered and what were the consequences – for example that teachers lost their motivation.

Research from Kenya showed that higher teacher salaries attract more candidates to the teaching profession, but do not necessarily have a positive impact on their performance. Similarly, shortening initial teacher training does not necessarily reduce its quality. It must be relevant, and followed by continuous classroom support. It is suggested to consider graduates of tertiary education who cannot find suitable employment immediately taking up temporary teaching assignments in remote areas after giving them some training. Existing resources should be made use of!

#### **Session 4: Quality Teachers for Education Quality: Strategic Options for Addressing the Teacher Supply, Recruitment, Motivation and Retention Challenges**

(Chair: Prof. Dr. Fasli Jalal, Vice Minister of National Education, Indonesia)

Dennis Sinyolo from Education International refers to teacher quality as the most important determinant of education quality. Countries that perform well in international assessments e.g. Finland, invest heavily in teacher quality through pre-service education induction, and continuing professional development and support. “The quality of an education system cannot exceed the quality of its teachers” (McKinsey). But there is a critical shortage of qualified teachers particularly for science and maths, and loss of teachers through attrition aggravated by HIV/AIDS and migration of teachers.

It is of serious concern that the status of the teaching profession declines due to poor salaries and conditions of service, de-professionalisation caused by the hiring of unqualified, volunteer or community



teachers, and casualisation of the teaching profession due to hiring of contract teachers (unqualified or qualified); teachers on short or fixed-term contracts (without full benefits). Inadequately prepared volunteer or contract teachers are likely to provide lower quality education. Moreover, they tend to be deployed in rural schools, widening the urban-rural inequalities. Their poor working and salary conditions add to a high teacher turnover in the schools where they are deployed. The quality of learning of the future generation, one of the most precious assets of any country, is put at risk against better knowledge.

To end this eroding of own resources, African (and other) governments need to invest more domestic resources in education and in teachers, their training and conditions of service. The education budget should be at least 20% of national budget and/or 6% of GDP. Governments should phase out the recruitment of unqualified/contract teachers and ensure that those who are already in the service receive proper training and certification and are integrated into the Public Service. Teacher conditions of service need to be improved. Incentives are needed to attract qualified teachers to rural and hard-to reach areas. Intra-regional teacher mobility should be promoted to keep qualified and experienced professionals in the region. Teacher Competence Profiles and Standards need to be defined. Donors and funding agencies should avoid imposing conditionalities that make it difficult for African and other developing countries to invest in education and teachers. It is suggested that countries convene a **National Education and Teacher Financing Indaba** (inclusive dialogue forum) to openly and frankly discuss ways in which more resources can be mobilised for education.

Abdoulaye Diatta from the Ministry of Education of Senegal reports on Senegal's experience regarding volunteer teachers. The employment of volunteer teachers came about during an economic crisis in the mid Nineties. Volunteer teacher were recruited to fill the gap of teachers and trained for a period of up to six months at teacher training institutions. They received a salary of 50,000 FCFA. The number of volunteer teachers grew large. Eventually, the country had to come up with various methods to maintain teachers' motivation in view of their low salary, and it had to balance the gap between male and female teachers. The training of volunteer teachers and training resources were improved. ICT was integrated into teacher training, and a software module of different subjects has been created to be used in classes towards teaching children. Short teaching videos were made available to teachers to improve their teaching. The duration of the training of volunteer teachers was expanded from six to nine months, and their salary was increased to 100000 FCFA. Entry conditions for becoming a volunteer teacher were raised. Eventually the employment of volunteer teachers is reduced.

Bill Ratteree of the International Labour Organization (ILO) presents the ten guiding principles that make up the international teacher policy framework proposed by the ILO. The policy framework was developed by the ILO as part of its contribution to reflections on the objectives and program of work for the international Task Force on Teachers for EFA. It was reviewed by the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) at its 10th Session in 2009. It is based on the standards of the ILO/UNESCO Recommendation concerning the Status of Teachers, 1966, CEART conclusions and recommendations on teacher policies, and the Pretoria Declaration on Teachers, adopted by a regional meeting on teacher shortages held in South Africa in 2005.

The guiding principles are:

1. *Defend and promote professionalism in teaching*
2. *Finance education at levels that ensure quality and sustainability*  
Government to ensure necessary levels of investments from public and private sources. Establish a benchmark on education expenditure as a percentage of national income (5-6 % GDP). Use innovative means of mobilizing national resources like taxes to contribute to education (ex: tax Export Processing Zones (EPZs) or foreign direct investment), use of migrant remittances, etc. Government spending to favour the social sector over, reduction of corruption in education systems.
3. *Strengthen teacher governance and management systems*

Develop and apply an Education Management Information System (EMIS), use it as a tool to develop a comprehensive national teacher recruitment and development strategy, including a costing study, with fixed targets and timelines for recruiting sufficient numbers of teachers qualified to nationally defined standards.

4. *Establish and maintain high teacher qualification and licensing standards*  
Establish highest possible initial teacher training standards that countries' fiscal situation will permit and increase standards as education investment climate improves. If necessary to lower standards to recruit more teachers, compromise should be temporary and with a schedule to phase it out. Contract teachers to work under the supervision of fully trained teachers. Teacher training institutions to cooperate closely with schools and practicing teachers. Set, apply and monitor professional standards through the licensing of all teachers.
5. *Develop and maintain a continual professional development (CPD) program for all teachers*  
Provide support for small-scale teacher resource centres and partnerships and networks in rural or remote areas. Teacher assessment system for all teachers – based on inspectorate, special evaluation units or school-based (peer) evaluation
6. *Transparent, diversified career structures enhance teacher retention*  
Transparent recruitment policy regarding probation, deployment, transfers, to be developed in cooperation with teachers' organizations and applied objectively. Development of diversified careers for teachers with advanced skills including mentoring of new and supervising unqualified teachers. Develop and apply a new teacher induction program including mentoring by experienced teachers or school directors. Devise policies to phase out contract and community teachers within shortest time possible.
7. *Set remuneration levels consistent with attracting and retaining high-calibre individuals in teaching*  
Established a long-term teacher salary policy establishing salary levels through negotiations with teacher unions. paying competitive salaries which balance constraints of government financial capacity and signals sent to individuals considering teaching, ensuring salaries are paid on time particularly in rural and remote areas.
8. *Recognize that targeted material and professional incentives are necessary for rural and remote areas*  
Housing, transport, medical provision and professional development incentives critical for teacher recruitment and effective work in difficult rural and remote areas. Local recruitment among ethnic minority populations. Recruitment of sufficient numbers of women teachers.
9. *Teaching and learning conditions need to be optimal*  
Class sizes should allow for maximum individual instruction - the FTI benchmark of 40 learners in a classroom is useful. If possible, establish a benchmark of 30 or less learners per teacher especially in early years' education. Fixed hours of work for teachers taking account of the range of responsibilities. Conditions of work to be negotiated with teachers' organizations
10. *Make teachers' voices count – teachers are best represented by their organizations*  
Develop and maintain institutionalised structure for social dialogue between education employers and teachers by means of regular information sharing, consultation on policy issues and negotiation of employment and working conditions, including dispute resolution mechanisms. Develop effective partnerships with parents and community actors.

Julien Daboue of UNESCO BRENDA introduces the UNESCO Initiative for Sub-Saharan Africa (TTISSA), launched in Jan 2006 with the purpose to increase the quantity and quality of the teaching force in Sub-Saharan Africa, and the goal to support countries to undertake a diagnostic study of the teacher issues and use the outcome to guide policy decisions. TTISSA elaborated in 2009 a methodological guide (*Toolkit*) for a systemic study of teacher issues, covering the critical areas of (a) the political, macro-economic, education and socio-demographic conditions (b) teacher preparation and continuous professional development policies and costs, (c) teacher management (recruitment, deployment, absenteeism, attrition,

professional status, remuneration and careers), and (d) the status of social dialogue in education to promote the teaching profession. The tool was implemented in 11 countries and highlighted the necessity for a global assessment of a country's teacher issues and for striking a balance between its quantitative and qualitative challenges regarding teachers.

Discussion:

Teachers for EFA is an issue going beyond the education sector. A society needs teachers and has to do anything possible to get and retain them. Not only salaries can add to the attractiveness of a profession but also benefits like housing, health service, or other subsidized facilities. Career outlooks for teachers are important like specializing in mentoring, curriculum-writing, or research. Teachers are not just factors in an equation but human beings with all their aspirations. They need to have a voice, dialogue between policy makers and teachers is important.

There is a tendency to over-emphasize the need for more teachers at the expense of important dimensions such as the deployment issue or the attrition issue. There is a dual pattern of shortage and surplus of teachers, often parallel in the same country. Some schools have too many, others do not have enough teachers. There are instances where teachers are not utilized optimally. Attrition is one of the biggest contributors to the teacher gap, and an indicators for inefficiency: teachers are trained and then move to better paid and more attractive jobs. One reason for the high level of attrition is that the teachers recruited are not being treated as professionals, one reason for uneven distribution of teachers is inadequate deployment, i.e. there are issues of education management which need to be addressed. It is not all about more money and more teachers, the main challenge is to retain the teachers in their profession. The costing issue can be looked at under a long-term or a short-term perspective. What might be low cost at a short-term, may become high cost at a long-term perspective. Just like investing in Early Childhood Education saves costs later on, investing in a sound teacher initial education reduces the costs of in-service training required later. Teacher have different needs at different stages of their career. Not only the inputs into teachers matter, also the obstacles removed from them. Teachers' voices should be heard much more in this respect.

Teacher education is not yet optimally organized in African countries. University based teacher education tends to be not sufficiently focused on teaching practice. There is often the issue that the subject choice of teacher students is not diverse enough, leaving some subjects undersupplied and others oversupplied. Regulation might be necessary to avoid this. The potential of distance education is not yet sufficiently utilized. It can enhance equity by improving teacher quality in remote areas through the use of radio-based professional development – this might also enhance retention of teachers there. Teacher Resource centers are available in a number of countries, but their effect not systematically been evaluated. They can be capitalized on for teacher in-service training as well as in-service for school managers. Teacher unions see the economic approach to teacher education as problematic – not only cost-efficiency but quality of pre- and in-service teacher education and training are of high importance. Teachers should not only be treated as professionals but also be trained professionally. Recruiting un-trained or under-trained contract teachers must remain a short-term strategy for emergency situations, never a permanent one.

The suggestion of an “Indaba”, i.e. an open dialogue forum involving all stakeholders, on teacher issues is welcomed. It would provide opportunity to bring partners together and all voices to be heard. In such an event, the ten guiding principles of the ILO which very well summarize the requirements and the tasks to be done, can be taken as a basis for discussion. The principles should be implemented as comprehensively as possible. The TTISSA instruments should be put at the disposal of all interested countries which want to diagnose the situation as a basis for the elaboration of sustainable teacher policies.

Teacher quality and teacher gap – what is the reason for this gap? Is it a personnel or financial problem? In Kenya there is an oversupply of teachers, Kenyan teachers are searching for employment

abroad, the bottleneck is the number of teacher posts. This forced Kenya to employ contract teachers costing only a fraction of the costs of a civil servant teacher. This must be a temporary solution only. It is necessary to fight for an adequately and homogeneously trained professional teaching force. An organized, regular, continuous, and institutionalized social dialogue is needed to systematically and holistically see the situation. The dialogue must be regular and continuous. This will also contribute towards the development of relevant capacity. Not prioritizing education has consequences for countries!

## **Session 5: Promoting Partnerships and Network for Coordinated Action to Address the Teacher Gap**

(Chair: Hon. Maker Mwangi Famba – Democratic Republic of Congo)

Helga Hjetland, former chairlady of teacher unions in Norway, reports about GNIST (Norwegian for “spark”), a multi-partner initiative from Norway. The initiative was started realizing that teachers are of enormous importance to have well qualified human resources, but that the existing policies were not sufficiently directed towards ensuring enough well-qualified teachers in Norwegian schools. A broad selection of social partners was invited by the Ministry of Education and Research to participate in the partnership, and a written agreement between them was formulated aiming at an improved teacher status, increased teacher recruitment, teacher education and teacher profession of high quality, and school leadership of high quality. Through high level meetings, information exchange, a thorough follow-up system and a supportive secretariat, 30% increase in recruitment to teacher education was achieved from 2008 to 2010, and a considerable improvement in perceived attractiveness of the profession. The lesson learnt was that great challenges can be overcome through working together in mutual confidence and engaging in meaningful dialogue.

Dr Whitfield Green, from the Department of Higher Education and Training in South Africa presented reflections on the development of a new policy on the minimum requirements for teacher education qualifications within the context of the revised South African National Qualifications Framework and the Higher Education Qualifications Framework. Defined priorities in education in South Africa include education quality, job creation, health improvement, rural development, and reduction of crime and corruption. Under a new political leadership, there was increasing recognition of the importance of teachers and strong political will to develop a new teacher education policy. The guiding principle were consultation, stakeholder participation and transparency, informed by research and past experience. The aim was to bridge the gap between policy and practice and elaborate an integrated plan for Teacher Education and Development and a new policy on Minimum Requirements for Teacher Education Qualifications.

Minimum standards for teachers were defined in terms of a specific knowledge mix including learning in the academic disciplines, pedagogical learning, practical learning (learning in-and-from practice), fundamental learning (language competence, ICTs, academic literacies), and situational learning (self, situations, contexts and environments). To define which kind of teachers are wanted and needed is an important task. Qualification pathways for Initial Professional Education of Teachers were established, and three different career pathways identified, i.e. the teaching and learning pathway, the management and leadership pathway, and the research and policy development pathway.

The teacher qualifications policy is to ensure purposeful qualifications and through this the production of quality teachers. It provided a tool for monitoring the development and delivery of teacher education qualifications and played an important quality assurance role. However, its implementation was not without challenges, largely as a result of how different role-players interpreted the policy. It had to be adjusted and aligned several times.

Dr Joaquim Matavele, Deputy Director of Teacher Training from Mozambique reports that education in Mozambique is seen as the core for human resource development and a fundamental right to all citizens. The first priority of the Government is to “increase access to inclusive quality education” with a focus on free primary education. Civil Society, Teachers Unions, NGOs, Communities and Private Sector were involved in educational reforms, working groups on strategic technical issues were established as centres of dialogue between the partners, and special attention was given to training and retaining of teachers as well as gender balance in rural areas.

The new Mozambican teacher training system includes professional pre-service training, as well as in-service training seeking to provide knowledge and skills to teachers without adequate pre-service training. The National Education System enabled the development of training models responding to the needs of teachers for the expansion of the educational system, i.e. teachers for lower primary schools, teachers for upper primary school, as well as teachers for both lower and upper private primary schools. To raise the quality of the teachers with inadequate or with very short training, the Ministry decided to create an ambitious programme for Continuous Professional Development providing opportunities to unqualified teachers in-service to acquire contemporary teaching strategies and upgrade their qualifications. Teachers can upgrade their skills through a “pre-service teacher training” carried out via distance learning, leading to the degree of a primary-level teacher. To ensure gender balance, an equal number of male and female candidates are recruited into the upgrading courses. People from hard to reach areas are brought in and trained then return back to their provinces to teach. No unqualified teachers are further being recruited into the system.

Prof. Fasli Jalal, Vice-Minister of National Education of Indonesia, reports about challenges of teacher supply and teacher quality in Indonesia. To improve teacher professionalism, the Teacher law was passed in 2005, introducing a qualifications upgrading (four year degree and 1 year teacher training), quality assurance through professional certification examinations for incoming teachers to be allowed to teach, continuous professional development for teachers, mapping of deployment and recruitment, teacher welfare, and the establishment of Information Management Systems. Scholarships were given to the teachers towards obtaining the new required minimum qualifications. ICT was used in teacher qualification. Teacher salaries were raised, and special incentives paid to teachers working in remote areas. Teacher absenteeism, a rather considerable problem before, could be reduced, and student learning achievement as measured by PISA improved. The Teacher Law was continuously refined, an obligatory teacher induction programme for new teachers was introduced, salary increments were linked to performance appraisals and promotional steps, continuous professional development (CPD) was introduced and almost 3 million teachers reached by it, the teacher data system was strengthened, and a staffing formula according to the number of students in a school was adopted. While this formula resulted in savings in teacher numbers in some instances, the overall costs due to the new teacher allowances more than doubled.

Discussion:

In the Arab region led by the league of Arab States that involves a large array of partnerships including universities, a teacher education reform is being initiated visioning a paradigm shift towards an empowered teacher with rights-based standards of performance. Centres of Excellence are being established at regional hubs to support this paradigm shift. They particularly stress partnerships between faculties of education and schools for professional development and research, and the institutionalization of the teachers’ voices to be heard regarding educational reform for teachers in the region.

In view of the successful approaches to raising the professional qualifications of teachers from Indonesia, Norway, South Africa, and Mozambique the capacity of the education systems to retain the highly qualified teachers in school, to deploy them equitably, and to achieve gender equity among

teachers is being questioned. How is teacher absenteeism affected, and how is it dealt with? Highly qualified teachers would also expect to have their voice heard and being taken into account, how is this managed? Is school management strengthened, too? Are teachers for Early Childhood Care and Education also considered? Is the teacher relationship to communities and parents taken as a competence that teachers should have?

In Indonesia, teacher intake has almost doubled – more competitive salaries have made teaching an attractive option. The improved salaries do support teacher retention and help combating teacher absenteeism since teachers do not need to have second jobs any more, and since the salaries are attractive and competitive. However, Indonesia reports to monitor teacher attendance in school; absence without any reason is registered.

South Africa also includes teachers for Early Childhood Care and Development in its planning for teachers, it elaborates a framework of qualifications for them. Gender balance is bent towards females at the lower schooling levels where qualification levels are lower too, and they are bent towards males at the higher schooling levels. Access of females to teaching at the higher levels is to be promoted.

Teachers for Early Childhood Care and Education are considered in both countries, and the teacher voice is being heard through their professional associations. South Africa staged a Teacher Development Summit which called for by the teacher unions and involving all stakeholders including government.

Mozambique has de-centralized monitoring to the province and district level. There are headmaster training programs for professional development. There are also gender programmes in the rural areas to increase the participation of female students in secondary schools to qualify as teachers. Female teachers are encouraged to teach in the rural areas so they can be seen as models for girls in villages who are not going to school.

With regards to teacher retention, Norway has focused on bettering their wages, providing training, in-service training and less teaching hours for those above age 55. Norway built teacher training institutes in the rural areas to support females in the surrounding areas enrolling for teacher training and eventually teach in the same areas. Dropping out of school can be a result of lack of kindergartens and pre-school education opportunities. Children need qualified teachers for a good start into schooling.

## **Working Group 1: The Funding Gap: Main Issues for Strategic Choices, Lessons Learnt, Recommendations**

(Chair: Amina Az Zubair, Senior Special Assistant to the President of Nigeria on the MDGs)

Noraogo Innocent ZABA from Burkina Faso reports that in his country the realization of Education for All requires great efforts to recruit and train sufficient teachers, and in view of budget constraints. Strategies had to be developed to meet the challenges. During the period 2001 to 2010, 3000 teacher per year could be recruited. This enabled the country to raise its basic education enrolment from 47% to 79%, and to improve the ration boys to girls from 0.75 in 2011 to 0.99 in 2010. Also the completion rate could be improved from 28% in 2011 to 54% in 2010. In spite of these achievements, there remains a need for additional teachers. By 2015, 100000 teachers will be needed in Burkina Faso, while presently there are 37000, i.e. numbers will have to be tripled. To achieve this, almost 17000 teachers would have to be added during each of the coming 5 year. To be better prepared for this, Burkina Faso reduced the teacher salaries from 7.8 times GDP/capita in 2000 to 4.5 times GDP/capita in 2010, thereby reducing the proportion of teacher salaries of all recurrent expenditure from 70% to 62% during the same period. In spite of this, the country does not have the financial resources to provide the very large number of additional teachers required by 2015 but will achieve the EFA goals earliest by 2020. The financial crisis has contributed to this situation. Strategies developed to increase the number of teachers include the

expansion of the 5 existing teacher training institutes to supply app 2500 teachers per year, establishing 5 additional private teacher training institutes supplying app 750 teacher per year, building two additional teacher training institutes to be opened in 2012 and 2013 respectively, strengthening teacher in-service training, and recruiting leavers of the National Development Service to serve as teachers. To strengthen teachers motivation and competence, a “day for the new teacher” has been introduced, teaching kits are supplied to beginning teachers, certain fringe benefits are granted to teachers, and strengthening post primary education to raise the number of possible candidates for the teaching profession. Burkina Faso also employed contract teachers to tackle the teacher shortage but was able to raise the entrance conditions after 2008. This lowering of teachers’ qualification levels went along with an increase of the proportion of female teachers which was welcome in view of improved gender equity although there were no further specific activities to increase the [proportion of female teachers. Regarding Early Childhood Care and Education, the indicators are still relatively low, but targets are set. Partnerships with NGOs and the private sector are sought to increase the offer in ECCE and basic education.

Victorine Dijtrinou from Action Aid discusses the need for increased accountability and transparency in public spending on education. Free quality public education requires not only an adequate budget allocation to education (at least 20% of GDP) and properly qualified and remunerated teachers, but also transparent processes in decision making over education budgets and the assurance that public funding for education is spent effectively and efficiently and that it benefits the poor and other disadvantaged groups, particularly women and girls. The “4 S” matter, i.e. the Size of the national budget, the Share of the education budget in comparison to other budgets, the Scrutiny of the budget – to know where the money goes, and the Sensitivity of the budget, i.e. gender sensitivity and sensitivity to the national context and priorities.

Budget tracking plays an important role in ensuring Scrutiny and Sensitivity. It can monitor the proper utilization of the education budget in general, address challenges in the context of decentralization, follow up if the money reaches the schools, point to slow and ineffective administrative procedures, strengthen accountability and transparency, enable to challenge the government for more budget allocation, and involve the population in issues that affect their lives and create better ownership. It is important to create national mechanisms to monitor education finances with clear benchmarks and a monitoring system which are positive signals for social reform and dialogue.

The Working Group offered the following conclusion, recommendation and suggestion for action:

Conclusion: The long-term sustainability of teacher costs is not ensured with current budgets in order to recruit an adequate number of teachers, especially considering the need to ensure other education expenditures. The management of the education sector needs improvement and raised capacity to ensure an effective use of all funds.

Recommendation: To hold governments and international communities responsible to the commitment to EFA, while ensuring budget allocations and management of budgets to the education sector.

Action: National ministries of education and finance to convene collectively a national meeting to increase national investments for the recruitment, financing and training of teachers.

## **Working Group 2: The Policy Gap: Main Issues for Strategic Choices, Lessons Learnt, Recommendations (Including the Issue of Fragile States)**

(Chair: David Atchoarena, Director Division of Planning and Development of Education, UNESCO )

Elizabeth Sweet of the International Network on Education in Emergencies (INEE) introduced the INEE institutional frame and goals: INEE is an open, global network of over 5,000 practitioners and policy makers in over 130 countries working together to ensure the right to quality education and a safe learning environment in emergencies and post-crisis recovery. As well as education can contribute to conflict prevention and long-term peace-building, it can, depending on the nature of its design and implementation, also perpetuate or entrench the dynamics of fragility. An understanding of the two-way relationship between Education and Fragility is critical to ensuring education policies mitigate rather than exacerbate conflict. Teachers have to be aware of this and play an important part, their training should include knowledge and skills for formal and non-formal curricula, including conflict prevention, disaster risk reduction, and psychosocial support. In view of their exposed position, teacher well-being should be prioritized in situation of crisis. This should include cross-border coordination and recognition of teacher qualifications and certifications.

INEE has developed the “Minimum Standards for Education: Preparedness, Response, Recovery”, a global tool that articulates the minimum level of educational quality and access in emergencies through to recovery. In 2009 and 2010, it led highly consultative global initiatives to develop Guidance Notes on “Teacher Compensation in conflict situations” and “Teaching and Learning in emergency”.

Maker Mwanu Famba, Minister of Education of the Democratic Republic of Congo reports on the Experience of the DRC in the reconstruction of the education system. The DRC is the third largest country in Africa with a population of over 60 million people. It saw huge challenges in education as a post-conflict country. While the education budget was at 20% GDP in the 1980's it is 1% currently. The major emphasis is on access to primary education with 5 million enrolled pupils. The current stock of teachers is 200,000, and the planned annual production of teachers is 8,000. Resources to tackle the quality related challenges are limited. However, 20,000,000 manuals and textbooks were distributed freely, school cluster as used as resource centers and training venues for teachers, and active community and parental contribution helps to improve the situation. The four pillar for education reform in the DRC are access and equity, quality, organization and management including teacher welfare, and governance issues including decentralization.

Mr. Joseph Eilor, Director of the Education Management Information System (EMIS) in Uganda reports about the Educational Reforms in Uganda. Uganda was conflict ridden and education taking the brunt before 1986. 60% of teachers were untrained, and the teaching force was low in morale with little outlook and hardly any livelihood. After 1986, a series of reform measures changed the education scene significantly. Primary education became the largest sub-sector, and integrated model of teacher education including initial and in-service was designed and implemented, the curricula for teacher training were made more relevant to the context, and school clusters were used as venues for teacher training. All this reduced the proportion of untrained teachers to 5%.

The Working Group offered the following conclusion, recommendation and suggestion for action:

### Conclusions

- Countries in conflict and those coming out of one need to be supported to reconstruct their education system
- Best practice stories from countries that have implemented teacher related policies should be noted and shared
- The involvement of stakeholders in addressing teacher issues comprehensively should be encouraged



### Recommendations

- Countries should involve all stakeholders to develop a comprehensive teacher policy to guide recruitment, training, deployment, career development, welfare, discharge and retirement – built on the TTISSA toolkit and relevant INEE tools
- Regular self-evaluation and updating of the teacher policy is necessary; external evaluation is encouraged
- Equity issues (rural-urban, gender, etc.) should be taken seriously
- Schools should be recognized and maintained as safe havens both to teachers and pupils

### **Working Group 3: The Capacity Gap: Main Issues for Strategic Choices, Lessons Learnt, Recommendations**

(Chair: Mr Amarjit Singh, Joint Secretary, Ministry of Human Resource Development, India)

Jim Ackers from UNICEF focuses on approaches to teacher education. Critical issues to address in teacher education and management are access, completion and learning outcomes, teacher motivation and commitment, and the contrast between theory and practice in teaching. Barriers to enhancing teaching and learning are the insufficient numbers of trained teachers, the deployment of teachers and teacher incentives, the lack of continuous professional development and in-service training, the wastage in pre-service or inadequate pre-service, the weak evidence base, the lack of monitoring and evaluation and linkage to Quality Assurance, the fragmented and sometimes over-ambitious approaches, and the lack of good governance on the ground. This has negative impacts on learning achievement (only 57% and 25% of tested pupils achieved minimum learning levels in reading and maths respectively in the SAQMEC tests). UNICEF supports a large range of programs particularly in African countries. It is supporting ten countries to improve the quality of their teacher development program by integrating the Child-Friendly School as a holistic approach into teacher development. Eight of these countries are in Africa. Botswana, South Africa, Nigeria, Swaziland and Lesotho have taken advantage of the initiative to strengthen the quality of their teacher education programs. In South Africa, the university of Limpopo is preparing to incorporate the Child-Friendly School model into its Bachelor of Education program. Tanzania has also implemented the Child-Friendly-School approach.

S. Venkatraman of the UNESCO Nairobi refers to the Dakar Framework for Action which included new commitments and challenges such as equity and equality issues, quality improvement in education and life skills, efficient and regular monitoring mechanisms, holistic provision of quality Early Childhood Care and Education, and the issue of literacy and Life Skills. Within this framework, the availability of teachers is being questioned and discussed for the inclusion of underserved or marginalized populations and the inclusion of a diversity of learners across sub-populations, including the poor, the disabled, linguistic and ethnic minorities, and other disadvantaged groups – how to get an adequate number of adequately trained teachers for these groups and areas? EFA uses 18 core indicators to monitor the progress towards EFA, and other national indicators exist though they are not uniform. 7 core (cross-cutting) indicators are for teachers, including (1) the percentage of trained teachers in primary education, (2) the pupil-teacher ratio in primary education, (3) the percentage distribution of teachers/facilitators in lifelong learning/continuing education programs for young people and adults (4) the percentage of primary school teachers having the required academic qualifications, (5) the percentage of teachers certified to teach according to national standards for ECCE, primary education, secondary education, and literacy and continuing education, (6) the percentage primary teachers who are trained in multi-grade teaching, and (7) the percentage and distribution of teachers who attended in-service training programs by type and duration. – Teacher issues are recognized as cross-cutting, it is remarked that the focus is often on school education and that providers of non-formal education receive less attention, that the teacher shortage is a huge issue that can be measured, that the teaching-learning process should be monitored

too. Sound assessment tools, measurable indicators, surveys, a reliable and comprehensive EMIS system and an effective Monitoring and Evaluation framework are needed for this.

The Working Group offered the following conclusion, recommendation and suggestion for action:

Conclusions:

There is a lack of a coherent approach linking relevant sectors and sub-sectors within education (e.g. teacher education, EMIS, quality assurance). There is an inadequate evidence base for planning (including on critical gaps and best practices), linked to inadequate capacity within systems to optimize the use of IT. There are overly centralized approaches that do not address equitable access and learning outcomes, exacerbated by inadequate funding and wastage.

Recommendations:

Ensure a more coherent, comprehensive and cost-effective response to ensure life-long learning. High quality baseline data and analysis are required, including a diagnostic of the whole sector including its classroom realities. Draw from innovative approaches that can be taken to scale within a government led partnership framework, to develop and overall context of systemic, coordinated, but de-centralized approaches.

Suggested follow up:

Enhance government capacity for system analysis and for improving the evidence base supported by regional and global dissemination of good practices, and provision of development partner funding and technical support to reinforce the focus on learning outcomes and teacher quality within the context of EFA.

**Working Group 4: Basic educators (formal and non-formal) including contractual teachers:  
Main issues for strategic choices, lessons learnt, recommendations**

(Chair: Mr Noraogo Innocent ZABA, secretary general, Ministry of Basic Education and Literacy)

Virgilio Juvane of the Commonwealth Secretariat/ADEA Working Group on the Teaching Profession, summarizes and comments on the conclusions of the Bamako Conference on contractual teachers. Teacher salaries represent a significant share of public expenditure for education, and define the number of teachers that can be recruited, their professional profile, and via the salaries and qualification, their motivation. There is potential tension between the affordability of higher teacher salaries and the number of teachers that can be recruited. In francophone African countries and Sahel countries teacher salaries were high in the Seventies, resulting in a relatively small number of teachers and a large teacher gap some 30 years later after the expansion of the education system which led to the employment of teachers on a contractual basis as a short-term emergency measure to at least temporarily close the gap. However, this option puts education quality into jeopardy since contractual teachers often do not receive any or just very little pre-service training, and since the professionalism and status of the teaching profession is put at stake. The teaching cadre becomes fractured, de-motivated, less professional. Although more teachers may teach more children, the strength of the teaching profession is reduced. Juvane advocates for teaching as a profession requiring sufficient preparation within a global vision of life-long learning, with available career tracks, social protection, and adequate working conditions. The Oslo Declaration recommends that “national governments must strike a balance between the short-term need to get teachers into classrooms and the longer term goal of building up a high-quality professional teaching force. Addressing the teacher gap requires country driven long-term strategies and firm commitments”, and contract teacher issues need to be addressed through an inclusive national social dialogue. Policies and strategies are needed that will ensure that all new teachers receive sufficient pre-

service training. School leadership should be reinforced through systematic training, and professional standards are needed for teachers and for school leaders.

Courtney Gardner and Dr Monika Beutel from the Voluntary Service Overseas (VSO) report experiences from Mozambique and the Gambia. In Mozambique, all teachers are qualified in the sense that all must have a formal education certificate at basic, medium or higher level corresponding to the salary categories. However, there are still untrained teachers in the system. Teacher training has changed repeatedly over the years. 21 different teacher training models were in use. The most recent 10+1 model (10 years of schooling and 1 year teacher training) has increased the capacity of the system to train more teachers more quickly and it has made primary teachers cheaper to employ (because salary depends on qualification level). As a result there is no shortage of primary teachers since 2 to 3 years but rather some unemployment of newly trained teachers. The pupil-teacher ratio remains high at 66:1 because there is not enough classroom capacity and because there is not enough funding capacity to employ all trained teachers. The reforms have reduced the proportion of untrained teachers from over 60% to 29% which will further reduce over time through natural attrition. But the short training and many different teacher training models have produced 'poorly qualified and badly trained' teachers. Growing concern regarding declining quality of education resulted in the plans to increase the duration of teacher training again. Although In-service training and continuing education are offered, teachers feel that they do not have sufficient opportunities to participate in them and that the selection criteria for in-service training are not transparent.

Both trained and untrained teachers can be either civil servants or contract teachers. Virtually all teachers start off as contract teachers. While in theory, all of them can become civil servants after 3 years, due to budgetary constraints many contract teachers remain in their status for a long time and may not become civil servants at all. This means they have no pension rights, miss out on material benefits and, importantly, on career opportunities. A relatively new pronouncement by the ministry debar contract teachers from taking leadership roles which has increased divisions within the teaching force. The present situation presents 2 types of challenges to policy makers and implementers, firstly the threat to educational quality resulting from short initial and too few opportunities for in-service and continuing training, and secondly the risk that the teaching force will become less cohesive and less motivated because teachers feel stuck and not valued. While the Mozambican government has succeeded to plug the teacher shortage and to reduce the proportion of untrained teachers in the system, concern is still raised by large class sizes, lack of teaching-learning material, and the conditions of service for teachers, all impacting negatively on the quality of teaching and learning.

The Working Group offered the following conclusion, recommendation and suggestion for action:

Conclusions:

Non-civil servant teachers are a common phenomenon in many sub-Saharan countries. It was observed that the main issues that countries face with these category of teachers relate to fiscal capacity to meet salary bills, conditions of service, pathways to become civil servants and standards for academic and professional requirement for engagement

Recommendations:

International organizations and civil society organizations should work in partnership with governments to develop and implement policy frameworks that would gradually phase out contract teachers and eventually integrate teacher training and continuous professional development for both qualified and unqualified/untrained, improved conditions of service and engagement and establish minimum standards for teacher recruitment.

Suggested follow up:

Organize social dialogue (INDABA) to influence policy development.

## **Working Group 5: Teacher gap from a gender perspective: Main issues for strategic choices, lessons learnt, recommendations**

(Chair: Dr Pauline Greaves, Head Education, Commonwealth Secretariat)

Professor Malak Zaalouk from the American University in Cairo speaks the gender gap in the MENA region which is the second largest in the world following South East Asia. 60% of the 7 million out-of-school children are girls, the situation being caused by poverty, early marriage, cultural barriers and a significant absence of female qualified teachers. The gender gap increases with the level of education: in 2005 the gap at primary level was 14% and increased to 16% at the secondary level. But while this is an improvement and more girls are now in schools, very few women are in the labor market or in leadership positions. Conflict (in the occupied Palestinian territories and Iraq) contributes to erode gains for gender parity and equality.

Yet there are examples of successful interventions. In Yemen the gender gap decreased from 29% to 23% in 2007 and the enrolment of girls in primary education increased by 10% in less than two years due to policy interventions like the abolition of school fees for basic education for girls, training and contracting female teachers with a secondary education degree as teachers to meet the gender gap in the rural areas and employing them after 2-3 years on a permanent basis, allocation of more posts to female teachers, training of female teachers to become supervisors and counselors. A similar approach was used in Egypt and managed to decrease the gender gap from 15% in the 1990s to less than 2% in 2005. In Morocco the establishment of the boarding schools for female secondary school students resulted in more girls completing post primary education which resulted in a potentially larger female teaching force in Morocco.

The League of Arab States and other regional partners enhance the professional development of teachers in a participatory approach and relying strongly on partnerships. The initiative is tackling the quality of education through a strong focus on teachers and through valuing regional approaches to teacher professionalization.

Jacinta Ogola of the Forum for African Women Educationalists (FAWE) states that still in 28 countries across the developing world there are only 9 or less girls in school for every 10 boys, girls account worldwide for 54% of children out-of-school, and lack of qualified female teachers is one of the contributory factors for this situation. Particularly rural and remote areas face shortages of female teachers, where they are needed most as positive role models for girls, and where the limited output of female secondary school leavers perpetuates the lack of female teachers. The learning environment is often not matched to the needs of girls, and practicing teachers do not have sufficient gender responsive pedagogical skills. Lesson planning, teaching, learning materials, language in the classroom, the classroom set-up and interaction, as well as the school management need to be gender responsive. The FAWE approach to the gender responsive school and classroom should be applied widely.

The Working Group offered the following conclusion, recommendation and suggestion for action:

### Conclusions:

- The gender gap concerns not only females but also males.
- The priority it is given is not enough but there is need to proceed towards equality. Disparities are not confined to gender, but there are disparities regarding rural-urban, regional, socio-economic, cultural and racial conditions.

### Recommendations:

- Make the way the Ministry of Education allocates its resources to teacher training, school curriculum planning, hiring and promotion of teacher and the general school environment, systematically gender responsive and friendly to both boys and girls to stay in school.

Suggested follow up:

- Enhancing the teaching profession so that it can attract both men and women for all levels of education, since there are no men in early childhood education, and relatively few female teachers in high school and higher levels of education. We need to make teaching in all levels of education attractive and attainable to both genders.
- Have single-gender and co-educational schools to serve the needs of the population and to boost the attendance of girls.

## **Working Group 6: ECCE/ECD: Main Issues for Strategic Choices, Lessons Learnt, Recommendations**

(Chair: Dr. Dagmar Fuchs-Schmitz, GTZ, Germany)

Dr Emily Vargas-Baron of the RISE Institute, Washington, gives reflections on National Training Systems for ECD/ECCE Services. ECD/ECCE systems include services for parents and children from birth to primary school transition and must address pre- and in-service training requirements for all professionals offering services. The development of comprehensive, high-quality and sustainable systems for training early childhood personnel is a relatively new challenge for many countries.

While the quality of ECD/ECCE services is linked to the quality of teachers and other caregivers, in the active participation of parents, and to access to essential child development services like health and nutrition, in many countries, over 50% ECD/ECCE teachers and caregivers face no or inadequate pre-service and in-service training to prepare them for their tasks and responsibilities. However, while ECD/ECCE roles and responsibilities must become increasingly professional over time, it is useful to develop paraprofessional and part-time community volunteer roles to bridge the gap. In national ECD/ECCE policies and plans, it is essential to include strategies for comprehensive and cost-effective National Systems for Pre- and In-service Training of ECD/ECCE personnel from directors/managers and supervisors to direct service providers for parents and children. They should include accredited training facilities issuing approved training certificates, a system for periodic quality assurance, in-service training, and a career path with opportunities for upward mobility. ECCE policies are more and more beginning at pregnancy or birth. Emphasis is placed on the foundational years of 0 to 3 years, the follow-on years of 3 to 6 and the transition to primary school age 6 to 8. The policies and plans should include civil society and private sector partnerships and call for formal inter-agency coordination and agreements at all levels: central/national; provincial; municipal and community. The strategy for improved and expanded ECCE services for the foundational years should include prenatal and neonatal education for parents, ECCD nurseries and centres as well as ECCD Family Child Care in homes, and referrals and inter-agency collaboration with Community ECD Centres. The Strategy for ECCE services for 3 to 6 years olds should include continued parent education and support, formal preschool education in preschool groups or centres, or home-based preschool education by parents. The Strategy for the transition to primary school (6-8 years) should include parent involvement in primary schools and the school being prepared for children providing appropriate educational contents and teaching/learning methods through play-based learning and exploration. Leadership from the ministry of education is necessary with respect to all key elements, i.e. training content, standards, reporting requirements, monitoring and evaluation.

Rokhaya Diawara of the UNESCO-BREDA Working Group on Early Childhood Development states that traditionally in Africa, young children are cared for parents, grandparents, trusted caregivers, older siblings or trained child care facility. Research shows that children in high quality care environments show more advanced language skills, do better in school and have fewer behavior problems and better social skills. Research also shows that teachers with a bachelor degrees and specialized training in child development provide young children with the best preparation to succeed in ECD programs. The four cornerstones adopted by Africa to face the ECD challenges are for the foundation years of age 0-3:

Promotion of more positive interaction between caregiver and child, more stimulating environments, good health and nutrition, and better child care, for the follow-on year of age 3-6: provision of new opportunities for discovery and learning, access to at least two years of quality early childhood services (whether informal, non-formal, or formal settings, community or home-based) prior to formal school entry, for the transition years of age 6-8: making schools ready for children, training and appointment of capable teachers to lower primary grades who understand the development needs and learning styles of young children. In general, the development of policies on early childhood should ensure addressing early childhood across sectors, in all national and sub-national policies and plans.

Presently, less than 15% of children SSA have access to one full year of preschool education, and only 42% of SSA countries carry out ECCE programmes for children under 3 years of age. The quality of infrastructures and teaching materials for ECCE is inadequate, there is few mother tongue instruction and learning in ECCE, and qualified teachers and educators are scarce. However, country level initiatives like the child-to-child initiative, the Road to School Readiness in Ethiopia, a one-year compulsory preparatory education in Senegal and Gambia, and pre-primary education in Kenya, South Africa, and Zanzibar show promising success.

The Working Group offered the following conclusion, recommendation and suggestion for action:

Summary:

Education is a continuum, a continuous process and there is need to formally adapt a life-cycle approach starting with ECD through Tertiary Education and beyond.

Conclusions:

In order to maximize the use of investment of domestic resources to education, strengthen ECD as a prerequisite for quality and *efficient* education and address the emergency situation regarding ECD workforce qualification.

Recommendations:

Develop a national education framework from ECD to tertiary education, with an integrated Teacher Policy setting standards/guidelines, conditions for certification, securing upward mobility, alignment of content, plans for pre- and In-Service education, for all levels of the teaching profession (community based educators, paraprofessionals, teachers)

Suggested follow up:

- Develop benchmarks for EFA and on national level for the level of financing (as a percentage of GDP and as percentage of the education budget, including a timeline for implementation)
- Consider innovative approaches for scaling up cost-effective and quality ECD (beyond conventional classroom-based ECD provision)

## Report from the Working Groups and Drafting Committee Closing Session

(Chair: Marja Karjalainen, European Commission)

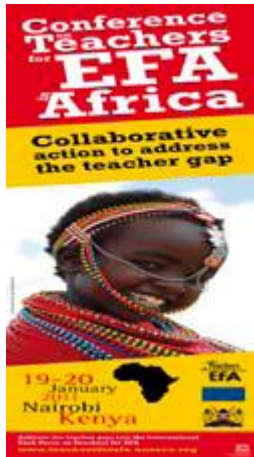
After the Working Groups presented their conclusion, recommendation and suggestion for follow-up, the draft communiqué was presented and discussed. The Draft Communiqué was passed albeit with changes recommended by participants.

### Discussion:

The Policy Gap should be defined as encompassing all levels of education from Early Childhood Care and Education to Higher Education, including adult literacy, non-formal education, and Technical and Vocational Education and Training. Education is a continuum that requires a cycle approach with lifelong learning as an objective. The employment of contractual teachers needs a policy framework defining minimal standards and all contract conditions for such teachers, however, on the long run the employment of contractual teachers should be phased out. Teachers, educators and caregivers for ECCE should be included into any overall and general teacher strategies, national frameworks from ECCE to tertiary are needed. ECCE contributes to an increased internal efficiency of the education system which in turn reduces the number of teachers needed. Benchmarks for the introduction of ECCE are required, and innovative, cost-efficient solutions for ECCE to bridge the time until a fully fledged system can be introduced are needed, and community based educators have to play an important role in them. The need to clearly allocate a sufficient budget to teachers and to monitor its transparent spending was mentioned. Reference is made to the gender gap regarding teachers which is by no means only female. Parallel to the lack of female teachers in some regions and areas there is the phenomenon of less female teachers in higher levels of education and an increasing “feminization” of the teaching profession at ECCE and primary levels. Gender responsiveness is needed regarding teacher training, school environment, teacher deployment, school management and leadership. On the long run, the teaching profession at all levels of the education system must become attractive to both genders. The crucial importance of dialogue for all teacher issues, hearing the voice of the teachers and their professional associations, the need for a holistic perspective including the whole range of aspects regarding teachers from selection and recruitment of teachers to deployment, qualification, and retention, and the necessity to identify together the most suitable and feasible pathways towards enough good teachers in every country are stressed.

The Minister of Education of the Democratic Republic of Congo, the Honorable M. Famba, and the Minister of Education Niger of Niger, the Honorable Sidibe Fadjimata thank the government of the Republic of Kenya and the Task Force on Teachers for EFA for hosting and organizing the conference and stress the importance of the recommendations that will be forwarded to the EFA High Level Group meeting. . Education for All is a necessity for Africa and must be moved forward by the African states.

The Minister of Education of the Republic of Kenya and current chairman of the Conference of the Ministers of Education of African states (COMEDAF), the Honorable Prof Sam Onger, congratulates the International Taskforce on Teachers for EFA and their partners to this opportunity to review, discuss and appraise the issues of Teachers for EFA. He thanks participants for their contributions and insights, commends UNESCO and its partners for the expertise provided to spearhead the realization of EFA, and thanks the European Union, Germany, Norway and Indonesia for supporting the Task Force and having made the conference a reality. Governments of the African region will give the Communiqué of the conference the serious attention it deserves and remain committed to the education development agenda in Africa, including teacher issues. It is imperative that the High Level Group on EFA gives particular attention to the resolutions of the conference as a basis for further direction and guidance on the realization of EFA. The conference on Teachers for EFA in Africa is declared closed.



**Communiqué of *The International Conference on Teachers for EFA in Africa: Collaborative Action to address the teacher gap***  
**Nairobi, Kenya January 19 – 20, 2011**

**Preamble**

We, the participants of the International Conference on “Teachers for EFA in Africa: Collaborative Action to address the teacher gap”, held from 19-20 January 2011 in Nairobi at the initiative of the International Task Force on Teachers for EFA, with the support of the European Commission and in cooperation with the Government of Kenya, recognizing the urgency to tackle one of the most pressing but least addressed issue that holds back education for all: adequate number of teachers of quality, adopt the present communiqué.

Ranging from teachers, school leaders, to ministers of education, academics to policy makers, teacher union representatives to stakeholders coming from over twenty-five countries in Africa, America, Asia, Europe and Latin America; as well as representatives of donor agencies, intergovernmental, international non-governmental and regional organizations, we further recognize the abiding relevance of the outcomes and Declaration of the Oslo High Level Group meeting (December 2008). We also take into account the outcomes document of the United Nations MDG Summit (September 2010), as well as the debates and outcomes of this conference.

On the current education situation, we noted the remarkable progress made in many African countries, which have accelerated in the past decade, efforts towards universal primary education (UPE). Despite all the efforts, the majority of African nations are still far from achieving the EFA objectives particularly on Early Childhood Care and Education (ECCE), secondary education, the learning needs of all young people and adults through equitable access to appropriate learning and life skills programs, non-formal education and educational quality. In Africa, 32 million children are not in school. Furthermore 1 adult out of 4 is illiterate, 3 out of 4 being women. The main excluded groups are those living in rural areas, ethnic minorities, and indigenous populations, the poor and marginalized groups. The current economic downturn may widen the gap in access, equity and quality between developed and developing countries as well as within countries.

*We focused on solutions over the two days of the Conference and collectively, we have agreed upon a set of recommendations. We call upon leaders, stakeholders and change-makers in our countries, and beyond, to recognize that teachers and educators are an essential part of the solution to EFA by considering, building upon and adopting these recommendations.*



## **General**

1. Encourage all governments, particularly in Africa, to keep up the momentum on providing quality education for all children and particularly for marginalized groups and girls, through continued commitment to secure sufficient financing and through implementation of necessary reforms with a systemic approach.
2. Invite all stakeholders to recognize that the EFA goals can only be reached when sufficient numbers of qualified teachers are employed, appropriately deployed, motivated and retained.
3. Encourage at national level the convening of an *Indaba*<sup>1</sup> (social dialogue or inclusive policy dialogue with a holistic approach, particularly on the financing gap) on the teacher issue and education financing, which could be initiated by government, teacher unions, Civil Society Organizations (CSOs) or other partners, depending on the situation in the country. The *Indaba* would bring together various government organs, particularly ministries of education and finance, donors, non-governmental organizations, teachers' unions, civil society and other stakeholders to openly discuss education financing and teacher issues, with a view to finding a commonly agreed solution and strategy for action.

## **The Funding gap**

4. Governments, particularly in Africa, and the international community should hold to their commitment to EFA and ensure increased budget allocations to the education sector, which should be monitored and tracked adequately.
5. Countries should maximize the impact of available national funds for teaching i.e. by making full use of cost studies, projections and simulations. Attention should be given to expanding Early Childhood Care and Education (ECCE) to increase the sectoral internal efficiency of primary and secondary education.

## **The Capacity gap**

6. Governments and stakeholders should ensure a lifelong learning approach to teacher training and development through more coherent, comprehensive and cost-effective measures, bearing in mind the limited funding available. Solid baseline data and analysis are required. It is important to have capacity development measures with an inter-sectoral approach, targeting all levels of education and all stakeholders.

## **The Policy gap**

7. Governments, working together with other stakeholders, including teachers through their representative organizations, should develop a comprehensive national teacher policy covering all levels and forms of education, and addressing teacher education and training, certification, recruitment, deployment, retention and conditions of service including a clear career path. Such teacher policy should be in line with the general education policy in the country, and should be regularly evaluated.

## **Non-civil servant teachers**

8. It is also necessary to improve conditions of service and engagement and establish minimum standards for teacher recruitment and training. International organizations and civil society organizations should work in partnership with governments to develop and implement policy frameworks that gradually integrate contract teachers through teacher training, continuous professional development and absorption into the public service.

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<sup>1</sup> The term *indaba* is derived from African indigenous languages in Southern Africa and refers to an inclusive social dialogue process used by traditional and other communities to find common/agreed solutions to challenges confronting society. In an *indaba* everyone has a voice and the process is designed to lead to a common mind or solution everyone can identify with and support to ensure successful implementation.

## **The gender perspective**

9. Governments should ensure systemic gender sensitization and integration, with the support of a variety of partners, to achieve gender equality. This implies addressing training, pedagogy, curriculum, leadership, interactions and resource allocation, in a gender sensitive way.

## **ECCE**

10. Investments of domestic resources to education should give higher priority to ECCE and its workforce, including the implementation of ECCE policies and strategic plans, which should be included in national teacher training plans.

## **Equity**

11. Governments and employers should strive for equity in teacher recruitment and deployment, ensuring that rural, post-conflict areas (where applicable) and other hard to reach areas are staffed with qualified teachers including in mother tongue languages.

*The conference reaffirmed the core role of teachers in reaching the EFA goals with equity of access and educational quality.*

## **The centrality of teachers**

1. Education should be at the heart of the development agenda and teachers should be at the heart of the education agenda.
2. The key challenge in Africa towards progress to EFA is the severe shortage of qualified teachers in the region. In fact, 2.1 million primary school teachers should have been recruited between 2008 and 2015 to bridge the teacher gap. In addition, a significant number of teachers at the pre primary and post primary school levels should be recruited. The need is even greater when the massive deployment of teachers with insufficient training is taken into account.
3. Addressing this challenge is as imperative and urgent for African countries as it is for the international community. It demands that we meet our collective commitments and agreed upon six wide-ranging education goals to be met by 2015 (Dakar Framework for Action, Dakar, 2000). Our ability to realize the goals of EFA is dependent upon our ability to address the worldwide shortage of teachers. For African states this means to demonstrate their political will through more favorable budgetary allocations prioritizing education, especially by adhering to the benchmark of at least 6% of GNP and 20% of the national budget in line with the recommendations of the Oslo High Level Group meeting (2008). For development partners, it means honoring the pledges previously made to the education sector to fill the financing gap (Dakar Framework for Action, Dakar, 2000) and to increase official development assistance (ODA) according to the Doha declaration on financing for development (2009).
4. We call on governments and the development partners to make all efforts to ensure equity and relevance including through appropriate financial and educational support to better target those from poor and marginalized communities, and who are still excluded from education, with quality teachers for good learning outcomes.

## **Strategic choices for access, equity and quality**

5. Beyond the mobilization of new financial resources both internally and externally, the Conference stressed the importance of action focused research and analysis to develop innovative knowledge which will inform key strategic choices, relevant policy reforms and the strengthening of technical and institutional capacities. It is along these new and creative lines that more cost effective solutions may be initiated and championed, and latent resources for education mobilized.

6. In that perspective and beyond the numbers of teachers to be recruited and deployed, we insist on the efforts and investments to be accorded to the professionalization and the motivation of teachers. These are key factors to teachers' performance and for successful learning for all.
7. We highlight the importance of putting in place comprehensive professional development linking pre-service training with in-service training, the promotion of transformational leadership in schools, teaching communities, resource centers and the systematic use of ICTs.
8. We stress the need to enhance the attractiveness of the teaching profession by improving teachers' working conditions and ensuring respect for teachers' rights.
9. Teachers should be given a voice in governance, policy development and implementation, and should have a career progression path.
10. Furthermore, there is need for policies that support the transition of teachers from training to posts in schools. This will require new dynamics, particularly induction and mentoring, as well as strengthening of the links between higher education and research institutions and schools. It calls for partnerships and concerted action at national, regional and international levels to ensure the quality and sustainability of the education systems. This should also include South-South and North-South-South cooperation.
11. We recognize the multiple and diverse challenges facing the teaching profession. This requires a systemic and multi-sectoral approach as proposed for example by UNESCO's TTISSA (Teacher Training Initiative for Sub-Saharan Africa) program as well as ILO's policy framework based on the existing international recommendations concerning teachers. Comprehensive teacher policies (including both civil and non-civil servant teachers) should therefore be developed in consultation with various stakeholders, particularly by means of institutionalized social dialogue between authorities and teachers' organizations. Lessons learnt from post-conflict situations illustrate the need to designate schools as safe sanctuaries for teachers, students and communities. In addition, countries emerging from conflict should take this as an opportunity for comprehensive system reconstruction and strengthening of educational policy taking full advantage of the role of schools and teachers in promoting peace and security within communities.
12. To speed up progress towards these objectives, and to keep teacher issues high on the agenda of national governments, inter-governmental organizations, donors, non-governmental organizations and other partners, we call for the strengthening of the Teacher Task Force and the active involvement of its members in its activities, including sharing of knowledge, policy dialogue, partnerships and networks, coordination and synergy of actions at the international level.