

# First Policy Dialogue Forum of the International Task Force on Teachers for Education for All (EFA)

## “Teachers, the financial crisis and the EFA challenge of reaching the marginalized”

Addis Ababa, Ethiopia, United Nations Conference Centre

22<sup>nd</sup> February 2010, 2- 6 p.m.

### Introduction

This Forum was organized by the International Task Force on ‘Teachers for Education for All’ (EFA) back to back with the Ninth meeting of the High Level Group on Education for All. Its objectives were to: present the results of an analysis of the 2010 EFA Global Monitoring Report, seen through a teacher lens; share country experiences and practices in relation to (i) financing and teachers and (ii) teachers and marginalization in education; and keep teachers high on the political agenda.

The first draft of an analysis of the **2010 EFA Global Monitoring Report through a Teacher Lens** and a summary of a study on “**Teacher Attrition in Sub-Saharan Africa**” produced by the International Task Force on ‘Teachers for EFA’ were presented in introduction, and an update on the teacher gap was given.

The detailed agenda of the Forum as well as the list of participants can be found in annex.

### Plenary discussion

Participants underlined that the International Task Force on Teachers for EFA should focus, in particular, on facilitating South-South cooperation and reporting about global ideas, experiences, and lessons learnt regarding teacher issues.

The Task Force study on teacher attrition shows that voluntary attrition of teachers, i.e. teachers resigning from their posts, can account for up to 50% of all teacher attrition in the countries under review. It is caused by ‘pull factors’ like alternative opportunities on the labour market for well qualified teachers or science and maths teachers, and ‘push-factors’ like unfavourable working conditions in school, deteriorating reputation of the teaching profession, little participation in decision making, and relatively low pay.

The study suggests the need for action to prevent the loss of teachers after having invested in their recruitment and training. Attention should go to (1) professional development for teachers, (2) timely payment of teachers, (3) increased teacher participation in planning and decision making, (4) improved school management. Furthermore the study found that the working environment of teachers often is difficult – a further discouragement for teachers who are motivated by the learning of their pupils.

### Group work on “The global financial and economic crisis and ‘Teachers for EFA’”

#### *Questions for group work:*

1. What is the impact of the crisis on the provision of teachers for EFA in your country e.g. patterns of public expenditure and teacher-related budgetary provision, provision of teacher training, teacher recruitment, filling of vacant teacher positions, teacher deployment, teacher salaries and conditions of employment?
2. What is your government or organisation doing to protect financing of teachers for EFA? Do you know of successful policies and best practices in this regard?
3. What do you suggest in terms of specific policies and initiatives, advocacy and sharing of experience, or other relevant action to mitigate and/or reverse the effects of the financial crisis on providing teachers for EFA?

#### *Discussion:*

The representatives of South Africa, India, Nigeria, and the Gambia report no negative impact of the crisis thus far, but express concern that the crisis may affect them in the future. Expenditure on education actually went up in some cases and, in other countries, the numbers of teachers and/or the level of teacher salaries were increased.

UIS did a study on the impact of the financial crisis on education, confirming that there is no clear impact of the financial crisis yet, but that it is still too early for an assessment. In some countries, the crisis may have been beneficial to teachers by means of stimulus packages. While primary education was protected, secondary and higher education may have suffered from cuts in expenditure on non-teaching inputs.

In donor countries, it is feared that the financial crisis might result in a decrease in aid. Canada reports that development cooperation has to be more targeted, and that there has to be proof that development cooperation is invested and results in increased learning.

In African countries, an average of 3% of the education budget is donor dependant. In those countries where donor dependency is much higher (up to 60%), the risk of cuts in the education budget due to reduced donor contributions as a consequence of the crisis is much higher.

If the number of teachers has to be increased, this must be reflected in the country's education budget. Recurrent costs for teachers, i.e. teacher salaries, should be eligible to be financed through donor budget support.

The African Union Commission reports on its mobility protocol for teachers aiming at facilitating the mobility of teachers from countries with a surplus in teachers (like Kenya) to countries where there are not enough teachers. Issues like easy transfer of teachers' salaries to their home country can facilitate the migration of teachers. Other issues are the recognition of teacher qualifications across African countries.

Concern is expressed regarding the deteriorating reputation of the teaching profession. Teaching is not a popular choice and does not attract the best young persons. On the other hand, it is important to have space for selection to ensure that committed young people become teachers.

### **Group work on "Marginalisation and Teachers for EFA"**

*Questions for group work:*

1. In what way does teacher scarcity, teacher deployment and teacher training policies and practices impact upon marginalisation in your country?
2. What teacher-related policies/initiatives are being implemented by your government or non-government organisations to combat marginalisation? Do you know of successful experiences or best practices that could be shared?
3. What new policies/initiatives would you suggest in terms of affordable and feasible action to provide sufficient and suitably qualified teachers for the marginalized?

*Discussion:*

There is a crisis of social development, which also affects health and other sectors. Internal dialogue on possible solutions is needed. Community schools based on parents' initiatives, selecting and employing their teachers themselves, may help to ease the situation. Many African countries have sufficient human resources, but do not utilise them sufficiently, and many qualified people stay unemployed.

It is important to involve communities to make teacher deployment more equitable. The problem of marginalisation is deeply rooted in communities and may be overcome with the help of community involvement. Schools should be encouraged and supported to establish school management committees and elaborate their own school action plans (Japan promoted this approach through the "School for All" program). Marginalisation might be overcome through education for social cohesion, which is an important part of "Education for Sustainable Development" (ESD).

Education and teacher development should be seen in a holistic way. TTISSA (UNESCO's Teacher Training Initiative for Sub-Saharan Africa) has developed a tool kit to analyse the teacher situation comprehensively, including the situation of the marginalized. The tool is meant to serve as a basis to develop teacher policies based on a realistic, comprehensive and holistic picture. It will soon be used in Benin and Uganda.

Several countries (Cameroon, Indonesia, India, Senegal, the Gambia, and South Africa) report about how they counteract inequitable teacher distribution. In Cameroon, a national education sector policy is being formulated, defining objectives regarding access, governance, and quality. The Indonesian government has passed a law recognizing teachers as "professional workers", leading to a positive impact on their salary, welfare, and opportunities. India established a quota system for teacher deployment to achieve more equitable teacher deployment, while Senegal has completely decentralised teacher recruitment and training. In the Gambia, teachers are encouraged to go to rural or "hard-to-reach" areas through incentives, and in South Africa, teacher posts in unattractive areas are first advertised without an incentive, but incentives are offered if nobody is interested in taking up the post. In Kenya, where 400,000 of the 759,000 out-of-school children are from nomadic areas, mobile schools offer access to education to pastoralist children and youth. However, it is difficult to find teachers for these schools because being posted there is perceived as a disciplinary action.

### **Wrap-up of group work**

The challenge of controlling voluntary attrition of teachers (up to 50% of all attrition) is mainly in the hands of the countries. Teachers' working conditions, salaries, and opportunities have to be looked into.

To promote the recruitment of 1.9 million additional teachers, political support and positive messages might help to encourage the best young people to become teachers. Career development should be offered, as well as well structured teacher training and appropriate incentives.

To promote an adequate balance between teacher supply and demand, between situations with a surplus and a shortage of teachers, teacher mobility should be supported.

There is a need to explore the chances multi-grade teaching may offer when high pupil-teacher ratios start affecting education quality and/or the possibility of concentrating small schools into larger ones by offering boarding facilities. It would also be useful to explore how ICT can be used to support under-qualified teachers.

Issues of marginalisation are not yet sufficiently explored. Teaching and marginalisation have to be seen in a holistic way. One possible way of having more suitable teachers for marginalized groups is to recruit teachers from the marginalised themselves.

#### **Wrap up of the Policy Dialogue Forum**

One of the objectives of the Task Force is to keep the teachers in the focus and teacher issues high on the international education agenda. There should be at least one more Policy Dialogue Forum in 2010.

The knowledge base needs to be built up. Instead of new research, available studies should be pooled and made accessible to the Task Force members.

All members of the Task Force and all participants of the Policy Dialogue Forum are expected to help keep teachers high on the agenda, advocating the issue at meetings and conferences. This is at the core of the Task Force mandate.

## Annex

### Agenda:

2.00 – 2.30	Introduction to the meeting and update on the teacher gap for EFA
2.30 – 3.30	Presentation of the “2010 EFA Global Monitoring Report through a Teacher Lens”
4.15 – 5.15	Group work; sharing country experiences and practices in relation to the two themes: (1) Financing and teachers, (2) Marginalisation and teachers
5.15 – 6.00	Reports from the working groups and wrap-up

### List of participants:

	Country or institution	Name of participant
1	Bénin	Maoudi Comlanvi Johnson
2	Cameroon	Michel Mvogo
3	Canada	Nora Fyles
4	Germany	Roland Lindenthal
5	Germany	Sylvia Schmitt
6	India	Anant Kumar Singh
7	Indonesia	H.E. Tresna Dermawan Kunaefi
8	Indonesia	Sumarna Surapranata
9	Indonesia	Yudhi Ardian
10	Indonesia	Muhamad Hatta
11	Indonesia	Sediono Abdullah
12	Japan	Miou Maeda
13	Japan	Nobuhiro Setoguchi
14	Japan	Naoko Arakawa
15	Japan	Tsunashige Shirotori
16	Kenya	Ambassador Mary Khimulu, PhD
17	Kenya	Evangeline Njoka
18	Nigeria	Muhammad Junaid
19	Nigeria	O.A. Afolabi
20	Nigeria	Magdalene Anene-Maidoh
21	Nigeria	R.T. Aiyedona
22	Norway	Ole Briseid
23	Norway	Thomas Dahl
24	Norway	Dankert Veleder
25	Republic of Korea	Taekso Chun
26	Republic of Korea	Joo-Ok Lee
27	Sénégal	Djibril Ndiaye Diouf
28	South Africa	Duncan Hindle
29	Spain	José Antonio Nsang
30	Thailand	Orachart Suebsith
31	ADEA	Jean-Marie Byll-Cataria
32	African Development Bank	Etienne Porgo
33	African Union Commission	Rita Bissoonauth
34	African Union Commission	Béatrice Njengua
34	Commonwealth Secretariat	Virgilio Juvane
35	European Commission	Marja Karjalainen
36	Education International	Monique Fouilhoux
37	EFA Campaign Network	Matarr Baldeh
38	Humana People to People	Jesper Wohlert
39	Save the Children	Katy Webley
40	Sightsavers	Kate Gooding
41	Transparency International	Vitus Azeem
42	Transparency International	Marie-Helene Bonin
43	Transparency International	Stéphane Stassen
44	Unesco Institute of Statistics	Albert Motivans
45	UNICEF/ESARO/UNGEI	Aster Haregot
46	Unesco	Edem Adubra
47	International consultant	Steven Obeegadoo
48	'Teachers for EFA' secretariat	Gabrielle Bonnet
49	'Teachers for EFA' secretariat	Gogot Suharwoto
50	'Teachers for EFA' secretariat	Ilse Voss-Lengnik