Teacher Policies in Nigeria, Ghana, South Africa and Uganda: synthesis

Third International Policy Dialogue Forum
‘Ensuring Equity in Country Policies and practices for Providing Quality Teachers: Towards Achieving EFA Goals by 2015’

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The Global/Regional Context of Teacher Policy

- Quality teacher education, embedded within a functioning policy environment, is important in raising access, equity and quality in education.

- The ILO/UNESCO Recommendation concerning the Status of Teachers, 1966: Chapter V, Art 11, states: *policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.*

- Sub-Saharan Africa faces disproportionately high teacher shortages: 27 out of 45 countries face a gap of 1.2 million teachers in the primary sector.

- The inability for most countries to overcome the teacher gap is hindering efforts to reach EFA and UPE goals

- Regional context: priority to teacher education, a key focus is on migration
Brief teacher policy context

- In South Africa following apartheid, there was a move away from the divisive laws of previous governments.

- Uganda faced chronic shortages, compounded by a rising demand for teachers for EFA. Legislation included local authorities recruiting teachers and building capacity in schools and revising the primary teacher education curriculum.

- In Nigeria, the 2008 national teacher education policy aimed to ensure qualified candidates were recruited for training and set standards.

- In Ghana the 2008 education act set up national teaching councils to be responsible for the regulation and coordination of teacher training.
• Nigeria has the lowest number of trained primary teaching staff at 50%.

• SA and Ghana have 79% and 56% of trained teachers respectively.

• Uganda has the highest percentage of trained teachers at 85%, but in spite of this also has significantly higher PTRs at 1:52 compared to South Africa, Nigeria and Ghana that have PTRs of 1:31/35/32 respectively.

• At the secondary level, Uganda has 82% of trained teachers, while Ghana has 74%. No info for SA and Nigeria.

• Ghana has the lowest secondary PTR, at 1:19, while Uganda and SA have ratios of 1:20 and 1:31 respectively. Nigeria has the highest ratio of secondary teachers, at 1:40.
<table>
<thead>
<tr>
<th>Country</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td></td>
<td>Teaching staff (000)</td>
<td>Trained Teachers (%)</td>
</tr>
<tr>
<td>S. Africa</td>
<td>209</td>
<td>79</td>
</tr>
<tr>
<td>Nigeria</td>
<td>599</td>
<td>50</td>
</tr>
<tr>
<td>Uganda</td>
<td>140</td>
<td>85</td>
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<tr>
<td>Ghana</td>
<td>88</td>
<td>56</td>
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Initial teacher training

- In Nigeria, Uganda and Ghana, primary teacher training is provided via TTCs while secondary education is provided via universities. Primary teacher training results in a certificate in education and lasts 2 years.

- In SA, teacher education is provided via universities for both primary and secondary teachers. Training is provided via a 4 year BA in Education, a PGCE with a specialism in primary or secondary education, an Advanced Certificate in Education (ACE), offered as an INSET programme for teachers.
Quality Assurance and Monitoring

- In Uganda quality assurance done by National Council of Higher Education (NCHE) for quality assurance.
- In Nigeria and Ghana, problems of quality assurance are exacerbated by the lack of clearly defined systems to monitor or review.
- South Africa uses the IQMS
- In all case study countries, weak EMIS systems impair monitoring and evaluation.
- High commitment to education evident across the countries.
- Improvements in quantitative outputs are promising, but quality and equity remains a problem. Inequalities found within the education systems are cross-cutting and persistent.
- Attention to the secondary sector is urgent
- Donor involvement has been high in each setting, with many innovative projects seeing a high degree of external support and collaboration. Sustainability is an issue.
Developing a clear and robust policy framework

- Much attention has been paid to developing teacher education policies
- The challenge remains to ensure that policies are effectively integrated and linked
- A clear and implementable policy framework which ensures that:
  - Cross-sectoral links are in place.
  - There is a balance between supply and demand.
  - Teachers entering the system meet the required professional standards.
  - There is effective monitoring of teacher performance.
  - The existence of professional bodies
  - Provision is made for effective forms of continuing professional development support including support for NQTS

- Sustained and effective dialogue in developing the policy
- Teachers at the centre of the process policy supported by appropriate governance arrangements
Recruitment particularly in hard to reach areas

- Low status and inadequate recognition of teachers’ work remains a barrier in attracting people into the profession.
- Attracting and deploying teachers to in rural and disadvantaged areas a challenge. Different approaches taken:
  - Expanding the routes open to different categories of trainees
  - Offering bursaries and scholarships
  - Rewards and recognition such as teacher prizes
  - Involving local communities in identifying potential recruits – local recruitment
  - Offering effective incentives such as a housing allowance, salary allowances to recruit teachers
  - Improving collection and analysis of data on teacher migration
• Contract teachers: need for a coherent framework including
  ➢ frameworks integrating contract teachers into the profession
  ➢ Providing training and support to deliver quality education—may come at the expense of quality teaching and learning in schools
  ➢ Difficult of sustaining two systems of teachers

• Where dependent on donor aid, the government initiated practice of paying increased salaries to teachers in rural areas is unsustainable in the long term.
• Cost of incentivising teachers
Teacher professional development

- Initial and continuing training plays a key role in ensuring a supply of highly trained, competent, and motivated teachers.
- Need well designed teacher education professional development programmes, and an initial training curriculum and pedagogy which promotes active and constructive learning. The case studies highlight a number of strategies in this regards including:
  - Making training more practice based and in particular lengthening the period of the practicum.
  - Investing in CPD
  - Developing an official induction and mentoring programme for beginning teachers
  - Linking curriculum reforms and teacher training and professional development
Distance education

- Distance education is an area that continues to show promise in increasing the number of teachers in a relatively quickly, inexpensive way, and making training more accessible without taking teachers away from classrooms. The key concern with distance education is maintaining levels of quality, which are variable.
- Distance education has become more sophisticated, evolving to interactive online approaches.
- Distance education has the advantage of being flexible. The key constraint still remains the lack of access to ICTs and poor and unreliable infrastructure.
Teacher information system

- Needs effective information systems and data for monitoring teacher progress, recruitment, and deployment.
- An EMIS that has as a focus teachers: teacher supply and demand, attrition rates, budget, and resourcing, teacher deployment, training
Governance and accountability

- Restructuring teacher education systems has lead to success in recruiting an increased number of teachers. However improvements have largely remained quantitative.
- Restructuring the role of education providers: Merging teacher training institutions Not always cost-effective
- Teacher programmes insufficiently prioritized/ funded within education departments.
- Teacher assessment and evaluation are necessary components of effective education systems.
- Systems can experience tensions if they strive to meet the dual remits of evaluating and providing opportunities for professional development.
- Need to pay attention to licensing and accountability systems
Areas for further research

- More robust and in-depth analyses of the impact of different policies to address the teacher gap.
- Analysing teacher performance in relation to differential modalities of initial training.
- Examining the impact of using ICT based distance education training.
- Reviewing the impact of different incentive regimes to enhance teacher motivation and recruitment.
- Conducting longitudinal studies of the impact of initial teacher training on teacher performance.
- Comparing the performance of newly qualified versus experienced teachers.
- Reviewing development partners’ rationales for, and activity in, supporting teacher professional development.

Developing better information collection system and datasets to understand teacher quality.
If the Education For All Goals and MDGs are to be met, there need to be sustained engagement and financial support forthcoming from development agencies.

Development agencies need to consider long term and predictable financing for education particularly as teacher recruitment is a long term government commitment.

Supporting good quality research on teacher development.
THANK YOU