



AU STUDY ON TEACHER TRAINING, WORKING, AND LIVING CONDITIONS IN MEMBER STATES

FULL REPORT



AFRICA UNION COMMISSION
Department of Human Resources, Science and Technology:
Education Division

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Ready to Learn

TEACHER VIDEO:

http://cyberspaceandtime.com/News_Bungoma_unique_school/JStVw-EE5M.video



Digitalising the Future of Africa

ABBREVIATIONS AND ACRONYMS

| | |
|------------|---|
| AAU | Association of African Universities |
| ACCESS | Africa Comprehensive Continental Education Strategy |
| ADEA | Association for the Development of Education in Africa |
| AfDB | African Development Bank |
| ANAFE | African Network for Agriculture, Agroforestry and Natural Resources Education |
| ANSEFA | African Network Campaign on Education for All |
| APN | African Peace building Network |
| AQRM | African Quality Rating Mechanism |
| AUC | African Union Commission |
| AUF | Association of French-speaking Universities |
| AWARD | African Women in Agricultural Research and Development |
| CAMES | Higher Education Council for Africa and Madagascar |
| CAP | Common African Position |
| CESA 16-25 | Continental Education Strategy |
| CEMASTE | Centre for Mathematics Science and Technology Education in Africa |
| DP | Development Partner |
| EAC | East African Community |
| ECCAS | Economic Community of Central African States |
| ECCE | Early Childhood Care and Education |
| ECOWAS | Economic Community of West African States |
| EFA | Education for All |
| ESD | Education for sustainable development |
| EST | Education, Science, and Technology |
| GCE | Global citizenship education |
| GER | Gross Enrolment Ratio |
| GDP | General Domestic Product |
| GMR | Global Monitoring Report |
| ICT | Information and Communication Technology |
| IGAD | Intergovernmental Authority on Development |
| M&E | Monitoring and Evaluation |
| MDG | Millennium Development Goals |
| NEPAD | New Partnership for Africa's Development |
| NFET | Non-formal Education and Training |
| NGO | Non-Governmental Organization |
| NPCA | NEPAD Partnership and Coordinating Agency |
| OSISA | Open Society Initiative for Southern Africa |

| | |
|--------------|--|
| RACA | Report of Annual Continental Activities |
| REC | Regional Economic Community or Communities |
| SDGs | Sustainable Development Goals |
| STC | Specialized Technical Committee |
| STISA | Science, Technology, Innovation Strategy for Africa |
| TVET | Technical and Vocational Education |
| TVSD | Technical and Vocational Skills Development |
| UNECA | United Nations Economic Commission for Africa |
| UNESCO-IICBA | United Nations Education Science Culture Organisation – International Institute for Capacity Building in Africa |
| UPE | Universal Primary Education |
| WEF | World Education Forum |

FOREWORD

In educating towards our common African vision, the teacher assumes a pivotal role. The skilling, conditioning, training, values and attitudes of the teacher, perhaps more than anything else, determine the outcome of the learning process and to a large extent, it determines the success of the education system and the character of the graduate of the system. If we are to educate for the vision of African renaissance, then this vision must inform the development process of the teacher, and the conditions under which the teacher is expected to serve.

Therefore, it is with immense satisfaction that I am presenting the AU Study on Teacher Training, Working and Living Conditions in Member States.

The Study was called for by the Summit of Heads of State and Government of the African Union in order to establish the key issues affecting teachers in Africa, provide a basis for improving their conditions and lead to the improved performance of education systems in Member States. This was in response to a recommendation of the Conference of Ministers of Education (COMEDAF VI) based on technical advice from the Pan African Conference on Teacher Development (PACTED IV).

The Study proposes models for teacher valorisation, training, school management and policy making, and policy directions for enhancing teacher effectiveness through Open, Distance, Virtual and e-Learning.

Ultimately, the outcome of this Study will provide a basis for proposing ways to raise the status of the African Teacher, in the implementation of the Continental Education Strategy for Africa (CESA 16-25) Strategic Objective number 1 on Teacher Development. It will ensure that the teacher is well equipped to guarantee Africa's ability to reap the youth demographic dividend through education that delivers the needed human capacity and disposition for achieving the Africa We Want, Agenda 2063.

This study conveniently arrives at the right time as the 2017 African Union theme of the year is "Harnessing the Demographic Dividend through Investments in Youth". With the knowledge that one of the interlinked thematic pillars of the 2017 AU Roadmap of the year is Education and Development Skills; there is no better investment than to invest in Teachers' Training, Working and Living Conditions.

As this Study underscores, it is our duty as the citizens of Africa to ensure that our society respects and honours teachers and the teaching profession. Because education is a human right and a prerequisite for the development of nations; a solution must be pursued as a matter of urgency to tackle the current shortage of teachers largely observed in primary, secondary and general and technical education, in adequate quality and quantity and taking into consideration their salaries and living conditions.

Dr. Martial De-Paul Ikounga

Commissioner for Human Resources, Science and Technology

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The Study on Teacher Training, Working and Living Conditions in Member States was prepared by the Human Resources, Science and Technology (HRST) Department of the African Union Commission (AUC) and cordially funded by the Open Society Initiative for Southern Africa (OSISA). The core team was led by Dr. Beatrice Njenga (AUC, Head, Education Division, HRST), Ms. Hildah Nyokabi Muhu (AUC, Programme Associate and Fulbright-Clinton Fellow, Education Division, HRST), Dr. Marguerite Miheso-O'Connor (Lead Consultant) and Dr. Hillary Shitambasi (Consultant).

The Teacher Study was prepared under the direct supervision of Dr. Mahama Ouedraogo (AUC, Acting Director, HRST) and the overall guidance of Dr. Martial De-Paul Ikounga (AUC, Commissioner, HRST).

The preparation of the Teacher Study involved a wide-ranging consultative process with various experts, practitioners and stakeholders in Africa. The study was carried out by a team of highly qualified African experts between May and October 2016. The first draft of the Teacher Study was tabled and discussed during a validation workshop which was held at the African Union Commission in Addis Ababa, Ethiopia on 8th – 9th December, 2016.

Regional Economic Communities (RECs), Ministries of Education, pan-African organizations and stakeholders in the Teacher Development field also provided valuable inputs and comments for the development of the Teacher Study at various states. They include: Economic Community of West African States (ECOWAS), Intergovernmental Authority for Development (IGAD), Ministry of Higher Education and Research (Senegal), Ministry of Education (Kenya), Ministry of Tertiary Education (Botswana), Ministry of Secondary Education (Cameroon), Ministry of Education (Ethiopia), African Union 6 Region Canada (AU6RC), African Federation of Teaching Regulatory Authorities (AFTRA), Forum for African Women Educationalists (FAWE), Observatoire Panafricain pour l'Ecole et les Métiers (OPEM), Special School for the Blind (Kenya), Ethiopia Teachers Association, Mabande Comprehensive High School (South Africa), Lebu International School Project (Ethiopia) Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), United Nations Educational, Scientific and Cultural Organization (UNESCO), UNESCO International Institute for Capacity Building in Africa (IICBA), Association for the Development of Education in Africa (ADEA), Strengthening Mathematics and Science Education Project (SMASE) Africa, Global e-Schools and Communities Initiative (GESCI), Centre for Mathematics, Science and Technology (CEMASTE), Pan-African Institute for Education for Development (IPED), Education International (EI) and Université de Lomé.

ABSTRACT

It is well recognized that without well motivated teachers, we cannot have a good education system and without a good education system, no country can provide its citizens a quality life. Research has shown that the quality of teaching in classrooms is the most important school-related factor in ensuring students achievements. Despite this knowledge, the use of untrained teachers to offset teacher shortages even where there is a surplus of trained teachers illuminates issues related to teacher distribution that has continued to negatively impact the status of teachers in Africa and the professionalization efforts of teaching.

This study was motivated by the centrality of the teachers' role in achieving development goals for the continent as articulated in Strategic Objective number 1 on Teacher Development of the Continental Education Strategy for Africa (CESA 16-25) and Agenda 2063. Agenda 2063 envisions "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena". To achieve this vision, a well-motivated teacher who is mandated with the provision of skills, knowledge and orientation of its citizens for the Africa we want is a primary requirement.

A mixed research design was adopted where both quantitative and qualitative approaches were used. The principal sources of data were the Ministries of Education and teaching agencies. This report examines the findings of research conducted through online questionnaires and field visits in eighteen (18) African countries: Ethiopia, South Africa, Nigeria, Botswana, Gabon, Cameroon, Kenya, the Gambia, Lesotho, Angola, Uganda, Madagascar, Ghana, Burundi, the Congo, Rwanda, Togo and Burkina Faso. The data collected was used to identify strategic, progressive and productive practices in the development and management of teaching corps with a view to develop models for teacher valorisation and enhance teacher effectiveness.

This study provides useful and replicable findings that can be used for reflection on teacher management practices and for the strengthening of efforts on teacher training, working and living conditions in Africa. More specifically, it investigates the government policies set to regulate issues such as: the requirements for entering and remaining in the teaching profession, teacher initial education and continuous professional development, recruitment and employment, compensation, retirement rules and monitoring and evaluation of teacher quality, among others.

Quality of teacher is very important for quality of education. In order to provide the best education possible to the citizens and future leaders of Africa, teachers must be well-qualified and committed to their role as educators. Therefore, society must elevate the status and image of teachers and ensure that teachers are provided with the proper training, working and living conditions and opportunities for continuous professional development.

1.0 INTRODUCTION

An adequate supply of trained teachers, their effective deployment, and a training system that can equip them with the required skills and efficient management and career structure that would result in well performing teachers is the focus of all country education systems in Africa. It is now well recognized that without well motivated teachers, we cannot have a good education system and without a good education system, no country can provide its citizens a quality life.

Several studies have been carried out in countries in Africa which have focused on one or two of the teacher status components of Training, Working and Living conditions. A focus on education as a human right and as a prerequisite for development has brought to fore the dire shortage of teachers and inadequacy of teacher qualification, teacher salaries and working conditions in most African countries. But Africa has successful stories where classes are served by trained teachers. However, student outcomes in many countries indicate that not all learners are taught by teachers with the appropriate training, professional qualification and motivation. Teacher status within and between countries is as diverse as the different factors that countries encounter resulting in different implications for teaching and learning.

A survey to document this diversity for posterity was the focus of this baseline study. A number of teacher policy dimensions that are central to producing a comprehensive descriptive account of the policies education systems put in place to manage their teacher force have been interrogated. Governments regularly set policies to regulate issues such as the requirements for entering and remaining in the teaching profession, teacher initial education and teacher professional development, recruitment and employment, compensation, retirement rules, monitoring and evaluation of teaching quality, among others. The content of these regulations varies greatly across education systems especially in Africa. Teacher policies are very different from one education system to another and between countries, be it within the Francophone, Anglophone, Lusophone, Arabophone or other benchmarks.

For example, while education systems in some countries such as South Africa require that all entering teachers have at least a university degree, in other systems, having a teacher training certificate may be enough to become a teacher.

Studies of country profiles on teachers' status have been compiled severally and regional studies have also been carried out on one or two of these study components of training, working and living conditions of teachers. Most of these studies were carried out earlier in the decade, (2011 UNESCO-IICBA) and as far back as 2005 (Tanzania).

This study which provides a baseline survey on the training, living and working conditions for all teacher types in Africa has sourced some information from the available statistics from these studies.

These studies emphasize the critical role the teacher plays as they lay down the foundation of country's development by educating its citizens. According to Olugbenga Adedeji and Olaniyan (2011) Africa's schooling is poor and forms the greatest threat to political, social and economic transformation. Illiteracy in schools has been reported in sub-Saharan Africa (SSA) countries by Mulkeen (2005) and UWEZO (2012). Adedeji and Bomidele (2003), Suleman Sumra (2005) identified absenteeism of both teachers and students as a reflection of teachers' professionalism that includes quality training and motivation to teach. Studies have also indicated that teachers' proficiency in pedagogical content knowledge has been an issue in some target subject such as mathematics, Miheso (2015) and languages (Bwire, Gathumbi, 2011). Proficiency in pedagogical content knowledge is a reflection of gaps in teacher training and in continued professional growth support.

According to Greenwalls (1996), a high quality teacher is one who understands and demonstrates ability to address content, character, challenges and complications of being a teacher. Every child deserves a caring, competent and qualified teacher. Research evidence has shown that the quality of teaching in our classrooms is the most important school related factor in ensuring students achievement (Greenwalls, 1996). This is the reason that justifies policy makers to focus on teacher quality with emphasis on issues of teacher preparation, recruitment, licensing/certification standards and professional development.

Understanding the training, working and living conditions of teachers is critical in keeping trained teachers in the profession. The expectation since Africa attained independence is that African schools should have sufficient number of trained teachers. Except for Nigeria, Ghana and Botswana public schools, the use of untrained teachers still persists in African public schools. Several reasons have emerged to explain these situations, but the fundamental reason has to do with training, working and living conditions of teachers. Trained teachers exit the profession due to poor working and living conditions making the shortage of teachers' persistence in spite of efforts to train them. However, some countries have a sufficient pool of trained teachers who are underutilized due to nation's capacity to employ them (basic Education statistics, Kenya 2014, Uganda 2015, Zambia, 2015). According to EFA teacher-student ratio ought to be 1:40. Attaining this ratio contributes to unfavourable working conditions that have seen teachers exit the profession in some countries. In addition, studies have shown that living conditions which vary by country are determinants of teachers remaining in the profession. Some countries have made non-monitory incentives while some

countries have improved teachers allowances, but this is still below what others with similar certification in different professions access. This study shares the implication of teacher motivation to quality education outputs. It should be noted that some countries are happy with their pay and their status. It is the expectation of this study that such lessons learned can be shared to get every teacher happy to enter and stay in the profession.

The purpose of this study was to map training, working and living conditions of teachers in member states using aggregated data at national and REC levels. The mapping took a holistic approach for all teacher categories in primary, secondary and technical/tertiary education levels for public, private and non-formal learning institutions. The data collected was used to identify strategic, progressive and productive practices in development and management of teaching corps with a view to develop models for teacher valorisation, training, working and living conditions.

The study was guided by the following objectives;

- i. Map out teacher training, working and living conditions across Africa by country
- ii. Identify existing strategic, progressive and productive practices in development and management of the corps
- iii. Design models for teacher valorisation (raise or fix the price or value of a commodity or currency) by artificial means, especially by government action across Africa, teacher training across Africa at all levels including newly appointed teachers, junior and senior level schools management and policy making
- iv. Propose policy directions for enhancing teacher effectiveness

The findings from this teacher study will contribute to the baseline information for the implementation of CESA 16-25 in the area of Teacher Development, form a basis for teacher Education Management Information System and support the generation of informed interventions aimed at creating a positive impact on teachers' training, working and living conditions in Africa.

1.1 Study Methodology

A mixed research design was adopted where both quantitative and qualitative approaches were used. Questionnaires and interviews were used to solicit for primary data. Secondary information was sourced from policy documents, international and national statistics, research papers and from related regional bodies. Work done by partners in teacher development fields such as UNESCO-IICBA, CEMASTEIA, RAFTA, EI, ADEA and FAWE were reviewed. These partners were also used to reach their respective membership for data collection. Study instruments included questionnaires

(qualitative and quantitative), interviews and document analysis from the national and REC levels. An online search was extensively used to access education documents from as many countries as possible. Skype and telephone interviews were carried out including informal meetings with as many ministers and education officials of countries that were encountered away from offices. Seven countries were visited for face to face data collection and school observations to document working conditions. Three sources of data and information were examined:

(i) A wide *variety of documents* covering teacher training, working and living conditions for all education levels. National and RECs education documents on policies/ legislation/ regulations on teacher management were also accessed. In addition, desk review/document analysis was carried out on relevant documents and articles from development partners in the teacher development field, namely; ADEA, UNESCO, UNESCO-IICBA, OSISA, AFTRA, FAWE, EI, and CEMASTEA.

(2) *Questionnaires*. Both qualitative and quantitative, validated by AU partners, were filled both online and offline.

(3) *Face-to-face consultations* with a wide range of stakeholders and education officials using “semi-structured interviews” with a key set of questions in a conversational format.

Triangulation of results: Data was also collected in informal settings that offered opportunities to interact with education officials from these countries in seminars and conferences. In such seminars, teachers, ministers, and educational officials were interviewed for insight on training, working, and living conditions of teachers. Data was accessed from all five African economic blocks either directly or indirectly. This information was found to be a good representation of the teacher status in Africa and hence reliable.

Several groups have participated at different stages of this study which included the inception of the study stage. This brought together experts from key partner agencies working in partnership with the AUC in teacher development in Africa. These included; UNESCO-IICBA, UNESCO, EI, ADEA, CEMASTEA, FAWE, OSISA and RECs, namely; UMA, COMESA, CEN-SAD, EAC, ECCAS, and ECOWAS.

Two main data collection sources were used; primary and secondary. For both sources, ministry of education officers, teachers and other stakeholders such as teachers’ unions were involved. Instruments for data collection were sent to all 54 member states in the Francophone, Anglophone, Arabophone (Maghreb’s) and Lusophone countries. The data collected was aggregated data allowing for minimum interaction with teachers. Most responses were given by ministry of education officers as authorized by their respective ministers. More secondary data was collected from ministry documents and internet sites.

Tools used for collecting data were generated alongside SABER tools and validated for use before being administered. To access data, all the data instruments which included questionnaires (qualitative and quantitative) and interviews were initially dispatched on line to all the 54 countries through Regional Economic Communities (RECs); COMESA, EAC, ECCAS/CEFACT, CEMAC, ECOWAS, SADC, IGAD, SACU and AMU/UMA. In addition, data instruments were dispatched to AU Partners in teacher development. These questionnaires were dispatched by the AU study technical team. Returns were slow and far apart and this necessitated for data collection missions to strategic countries that represented 4 of the five regions. This exercise boosted returns. Data was also solicited through Skype calls and telephone calls especially to the Francophone countries. Data was also solicited from participants from some countries in meetings. Internet search provided sufficient information on hard to reach countries. The focus of the questionnaire was to collect aggregated system level information as well as collecting information directly from teachers and other stakeholders. Data analysed here is a representation of the status of the continent. Therefore, data from the 54 countries was either accessed through face to face, online responses, internet search (UNIS) or research articles and conference presentations. Data on status of teachers in primary schools, secondary schools, TVET and non-formal institutions was solicited based on the ISCED 2011 definition of related concepts for these levels.

The principal sources of data were the Ministries of Education and teaching agencies. Physical visits were made to Ethiopia, South Africa, Nigeria, Botswana, Gabon, Cameroon and Kenya. At the time of writing this report, online questionnaires and feedback had been received from the Gambia, Lesotho, Angola, Uganda, Madagascar, Ghana, Burundi, the Congo, Cameroon, Rwanda, Togo, Gabon, and Burkina Faso. Most other data was accessed through UNIS courtesy of UNESCO-IICBA. Data collected in varying depth made up to 80% all AU members' states. Quantitative and descriptive methods of analysis were used during the data analysis process. Prior to data analysis, raw data was collated before coding and being thematically clustered for input into excel and SPSS software. The SPSS coding variables were too numerous, so excel software was preferred. The findings have been generated into graphs and tables which are included in this study report. Some tables are from secondary sources as well. Each theme is presented separately and cases of good practices are highlighted by country for the purpose of intended study valorisation output.

Descriptive statistics were used to analyse all variables with a view to explain the status of teacher training, working and living conditions. More specifically, descriptive statistics were used to determine teacher training frameworks and entry into the profession and motivating conditions that support working and living standards of teachers in African

countries with a view to inform policy directions of teacher effectiveness. In this report, the findings of the study are first presented by item analysis before being discussed under the themes of the study.

2.0 FINDINGS AND DISCUSSIONS

Findings from the study are presented in two phases. An item analysis of the primary data solicited through the questionnaire is presented in graphs. The second phase presentation of information from secondary data is triangulated synthesis with interviews and primary data which is presented in prose, tables and graphs. Discussions by main themes are used to illuminate pattern and emphasis as well as to highlight different practices. Country cases highlighted are aimed at emphasizing an alternative approach that could be replicated or a common practise that can be used to explain observed pattern that form possible recommendations from the study.

2.1 Presence and Profile of Teachers by Country

The study sought to determine the presence of trained and untrained teachers in public, private, TVET and non-formal institutions.

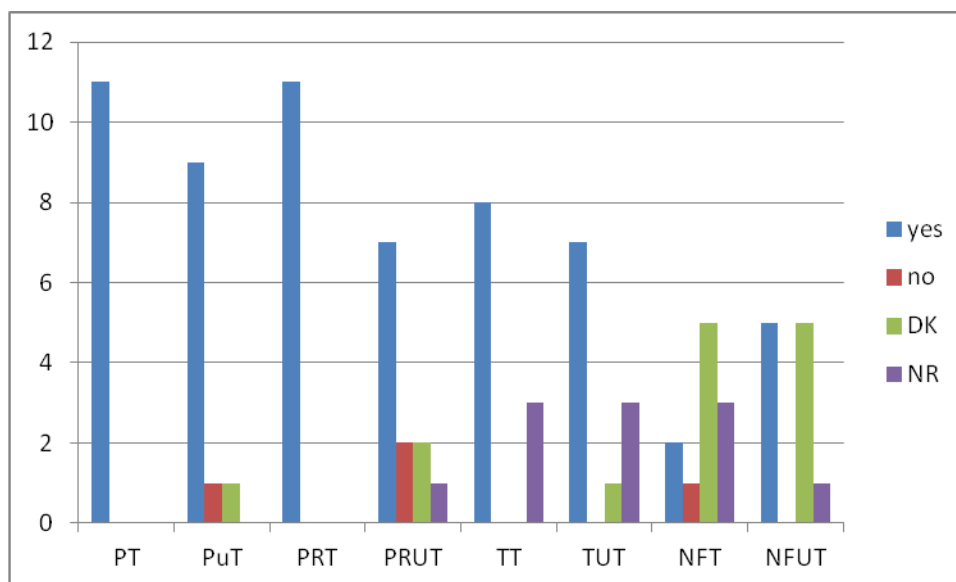


Figure 2.1: Teacher profiles

Key: PT: Trained Teachers in public schools, PUT: Untrained Teachers in Public Schools, PRT: Trained Teachers in Private Schools, PRUT: Untrained Teachers in Private Schools, TT: Trained Teachers in TVET, TUT: Untrained Teachers in TVET, NFT: Trained Teachers in Non-fomal schools, NFUT: Untrained Teachers in Nonformal schools.

Figure 2.1 shows presence of trained teachers in all institutions of learning. The data showed that presence of these trained teachers in public and private schools was certain except when it came to TVET institutions. There was evidence of high incidents

of no response. The study revealed that in some countries, there were no untrained teachers in public schools, private schools and non-formal institutions. Lack of knowledge or information on the presence of untrained teachers in public schools, private, TVET, and Non-formal was evident. There was a high percentage of *no response*, don't *know* or lack of information on this item. Interviews sought to tease out reasons for this lack of information and the results showed that TVET and non-formal institutions in some of these countries are run by a different ministry or a designated authority. More information on this item is clarified by existence of policies that consider teacher profiles in learning institutions. This will be discussed under the respective themes.

2.2 Teacher Recruitment

The study sought to document recruitment procedures by identifying the recruiting authority for trained and untrained teachers for different learning institutions for teachers. The study assumed that the process of recruitment is a significant indicator of the status of teachers and is a precursor to type of training, working and living conditions. Figure 2.2 indicates that National education authorities are the main recruiters of trained teachers in public schools.

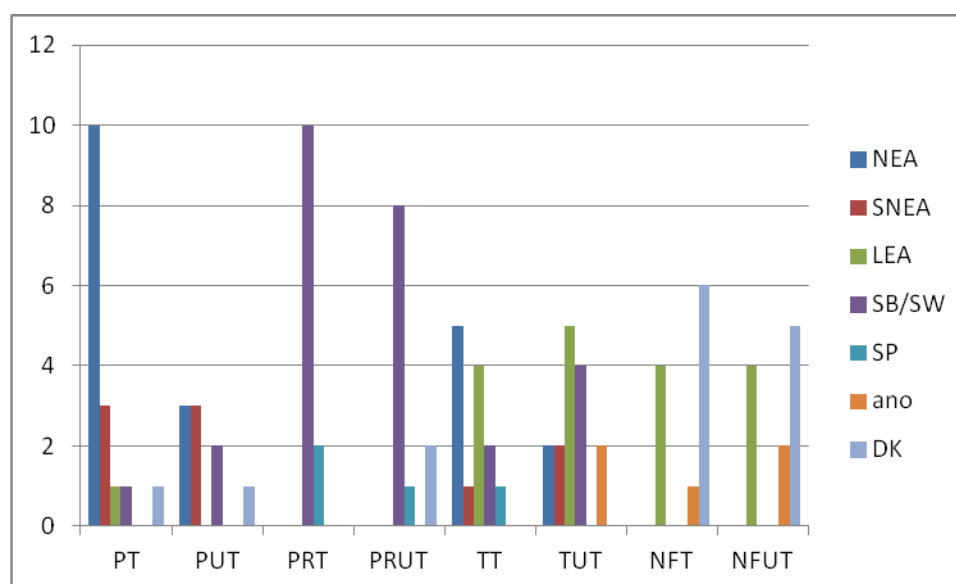


Figure2. 2: Who Recruits Teacher

Key: NEA: National Education Authority; SNEA- Sub- national Education Authority, LEA-: Local Education Authority, SB/SW: School Board /School Owners; SP: School Principal, ANO: Others, DK: Don't Know

School boards are the main recruiter for private schools except in very few countries. The graph also reveals that most country's ministry of education are not aware to a large extent on who recruits for non-formal institutions. TVET institutions have all kinds

of recruiters. Interviews revealed that TVET programs are diverse and recruitment is contextualized by level of skills being offered in the TVET. It is also clear that non designated institutions tend to recruit untrained teachers especially for TVET and non-formal institutions.

2.3 Qualifications and Training

The study sought to determine if formal requirements to enter the teaching profession existed and if there were differences in requirement by gender. Figure 2.3 below shows that entering the teaching profession has specific formal requirements for all school levels and TVET. However it was not clear about requirements needed for non-formal institutions.

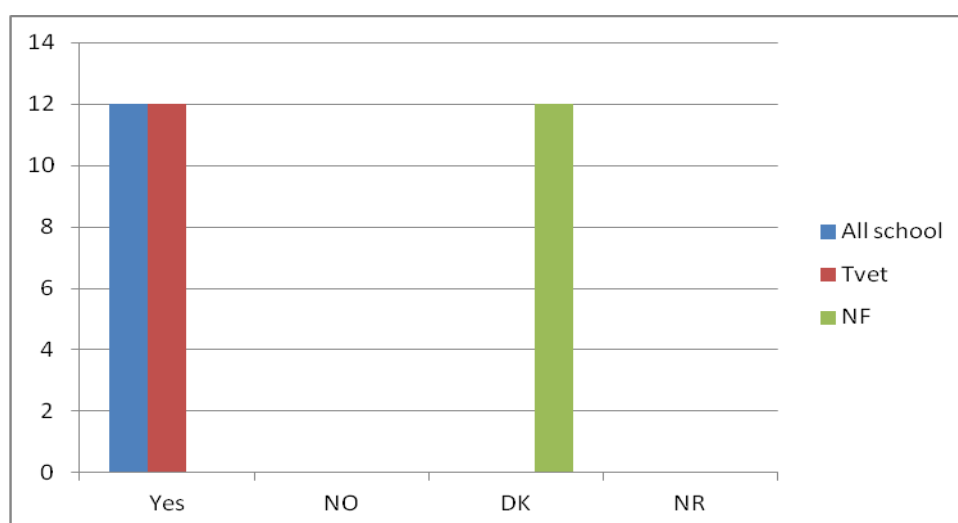


Figure 2.3: Existence of Formal requirements to become a teacher.

Key: All schools: Primary, Secondary, private and public. TVET Technical and Vocational Educational Training Institutions, NF, Non formal education

Results from accessed data and confirmed through interviews showed that there were no differences in formal requirements across the continent for teaching by gender. This means that the same requirements are demanded of all teachers irrespective of gender. Affirmative action for education specific courses is not documented.

2.4 Content of Requirements

The study also sought to identify type of content of these requirements. For this item, respondents chose from a suggested list of content which included; (1) completion of required coursework or achievement of specific educational qualification, (2) graduation from a tertiary education programme, (3) pass a written test or an interview stage assessment, (4) have the minimum practical professional experience, (5) pass an

assessment based on practical professional experience and (6) any other requirement not listed or if they did not know the exact requirement. Data was analysed and is presented by institution category. Figure 2.4.1 shows the content of requirements for teaching in primary schools, both private and public, and for both trained and untrained teachers.

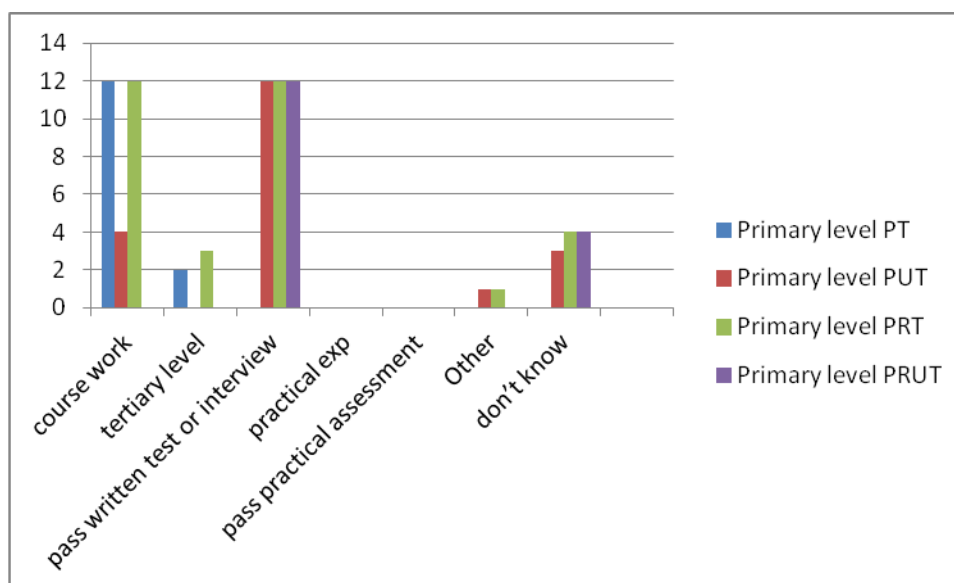


Figure 2.4.1: Content requirements for teaching in Primary schools

The study revealed that course work was a major requirement for trained teachers who wished to teach in primary schools and very few countries required a tertiary level certificate for this level of teaching. However, private schools treated both trained and untrained teachers equally by exposing them to interviews, in addition to other qualifications. Requirements for untrained teachers in private schools and public schools were not known to a third (1/3) of the respondents. However, requirements to teach at secondary school level for both trained and untrained teachers in both private and public schools demanded completion of course work and tertiary level education, as shown in Figure 2.4.2 below. Additional interview was a common demand in private schools and for untrained teachers in public schools.

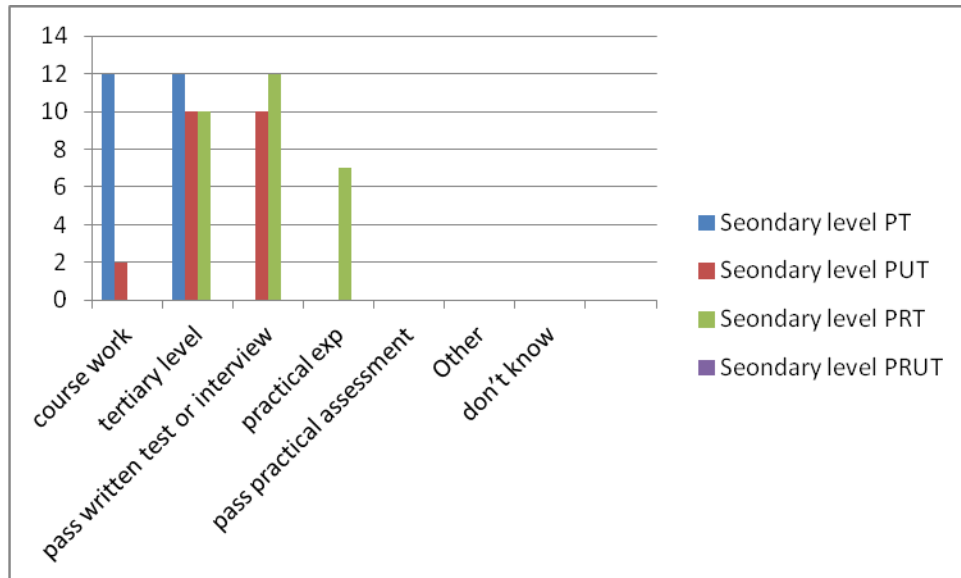


Figure 2.4.2: Content requirements for teaching in Secondary schools

Practical assessment was not found to be used in schools recruitment requirements, but for teaching in TVET and non-formal institutions as shown in Figure 2.4.3 below. Other requirements were listed by different countries.

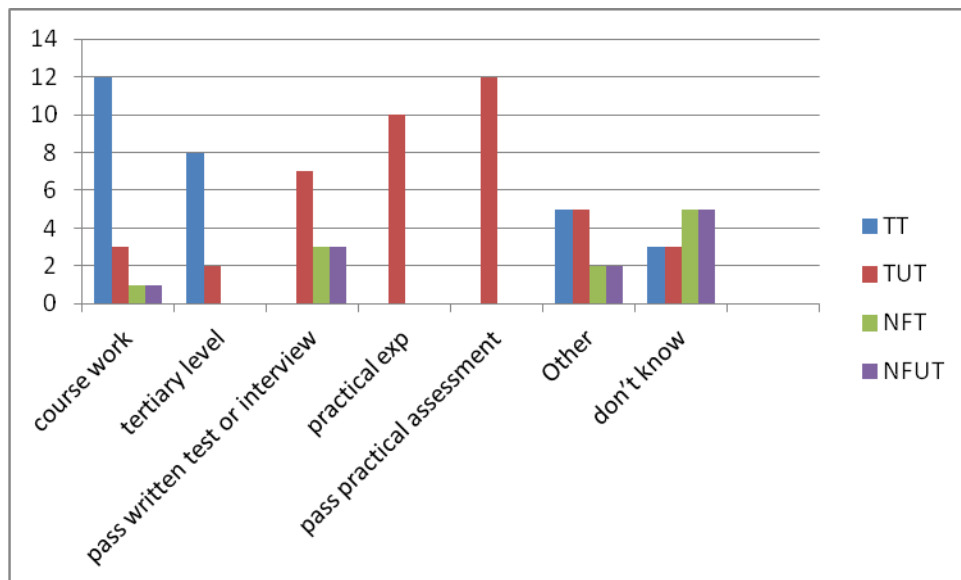


Figure2.4.3: Content requirements for teaching in TVET and non formal institutions

It was clear that practical experience was an expected requirement for teachers who were untrained. Untrained teachers populate TVET and non-formal institutions more than trained. Trained lecturers in these institutions undergo practical experience and so the demand for course work or tertiary level certificate assumes that a component for practical experience was afforded the teacher during their course work.

2.5 In-Service Training/Professional Development

The study sought the availability and eligibility of formal in-service/professional development programmes for the different cadres of teachers including gender. Figure 2.5 below shows findings on this item:

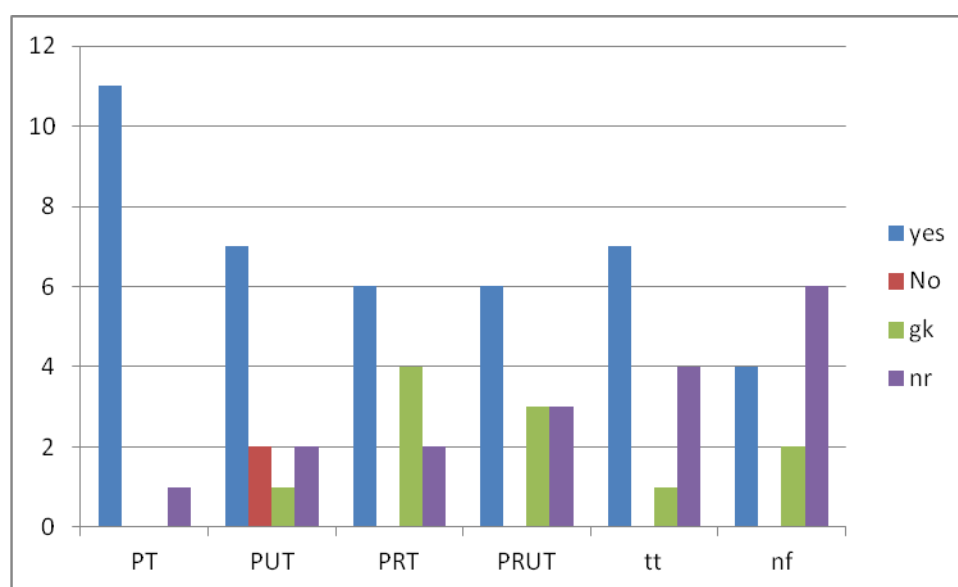


Figure.2.5: INSET Accessibility

Key: PT: Trained Teachers in public schools, PUT: Untrained Teachers in Public Schools, PRT: Trained Teachers in Private Schools, PRUT: Untrained Teachers in Private Schools, tt: Trained Teachers in TVET, nf Teachers in Nonformal schools.

All respondent indicated the availability of formal in-service and professional development programs. However the study established that untrained teachers were not eligible for these formal programmes in some countries while it was mandatory for all school teachers in six out of thirteen countries that responded to this item. In-service programmes for TVET lecturers and in non-formal institutions were evident, but a large number of countries have no information about eligibility or availability of INSET for teachers in non-formal institutions.

2.6 Provision of In-Service Training /Professional Development

The purpose for which in-service and professional development programs is offered determines who provides it. Quite often, in-service and professional development programmes have commonly been used by NGOs or development partners to pilot an educational intervention project before it is mainstreamed. The study sought to

determine who provides INSET and professional development programmes for teachers.

The results for this item are presented separately for teachers in primary, lower secondary and upper secondary, TVET and non-formal institutions. INSET providers were chosen from the list of: (1) National Educational Authority, (2) Sub-National Educational Authority, (3) Local Educational Authority, (4) Schools, (5) Teacher Organizations/Teachers' Associations, (6) Private Institutions, (7) others such as NGOs or Community Service Providers and (8) No information available was also considered as a response. It should be noted that some countries have multiple providers of INSET while others have just one INSET provider. The results for INSET providers for primary school teachers are presented in Figure 2.6.

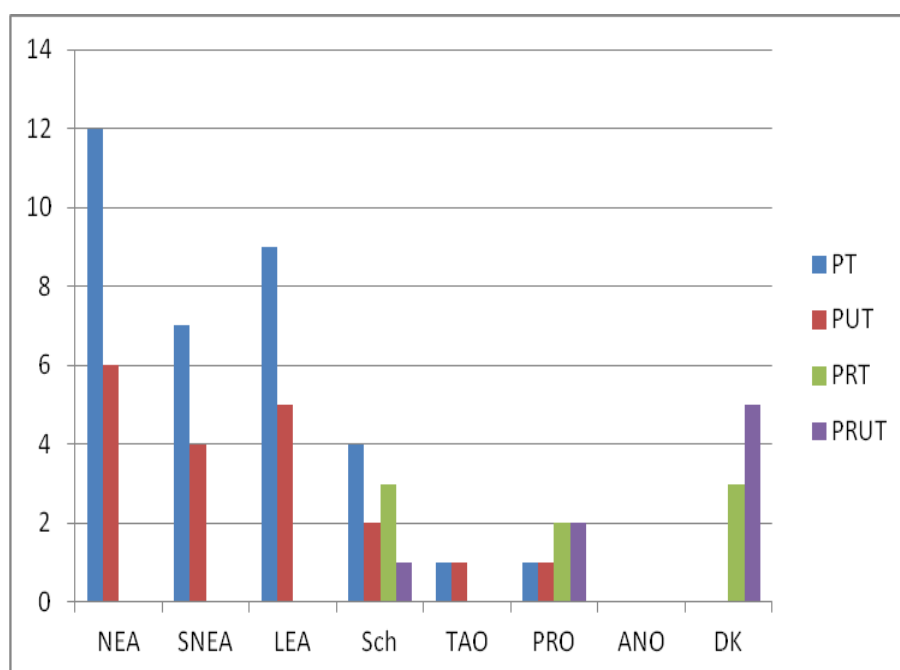


Figure 2.6.1 INSET Providers For Primary Schools

Key: NEA: National Educational Authority, SNEA: Sub- National Educational Authority, LEA: Local Educational Authority SCH:,Schools TAO: Teacher Associations/organizations, PRO: Private institutions, ANO: Any other such as NGOs, DK: Don't Know.

National, sub national and local educational authorities were found to be the major INSET providers for teachers in public primary schools. Private institutions also provide INSET on a small scale. A very similar situation holds for lower secondary school teachers as shown in Figure 2.6.2 below.

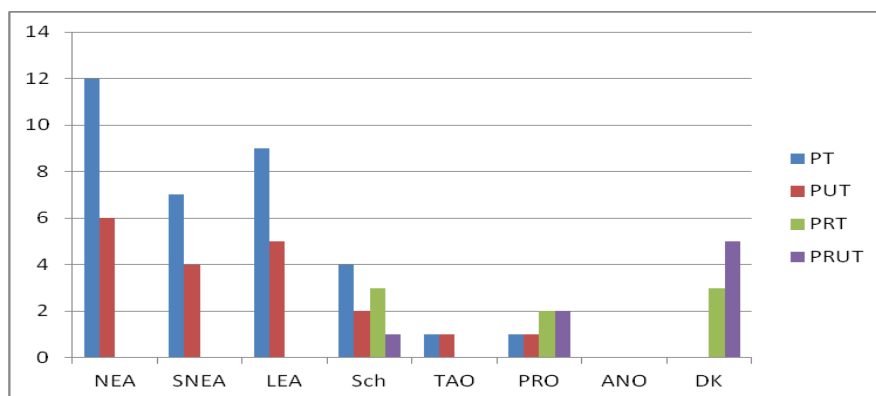


Figure 2.6.2 INSET Providers for Lower Secondary Teacher

Key: NEA: National Educational Authority SNEA: Sub- National Educational Authority LEA: Local Educational Authority SCH: Schools TAO: Teacher Associations/organizations, PRO: Private institutions, ANO: Any other such as NGOs, DK: Don't know

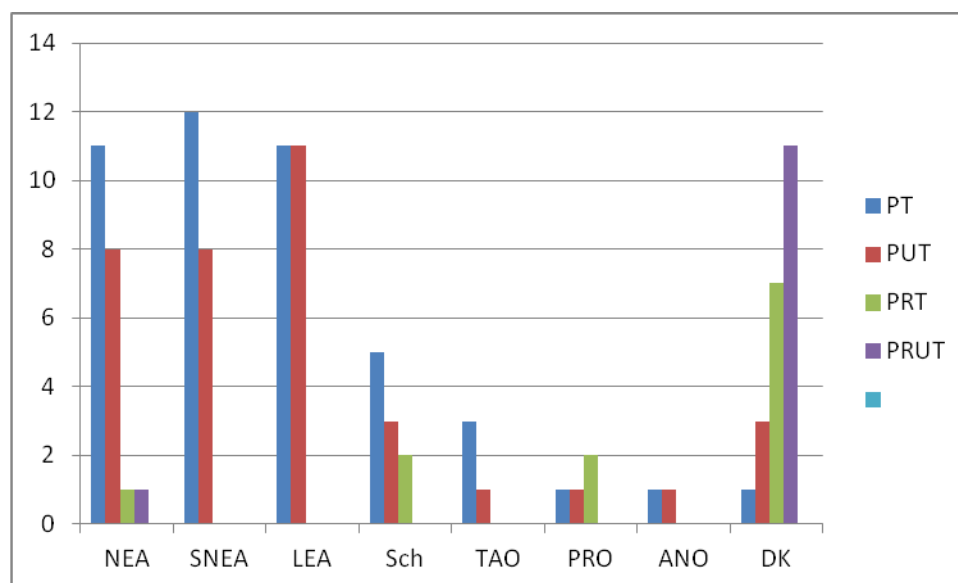


Figure 2.6.3 Upper Secondary INSET Provision

Key: NEA: National Educational Authority SNEA: Sub- National Educational Authority LEA: Local Educational Authority SCH: Schools TAO: Teacher Associations/organizations, PRO: Private institutions, ANO: Any other such as NGOs, DK: Don't know

However it was revealed from data presented in Figure 2.6.3 that private secondary schools participate in INSETs mounted by educational authorities in very few countries. Most other countries reported that they were not aware of who offers INSETs in private schools. Untrained teachers also receive INSETs in most countries. The results also show that INSET provision for untrained teachers in private schools is not known.

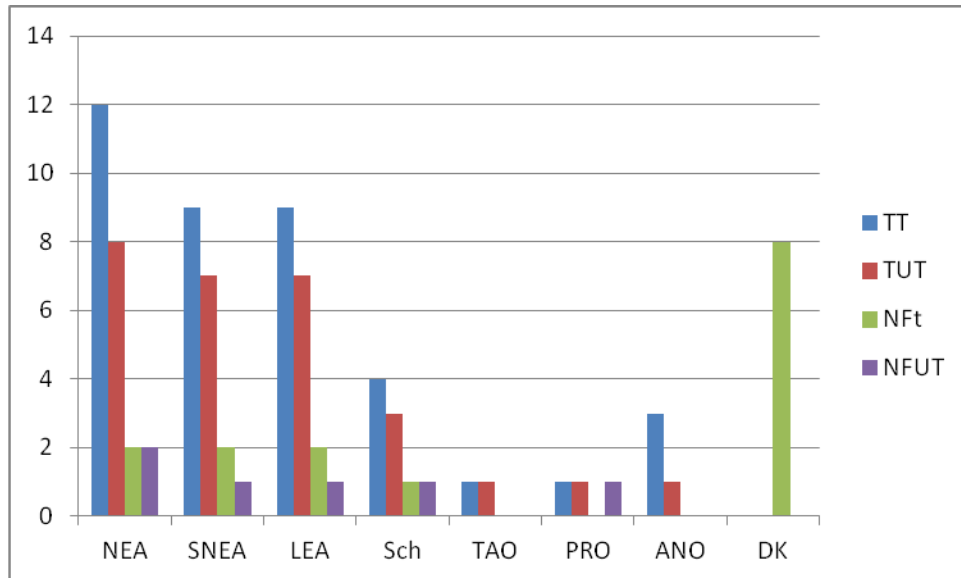


Figure 2.6.4 TVET and Non-formal INSET Provision

Key: NEA: National Educational Authority SNEA: Sub- National Educational Authority LEA: Local Educational Authority SCH: Schools TAO: Teacher Associations/organizations, PRO: Private institutions, ANO: Any other such as NGOs, DK: Don't know

Figure 2.6.4 above shows combined data on INSET providers for TVET and non-formal institutes. Provision of INSET by education authorities is most visible in technical institutes in comparison to non-formal institutions. From the findings, it is clear that some countries consider INSET for all institutions, but the majority have no INSET programs slotted for non-formal institutions.

2.7 Content for In-service Programs

INSETs are used for different educational goals. However, most INSETs are used to support teachers in the improvement of their lesson delivery. The study sought to determine the type of content of in-service training and professional development programs. Participants were asked to choose from a list of: (a) subject matter, (2) pedagogy, (3) classroom management and (4) any other. It was observed that besides this list, ethics was a common content for INSET programs.

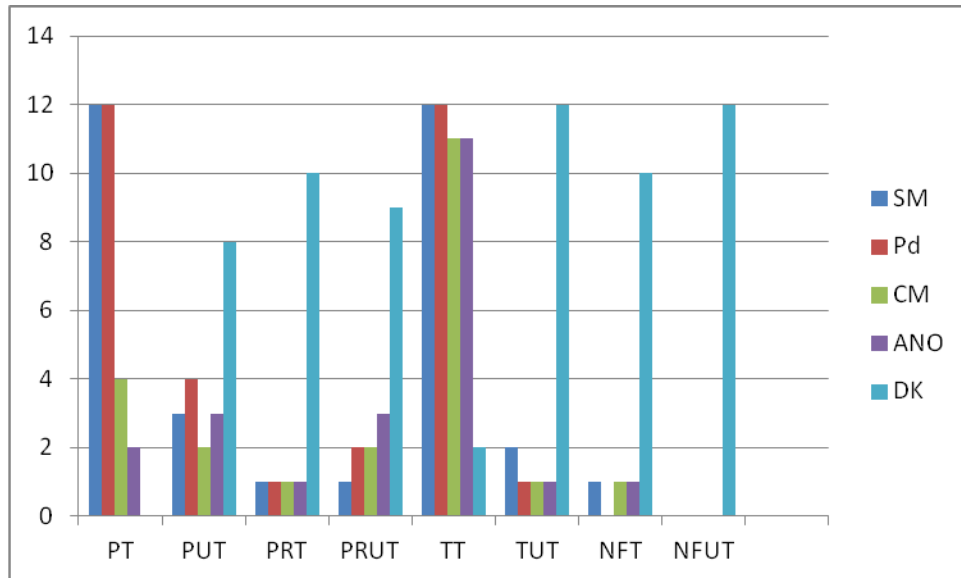


Figure 2.7: Content for Inservice /professional development

Key: SM: Subject matter, PD: Pedagogy, CM: Classroom management, ANO: Any other, DK: Don't know

Subject matter and pedagogy are the most popular content for INSET across the countries. Classroom management is popular for TVET programs. It is also clear that content for INSETs is not known especially in institutions that are not public. In fact, no country was able to share information on type of content that is offered in non-formal institutions as shown in Figure 2.7.

2.8 Salary and Benefits

The study sought to establish source of payment for the different cadres of teachers. It was important to determine who is responsible for setting the salaries for teachers, who pays them, if there are any variation by gender and teachers' compensation package. The findings are presented in Figures 2.8.1 & 2.8.2 below.

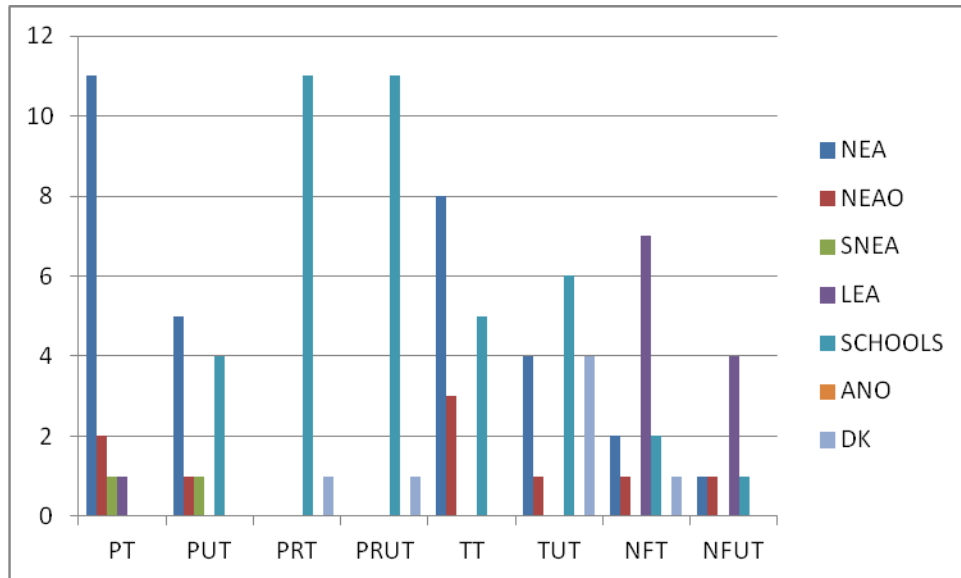


Figure 2.8.1 Source of Salary

Key: NEA: National Educational Authority, NEAO: Other national educational institution, SNEA: Sub national educational authority, LEA: local educational authorities, SCH: Schools, ANO: Any other, DK: Don't know

Figure 2.8.1 shows that national educational authorities are the main sources of salary for teachers in public schools and TVET and schools are the main sources of salaries for teachers in private schools and for untrained teachers for the majority of the countries.

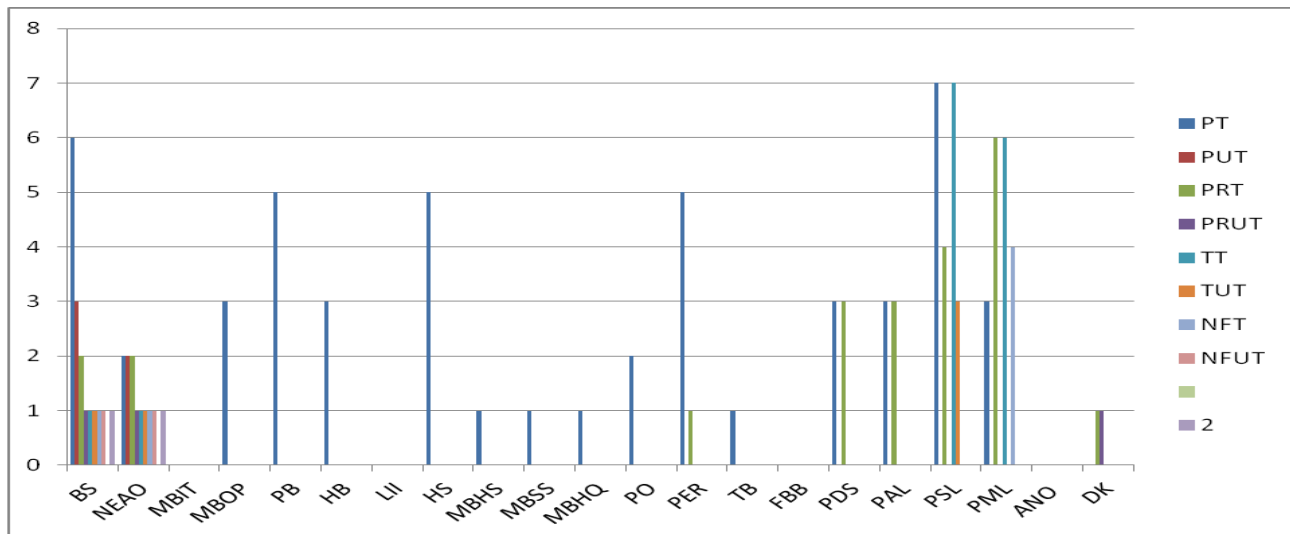


Figure 2.8.2 Compensation benefit

Key BS: Basic salary NEAO: Monetary bonus for good performance by the individual MBOP: Monetary bonus for overall performance PB: pension benefits, HB: health Benefits, LII; Life insurance, HS; Housing support, MBHS Monetary bonus for hard to staff areas MBSS: Monetary bonus for specific subject, MBHQ: Monetary Bonus for

Higher qualification PO PER TB: travel benefits ,FBB: food and beverage benefits PDS Professional development scholarships, PAL: paid annual leave, PSL: paid sick leave PML paid maternal leave, ANO and any other

2.9 Evaluation and Career Development

The study sought to establish if performance evaluation systems exist and the authorities that evaluate the teachers at the different levels of schools (public, private, TVET and non-formal institutions).

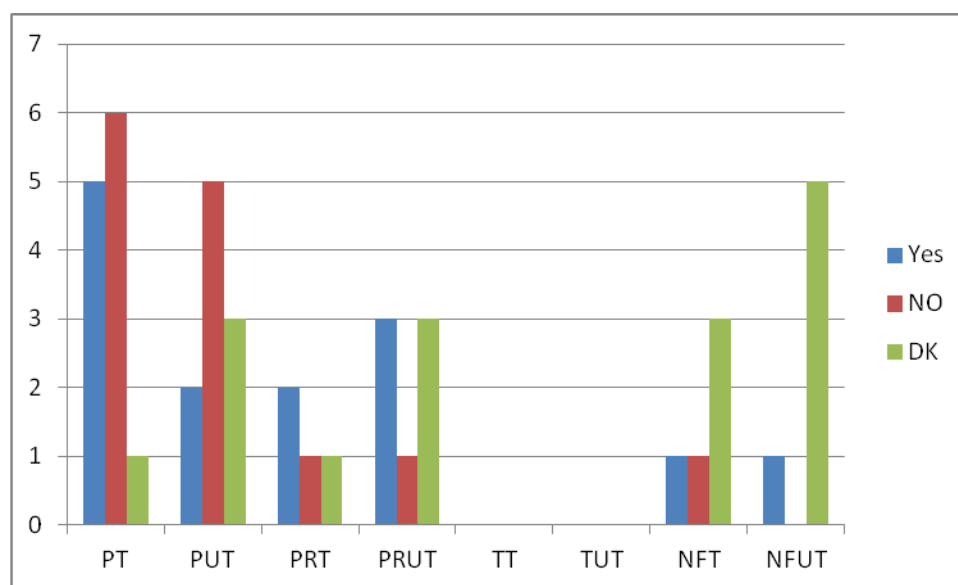


Figure 2.9.1: Existence of evaluation

Existence of evaluation: As shown in Figure 2.9.1 above, the study established that there are pockets of performance evaluation in public schools, but most countries have yet to put in place mechanisms of evaluation. Some form of evaluation also exists in private schools, but none was established for TVET.

Evaluating Authorities: Teachers in public schools are evaluated at the school level by: the national educational authority, principal sub-national and local educational authorities and this varies by country. Private school teachers are mainly evaluated by the school board at school level or the principal. The evaluation of non-formal school teachers is not clear but according to data in Figure 2.9.2, teachers in these schools are evaluated at school level by the principal. Teachers in TVET are not evaluated. Peer assessment has been mentioned as another method used for evaluation.

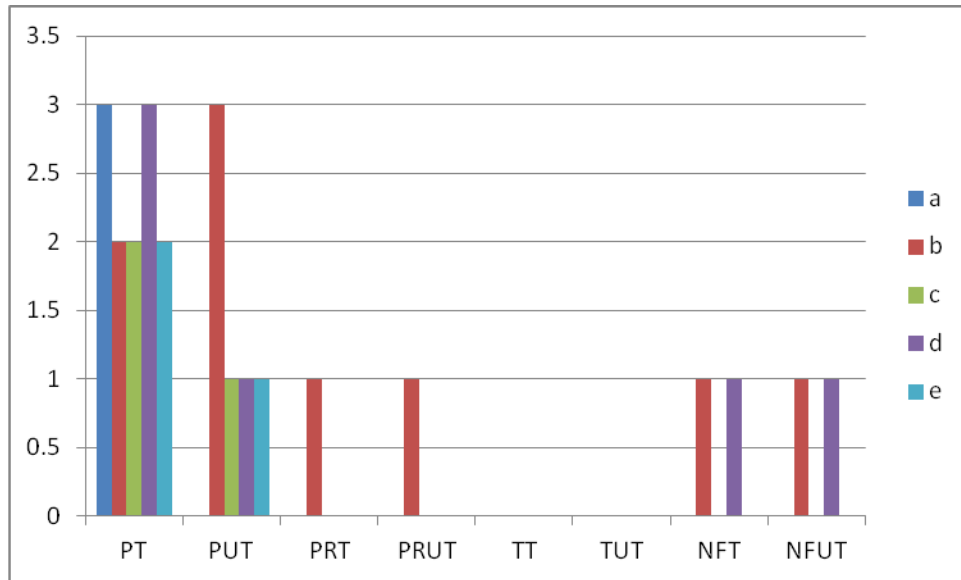


Fig 2.9.2 Evaluating authorities

Key: **a:** School level, **b:** The Principal, **c:** National Education Authority; **d:** Sub –National educational authority, **e:** Local Educational authority, **f:** Others

2.10 Sources of Information for Teachers Performance Evaluation

The study sought to determine the sources of information for performance evaluation for teachers and Figure 2.10 shows the findings below.

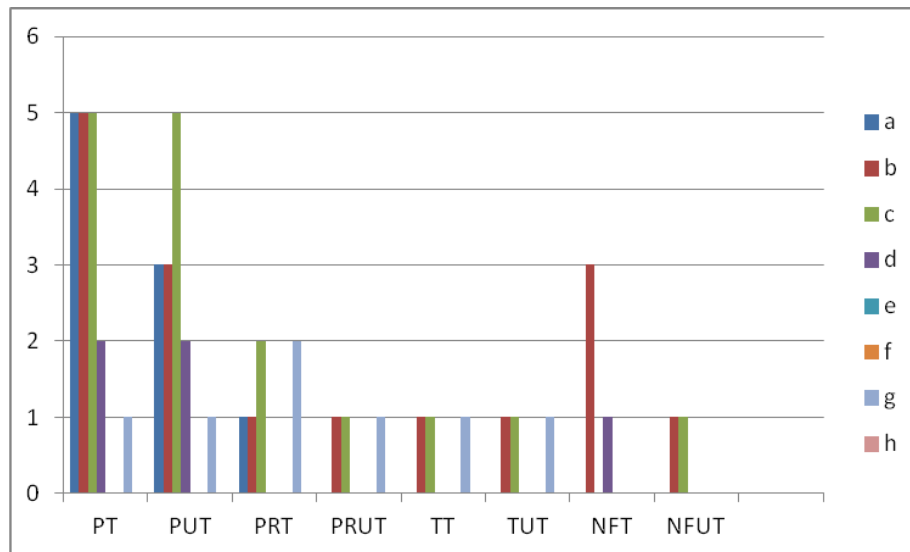


Figure 2.10: Sources of evaluation information

Key: **a:** self-assessment by teacher, **b:** assessment by peers, **c:** assessment by school principal, **d:** assessment by inspectors, **e:** assessment by students, **f:** assessment by parents, **g:** others, **h:** don't know

School principals, inspectors and student assessment forms are the sources for evaluation information in public schools. Students and school principals are the main sources for evaluation in private schools in those countries that have the systems in place as shown in Figure 2.10.

2.11 Methods of Assessing Performance

The study sought to determine the methods of assessing performance evaluation for teachers and Figure 2.11 shows the findings;

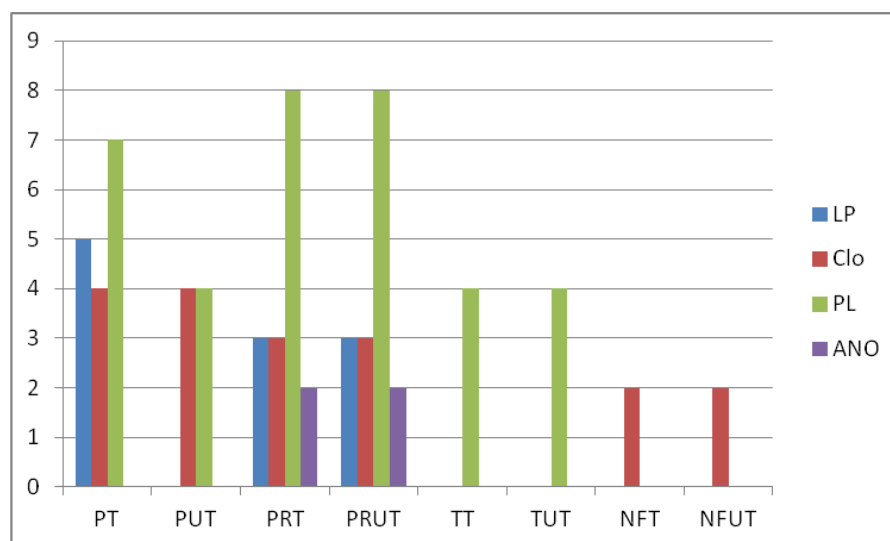


Figure 2.11: Methods of assessing teacher performance

Key: LP: Lesson Plan, Clo: Classroom observation, PL: Learners Performance, ANO: other

Lesson plans, classroom observation and learner's performance are some of the methods used to assess teacher performance. As shown in Figure 2.11, this study revealed that learner performance is used in more countries than classroom observation. Lesson plans are mainly used in both public and private schools.

2.12 Opportunities and conditions for promotion of teachers

The study sought to find out what opportunities and conditions exist for promoting teachers and Figure 2.12 shows the findings.

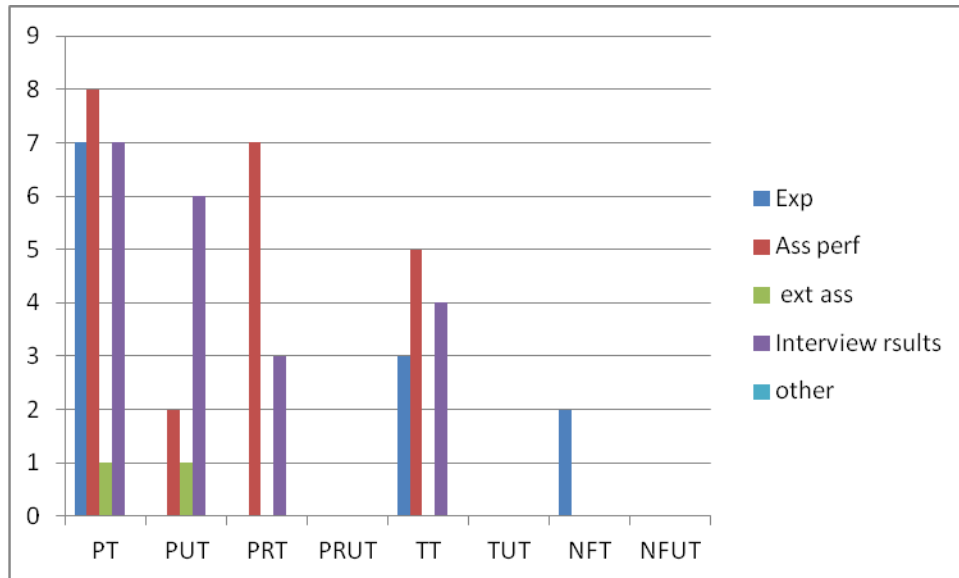


Figure 2.12: Opportunities for Promotion of Teachers

Key: Exp: Years of experience, Ass perf: Assessment performance by school authority/colleagues, Ext Ass: Performance as assessed by external evaluators, Int: Interview results, ANO: Other

The study revealed, as shown in Figure 2.12, that years of experience, assessment performance by school authority and interview results are used commonly for promoting teachers in most countries. With respect to changing employment, the study showed that when a vacancy is advertised, eligible teachers compete for the post. These conditions are usually made clear for teachers who aspire to be heads of departments/schools or if they wish to join the inspectorate. Most of these positions depend on teacher experiences which makes all teachers eligible. The study also revealed that in terms of promotion, access to in-service and professional development programs and salaries do not discriminate by gender.



Figure A: learning still goes on in crowded desks



Figure B: practical lesson in make shift lab. Teachers get it done

3.0 Training, Working and Living Conditions of Teachers

The following section provides in-depth discussion by use of case examples that underscores the general findings presented in the preceding discussion of the results from analysis of the primary data accessed through questionnaires and interviews. This section shares findings from secondary data accessed from ministry of education documents, internet research, interviews and telephone. This data was aimed at identifying actual processes and practices with respect to training, working and living conditions of teachers in Africa. The information in this section is supported by statistics from international studies which enabled the study to reach a wider scope. This implies

that evidence is sourced from more countries than those represented in the questionnaires returns. It was important for this study to highlight practices, processes and policies that guide the output highlighted in the questionnaire. Such questions as what salaries are paid to teachers, what policies are in place for teacher training and evaluation are discussed in the following sections. The sections will be discussed under the three themes of training, working and living conditions. Best practices for each section will be highlighted.

3.1 TEACHER TRAINING

Responses from the questionnaires indicated that all countries have provision for teacher training. Some countries also have in-service training as a teacher training mode. Based on these findings, an analysis of policy documents, education statistics, research articles and interviews showed variations in teacher recruitment requirements by level of teaching type and purpose for training. The study found that countries use the following training models to provide various teacher training opportunities for the various education levels and streams (general, technical and vocational).

- Primary Teachers Training Colleges (PTTCs)
- National Teachers' Colleges (NTCs)
- Instructors Training Colleges (ITCs)
- Diploma Teachers Colleges
- Universities

These training centres provide different strategies and models that are adapted by different countries. Each model is governed by entry requirements into the teaching profession. The Ministry of Education is responsible for teacher training except when it is offered at the university level.

When training programs were analysed, three models were found to represent the different training paths for teachers. One of the models herein referred to as the **separate model** is where different levels of teachers are taught separately in both process and content focus. They have different entry requirements for each level and have separately developed curriculum specific for the level and specialization. Teachers of one level are incapable of handling learners from a different level or stream. The trainings are mutually exclusive. The study found that in countries where the separate model of recruitment is used, teacher entry requirements are based on the level where the teacher wishes to teach. Teachers who fail to qualify for one level and can still enter the profession through a different pathway. This means that primary, secondary and TVET teachers are trained separately and recruitment requirements are also different. Academic requirements for a teacher at the primary school level are lower than for

those who wish to teach at the secondary school level. They also attend different colleges with differences in curricula emphasis.

The second model, mainly used in Nigeria, uses the same teacher education curriculum only varying in depth as the teacher progresses through the academic ranks from diploma to a teacher with a PhD. The more they read the more they advance in career and level of placement. For this study, this will be referred to as the **progressive model**.

The third model is where all teachers are trained together at the university level and then they choose to specialize for the level of teaching, whether it is at primary, secondary or TVET institutions. This model is referred to as the **horizontal model** and it has mainly been adopted by South Africa and a few of the countries in the southern region. The minimum requirement for all teachers is undergraduate degrees however teachers who wish to progress to tertiary institutions are required to undertake additional degree courses. Any advanced academic degree while teaching in the non-tertiary levels is not upgraded but can be recognized by a one off monetary allowance.

Other models that were encountered in the analysis are slight variation from these three in terms of focus and intended output. This study revealed recent activities by countries to upgrade from primary teacher certificate to a diploma level. When this strategy is implemented, it is likely to have implications on the minimum entry requirements and hence training of teachers for the primary level. This will eventually lead to a change in policy requirements for recruitment into the teaching profession especially at primary level. Some countries such as Ethiopia, Botswana, Lesotho and others have already implemented this upgrading strategy. To achieve a critical mass of trained teachers, countries have used different modes of training to reach the threshold of trained teachers. This includes the use of in-service training and distance learning. Although most of the time, it is used for training teachers when responding to a specific need in teacher and professional development programs. In-service is used for official training of teachers and this role of in-service training varies by country.

In **Ghana**, teacher education is categorized into two; pre-service and in-service which are provided by both Colleges of Education and facilities of Teacher Education in Universities. **Nigeria** affords her teachers with a systematic training model that provides teachers with development academic paths that run from a diploma certificate to a teacher with a PhD. In this country, the recruitment academic requirements for teachers of all levels of teaching are similar. Teachers then choose which level they wish to serve as a beginning teacher.

Studies show that teaching in Africa has evolved in line with policy guidelines occasioned by related teacher shortages and new policies. In Kenya, for example, several policy documents that have shaped the Kenyan education system have had a direct impact on teacher recruitment. These documents have consisted of development plans, reports of commissions, working parties and committees and sessional papers directed specifically at this sector. Some of the documents have originated from the international community like the United Nations Children's Fund (UNICEF) and the United Nations Education, Science and Culture Organization (UNESCO). Although many of these policies address specific issues, they have implicitly shaped the teacher profiles in each country.

Types of qualifications available for teachers differ by country. They include teachers with a minimum qualification of a Primary Teacher certificate to a teacher with a PhD Certificate. Table 3.1 below highlights these differences:

Table.3.1: Teacher Training

| Teacher type | Minimum qualification | Pre-service course location | countries |
|---------------------------------|--|------------------------------------|-----------------------------------|
| Primary teacher | Primary teaching certificate | Primary teachers college | Kenya, Zambia, Uganda, Malawi... |
| | Diploma certificate | National Diploma teachers college | Nigeria, Botswana |
| | Degree Certificate Post graduate diploma | University | SA, Nigeria |
| Secondary school teacher | Diploma Certificate | Diploma teachers college | Kenya, Zambia, Lesotho, Botswana |
| | Degree Certificate Post graduate diploma | University | SA, Nigeria, Kenya, all Countries |
| TVET teacher | Diploma certificate | Diploma teachers college | Kenya. Uganda Tanzania |
| | Degree Certificate Post graduate diploma | University | All countries |

The basic qualification requirement for teaching differs by country and purpose. Most countries have a registration database for all teachers who have been trained. The study shows that data for teachers in private schools is not comprehensive.

In **Kenya**, different recruitment guidelines are in place for the primary teacher, the secondary teacher and TVET teacher. According to the Kenya Teachers Service Commission, the authority responsible for teacher management and recruitment guidelines, teachers employed for the first time in primary schools should have the P1 certificate, a diploma certificate for teaching in secondary schools, special education primary schools and TVET. A degree certificate in education or a postgraduate diploma in education qualification is required for teaching in secondary schools.

In **South Africa**, most teachers start their career as phase and/or subject specialists and will: work in a classroom at a school, deepen their subject specialization or develop leadership roles in the subject or school and change subject of specialization or move to management and leadership careers in educational planning, research and/or policy development. This is illustrated in Table 3.2 below:

Table 3.2: Teacher Qualifications

| Initial qualification for grade 1-12 | 1 st post initial professional qualification | 2 nd post initial professional qualification | 3 rd post initial professional qualification | 4 th post initial professional qualification |
|--|--|--|---|---|
| BED OR BA,BSC,BCOM , BSocSci.etc. Plus PGDE | PGDip (specializing further in a cognate subject, phase or practise contained in the initial qualification) Adv Dip (Developing a new role to support teaching and learning e.g. school librarianship, deaf education) Adv Cert (Developing a new teaching specialization phase | Med PGDip Specializing further in the new role to support teaching and learning Adv Dip (Further specialization in the new teaching. Specialization phase or subject | PhD M.Ed PGDip (Further specialization in the new teaching specialization phase or subject developed in the Adv Dip (ed) | PhD M.Ed |

| | | | | |
|--|---|---|--|--|
| | or subject e.g. Adv Cert in mathematical literacy) | developed in the Adv Cert (teaching) | | |
|--|---|---|--|--|



AU study 2016 Working Environment

In **Gabon**, pre-service teacher training is carried out in Teacher Training Colleges (“Ecoles normales”). Admission into training is upon successful completion of senior secondary. Three years of teacher training leads to a Bachelor of Education degree and five years of teacher training leads to a Master’s degree in Education. The government organizes a two-year internship upon completion of the three-year post baccalaureate training. The country has in-service training programmes and promotion tests organized and financed by the government. This model varies slightly from that of South Africa on purpose.

In **Ethiopia**, the teacher training model is also changing to replace primary teacher certificates with diplomas for primary and kindergarten teachers. Teachers are trained in Colleges of Teacher Education (CTE) and Universities. Prior certificates have been replaced by a three-year diploma for all new primary school teachers. However, there are primary school teachers who are holders of certificate qualification and these teachers are required to upgrade through in-service programs that take place at the end of the academic year, which is in July.

Selection requirements for primary school teachers include a minimum of 2 in the grade 10 examinations (EGSECE), no "F" grades in mathematics or English and a minimum of "C" in specialist subjects. Student teachers take an entrance exam and are given an interview to assess interpersonal skills and motivation. Primary school teachers' cluster training prepares teachers for grades 1 to 4 and linear training prepares teachers for grades 5 to 8.

All students have the same professional training, but differ in cluster training which has composite subject matter while linear training includes three specialist subjects. Students qualify for CTE training after grade 10 having achieved a mean grade of C in the secondary examination. These students are awarded a diploma and qualify to be primary school teachers. This leaves the students with mean scores of A and B to proceed to the preparatory school and later to the University. Large classes are also experienced in teacher training, especially at the university level.



Figure C: University Hall for subject methods lecture for prospective teachers

Before 2010, secondary school teachers needed a B.Ed. Since 2011, they have to have a B.Sc. or BA related to secondary school subjects plus a one-year post-graduate diploma in teaching/pedagogy (PGDT) which includes a practicum accounting for 30% of the credit hours. Student teachers also take an entrance examination and have an interview for PGDT enrolment.

A summary of the qualifications for teachers in Ethiopia is listed in Table 3.3 below:

Table 3.3: Teacher Qualifications in Ethiopia

| School Category | Required Qualification (minimum) | Comment |
|------------------------------------|--|---|
| Lower cycle (primary) | Certificate from CTE | The teachers attend summer in-service program to upgrade to diploma level |
| Upper cycle (primary) | Diploma from CTE | |
| Lower cycle (secondary) | Degree in subject content plus a pedagogy 1 year program | |
| Preparatory school- Grade 11 to 12 | Master's degree | |
| University / college | Master's degree | |

In **Uganda**, they follow the separate model which has the following recruitment requirements;

- *Primary Teacher Colleges* (PTCs) train teachers who teach in primary schools.
- *National Teachers' Colleges* (NTCs) train teachers who teach in secondary schools.
- BTVET training is currently offered in *instructors training institutions*:
- *Universities* graduate teachers for secondary schools. Teachers for primary and secondary schools who wish to upgrade in the profession can also enroll at the Universities.
- A 3-year or degree course (BA, BSc) followed by a one year post-graduate qualification in teaching.
- A 3-year degree with education; this is a normal university course with the education content taken in the vacation periods.
- A 2-year degree course is offered for qualified teachers already holding a Diploma in Secondary education. This is a reflection of the education system in the country. In Kenya with the *8-4-4 system, a similar approach is used but with an additional year. In Uganda, the course takes 3 years but in Kenya, a similar course takes 4 years.

This model of training teachers is common in many Anglophone countries. In Kenya, for example, the primary teacher is trained in a teachers college while the secondary teacher is trained in a diploma institute or university.

In **Nigeria**, the National Teacher Education Policy states that the vision for teacher education is *to produce quality, highly-skilled, knowledgeable and creative teachers based on explicit performance standards through pre-service and in-service programmes that are able to raise a generation of students who can compete globally*. According to the Nigeria Teacher Education Policy, the goal of teacher education is “to ensure that teachers are trained and recruited to teach world class standards and to continue to develop their competencies in their entire career.” This has been a step towards the professionalization of teaching. UNESCO, 1984 Recommendation #6, states that teaching should be regarded as a profession. It is a form of public service which requires expert knowledge and specialized skills, acquired and maintained through rigorous and continuous study. It calls for personal and cooperative responsibility for the education and welfare of the pupils in their charge.

In Nigeria, categorization of teachers is in four groups based on levels of training and qualification. The categories are as follows:

- 1. Category A (Doctoral Teachers)** - Holders of PhD in Education or PhD in other fields plus teaching qualification post graduate diploma in Education (PGDE). Professional Diploma in Education (PDE) Nigeria certificate in Education (NCE).
- 2. Category B (Master Teachers)** - Holders of Master’s Degree in Education or Master’s Degree in other fields plus a teaching qualification e.g. PGDE, PDE, NCE.
- 3. Category C (Graduate Teachers)** - Holders of Bachelor’s Degree in Education or Bachelor’s Degree in other field plus a teaching qualification e.g. PGDE, PDE, NCE.
- 4. Category D (NCE, Teachers)** - Holders of the Nigeria Certificate in Education which is the national minimum teaching qualification.

These categories place an emphasis on the need for teachers to constantly update themselves in their academic qualifications as the basis for professional growth and development. These categorizations consider experience founded on the highest possible qualifications. Entry into various levels of education system as a teacher therefore demands for requisite academic qualifications. For example;

- To teach at the basic education level, the national policy on education prescribes a minimum qualification of the Nigerian certificate of education.
- To teach at the senior secondary level, the policy prescribes a minimum of Bachelor’s degree in education or bachelor’s degree in other fields plus a teaching qualification.

- To teach at a polytechnic or colleges of education, the national board for technical education and national commission for colleges of education prescribed a master's degree as the minimum qualification.
- To teach in any Nigerian university, the National Universities Commission prescribed a doctorate degree as the minimum entry qualification.



Figure D: sharing one laptop, who is learning in this group?

In **Lesotho**, training is aimed at a career level that will keep the teacher in the service as shown in Table 3.4 below:

Table 3.4: Teacher Training in Lesotho

| Ran k | Career Level | Equivalent Public Service Grades | Minimum Entry Qualification | Requirements for Promotion to this Level. |
|------------------|------------------------------------|---|---|--|
| 7 | Senior Specialist Teacher | I (middle) | Entry by promotion only | 3years as <i>Specialist Teacher</i> + requisite competencies |
| 6 | Specialist Teacher | H (upper) | Entry by promotion only | 3 years as an <i>Assistant Specialist Teacher</i> + requisite competences |
| 5 | Assistant Specialist Teacher | G (upper) | Bachelors Degree with education + Relevant Post- graduate Degree | A Bachelors Degree with Education, 3 years as a <i>Senior Teacher</i> + the requisite competencies |

| | | | | |
|---|-------------------|------------|---|---|
| 4 | Senior Teacher | F (middle) | Bachelors Degree + Education | Diploma in Education, 3 years as a <i>Teacher</i> + requisite competencies. |
| 3 | Teacher | E (upper) | Diploma in Education & Equivalent qualifications ¹ | Entry level only for those with a diploma in education qualification |
| 2 | Associate Teacher | E (middle) | LIET, LPTC, PTC, and PH | Promotable on acquisition of a diploma in education |
| 1 | Teacher Assistant | G (lower) | Non-Education Masters ² | Not promotable |
| | | F (upper) | Non-education graduate | |
| | | D (upper) | Non-education diploma | |
| | | D (lower) | Non-Education Certificate | |
| | | C (lower) | COSC, | |
| | | B (upper) | Std 7, JC and GCE | |

In Rwanda, teacher training has different models in that primary and secondary school teachers are trained separately although the programmes are more or less similar in content, teaching and assessment. In this country, about 40% of teachers have less than 5 years of experience in teaching. Although 99% of teachers in primary school are qualified, only 36% and 33% of their counterparts in lower and upper secondary respectively are qualified. There are a low number of teachers pursuing further studies in order to acquire additional qualifications. This is done independently with no formal support or guidance from the MoE. Furthermore, very few teachers are granted leave for further studies. Teachers are offered 1-10 day district level in-service training sessions. The education secretariat for protestant schools also provides in-service training in active teacher-centred pedagogy in primary schools. The Kigali Institute of Education (KIE) has introduced a new diploma in teaching by distance learning mode targeting 1,500 admissions.

In Zambia, a new Teacher Education, Primary Teacher Development (TE PTD) program provides an intensive three-year diploma content curriculum for all primary teachers and offers a bridging course in subject matter knowledge for those teachers

whose qualification in the subject is low. This program which is in its pilot phase of implementation is aimed at upgrading the primary school teachers discipline and pedagogical knowledge and award diplomas to successful graduates. A similar program is being developed for secondary teachers.

Teacher training in **Togo** experienced a set back with massive withdrawal of donor funding (particularly by IMF and World Bank) between 1983 and 1994, leading to the closure of many teacher training colleges. Consequently, from 1983 to 2010, in-service training was used to train teachers without specific requirements in place and teachers were recruited without any pre-service training. This reduced the perception of teachers and those recruited were poorly paid. At the same time, trained teachers quit the service due to the poor remuneration and working conditions. The situation was so dire that from more than 75% of teachers trained in 1990, only 15% of the teachers in schools were trained. Through in- service training, the country has made remarkable progress in boosting the number of trained teachers in her schools. In 2010 for example, 510 trained teachers were graduated and by 2012, this number had grown to 1750. Currently, the data available shows that 72.3% of the teaching force is trained. With respect to gender parity in training, data on primary schools showed that there were more male than female teachers except in the pre-school section where the reverse was the case. Additionally, 72.3% of the female teachers were trained while 77.1% of their male counterparts were trained. In-service training seems to offer a cheaper and faster strategy to train teachers in times of crisis.

In **Burkina Faso**, which has both trained and untrained teachers across all levels, in-service training has been an option for training a considerable number of teachers. The World Bank put the number of trained teachers in the country at 85.69% as at 2013. However, during this study, data on training modalities was not accessed.

3.1.1 Similarities in Teacher Training in Francophone Countries

Francophone countries exhibited commonalities across the board. The study established that both trained and untrained teachers were employed in both public and private institutions at all levels. However, **Gabon** did not make mention of untrained teachers. For the rest of the Francophone countries, 75% to 85% of the teaching force is comprised of trained teachers.

In the Francophone countries, teachers are admitted into training (Ecole normale) after senior secondary school examination (baccalaureate). The first cycle of training (licence) takes three years while an additional two years leads to a master degree (maitrise). Teachers in the first level of training are destined to primary and junior

secondary teaching while those who have covered the extra two years are posted to senior high school and tertiary institutions.

Teachers with a Masters degree in Francophone countries have an opportunity for “aggregation” through special government sponsored tests/interviews and a teacher’s success guarantees a promotion and pay rise.

With the exception of **Rwanda**, both primary and secondary/tertiary teachers undergo the same basic training. For Rwanda, training of the two types of teachers was segmented and this has led to a reduced perception of teacher status in the country, especially for the primary school teacher as their entry requirements have relegated them to feel like lesser professionals. This is a very important observation as it represents naked evidence of the relationship between entry requirements and the perception of teachers on the continent.

The study observed that it is the Government who organized and provided in-service training in all countries. However, Rwanda indicated that teachers sponsor their own further studies, something that pushed them into training outside the field of teaching and leaving the profession entirely

Burkina Faso had made laudable progress in overcoming the acute trained teachers’ shortage that ran across the 1990s until 2010 which brought the percentage of trained teachers down to only 15% over that period. Focused investment in teacher training both by government and donor financing raised the figure to 75% as at 2015.

3.1.2 Teacher Training Content

It was established that pedagogy forms the central content for all teachers. Learning how to teach, knowing what student know and need to learn and providing effective lesson. Depth and purpose of training determines how much content is shared by learners. Many countries are doing reviews of their programs.

In **Nigeria**, pedagogy is emphasized at the primary teacher’s college and the subject matter content is the primary school content. At diploma, post graduate diploma and university level certification, teachers engage at a deeper level with the subject matter. Teachers must have the education component, in addition to subject matter, and must have done a practical attachment at a school site before graduation.

In **South Africa**, the minimum requirements for teacher education qualification pays close attention to the various types of knowledge that underpin teachers’ practice while

encapsulating all these in the notion of integrated and applied knowledge. These include;

- *Disciplinary learning*: subject matter knowledge represented in the study of education and its foundation and in the study of specific specialized subject matter.
- *Pedagogical learning*: general pedagogical knowledge (principles, practices and methods of teaching); pedagogical learning (knowledge of learners, learning, curriculum and general instructional and assessment strategies; Specialized pedagogical content knowledge (knowing how to present the concepts, methods and rules of a specific discipline to create appropriate learning opportunities for diverse learners as well as evaluate their progress.
- *Practical learning*: learning in and from practice. Learning from practice entails the study of practice, using discursive resources to analyse different practices across a variety of contexts drawing from case studies, video records, and lesson observations. Learning in practice involves teaching in authentic and simulated classroom environment. Also include in the model of work -integrated learning.
- *Fundamental learning*: ability to communicate competently, ability to use ICT competently and the acquisition of academic literacies
- *Situational learning-knowledge* of the varied learning situations, contexts and environments of education as well as the prevailing policy, political and organizational contexts.

The mix of these five types of learning and knowledge vary by country which is guided by the purpose of the qualifications. The minimum competencies are also designed alongside the purpose of the qualifications at the different levels. These five learning and knowledge levels can form a model for teacher training in Africa. In **South Africa**, all teachers are required to train at the university level. While in **Botswana, Ethiopia** and **Lesotho**, all primary teachers are being upgraded to diploma level through in-service programs.

In addition to the South African context where it is very elaborate, in **Nigeria**, teacher training requirements include the acquisition of:

(1) *Professional knowledge at different levels*. They include;

- Subject content knowledge,
- Pedagogy
- National curriculum requirements
- Literacy and numeracy
- Information and communication Technology
- Students' socio-economic background
- Students Physio-Psychological background

- Professional skills include; Planning, resourcefulness, teaching and communication, evaluation of learners, reporting, record keeping, programme monitoring and evaluation, health safety and human rights, learning environment, team working and collaboration

(2) *Professional values, attitude and conduct.* These include;

- Relationship with learners
- Relationship with colleagues
- Administrative and academic leadership
- Relationship with parents and guardians
- Relationship with employers
- General relationships

(3) *Professional membership obligations.* They include;

- Induction of education students at point of graduation;
- Registration with Teacher Registration Commission of Nigeria (TRCN);
- Licensing
- Internship; Continuous professional development; Professional excellence; Professional commitment
- Efficiency; Precepts; Arbitration; Community service; Education laws

These content areas can form part of the teacher education curriculum for other countries. The content for **Uganda** is provided in Annex 1. Generally, it is subject content knowledge, professional studies and practical knowledge. Emerging knowledge is always added to the professional content.

3.1.3 Training TVET Teachers

Minimum requirement for TVET teachers is a diploma level however some vocational courses require apprenticeship knowledge. What one country has put in place for TVET instructors is a requirement that demands them to be able to offer their specialized area at two levels from a trade certificate to masters' level. The following **South African** program provides a replicable detailed structure for training TVET Teachers:

The objective of the policy on TVET lecturers is to have teachers who are sufficient, appropriately qualified and competent to teach their area of study at different levels of expertise and certification. They should understand both academic and work related dimensions of TVET.

Policy on Professional Qualifications for Lecturers in Technical and Vocational and Training requires:

- A wide range of subjects/fields at different National Qualification Frameworks (NQF) levels taught in institutions providing TVET, lecturers are needed for all

the subjects and lecturers need to be able to teach across the different NQF levels within their subjects or field.

- Lecturers who teach TVET courses need to be competent in both the theoretical and practical aspects of the courses that they teach.
- A strong workplace component built into lecturer qualification programmes for programmes that prepare lecturers to teach the practical or workshop-based components of programmes, that lecturers are able to prepare learners for the demands and requirements of the workplace.
- Curriculum provisions in institutions that provide TVET change as workplace demands change for example, in response to the development of new technologies - and qualification programs must also be able to respond flexibly and dynamically to industry driven change.
- Lecturers need to be discipline specialist as well as specialist teachers who fully understand the context in which they are working. Lecturing as a form of teaching is a highly specialized activity and requires that the lecturer has access a wide range of knowledge in terms of both depth and breadth. This includes knowledge about what needs to be taught as well as how it can be taught and assessed in ways that effectively suit context in which it is being taught including accommodating the learning needs of a diverse range of students.

3.1.4 Content for training TVET teachers

It includes; Disciplinary Learning, Pedagogical learning, Practical learning, Situational learning and Fundamental learning; The vocational pedagogy is concerned with learning about the subject, learning about how to teach the subject and learning about applications of and relevance of the subject in the workplace.

a) Discipline learning

This is the study of education and its foundation (philosophy, psychology, politics, economics, sociology and history of education, professional ethics) and issues related to knowledge and relationships between self and others.

b) Pedagogical Learning:

Principles, practices and methods of teaching including teaching in post school education and training contexts: including general pedagogical knowledge; knowledge about learners, vocational education, learning, curriculum and general instructional and assessment strategies specialized pedagogical content knowledge; knowing how to represent the concepts, methods, rules and practices of TVET subject or field in order to create appropriate learning opportunities for learners and how to evaluate their progress in learning the subject/or field: Inclusive education and understanding of barriers to learning.

c) ***Practical Learning***

Or work integrated learning (WIL) learning in and from practice, both how to teach and skills, techniques and practices. Learning from practices; includes the study of practice which includes discursive resources to analyse different across a variety of TVET contexts drawing from case studies, video records, lesson observation; Learning in practice involves teaching in authentic and simulated learning environment. All lecturers need to have up to date knowledge of the application in and relevant to the workplace of the subjects they teach. Therefore exposure to and time spent in structured learning experience in workplace/industry setting are crucial components of TVET lecturer qualification programmes. Learning the technical skills associated with the subjects and how to teach them is critical component for teachers who teach practical or workshop components of vocational or technical courses.

d) ***Situational Learning***

Learning varied learning situations, contexts and environments of Education as well as prevailing policy, political and organizational contexts. Learning about context; understanding the complex and differential nature, diverse challenges faced by learners in vocational education, situational learning will require the TVET lecturer to engage with issues for example HIV and Aids, unemployment, economic growth, poverty, and diversity. Gender issues promoting inclusivity and environmental sustainability.

e) ***Fundamental Learning***

Learning to communicate at a basic level in an official language and competent use of ICT (information and communication technologies and academic literacies (language and numerical) and basic life skills. Knowledge mix refers to weightings afforded to the kinds of learning described here to ensure integrated qualifications and learning programmes designed for a specific purpose.

All higher education qualifications, including TVET lecturer qualification in South Africa for instance, should have;

- Diploma in Technical and vocational teaching
- Bachelor of education in technical and vocational Education and Training
- Postgraduate diploma in technical and vocational Education and training

Professional development of TVET lecturers' formal paths at higher levels including college leadership and management, workplace learning and special needs education. They include;

- Advanced certificate in technical and vocational education and training

- Post graduate diploma in Technical and vocational Education and training all the way to masters and PhD's

3.1.5 Recognition of Prior Learning (RPL)

The TVET policy aims at recognizing relevant prior learning that is already in place to reduce the academic calendar for prospective TVET lecturers which include learning and practicing in the workplace experience. This is done through recognition of credits earned in prior qualification and vocational education orientation programme (VEOP), meaningful workplace experience through assessment of prior learning (APL), learning in practice workplace-based component of WIL for TVET lecturer qualification both at classroom and industry-based setting.

The primary purpose of professional qualifications for TVET lecturers is to certify that the holder has specialized as a lecturer in a specific subject or holds minimum set of lecturer competencies. These qualifications include;

- Diploma may be offered as an initial qualification to prospective TVET lecturers or as in-service professional teaching qualification to lecturers who are in possession of approved and recognized technical and vocational qualifications below M+3
 - Diploma in technical and vocational teaching. Minimum admission requirements
 - Level 4 national senior certificate or national certificate (vocational) with endorsement for entry into diploma studies with appropriate subject combinations and levels of achievement
 - Bachelor of Education in technical and vocational

3.1.6 Summary on Training

Teachers play a central role, being at the frontline in the transmission of knowledge. This explains why so much emphasis is given to academic and professional qualifications. Teachers should receive adequate academic and professional qualifications to ensure they adequately master subjects' syllabus and are prepared to handle a class and students. Yet there are no blueprints of what constitute good academic and professional qualifications and much debate still arises around these questions. Central to this issue is the ability of the training apparatus to effectively equip future teachers and those currently in class with the required professional skills and competencies to allow them to teach effectively. This study has revealed three different models that are used to train teachers in Africa and it will be of interest to discuss the merits of each of these training models with a view of harmonizing training experiences in Africa.

Across many countries such as Ghana, Lesotho, Botswana and Nigeria, teacher training colleges have been upgraded to colleges of education to offer three-year pre-service diplomas in basic education. In all of these cases, the course is residential for the first two years and the third year is on practicum where students are posted as interns and then mentored as they practice to teach and continue their studies using distant learning. This approach of moving from certificate to diploma seems to be in the plans of other countries, especially in the Anglophone region of Africa such as Kenya.

Internship and a harmonized entry requirement into the teaching profession should be considered as a possible practise towards enhancing teacher status. It was established that entry requirements are a major determinant of perception of teachers. In an effort to replace teachers due to crisis-related shortages, countries tend to relax entry requirements and continue to pay the teachers poorly. This crisis management approach should be reconsidered to instead provide appropriate training for Africa's teachers so that the countries in need can use existing teaching force from countries with surplus teachers. The use of untrained teachers can be overcome as some countries have successfully put trained teachers in all their schools.

3.1.7 Continuous Professional Development (CPD): Role of In-Service Education and Training

There are several in-service teacher education programs for teachers who want to upgrade. While initial teacher education programmes offer basic knowledge and skills required in the teaching profession, teachers have the option to specialize and upgrade, after initial training. For instance, primary school teachers might upgrade from Teaching Certificate to a Diploma in Primary, and then a Bachelor in Education or even a Master of Education degree. Courses are provided for un/under-qualified teachers. This is usually set up in response to the recruitment of un-qualified primary school teachers. The programs are then gradually phased out as needs wane.

In-service education and training is also used for initiatives aimed at strengthening competencies such as CEMASTEA's SMASE programmes for science and mathematics teachers in the African region.

The issue of professional development is not well articulated on the continent. It is important to have a school of education in every country that will focus on the professionalization of the teaching force. In Kenya, such an infrastructure is being developed. It has become clear that initial training of teachers is not sufficient and teachers require professional support to manage emerging learner issues. The mushrooming of different uncoordinated teacher programs require harmonization and

schools of education, such as law schools, can be mandated to provide this missing link in teacher professional development for the continent.

3.2 TEACHER WORKING CONDITIONS

Several issues can be discussed under teacher's working conditions. These include their teaching and workload, class size, availability of teaching and learning resources, location of school, discipline issues, school transfers and external effects of HIV/AIDS on their work. Also discussed here are teacher promotions and professional development.

According to an article in the journal for human and trade union rights (Jan 2015), it is the fight for decent living conditions and fair salaries that has been behind the closure of schools and walkouts of the country's public schools. Generally, teachers' working conditions have been rated as relatively poor in comparison to their counterparts who have similar educational qualification from other professions. In this study, working conditions for teachers include rules that govern transfers from one school or area to another, characteristics of students, participation in professional development programmes, salaries and benefits, location of school, discipline issues and the effects of HIV/AIDS on their work among other issues.

a) Location of school

Teachers argued that the location of the school is part of their work environment and has an effect on how they carry out their tasks. Those located within urban centres encounter difficulties in teaching and in pupil behaviour. In areas where the population is scanty and scattered, distances between schools are large; as a result, teachers walk long distances to get to school and are thus anxious, especially during the rainy seasons, making it difficult for them to concentrate on their work. Some schools are located in hard to reach areas which pose security problems to the teachers and learners.

b) Effect of HIV/AIDS on teaching and learning

HIV/AIDS has long been understood to threaten the supply of educators in Africa and other developing countries. In one country for example, the mortality rate amongst educators in 1998 was 39 per 1000, (Badcock –Walters and Whiteside: 1999). HIV/AIDS has impacted education in different ways. First, there is the loss of experienced teachers through teacher mortality as a result of HIV/AIDS. Affected teachers are usually unable to work with vigour and missing class impacts negatively on other teachers who have to share the work burden.

Secondly, in nearly every school in the country, there are HIV/AIDS related orphans. Teachers are expected to treat these children with understanding and compassion. Most of the teachers may not be equipped with the requisite skills required to handle children who have been traumatized by the loss of their parents. This provides a stressful working environment. Health insurance can reduce this situation as teacher can easily access treatment.

c) Discipline Problems;

The vast majority of teachers are in favour of corporal punishment. Most teachers interviewed believe that corporal punishment is absolutely essential to maintain pupil's behaviour in school. Teachers indicated that student discipline affects their work. Undisciplined learners provide an unhealthy learning environment and reduce teachers to discipline masters instead of knowledge generators. Excessive abuse of alcohol by teachers was commonly reported as a symptom of poor working conditions.

Working conditions were found by this study to be emanating from entry requirements into teaching profession. Countries that have put efforts towards professionalization of teaching were found to have better working conditions compared to those whose entry requirements are based on poor academic results. A move in Rwanda to change to a disaggregated format of entry requirements by level of training provides an example of teacher status change downwards.

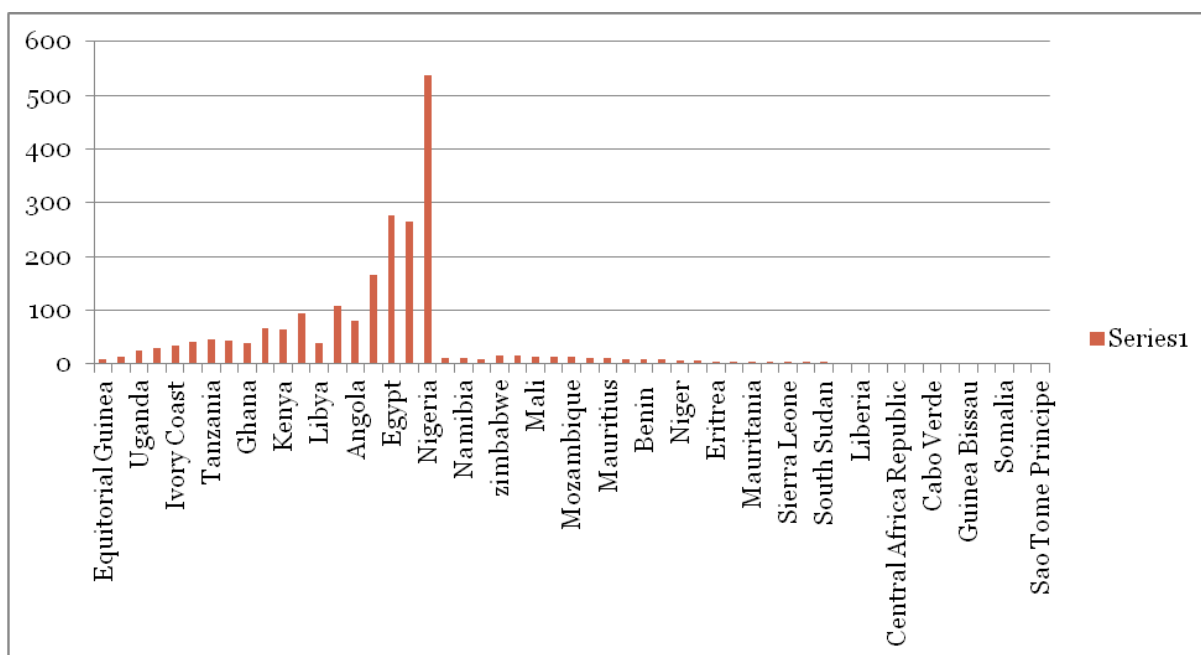


Figure 3.1: Africa GDP Status by Country

Source: International monetary fund world economic outlook 2016 (April)

(d) Teacher Career Development and Remuneration

Issues pertaining to government teacher career development and their related impact on remuneration in primary and post-primary sub-sectors tend to determine ones working conditions. Two major sources of information are teacher salary structures; and teaching staff payroll data, to help answer a series of questions pertaining to, i) teacher mobility opportunities and evaluation, ii) teacher salary level and composition and iii) the teaching environment which includes workload. All of these issues will be reviewed successively in the different sections of this chapter.

(e) Teacher Evaluation and Career Development

Teacher evaluation modes differ by country. However all countries carry out some form of teacher evaluation. Several types of evaluation have been identified, they include; peer evaluation, assessment by school Principal and evaluation by school inspectors. The evaluation is commonly based on lesson plans, classroom observation and learners performance. Most forms of evaluation in public schools are done for purposes of promotion or retention of teachers on contract. In all of the countries studied, tracking teacher career is very explicit and teachers are aware of how to progress through the ranks from novice to master teacher. Job groups are used to help track progress. However in some cases research is encouraged in addition to years of experience to attain certain job groups. The main difference in evaluation is the intended purpose. In most cases, teachers in public schools are evaluated for promotion purposes, however, there is no evidence that evaluation is done for professional development.

(f) Teacher professional mobility throughout the teaching career

The study revealed that ministries of education teacher career development are set within a comprehensive framework for career progression and development. Two types of schemes of service were identified: (1) the civil servant staff progression and (2) the teacher specific career progression. It was also observed that teachers may, through interviews, apply for civil servant jobs within the ministry of education. Working conditions tend to differ by scheme of service available to teachers. Different schemes provide clear information on requirements needed to upgrade teachers within the various education positions available. These requirements are based on a series of specific criteria that a teacher must meet in terms of academic qualifications and experience.

In most countries, the *minimum level requirement* consists of the possession of a teaching certificate from a recognized Teacher Education Institution and a certificate of registration in the relevant grade. All newly appointed teachers are under a probation/internship period of up to 6 months after which they are eligible for teaching based on their appraisal.

Professional growth follows the Scheme of Service where a teacher is expected to grow through various mechanisms including upgrading to improve qualification, undertaking refresher courses, conducting research, attending workshop and training courses. In some few countries such as **Lesotho**, research work in relevant fields and development of a demonstrable workable project is required for certain top positions. Professional growth, or more generally, continuous professional development is not institutionalized in most countries. Instead, professional growth is still based on the sole individual to upgrade using in-service programmes with many operating on a distance-learning mode or relying on night courses. The most common upgrade is based on teaching experience: Promotion to the next level is based on years of experience in certain positions that vary between a minimum of 3 to 6 years of teaching experience in initial positions as an assistant teacher and 3 years in upper positions such as senior teacher to deputy school head.

However, appointments remain, above all, subject to the availability of a vacancy and funds. Candidates need also to be eligible for promotion by having acquired the required competencies and served for a minimum of years at the lower grade. Promotion to manager positions such as deputy or head like all other positions is based on a competitive selection process.

An overview of the promotional ladder and related salary grade for the various teaching personnel extract from the Scheme of service for selected countries have been shared in the appendix.

In **Uganda**, for instance, a qualified primary school teacher with Grade III certificate starts their career at U7 Upper level, while secondary ones start at U5 Upper (Grade V teachers) and U4 Lower (Graduate teachers). U5 Upper is also the grade at which assistant teaching staff in BTVET and PTCs are recruited, while U4 Lower is the grade at which tutor/lecturer and teacher from PTCs, NTCs and BTVET enters the service. Some BTVET teaching staff also enters at a higher grade, U4 Upper. In most cases top management positions like deputy and head are set at U1. However primary school head teachers end their career at U4 Upper. Note that Early Childhood Development (ECD) teaching staff are not subject to the scheme because they are recruited by private institutions. In spite of these differences, they are all called teachers!

In **Kenya**, the teachers' job groups are similar to those of civil servants. A proposal for a Single Spine Salary structure similar to the Ugandan model will be used from 2017 to harmonize remuneration in same job groups. The new proposal considers a similar progression as that of Uganda mentioned above. This approach of teacher career advancement is common for countries that use the first model (Separate) of training where primary and secondary teachers are trained separately.

In the other two models of training, as is the case of Nigeria and South Africa, teacher advancement and grading are uniform for cohorts of both primary and secondary teachers. Variation in remuneration is by additional academic certification in (Nigeria) that teachers may wish to undertake. Additional academic qualification in South Africa does not affect salary adjustment. A teacher may be gifted with a one off motivation token.

(g) Teacher remuneration

Wages are known to be a major ingredient of teacher motivation and attractiveness. They also constitute the bulk of education spending and were found critical in working and living condition discussions in this study. The study used availed pay structures to provide insights on the official structure of teacher pay and assess salary progression. Recent payroll data which offers a more comprehensive picture of remuneration was not easy to access.

Salaries and benefits for teachers include; health insurance, commuter, responsibility and housing allowance. In addition teachers are given hardship and special needs allowance when assigned to teach in a school situated in a designated and gazetted

hardship area or a special school. In addition an annual leave allowance is paid to these teachers and non TSC teachers in special school do not earn special allowance.

| KEY RESULTS ON TEACHER CAREER DEVELOPMENT AND REMUNERATION |
|---|
| <i>The current career structure provides limited opportunities for real career development.</i> Upward mobility within subsectors is particularly slack, especially for primary teachers which represent the bulk of the teaching force 80 percent who train under the separate model. There is need for a change in entry requirements to allow teachers progress through the professional structures without being limited by type of initial training program received |
| <i>Teacher salaries need to be harmonized and use of bloc salaries be reviewed</i> to increase teaching profession for the benefits offered especially at retirement. Some countries in low income countries pay their teachers better than those in the middle income economy. Salaries are therefore not a reflection of the economic status of a country. |
| <i>Most countries are finding non-salary solutions to motivate teachers.</i> Providing teachers with opportunities to develop through the ranks by increasing their academic credentials has been a popular step. Professionalization of teaching is the way to go and some countries have policies that can be adapted by other countries |

(h) Teaching staff Salary Progression by Country

Teacher salary progression is analysed using the pay structure and issued and reviewed annually by the Ministry of Public Service. Teaching personnel, as any other civil servant, are integrated onto a Single Spine Salary Structure as this removes inequalities in wages for similar graded jobs. It includes: salary entry and exit points, the number of spine points available within each grade, the percentage increase over each Grade, annual average increment per grade, and starting salary as a percentage of top of scale of a qualified teacher. Remuneration for untrained teachers is not clear in some countries. In Kenya untrained teachers are not recognized by the teachers' service commission and where they are used, their remuneration is negotiated and varies by school type. In Nigeria, the study reported no untrained teacher in the schools.

In **Uganda**, an unqualified primary school teacher is appointed at a fixed pay per month, while a qualified primary school teacher with a Grade III teacher's certificate begins at

an upper, spinal point. The study posits that these two groups of service providers cannot be considered as teachers, there is need to separate their roles and not compare their remuneration.

Working conditions in **Burkina Faso** indicate that the actual average number of teaching hours for a teacher per year is FCFA 960. Pupil-teacher ratios are at 48.24 for primary and 26.33 for secondary. Although there were no data available on specific salary amounts for teachers in Burkina Faso, the following details gave useful indications on their remuneration package. Salaries and allowances are fixed in line with constitutional and regulatory body provisions. Allowances are 40% and 26% of the basic pay for permanent and contract teachers respectively.

Other allowances irrespective of grade include residence allowance (10% of the gross pay); responsibility allowance for administrative office holders such as School Heads allocated per class; family allowance per child up to a maximum of 6 children under the age of 18.

There are other allowances that vary in line with teacher grades. These comprise house allowance, hardship allowance/working condition related allowance; 12,000 – 13,000 FCFA for urban areas; 12,500 – 15,000 FCFA for semi urban areas; and 15,000 – 20,000 FCFA for rural areas, and a per diem of 8,500 – 20,000 FCFA for teachers with administrative/office duties.

Primary school teachers receive a special allowance which varies according to their grades and varies between rural areas and urban areas in favour of urban areas. The study takes keen note of the rate differences in favour of teachers in rural areas.

In **Gabon**, with a population of 1.73M and GDP of USD 39.74 B, the Education financing is at 3.83 % of the GDP. Gabon has a total of 23, 262 teachers. The Ministry of Public Service in collaboration with that of Education hires teachers directly after their training depending on their level of certification. Salaries dependent on qualification and years of experience: pre-school, primary, junior secondary school (1666-3026 Euros) and Senior Secondary school and Technical schools & tertiary institutions (2032 – 3722 Euros). The latter category comprises those having passed special high level government tests “enseignant agrégé” and definitely earn higher than the rest.

Transfer of teachers is by the Ministry of Education depending on the period served at a station, need for services and distance from spouse. Promotion of teachers is done by the Ministry of Public Service in liaison with the Ministry of Education. This is dependent on academic achievements and experience, commitment to work and loyalty to

authorities. Teachers receive pension in line with government's salary and benefits regulatory frameworks (depending on the number of years and amount of contribution. There are no allowances for teachers, but they receive a block pay. Issues of teacher discipline are addressed by the General Secretariat of Education in line with the public service code of conduct and the public service act.

Rwanda has a population of 11.78M and a GDP of USD 8.10 B and spent 5.11 % of the GDP on education in 2013. There is increased pupil enrolment against stagnated facilities and resources. On average teachers teach 24 out of the 40 lessons per week with teachers in most secondary schools teaching for only 4 days a week and free for one day termed the pedagogy day for planning their teaching. Class times are from 07:30 to 16:30 with a 1 hour 30 minute lunch break. The education system is fragmented with secondary school teachers rated as professionals while their primary school counterparts are considered mere technicians – even in job grouping & salary scale. Most teachers felt they are poorly paid.

Most secondary school teachers study for higher qualifications not in the line of teaching, a fact symptomatic of low incentives for further education in teaching and of the existence of other jobs with a much more attractive package compared to teaching. The Government of Rwanda has undertaken to promote teachers deservingly. Higher learning institutions have active staff development programmes with relatively not so heavy teaching loads, which is 12 contact hours per week or 6 contact hours per week for those studying. Rwandan teachers receive remuneration and non-salary package. This system has no guaranteed pay progression within each of the 3 main qualifications. However, the Government of Rwanda has proposed 3% salary increment each year after at least 3 years of service. Annual performance bonus of Rwanda 12,500 per month is paid to primary school teachers drawn from students per capitation grant. School-financed motivation “primes” awards are not usually paid to primary school teachers because most parents and guardians do not afford to make the necessary contributions.

The budget for teacher salaries: RwF 77.7B (2015), RwF 82.6B (2016) and projected RwF 88.9B (2017). Salaries: Certificate teacher/Primary school teacher (A2) earns RwF 44,000; Diploma holder (A1) earns RwF 90,000; and Graduate teacher (A0) earns RwF 120,000 per month. Pay and other benefits for Higher Education teaching staff are set by *MIFOTRA*. They however enjoy income supplementation from evening classes and consultancies organized by Kigali Institute of Education (KIE) where 66% of the income from consultancies is paid to lecturers. There are significant pay disparities between university teaching staff in private and public institutions leading to low academic staff retention by the latter.

In **Nigeria**, the National Salaries, Incomes and Wages Commission in 2009 consolidated tertiary institutions salary structure. So that initial basic salary was 20,250.71N + 5,265.19N = 25,215.90 to 35,879 to 125,485.08 -182,523.32. Technical institutes, Colleges and education academic salary structure effective year 2012 by grade level is Naira 100,683.09 which is inclusive of basic salary, 76,916, rent subsidy 16,152.89, project allowance, IP/sewer, field allowance and other benefits to Naira 148,977.92 and 171,075.25 to 241,771.71.

In **Ghana**, lump-sum payment is made to teachers in their different categories. When interviewed, teachers felt that the pay is sufficient for the economic state and teachers can comfortably manage their living conditions within the salary scales afforded them. Teachers are also allowed to carry out part time teaching in their free time.

In the **DRC Congo**, an effort to provide affordable housing for teachers has been launched between the church and the government.

Pay Reform for Teachers. SINGLE SPINE SALARY STRATEGY

The study considers this approach that is being adopted in some countries as sustainable and replicable in the teaching sector in Africa. This is the single spine salary structure which aims at removing inequalities in wages for similar graded jobs and provides for efficient and effective performance of the teaching sector.

In this structure all public school teachers are appointed to public services pay structure. Salary enhancements are based on provision of resources and Government's priority. The salary entry point attached to a post is the minimum salary attached to that salary scale.

Salaries for teachers are still significantly lower than professions of similar qualifications. In countries that offer model 1 (separate training for primary and secondary) training, the primary teacher earns significantly less salary than the secondary teacher. 80% of teachers in Africa are primary school teachers.

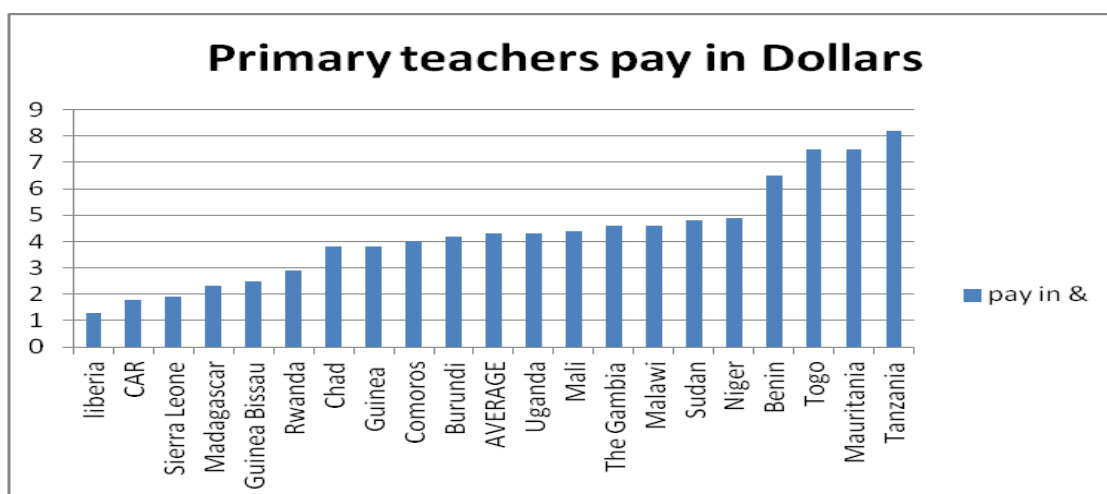


Figure 3.2: Primary School Teachers' pay (USD)

(i) Secondary School teachers wages in the Region

In **Uganda**, secondary school teachers, as any post-primary school teachers, with a diploma start with a monthly salary of USh. 371,945 (\$105) rising by 27 percent over 15 annual increments to reach USh. 471,805 (\$134) at the end of the grading scale. In many countries the current career structure provides little upward opportunities and increase in pay other than promotion to managerial posts thus limiting opportunities to real career progress and evolution. Career structures are relatively flat, at both primary and secondary/post-primary school levels. For the majority of teachers, pay progression to the top of the scale is automatic, and once they reached the top of the scale, the only avenues for increases are promotions to managerial posts or accumulation of additional academic qualification otherwise they remain there. Yet, as seen above, opportunities for promotion are few even among teaching positions and very few teachers could expect to be promoted to managerial positions.

Teaching staff remuneration composition: Teachers' payroll which provides for each teacher his/her current gross wage, that takes into account experience based on grade and spine levels, as well as his/her allowances, and benefits.

Gross pay is composed of basic pay and allowances; but some deductions from salary occur to form the net wage. Allowances are almost non-existent in 53% of studies of countries. In such cases, there are no housing or medical allowances. In most countries teacher housing is provided in rural schools. Where this is not possible teachers are given housing allowance. Good examples are in Kenya, Uganda, Malawi, Zimbabwe, Botswana, particularly in boarding schools. Only primary school teachers posted in hard-to reach areas are entitled to a top allowance of up to 30 percent of their basic pay.

Deductions from gross salary consist of statutory taxes Pay As You Earn (PAYE), Local Service Tax (LST), salary loans, any over-payments or other unauthorized payments from public funds made to the officer, the cost or part of the cost of any losses of public funds or property damages attributable to the officer's negligence, any other outstanding debts to Government owed by the officer; being a judgment debtor. Teacher remuneration varies among countries such that teachers are paid a block salary without a breakdown of allowances. This was found to be practiced in Ethiopia and Nigeria.

In Uganda gross salaries range from 3.3 times GDP per capita at primary level to 5.3 times the GDP per capita. At secondary to reach 6.1 and 6.9 times GDP per capita at PTC and NTCs respectively. The average salary in BTNET is among the highest, at 7.6 times GDP per capita. Staff including non-teaching staff working in higher education, are paid at 11.9 times the GDP per capita.

In **Kenya**, according to the guidelines from TSC, primary school teachers receive Ksh. 20,000 (USD 200) per month, while for secondary school teachers ranges from Ksh. 449,080 (USD 4500) *pa* to Ksh. 670,080 (USD 6,700) *pa*. The private schools in Kenya offer on average an annual gross statutory salary of Ksh.578, 280 (USD, 5,700) *pa* to Ksh. 670,080 (USD6, 700) *pa* in the first year of service. The breakdown is given in the table below showing TSC basic salary scales for each job group.

Table 3.5.: TSC Basic Salaries by Job Group (Kenya, 2015)

| Job Group categories | Basic salary |
|-----------------------------|------------------------------------|
| Job group G | Between Sh. 16,692 and Sh. 21,304 |
| Job group L | |
| Job group M | |
| Job group N | |
| Job group p | |
| Job group Q | |
| Job group R | Between Sh.109,089 and Sh. 144,928 |

Currently in Kenya, the lowest paid teachers are in job group G which has the bulk of teachers with a population of 169,149 making 83% of entire teaching force. The teachers' service commission scales are reviewed occasionally.

Data indicates that many countries have put in place strategies that support teachers to remain engaged in the profession. These include;

- Work benefits such as leaves, housing, medical insurance, commuter allowance over and above salary
- Aligning teachers work with civil servants allowing for possibility of overtime

- Certain promotions based on experience and merit
- Retirement benefits
- Hard to staff extras
- Rural school allowance and extra benefits
- Access to credits
- Hard to staff subject allowance
- Availability of resources
- Belonging to teacher union
- Teacher workload

Even in the absence, of these benefits teachers in most countries enjoy good will as they are known to honour their pledges and can afford to access credit because of this goodwill.

(j) Education budget

Working conditions are closely linked to government expenditure on education. Across the continent, the Education sector receives one of the highest allocations. For instance, Kenya at 22% and Uganda at 35% of the national budget and it keeps increasing annually. The money is used for running educational activities including teacher training and teachers' salaries. Teacher training is carried out in teachers' colleges, diploma or middle level teachers' colleges and Universities.

In Kenya, the budget allocations for FY 2013/2014, basic education received KSh 31.9 billion, secondary education was allocated KSh 23.2 billion, and tertiary education received KSh 62.4 billion (Kisika, 2015). The Ministry of Education, Science and Technology was allocated about Sh. 200 billion for the 2011/2012 financial year, up from Sh. 170 billion the previous year. In the FY 2015/16, it was allocated Sh. 154 billion out of the KES 2.1 trillion National budgets, (Samuel Kisika, 2015). They also allocated Sh. 181 billion to teachers' service commission (TSC) for teacher management refer Annex 3.

In **Togo**, which has a total population of 7.4M, (January 2016), with a GDP of USD 4.48 Billion, and annual growth rate of 5.80%, allocated USD. 540M to education. Education financing in Togo is 16.02% of the national budget which is, 04.52% of the GDP. Two thirds of education funding goes to primary and lower secondary education. Togo receives education financing from other agencies such as UNICEF.

A comparative view of teachers' salaries in Sub-Saharan African countries with similar GDP per capita is shown in Figure 27. The EFA-FTI benchmark calculated as the average observed in the countries closest to achieving universal primary completion is 3.5 times GDP per capita for primary school teachers.

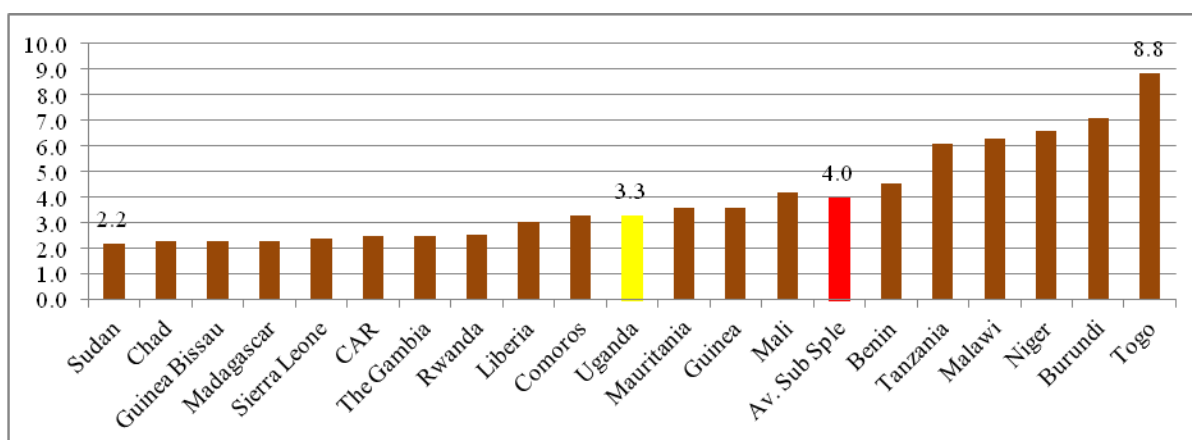


Figure3.3: Primary School Teacher Wage, LICs, 2008-2010 As % of GDP per capita
Source Pole de Dakar database.

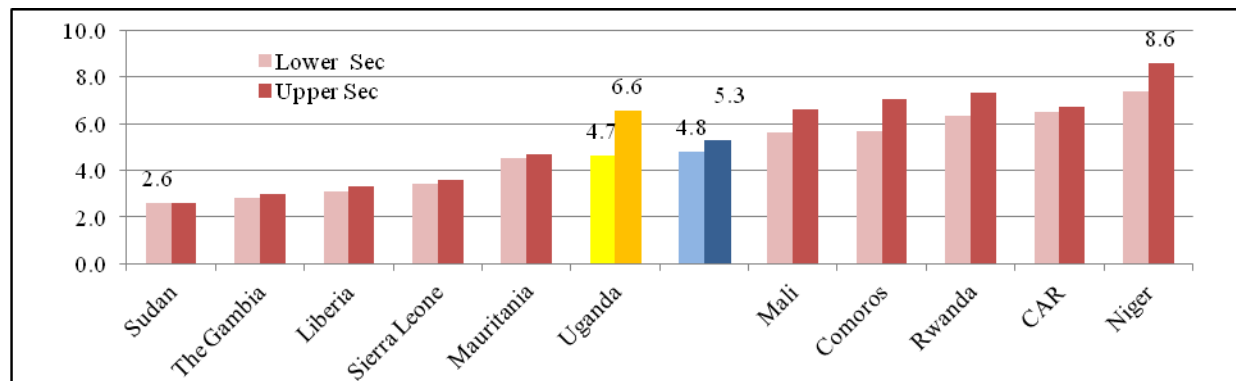


Figure 3.4: Lower and Upper Secondary School Teacher Wage, LICs, 2008-2010
As % of GDP per capita

Source: Estimates from Pole de Dakar database

(k) Teachers' Workload

Availability of trained labour force differs by country requirements. Some countries have a surplus of teachers (Ghana and Kenya) while other countries use untrained teachers to manage the increasing number of learners and apply the train as you teach strategies for these teachers. The international community has pledged to provide every child with 12 years of education by 2030 as part of Sustainable Development Goal number 4. This ambitious goal raises the hopes and expectations of children, families and entire communities around the world, as governments strive to expand and improve their education systems. One of the first steps in transforming the goal into reality lies in ensuring that there are enough trained teachers in primary education classrooms right from the start.

Across the region, nearly 7 in 10 countries are faced with an acute shortage of teachers. And the situation in many countries may deteriorate as governments struggle with overcrowded classrooms and the rising demand for education from growing school-age populations: for every 100 children today 2016, there will be 142 primary school-age children in 2030. Africa alone will need to create 2.2 million new teaching positions by 2030, while filling about 3.9 million vacant positions due to natural attrition.

(I) Recruitment Projection

Figure 3.5 below shows that African countries, at the current rate of recruitment, many should have sufficient numbers of teachers in classrooms by 2020.

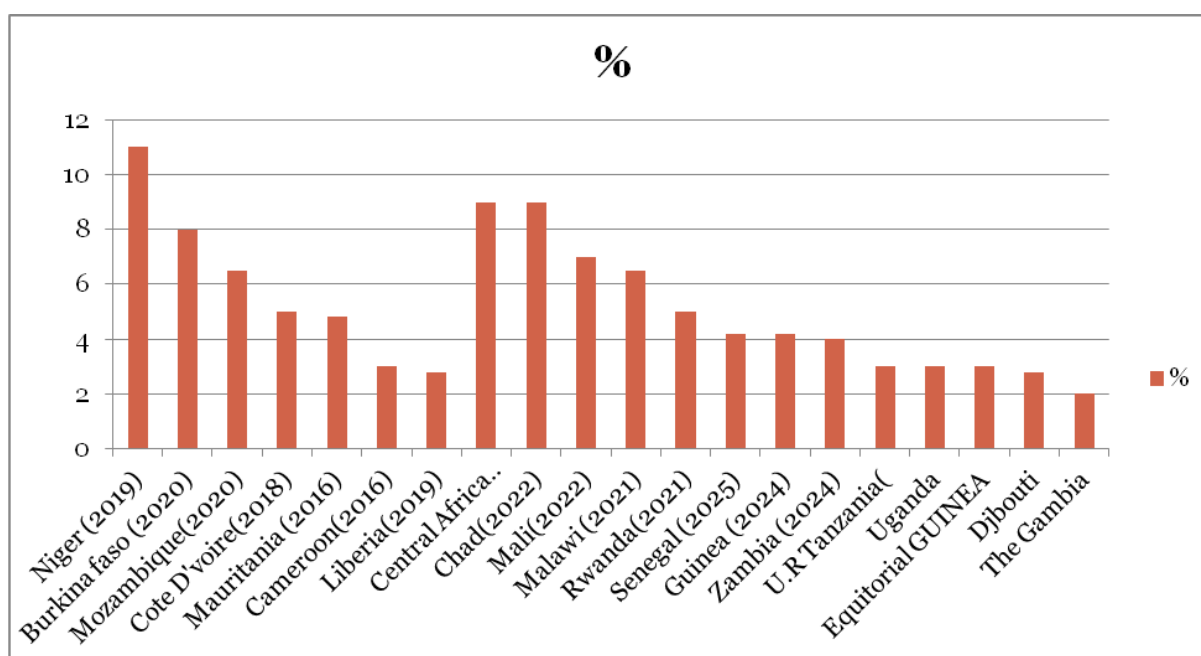


Figure 3.5 Recruitment projections by country

For example, **Mozambique** put in place policies to increase the rate of teacher recruitment by an average of 6% since 2007. If this growth continues, the country should be able to accommodate all primary school-age children by 2020, while reducing the ratio of pupils to teacher from 55 to 1 in 2013 to 40 to 1. However, some countries such as **Zambia**, the supply of teachers has been growing by an average of 4% per year and requires increasing this growth to almost 10%. So if current trends continue, the country would not have enough teachers in classrooms until about 2029. Similar cases should be considered for countries such as **Chad** and **Mali** according to projections that the situation is getting worse rather than better and will continue to deteriorate unless action is taken.

If current trends continue, there will be more children needing primary teachers in 2030 than today in Equatorial Guinea, The Gambia, Uganda and the United Republic of Tanzania, refer Table 6.

High attrition rates of teachers are also increasing the challenges ahead, while teacher recruitment rates are too low to keep up. For example, the United Republic of Tanzania will continue to face a shortage of teachers even after 2030 if current trends continue.

The situation is even more extreme in the **Gambia** where only about seven in ten primary school-age children are currently enrolled in school and the pressure to expand access will increase with growing school-age populations. According to the *UIS*, in the past decade, the Gambia has been raising teacher recruitment levels at an average rate of about 2%. To accommodate all children by 2030, The Gambia must raise its recruitment rate to almost 4%.

Recruitment Strategies: Data from some countries indicate that most countries have put in place teacher recruitment (estimated year when teachers' need will be met) requirement that ensure children access quality education. In Kenya for instance, more teachers are trained and so recruitment is done from an existing pool of trained teachers yet the PTR is at 1:56. Similarly Uganda has surplus for secondary school teachers while Botswana sustains 1:35 PTR.

Table 3.6: Teacher Recruitment Requirements

| COUNTRY (estimated year when teacher's needs will be met) | PTR | GER ADJUSTED | NER |
|---|-----|--------------|-----|
| Central African Republic (2024) | 8 0 | 95 | 72 |
| Niger (2019) | 36 | 72 | 63 |
| Comoros (2019) | 2 8 | 103 | 83 |
| Malawi (2021) | 69 | 141 | 97 |
| Gambia (after 2030) | 36 | 87 | 70 |
| Liberia (2019) | 26 | 96 | 38 |
| Chad (2022) | 62 | 103 | 86 |
| Mauritania (2016) | 35 | 97 | 73 |
| Equatorial Guinea (after 2030) | 26 | 91 | 62 |
| Djibouti (after 2030) | 33 | 68 | 65 |
| Panama (after 2030) | 25 | 100 | 91 |
| Mozambique (2020) | 55 | 105 | 88 |
| Senegal (2025) | 32 | 84 | 79 |

| | | | |
|--------------------------|----|-----|----|
| Sri Lanka (2018) | 24 | 98 | 94 |
| Guinea-Bissau (2021) | 52 | 116 | 71 |
| South Sudan (after 2030) | 50 | 86 | 41 |
| Zambia (2029) | 48 | 108 | 93 |
| Sudan (after 2030) | 49 | 70 | 54 |
| Burkina Faso (2020) | 46 | 87 | 69 |
| Uganda (after 2030) | 46 | 107 | 92 |
| Congo (2015) | 44 | 109 | 92 |
| Guinea (2024) | 44 | 92 | 77 |
| Cameroon (2016) | 44 | 113 | 95 |
| Tanzania (after 2030) | 43 | 90 | 85 |
| Mali (2022) | 41 | 84 | 69 |
| Côte d'Ivoire (2018) | 41 | 96 | 78 |

Many countries have been increasing their rates of teacher recruitment over the past decade in order to expand access to education, but these policies generally involve a trade-off favouring quantity over quality. Statistics and studies show that those countries that managed to boost recruitment had relatively low entry-level requirements in terms of teacher qualifications. For example, Burkina Faso and Chad have managed to recruit 8% to 9% more teachers each year over the past decade.

In **Togo**, pupil to teacher ratio in primary school level is 1: 41 to 1:68, and at secondary 1:26 to 1:25. Teachers are unequally distributed throughout the country with rural and far flung areas. This is linked to lack of incentives for teachers to work in those areas.

Burkina Faso, with a population of 14.75 million, GDP of USD 32.75B and per capita income of USD 1,777 has her Education financing at 21.8% of the country's expenditure which translates to 4.8% of the GDP. Most of the education spending goes to primary and lower secondary at 66%. Secondary receives an allocation of 21% and 11 % respectively while 2% goes to other education programmes. There have been major infrastructure and human resource challenges in funding education in the country. Donor agencies have come in to support government efforts in the recent past. The International Development Association (IDA) for instance funded USD 32.6M of the reform programme budgeted at USD 110M which went into among other things purchase of textbooks, construction of additional classrooms, recruitment and deployment of teachers to rural areas. Support to Non-Formal Education Programme (CEBNEF) has also seen the recruitment of local resource personnel and training in use of "learning by doing" techniques for effective teaching of practical skills. Additionally, Burkina Faso has received two grants from the Global Partnership for Education (GPE) to support the country's education sector plans of USD 102 million in FY 2009/2012 and

USD 78.2 million in FY 2013/2017. The current GPE programme began in November 2013 and has contributed to among other things increased school enrolment and completion rates as well as reduced teacher to learner ratio between 2013 and 2015. The new recruits needed to have a lower secondary education to join the profession, according to national standards.

In contrast, primary school teachers in **Zambia** are required to complete at least a short cycle of tertiary education. So the country had a smaller pool of potential recruits, but still managed to hire 4% more teachers each year. Teacher training is the responsibility of ministries of education. They use available budget to train, recruit and manage teacher working and living conditions. Most education budgets across the continent are the highest compared to other sectors, however most of the budget lines are for teacher salaries. Teachers' salaries are often negotiated by their teacher unions where this is possible, but not all teachers are allowed to join unions.

The education budget is also used for professional development programmes such as INSETs. The budget does not cover teachers from private schools which in most countries have more schools compared to public schools. It was observed in most countries; public schools make up a third of private schools in one instance especially in urban centres where there are 82 secondary schools against 186 private schools.

Data in private schools was not readily available: Shortage of teachers and increase in unemployed teachers form the dynamics of salary being offered in private sector. Shortage of teachers is most evident in rural poor schools and hard to staff regions. Schools in marginalized areas have nothing to talk about and their condition has not changed since UNESCO-IICBA carried out a study on working conditions for teachers in Rural SSA in 2011. Schools in hard to staff areas are populated with untrained teachers. Data on this aspect of learning or teaching is not available in national statistics. Shortage of teachers was more evident when countries implemented EFA goals. The teacher: student ratio of 1:35 (EFA) is yet to be achieved. In some countries the ratio of 1:85 has been recorded, (table 6)

The **Tanzanian** education system for instance experienced a rapid increase in enrolment under the Universal Primary Education (UPE). Communities built makeshift structures to accommodate the rapidly increasing number of pupils. Primary school leavers who had failed to find places in secondary schools or in other post primary institutions were recruited as teachers and provided with on the job training. Resources became scarce; classrooms were not repaired and became dilapidated. At the same time high inflation led to a serious drop in teachers' pay leading to low morale.

(m) Teacher Transfers

This study shows that *transfer rules for teachers in public schools are based on country specific policies*. In Kenya, Uganda, and Malawi, teachers sign to be posted and are therefore assigned any public institutions that requires their specialization and for equitable distribution and optimal utilization of teachers.

(n) Student Characteristics

Student characteristics have a direct bearing on teachers' working conditions. The Study observed that students in rural schools that are in hard to staff areas come from economically poor backgrounds. Economically marginalized areas also tend to have very strong cultural orientation which mainly discriminates against the female gender. Another common characteristics of students found in hard to staff areas are nomadism. For education to achieve its goals, learning must continue in these areas and this necessitates the use of teachers who are willing or who come from the same region. In the absence of such teachers, the ministry of education tends to allow untrained teachers to help. Most of the learners have different needs ranging from economic to guidance and counselling. In such areas working conditions of teachers is also very poor, for instance Figure 30 shows a lesson under a tree with learners quite distracted.



Figure E: A lesson under a tree

In not so hard to staff rural areas, working conditions are exacerbated by large classroom dynamics. Some countries such as Kenya encourage use of contract teachers under conditions set by the Ministries of Education. Some characteristics of

some of the students include those who are psychologically and emotionally traumatized and those who are culturally discriminated especially the girls. Most teachers are not well equipped with these skills and require continued professional development opportunities.

(o) Professional Development

Findings from this study indicated that professional development is not widely practiced and where it is practiced, no wholesome formal systems exist except for countries like Nigeria, where policy on professional development for teachers exist. Most countries tend to offer CPD courses as need arises. In Kenya in-service for science and mathematics teachers has been institutionalized at CEMASTEa however, teachers in other subject are yet to have a systematized programme. Most professional development programmes are provided through ad hoc or mainstream in-service training organized by schools or research partners.

In some countries, it is usually mandatory for teachers to participate in service training course mounted by either the Ministry of Education. The SMASE program provided under CEMASTEa for example supports all science and mathematics teachers in 27 African countries as well. In Kenya, according to the Ministry of Education act, all teachers should comply with the following teaching standards:

- undertake Professional Teacher Development Programme prescribed by the Commission in prescribed content areas including; the use of the appropriate teaching and learning resources; proficiency and mastery of the subject content, mastery of appropriate pedagogical skills; planning and effective implementation of each teaching and learning activity, including the objectives, scope, timing, and teaching resources; assessment, feedback and reporting to learners' about their achievements in learning; professionalism and adherence to ethical practice; and prudent management of resources.
- The ministry offers certificates after a continuous ten day in-service program whose facilitation must be sanctioned by either the Ministry of Education or the TSC (MOE, 2003).

Working conditions in rural schools depict teachers' status more vividly. Rural schools discussed here include the hard to staff areas which are characterized by sparse population, displaced populations, nomadic populations, limited basic infrastructure, endemic malnutrition among learners, HIV/AIDS pandemic, high levels of child labour in agriculture, strong cultural practices and teacher shortages, making schooling an interrupted process for learners and hence teachers reluctance to teach in such areas.

Quality of teaching as a result of teacher shortages in rural schools is occasioned by safety issues, isolated conditions, administrative support such as accommodation,

access to teacher services, lack of resources, difficult students based on their entry. Learning circumstances contribute to failure to attract teachers and make for poor teaching conditions. On the other hand, curriculum is alien and examination is central on assumption that rural students have equal access to quality education as all other students in other regions.

The implication is that with more than 70% of Africa's population lives in rural areas, 70% of the student population access poor quality of education implying that 70% of teachers live in the rural areas. Working conditions of teachers in rural areas represents 70 % of the teachers' workforce. Major issues raised on working conditions will therefore reflect what happens to teachers when posted to rural areas against popular policies that are accessed by 30% of the teaching force. According to UNESCO (2007) and UNICEF report, every child has a right to quality education which requires child centred learning and a curriculum that is appropriately resourced and monitored. In addition, the report states that Education must be provided in a way that is consistent with human rights, equal respect for culture, religion and language and free from all forms of violence.

The government's determination to continue training teachers makes available an adequately educated labour force to enter into teaching. Under teacher education, the number of teacher training colleges increased from 132 in 2008 to 246 in 2012. The primary teacher training colleges graduate an average of 11,500 primary teachers yearly within a two year program. The diploma teacher training colleges train 1,340 per year. Despite the fact that the services of these teachers are required, Teachers Service Commission (TSC) is unable to absorb all trained teachers due to budgetary constraints. Teachers for both private and public schools graduate from teacher training institutions before they are registered with TSC. Three types of certificates are acceptable before registration; the Primary certificate which is mandatory for teaching in public primary schools, Diploma certificates and Degree certificates in education. Table 4.6 shows the trends in teacher education.

Table 3.7: Distribution of Primary School Teachers by Qualification 2003-2007 in Kenya

| Qualification | 2003 | | 2004 | | 2005 | | 2006 | | 2007 | |
|-----------------|---------|------|--------|------|--------|------|--------|------|--------|------|
| | No | % | No | % | No | % | No | % | no | % |
| Graduate | 254 | 0.1 | 925 | 0.5 | 890 | 0.5 | 1,020 | 0.6 | 1083 | 0.6 |
| Approved | 16,760 | 9.5 | 49,100 | 27.8 | 47,202 | 27.8 | 40,874 | 25.2 | 43,422 | 25.2 |
| S1/DipP1 | 4,512 | 2.6 | 4,338 | 2.5 | 6,786 | 4.0 | 7209 | 4.4 | 14,646 | 8.5 |
| P1 | 129,785 | 74 | 99,549 | 56.4 | 95,701 | 56.4 | 93,275 | 57.6 | 99,090 | 57.6 |
| P2 | 24,298 | 13.8 | 15,775 | 8.9 | 15,165 | 8.9 | 11,418 | 7.0 | 12,130 | 7.0 |

| | | | | | | | | | | |
|-----------------|---------|------|---------|------|---------|------|---------|------|---------|------|
| P3 | 3,972 | 2.3 | 1,865 | 1.1 | 1,793 | 1.1 | 1,698 | 1.0 | 1,083 | 0.6 |
| Trained total | 176,316 | 98.7 | 176,381 | 99.0 | 169,564 | 99.1 | 162,072 | 99.4 | 172,175 | 99.4 |
| Untrained total | 2,306 | 1.3 | 1,803 | 1.0 | 1,469 | 0.9 | 921 | 0.6 | 978 | 0.6 |
| Grand total | 178,622 | 100 | 178,184 | 100 | 171,033 | 100 | 162,993 | 100 | 173,153 | 100 |

Source: Ministry of Education Science and Technology (2008) Statistical Book

Table 3.7 above shows a systematic phasing out of untrained teachers and P3 is absorbed. Teacher education is also organized through distance learning programs or digital schools. These are run privately however; teachers who graduate from these modes of learning get registered with the TSC if they meet requirements. This has increased availability of educated labour force for teaching and similar scenarios are observed in other Africa countries.

In **Tanzania**, the path of professionalization involves acquiring the characteristics of high-status occupations, which include certifications, accreditations and existence of professional associations (Invilado, 2012). In Tanzania, the Primary Education Development Programme (PEDP), realizing the importance of teachers in achieving its goals of improving quality of education, emphasizes continuous professional development of the teaching force. If the importance of teachers is accepted by policy makers in Tanzania then PEDP should show what policy choices and trade-offs have been made between teachers' workload, salaries, and class sizes on the one hand and the need for expanding access to education on the other. Although efforts are underway towards improving teachers' professional knowledge and skills, far less attention is focused on their material welfare. *Many teachers have minimal material or intellectual support, and their salary is often insufficient to maintain them and their families.* Teachers often still work under very difficult conditions. Increased resources and training are not necessarily the sole areas that need to be addressed. Teachers' social environment, attitudes, and working conditions are inter-related in a complex way that needs to be understood better if efforts to improve education in the country are to succeed.

3.2.1 Summary of Teacher Working Conditions

- I. Teacher - learner ratio in all countries remains higher than the recommended 1:35. In spite of some remarkable steps towards bridging the gap, most of the countries were trailing behind the expected annual increase in the number of teachers churned into schools.
- II. Teacher recruitment, remuneration, posting, transfer and discipline were functions that resided in the ministries of public service in collaboration with

- the ministry of education. There were legal frameworks guiding the practice in all countries.
- III. All the countries had salary and allowances scales for teachers entrenched in their legal documents. Among the allowances were; house, hardship, responsibility, and family. However, Gabon provided housing for its teachers in lieu of house allowance. Rwanda had schools providing accommodation for teachers in primary and secondary schools.
 - IV. Teachers in most of the countries registered low pay and dissatisfaction with the same resulting in strikes and negotiations between teacher unions and government. Some teachers such as Ghana and Nigeria showed satisfaction with their remuneration as it tallies well with other professions with similar qualifications.
 - V. Francophone countries paid pension depending on amount and period of contribution.
 - VI. Teachers in all countries were entitled to “leave” during vacation and others such as Botswana, Gabon and Cameroon indicated maternity, sick and study leaves were provided.
 - VII. There were statutory guidelines on teachers’ terms of service across countries though benchmarks for promotion were not distinctly outlined. In Gabon for example, in addition to diligence and experience, teachers would be promoted depending on their loyalty”.

Lesson from Ethiopia, for instance, raise several issues related to living conditions which include:

a) Provision of Resources

Teachers at all levels are entitled to provision of resources while at work. School administration has a budget that caters for teaching and learning resources including books, stationery and teaching aids; this makes the teachers’ work easy and comfortable.

b) Students’ discipline

Issues of indiscipline among learners are handled by the teachers and parents. Interviewed teachers felt that students did not value education as they should. Teachers, however, are not allowed to use corporal punishment as a corrective measure on undisciplined learners.

c) Medical insurance

On the issue of accidents or injury while at work or occupational related ailments teachers are not entitled to any medical cover but can access free medical services provided by government (see annex 3). In Kenya teachers are given medical allowance and encouraged to join a health insurance as health services are not free.

d) Promotions/ Professional growth

Growth of teachers from one level to the next is tagged on individual teacher's number of years worked, personal development through in-service programs for which the government pays. It is worth noting that teachers do not pay for any training since the government finances.

e) Leave

Teachers are entitled to various types of leave just as other government employees. These include maternity leave up to 90 days. Sick leave when recommended by a doctor, annual leave, special leave. Both male and female teachers are entitled to these different kinds of leave without discrimination. However, the government is silent about paternity leave. Male teachers can only make special arrangements with their supervisors when their wives have new born children so as to get a few days off to attend to them.

f) Private Schools

These schools are very few and are controlled by the government. Although the procedure of starting a private school that teaches international curriculum is difficult, there exist private international schools that support children of delegates and employees of international residents of Ethiopia. As such, issues regarding employees of teachers in these schools are handled by the school management and hence this differs from one school to another.

g) Informal schools

These schools are not very elaborate, but they do exist. Adults who wish to study are taught by untrained teachers under the supervision of government district officials.

Highlighting these practices is hoped to generate discussion that can support each country in finding a permissible formula that responds to their particular context.

3.3 LIVING CONDITIONS

A special inter-governmental conference convened jointly by UNESCO and ILO in Paris in 1966, adopted a recommendation concerning the status of teachers which emphasized the interdependence between the status of teachers and education. Since then the critical role of teachers in improving the quality of education has been recognized in most educational reforms.

Living conditions of teachers in Africa reflects the level at which governments have resolved to treat the most powerful development force; the teacher. The living conditions of teachers are a reflection of a country's development status. To address this issue, teachers in Africa need to have access to medical cover, housing and credit facilities that is commensurate with their salary.

This study considered living conditions by collecting data from teachers, teachers' associations and research documents. Most of the support that is offered to teachers to improve their lot is not found in policy guidelines. Such gestures as credit facilities (e.g. Egypt teachers), are negotiated outside of mainstream education demands of the teacher. This study considered how teachers are particularly afforded medical and social cover and related allowances since these aspects directly impacts on their living conditions.

Health insurance, herein defined, is a type of insurance coverage that pays for medical and surgical expenses incurred by the insured. Health insurance can reimburse the insured for expenses incurred from illness or injury, or pay the care provider directly.

This type of health cover was indicated in cases of Gabon, Cameroon, Togo, Burkina Faso, and Kenya. Medical services and medical allowance are paid in some countries. In Ethiopia medical services are free for all citizens including teachers. The issue of medical allowance not health insurance for teachers was reported in most countries implying a gap in health support for teachers in the continent.

Access to credit is an important component in understanding teachers' living conditions. In Rwanda, the government boosts the Teachers' Sacco to guarantee access to credit for members. In **Egypt**, teachers have special credit access. In some countries like Kenya, teachers have formed their own cooperative union (Mwalimu SACCO) to access credit. Such teacher initiatives are an indicator of how important accessing credit is to teachers.

Some governments who recognize the role teacher's play in development have created strategies to support teachers. For example there was family allowance in Gabon and Togo for teachers with children under the age of 18.

In Rwanda the government allocated 5 billion RwF for the year 2016 to teachers SACCO which was established in 2007 to enable teachers to access affordable loans to develop themselves. Majority of teachers live near schools where accommodation is provided by schools.

3.3.1 Teacher's voice

The need to listen to the teachers' voice has been accepted as critical in implementing any reforms. The teachers' voice was reported to be articulated by trade unions which were reported present in all the countries. The influence on teacher needs however varies by country. While some unions are less effective due to the hostile environment in which they operate, it was observed that where teacher unions are given space, many progressive activities are reported. These include teacher professional development, participation in education related policy development and implementation in addition to improved remuneration through collective bargaining agreements which have helped governments to address appropriately teacher's needs. Where there is no strong union, teachers can take to the media to voice their grievances. For instance, there was the case of a Burkinabe teacher who complained in a local daily of over one year salary arrears for himself and others hired at the same time in 2014.

In addition, the need for decent living conditions and fair salaries are the reasons for teacher walkout in Kenya which led to school closure in 2015. The strength of teachers' voices was experienced when in Kenya all 27,949 educational institutions of learning across the country closed and over 9 million learners affected (Educational journal news 2015).

Teachers' voices can also be heard in curriculum development. They participate in providing feedback and reviewing the curriculum. Teachers are also involved in setting and marking national examination so they participate in the three types of curriculum, the intended, the implemented and the assessed curriculum.

Teacher viewpoints are occasionally sought at all levels for any reform that directly affects their working conditions. Recent examples of reforms affecting teachers working conditions include the integration of technology in teaching and learning. The ICT integration reforms being implemented at school level have led to the upgrade of teachers skills through INSETS. Exclusion of teachers' voices in reforms tends to demotivate teachers and this affects implementation negatively. The FPE reform was done without teachers assent and the implementation of FPE objectives has remained a challenge.

Teacher's views have been found to be essential before any policy is made. Some of the recent proposed reforms include the laptop project in Kenya, the proposed new system of education, the proposed new assessment format, the role of boards of school management all need teachers assent before implementation. This participation has been found necessary for the purpose of consensus building, ownership of the reforms by the teachers and motivation for effective implementation.

Some of the teacher associations reported here include: SACE, KNUT, BOPRITA, BOFESETE, ISASA, NUT, LTTU, GNAT, AFriATE, and others, whose mandate of protecting teachers' rights and raising concerns that directly affect teachers is very explicit. These associations also provide leadership with reforms through mounting of sensitization meetings with teachers. The recent TSC requirement for mandatory signing of appraisals and performance contracts by 298,000 teachers and 30,000 head teachers, was rejected by KNUT until an appropriate appraisal tool was discussed, tested and agreed upon by all stakeholders, teachers. KNUT had observed that teachers' participation was contravening section 13 of the Labour Laws. This is an example of the role played by respective teacher unions. Most important is the roles they play in making sure those teachers are provided with appropriate working environment for dispensing quality education by negotiating for increased hiring of teachers to meet EFA goals.

The unions have insisted on stability and have reduced the disruptive transfer of teachers which had become the norm. In Kenya, KNUT and KUPPET have played a significant role in making sure that technology integration in schools was professionally rolled out by first training teachers before students were given laptops. Teachers' voices on professional development of teachers are still quiet. Through teachers voices this study established that:

- i. Consensus building with teachers before reforms are rolled out has been found to be necessary for effective implementation of any reform.
- ii. Only teachers in public schools belong to either of the trade unions through whom issues related to their working conditions are voiced except for ISASA in South Africa.
- iii. The role of teacher organizations in teacher reforms is critical and transformative and it includes demanding for employment of more teachers as well as supporting teachers to improve their status.
- iv. Professionalization of the teacher labour force is still the responsibility of individual teachers.

As any civil servant, public teaching staff is entitled to monetary and non-monetary benefits and allowances that complement their wage. Information is gathered in the tables in annex A5.9 and A5.10 below on respectively the various types of leave teachers and benefits and allowances are entitled to.

While teachers may in theory benefit from various types of leave (annual leave, special leave of absence, study leave with pay and without pay, maternity and paternity leave, sick leave and, sabbatical leave), many of them are not granted due to lack of

information. As far as study leave with pay are concerned, the 2007 teacher survey reported that in practice, many teachers are able to get study leave for courses not related to their work.

Most teacher benefits come in form of retirement and medical benefits across countries. All permanent teachers, on the payroll, are entitled to retirement benefits except for those teachers who receive block salaries. The retirement consist in a monthly paid pension commensurate with the teacher's rank, salary and length of service, and a gratuity paid at the beginning of the retirees. For most countries, a pensionable teacher may retire when i) s/he has attained 60 years of age; or ii) has served for a continuous pensionable period of at least twenty years; or iii) on medical grounds.

The study found that some governments (Uganda) provide free medical and dental attention for permanent teachers and their children and spouse. Free medical attention (including subsidized hospital treatment) and drugs are available free of charge in a Government Health facility. Yet, very few teachers are aware of it.

Other compensations consist of extra duty allowances, scholarships, travel allowances, compensation for injuries, death gratuities and burial expenses that mostly rely on school discretion for payment. The financial implications of all those benefits and allowances (except the hardship allowance) could not be assessed, as they could not be tracked in the national education budget. Unions should make an effort to educate the teachers on these benefits where they exist.

Interviewed teachers expressed dissatisfaction with the salary levels explaining that it was not motivating to study and excel in academics. However teacher in some countries are satisfied with the salary they receive (for example, in Ghana and Nigeria).

Other teachers union include: The National Union of Basic Education Workers of Burkina Faso (SNTEB), Independent Union of Post tertiary Teachers (SYNADEC), the Umbrella Body of Education Workers' and Researchers union (F-SYNTER). These unions worked with the Government with regard to salary and allowances of assistant and full time teachers as well as that of other academic staff starting June 2016 leading to award of increments in salary and allowances.

When teachers were asked about their views on the Tanzania Teachers' Union (TTU), the majority of the teachers interviewed indicated satisfaction with the work of TTU. However, issues will continue to persist and housing has been one of the issues that have not been well resolved for teachers. This issue of housing is a major problem faced by nearly all the teachers there are simply not enough school houses to go

around. Only a tiny proportion of teachers stay in houses provided by schools. The housing situation is slightly better for secondary school teachers working in government boarding schools, where the number of staff houses is adequate.

In recent years, the government of Tanzania has put in place a health insurance scheme for teachers. Teachers contribute 3% of their salaries per month towards this health insurance scheme; the rest is contributed by the government. Being a member of this scheme enables teachers and up to four of their dependents get health care from approved health facilities.

KEY RESULTS

TEACHER JOB SATISFACTION AND THE CONTEXT FOR SOCIAL DIALOGUE

Job dissatisfaction is high among teachers. In a national survey in Uganda on teacher job satisfaction conducted on a representative sample of teachers in government primary schools, 47 percent indicated that they were dissatisfied with their job. This is true for most countries on the continent

Salary is stated by teachers as the main cause of job dissatisfaction, mentioned by 50 percent of all survey respondents. The findings show that the rate of dissatisfaction is lower for teachers with higher salaries.

Furthermore, little non-salary related factors improve teachers' job satisfaction. Opportunities for professional growth and recognition are preferred non-monetary incentives.

Teachers in the field are not frequently involved in Policy formulation

Many points of divergence and issues between teachers and the government have been reported in one study but the issues raised are common across the continent. These are, mainly relating to:

- a. The effectiveness of the Public Service Negotiation, Arbitration and Disputes Settlement;
- b. The improvement of teacher remuneration;
- c. The inadequate/delayed remittance of capitation grants and streamlining of allowances to teachers in hard-to-reach/hard-to-stay areas;
- d. The non-payment of allowances to all secondary school science teachers;
- e. The resumption of the Schemes of Service for both primary and secondary

schools;

- f. The policy of automatic promotion introduced in 2005 by the MoEs; and
- g. The financial implication of parents in the management of primary schools.

A series of measures that could help to improve the relationship between teachers and the government have been identified as:

- (i) *The institutionalization of a permanent structure for social dialogue between education employers and teachers*, through regular information sharing, consultation on policy issues and the negotiation of employment and working conditions.
- (ii) *A more frequent involvement of teachers in policy formulation from its initial stages*, to promote the understanding, ownership and implementation of new policies. The best way to involve teachers is almost certainly to invite more teacher union members or teacher associations, providing them with the opportunity to share their views freely.
- (iii) *The better administration of current performance contracts*, which can currently be a source of conflict and frustration for teachers. Without proper sensitization, teacher performance contracts are viewed as being used to coerce rather than motivate. In addition, the government does not provide the inputs (capitation grants are inadequate, their release is often delayed and salaries are low) necessary for teachers to produce the expected outputs.
- (iv) *The development of government strategies to reduce the benefit gap between teachers who have administrative functions and chalk-in-hand teachers*, relating to professional travel, participation in workshops and seminars and so on, that is one of the reasons why many teachers aspire to administrative functions.

4.0 CONCLUSIONS

The conclusions from this study have been arranged according to the thematic concerns of the study; Training, Working & Living Conditions and Teachers' Voice. Several inferences have been contextually alluded to in the document.

Generally, teacher management follows stipulated rules and policies generated by ministries of education. However this common string differs in form and content at country level. The use of untrained teachers to offset teacher shortages even where we have surplus of trained teachers illuminates issues related teacher distribution that has continued to negatively impact on teacher status and professionalization efforts of teaching.

4.1 OVERALL CONCLUSIONS

- i. Teachers enter into the teaching profession with comparatively lower academic grades than other professions.
- ii. Certificates of good conduct are not considered a requirement to enter into the teaching profession.
- iii. Countries that have developed standards or guiding principles for teacher management have a better motivated teacher force.
- iv. On recruitment, teachers are engaged either under the civil service or a designated national education authority (e.g. TSC). The modes of engagement tend to determine the conditions under which teachers serve.
- v. The training, working and living conditions of teachers is a reflection of the education budget allocation. This budgetary allocation is, however, not necessarily pegged on the size of respective country's GDP.
- vi. Teacher costs take at least 70% of the education budget notwithstanding teacher costs paid for by parents in private schools.
- vii. Teacher unions and related organizations are present in all countries and do play a crucial role in articulating teacher issues. However, issues related to teacher professional needs are not exhaustively covered by these unions, for example, sharing innovative classroom-related ideas.
- viii. Most countries do not have a management information system for teachers and other related education statistics.

4.2 Specific Conclusions

4.2.1 Training

- i. Use of untrained teachers is widely practised to offset teacher shortages. This use of untrained teachers negatively affects teacher status.
- ii. Entry requirements into the teaching profession determine the type of training model adopted by different countries.
- iii. All countries have contextualized structures (pre-service or INSET) and policies that address the issue of teacher training.

- iv. The type of training afforded to teachers has a direct relationship with teacher motivation, status and decision to become a teacher in the first place.
- v. Differences in preparation both in terms of content and process have led to differences in the quality of trained teachers on the continent both between countries and within countries.
- vi. The differences in certification (certificate, diploma and degree) in teacher education determine access to professional growth.
- vii. Three models were identified as dominant in initial teacher preparation for all levels of education across the continent. For the purpose of this study, they will be referred to as; (i) *separate*, where training for different levels is done independently. (ii) *Horizontal*, where training for all levels is similar with option for specialization and (iii) *Progressive*, where levels of engagement are attained through additional academic qualifications after an initial common exposure.

4.2.2 Working Conditions

- i. Policies and processes designed to attract and recruit individuals into teaching exist in all countries. The two modes of terms of engagement which exist (National Education Authority and Civil Service) affect teacher output and motivation.
- ii. Workload, duties, autonomy, and general conditions of the work environment of teachers contribute to their performance and motivation. They also inform teacher distribution and are a catalyst for teacher exit from the profession.
- iii. Formal professional development programmes are not well articulated in teacher policies across the continent.
- iv. Ad hoc provision of Professional Development programmes do not sufficiently support teacher career growth and are not well structured.
- v. Compensation for teachers includes both salary and non-salary benefits. The type of package offered to teachers is an important determinant of the attractiveness to the teaching profession, and more than any other factor, compensation and benefits affect teacher motivation and performance.
- vi. Compensation and benefits do not necessarily have a gender bias.

- vii. Compensation and benefits country variation does not reflect the economic status of the country but the political will of sitting governments.
- viii. Important benefits include: medical allowance such as health insurance, housing, commuter, credit advantage, hardship allowance by place and subject.
- ix. The purpose of monitoring and evaluation of teachers is not well conceived and hence not widely practiced.
- x. Collective bargaining agreement in education by teachers' unions have impact on the day-to-day life of schools and is a critical factor in the design and implementation of teacher reforms that are taking place in many African countries.

4.2.3 Living Conditions

Generally, teachers living conditions are lower than their counterparts in other professions with similar qualifications:

- i. Provision of medical allowance does not sufficiently and reliably cover medical needs of teachers.
- ii. Modalities for housing and commuter allowances are not well stipulated in teacher terms of engagement.
- iii. Access to credit facilities when supported by government improves the living standards of teachers, motivation and retention in the profession.

5.0 RECOMMENDATIONS FOR ENHANCING THE TRAINING, WORKING AND LIVING CONDITIONS IN MEMBER STATES

5.1 GENERAL RECOMMENDATIONS

1. Prepare a continental teacher mobility protocol managed by the African Union with a view to set up a teachers without borders force at the regional and continental level.

2. Member State governments should take responsibility for teachers in all learning centres, including private schools.
3. Revive the Pan African Conference on Teacher Education and Development (PACTED) as an instrument for operationalization of the Teacher Development Cluster.

5.2 RECOMMENDATIONS FOR TEACHER TRAINING

1. Establish continental professional standards for teachers which can be adapted by countries as guiding principles for teacher management to foster teacher motivation and professionalism.
2. Enforce a basic academic degree/diploma as the minimum entry requirement into the teaching profession at the country level.
3. Redesign the training of teachers to include induction and mentoring during the pre-service and in-service period at the country level.
4. Systematically review (5 year period) teacher training curricula based on Monitoring and Evaluation returns at the country level.
5. Harmonize initial preparation courses for ALL teachers prior to specialization (a common foundation course for all learning levels) at the country, regional, and continental level.
6. Establish Schools of Education for continuous professional development (as a matter of policy) for teachers, in all member states.
7. Introduce administrative academic qualifications for teachers who will take up school leadership and management duties at the country level.
8. Develop country specific roadmaps towards the professionalization of the teaching force.
9. Develop a systematic program to upgrade and phase out primary teacher certificate awards in favour of post graduate diploma and graduate certificates at the country level.

5.3 RECOMMENDATIONS FOR LIVING AND WORKING CONDITIONS

1. Enhance the teacher specific observatory responsibilities at the regional and continental level.
2. Develop teacher regulatory bodies to oversee and manage teacher affairs at the country level.
3. Explicitly display pathways for teachers' growth within the profession and clearly articulate the pathways based on professional standards at the country, regional, and continental level.
4. Develop clear modalities to recognize and reward Teachers according to their workloads at the country level.
5. Provide both monetary and non-monetary benefits for hard to staff areas and subjects at the country level.
6. Develop teacher housing strategies that support ownership of houses and allowances at the country level.
7. Develop policies and mechanisms for teachers to access credit facilities at the country level.
8. Upgrade the current medical allowance provided to teachers to a medical insurance scheme cover at the country level.



AU Study 2016 - Well-resourced classes

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APPENDICES

ANNEX 1: Africa GDP Status By Country

| Country | Public expenditure on Education as % of GDP | | Public Expenditure on Education as a % total government expenditure | | | |
|------------------|---|---------|---|------|---------|------|
| | 1991 | 2002-05 | 1991 | 1999 | 2002-05 | 2011 |
| 1. Kenya | 6.7 | 6.7 | 17 | 24.0 | 29.2 | |
| 2. Uganda | 1.5 | 5.2 | 11.5 | | 18.3 | 12.1 |
| 3. Tanzania | 2.8 | 2.2 | 11.4 | | | |
| 4. Cameroun | 3.2 | 1.8 | 19.6 | | 8.6 | 14.9 |
| 5. Nigeria | 0.9 | | 2.3 | 3.3 | 7.1 | |
| 6. Cote D'Ivoire | | 4.6 | | 21.7 | 21.5 | |
| 7. Senegal | 3.9 | 5.4 | 26.0 | 16.8 | 18.9 | |
| 8. South Africa | 5.9 | 5.4 | | | 17.9 | |
| 9. Mozambique | | 3.7 | | | 19.5 | |
| 10. Malawi | 3.2 | 5.8 | 11.1 | | 24.6 | 15.2 |
| 11. Lesotho | 6.2 | 13.4 | 12.2 | 23.6 | 29.8 | |
| 12. Togo | | | | 23.4 | | 18.6 |
| 13. Egypt | | | | | | |
| 14. Namibial | | | | 23.3 | | |
| 15. Burundi | | | | 13.5 | | 15.0 |
| 16. Bukina Faso | | | | | | 20.3 |
| 17. Car | | | | 8.9 | | 7.9 |
| 18. Chad | | | | 17.1 | | 10.1 |
| 19. Djibouti | | | | 22.9 | | |
| 20. Eritrea | | | | 5.6 | | |
| 21. Gabon | | | | 11.3 | | |
| 22. The Gambia | | | | | | 15.1 |
| 23. Ghana | | | | 14.9 | | 30.8 |
| 24. Guinea | | | | 14.7 | | 14.3 |
| 25. Guinea Bisau | | | | 16.7 | | 10.6 |
| 26. Libya | | | | 8.1 | | |
| 27. Madagasca | | | | 15.5 | | 19.8 |
| 28. Mali | | | | | | 18.3 |
| 29. Mozambique | | | | 16.8 | | |
| 30. Morocco | | | | 25.8 | | |
| 31. Mauritius | | | | 16.8 | | 13.8 |
| 32. Niger | | | | 17.1 | | 21.7 |
| 33. Rwanda | | | | 27.9 | | 15.4 |
| 34. Sierra Leone | | | | | | 12.4 |
| 35. Swaziland | | | | 20.4 | | 22.4 |
| 36. Tunisia | | | | 24.9 | | |
| | | | | | | |

Source: International monetary fund world economic outlook 2016 (April)

2: Expenditure on salaries for projected period. Kenya model

| Teachers Service Commission Summary of Expenditure by Programme, 2015/2016 – 2017/2018 | | | | |
|---|--------------------|-----------------|---------------------|-----------------|
| Programme | Approved Estimates | Estimates | Projected Estimates | |
| | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 |
| | KShs. | KShs. | KShs. | KShs. |
| 0509010 SP. 1.1 Teacher Management – Primary | 98,399,520,385 | 97,026,608,640 | 107,412,356,180 | 113,499,560,067 |
| 0509020 SP. 1.2 Teacher Management – Secondary | 56,662,571,632 | 55,837,024,756 | 61,979,561,791 | 65,698,335,500 |
| 0509030 SP. 1.3 Teacher Management – Tertiary | 8,081,303,420 | 21,437,929,272 | 23,740,408,702 | 29,499,537,223 |
| 0509000 P.1 Teacher resource Management | 163,143,395,437 | 174,301,562,668 | 193,132,326,673 | 208,697,432,790 |

Source: Kenyan Facts @ Researcher, (2011) (please note that these scales have since been adjusted)

Annex 3: Stratified Monthly Salary Scales for Teachers by Experience and Qualification: (Ethiopia Model) (WEF, August 2016)

| Primary school teacher | | Basic salary in Birr |
|--|------------------------|---|
| Beginner teacher | | 2,404 |
| Middle teacher | | |
| Teacher | | |
| Higher teacher | | |
| Associate lead teacher | | |
| Lead teacher and beginner V/principal | | |
| Higher lead teacher | | 5,304 |
| Beginner principal | | |
| Secondary school teacher Grade 9-10 | | Preparatory school teacher Grade 11-12 |
| Beginner teacher | | 4269 |
| Middle teacher | Beginner teacher | |
| Teacher | Middle teacher | |
| Higher teacher | Teacher | |
| Associate lead teacher | Higher teacher | |
| Lead teacher | Associate lead teacher | |
| Higher lead teacher 1 | Lead teacher | |
| Higher lead teacher 2 | Higher lead teacher 1 | |
| Higher lead teacher 3 | Higher lead teacher 2 | |
| | Higher lead teacher 3 | 11,720 |

Annex 3B: Higher Education New Salaries

| Academic Rank | Basic Salary | 1....> | 9 | ጠረያ |
|-----------------------|--------------|--------|-------|-------|
| | | | | |
| Assistant Graduate I | 5178 | | | |
| Assistant Graduate II | 6570 | | | |
| Assistant Lecturer | 8310 | 9030 | 16360 | 20245 |
| Lecturer | 10470 | 11360 | 20245 | 21762 |

| | | | | |
|----------------------|-------|-------|-------|-------|
| Assistance professor | 13140 | 14213 | 24796 | 26538 |
| Associate professor | 16360 | 17655 | 30022 | 31990 |
| Professor | 20245 | 21762 | 35926 | 37896 |

Annex 4: Public Teaching Staff Benefits and Allowances Public Teaching Staff Leave Types (Uganda Model)

| Type | Beneficiary | Benefit | Effectiveness |
|---|--|---|--|
| Annual leave | Full-time employee on the payroll | School breaks With full pay | Correspond to teachers taking holidays during regular school breaks. As a result do not need to apply for this |
| Special leave of absence | Granted by the head of institution | Up to 7 days a year | |
| Study leave with pay | Granted to permanent teachers after confirmation | Up to 3 years depending on the curricula prepared Full pay | Some are denied or scrapped to the payroll If the course is deemed relevant and arrangements can be made to cover their class |
| Leave without pay | | Up to 5 years | Shortage of teachers, so not easily granted |
| Maternity leave | All pregnant women | 60 days of full pay | |
| Paternity leave | | 4 days of full pay | Seldom requested by fathers (not well known) |
| Sick leave provided on the recommendation of a government medical officer | | Up to 90 days in any period of 12 months and extended to 180 days | Most teachers are unaware of it or fear to take leave for fear of loss of job |
| Sabbatical year | University staff | 12 months in pay en every 10 years of duty | Not effective |

Source: Adapted from the Uganda public Service Standing Orders

Annex 4B: Public Teaching Staff Benefits & Allowances (Uganda Model)

| Type | Beneficiary | Benefit | Effectiveness |
|---|--|--|--|
| Retirement | Permanent teachers on the payroll, when i) have reached 60 years old; or ii) have serve 20 years in public services; or iii) on medical ground | Pension: based on a formula based on the last grade reached and number of years of experience + Gratuity paid at the beginning of retireness | Gratuity paid in installment – according to availability of funds Paid monthly, with immediate effect |
| Medical benefits | Permanent teachers and their next-in-kin | Consultation+ drugs + surgery in government health facilities | Not all aware of it. Often drugs not available |
| Allowances | | | |
| Hardship allowances | Staff working in “hard-to- reach” districts | Top-up allowance of 30% of the basic monthly salary | Part of the wage package |
| Travel allowances | All teachers are entitled | Safari day allowance (SDA)/Per diem, transport | At the discretion of the school |
| Extra duty allowances: acting allowance, duty allowance, honoraria, sitting allowances, overtime allowances | Appointed teachers | | At the discretion of the school, paid late |

| | | | |
|----------------------------|--|--|---------------------------------|
| National exam marking | National examiner | Performance related allowance (per copy marked) | Effective |
| Other compensations | | | |
| Compensation for injuries | Appointed teachers | Medical bills | At the discretion of the school |
| Death gratuities | Permanent teachers | Formula based on job tenure and last grade held | |
| Burial expenses | Civil servant and their spouses and children at the charge of the government | Funeral expenses (coffin, transport, feeding) – no standards | At the discretion of the school |

Source: Adapted from the Uganda public Service Standing Orders.

Annex 5: General Stream Teacher Training Programmes Uganda Model

Source: MoES/UNTY, 2011.

| Subsector | Award | Academic Entry Requirement | Duration/Mode of Delivery | Institutions |
|--------------------|---|---|--|---------------------------|
| Pre-primary | Certificate in Community Child Care (CCC) | None | In-service ; 12 weeks | ECD Training Institutions |
| | Certificate in Child Care (CC) | PLE Certificate | Pre-service ; 1 year | |
| | Early Childhood Development Teacher's Certificate (CEC) | O-Level certificate with a minimum of 4 passes, incl. English | Pre-service ; 2 years | |
| Primary | Grade III Teacher Certificate | UCE/O'level with a minimum of 6 passes incl. English and Mathematics and any two Sciences subjects (agriculture, biology, physics/chemistry + must not exceed 3 years after O'level expect for A'Level leavers. | Pre-service ; 2 years With supervised school practice | PTCs |
| | Grade III Teacher Certificate | UCE/O'Level with a minimum of 6 passes incl. English and Mathematics and any two Sciences subjects + Must be a licensed teachers practicing in primary and must be recommended by the school head teacher, DEO or DIS | In-service; 3 years, part time | PTCs |
| | Diploma in Education Primary (DEP)/ Grade V Primary Certificate | Grade III Certificate or its equivalent + 2 years of teaching experience as a Grade III teacher + at least 6 passes at O'level; and a pass either in math or English at O'level. Must be registered, appointed and confirmed | In-service; 2 years | Universities |
| Secondary | Diploma In Secondary Education (DES)/ Grade V Secondary Certificate | A-Level with at least 2 principal passes in Art subjects or 1 in Science subject and two subsidiary passes for Science subject; plus O-Level with at least 6 passes incl. English; or Post-O-Level Diploma/Certificate + Business studies: a principal pass in Economics at A-Level and 1 pass in O-Level (Commerce, Accounts, Typing, Office Practice, and Shorthand) and credit passes in English and Math; Technological studies: a principal pass at A-level in any of specific subjects (1) and a pass in O-level in one among Math, Physics, Chemistry or Fine Art. | Pre-service; 2 years | NTCs Universities |
| | Bachelor in Education (B. Ed) | A-Level with 2 principal passes in any of the Arts, Science and Vocational subjects; or Grade V Teacher's Certificate Or DTE, DEP, DSE or DSNE, with 2 years of experience | Pre-service; 3 years | Universities |
| | Bachelor in Education (B. Ed) | A-Level with 2 principal passes in any of the Arts, Science and Vocational subjects; or Grade V Teacher's Certificate or DTE, DEP, DSE or DSNE, with 2 years of experience | In-service; 2 years course | Universities |
| | Bachelor Degree | | Pre-service; 3 | Universities |

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|-------------------------------|---|--|---|--------------|
| | with Education (BSc./Ed, BA/Ed) | | years | |
| | Bachelor Degree with Education (BSc./Ed, BA/Ed) | | In-service; 3 years | Universities |
| | Post-Graduate Diploma in Education | | In-service; 1 year | Universities |
| | Masters in Education | | In service; 2 years minimum | Universities |
| | Ph. D in Education | | In service; 3 years minimum | Universities |
| Special Need Education | Diploma Grade V – SNE /(DSNE) | Grade III Teaching Certificate | In service; 3 years, including two supervised school practice (Y2 and Y3) | PTCs |
| PTC | Bachelor in Teachers Education (BTE) | A-Level with 2 principal passes in any of the Arts, Science and Vocational subjects; or Grade V Teacher's Certificate Or DTE, DEP, DSE or DSNE, with 2 years of experience | In-service; 2 years course | Universities |

Annex 6: Teacher/Tutor/Instructor Training Programmes in BTNET (Uganda Model)

Source: MoES/UNITY, 2011.

| Subsector | Programmes | Entry requirement | Mode of Delivery | Institutions |
|------------------|--|--|-------------------------------------|-------------------|
| Technical | Certificate in Technical Teacher Education (CTTE) | O-Level Certificate; or equivalent of Junior Certificate in a Technical Course (UJTC); + Craft Certificate Part II in specific trade ⁽¹⁾ | Pre-service In-service 1 year | ITCs |
| | Certificate in Vocational Training Instruction (CVTI) | O-Level Certificate or Equivalent; + Craft II in any technical trade; Be nominated by Head of Institution; Be an in-service instructor or technical teacher | In-service; 1 year | |
| | Diploma in Technical Teacher/Instructor Education (DTTE) | O-Level Certificate or its equivalent; + Craft II in specific trade ⁽¹⁾ + 2 years' experience in industry | Pre-service; 2 years | ITCs, Kyambogo U. |
| | Diploma in Vocational Training Instruction (DVTI) | Diploma or degree in any specialized technical/vocational courses; At least 2 years' experience in a related TVET skill industry; Be nominated by their respective head of Institution; Be an in-service instructor or technical teacher; | In-service; 2 years | ITCs |
| | Diploma in Training Institution Management (DTIM) | | In-service; 1 year | ITCs |
| | Degree in Technical Teacher Education | A-Level Exam with at least 2 principal passes in Physics and Math, or its equivalent Ordinary diploma or higher diploma in specific fields ⁽²⁾ Mature entry scheme with an advance certificate in Motor Vehicle Technician or Agriculture Mechanics | | Kyambogo U. |
| | Post-Graduate Diploma in Vocational pedagogy (DGDVP) | | In-service; 1 year | Kyambogo U. |
| Health | Diploma in Health Tutor | | Pre-service; 2 years | NTC, Mulago |
| | Diploma in Health Tutor | | In-service; 2 years | HTC, Mulago |
| | Bachelor of Medical | Uganda Registered Nurse (URN) with additional qualification | 3 years | HTC, |

| | | | | |
|--|--|---|----------|-------------|
| | Education | in registered Midwife (URM), Psychiatric (URPN), Sick Child (URSCN) or its equivalent with 2 years of experience; or Registered Comprehensive Nurse (RCN) with 2 years of experience; or Public Health Nurse with 2 years of experience; or Diploma in any of the Allied Health Professional Courses with 2 years of experience; or Degree holder in Medical/Health profession with an interest of teaching | | Mulago |
| | Bachelor of Health Tutor Education | Graduate from Nursing and Allied Health Professionals and Health Institutions; Diploma holder or equivalent in any of the Nursing Cadre with a minimum of 4 years of experience; Evidence of registration with the various professional councils | 3 years | HTC, Mulago |
| | Post-graduate diploma in medical education | | 1 year | HTC, Mulago |
| | Certificate in Clinical Instruction | | 3 months | HTC, Mulago |

Annex 7. Entry professional qualification (Uganda Model)

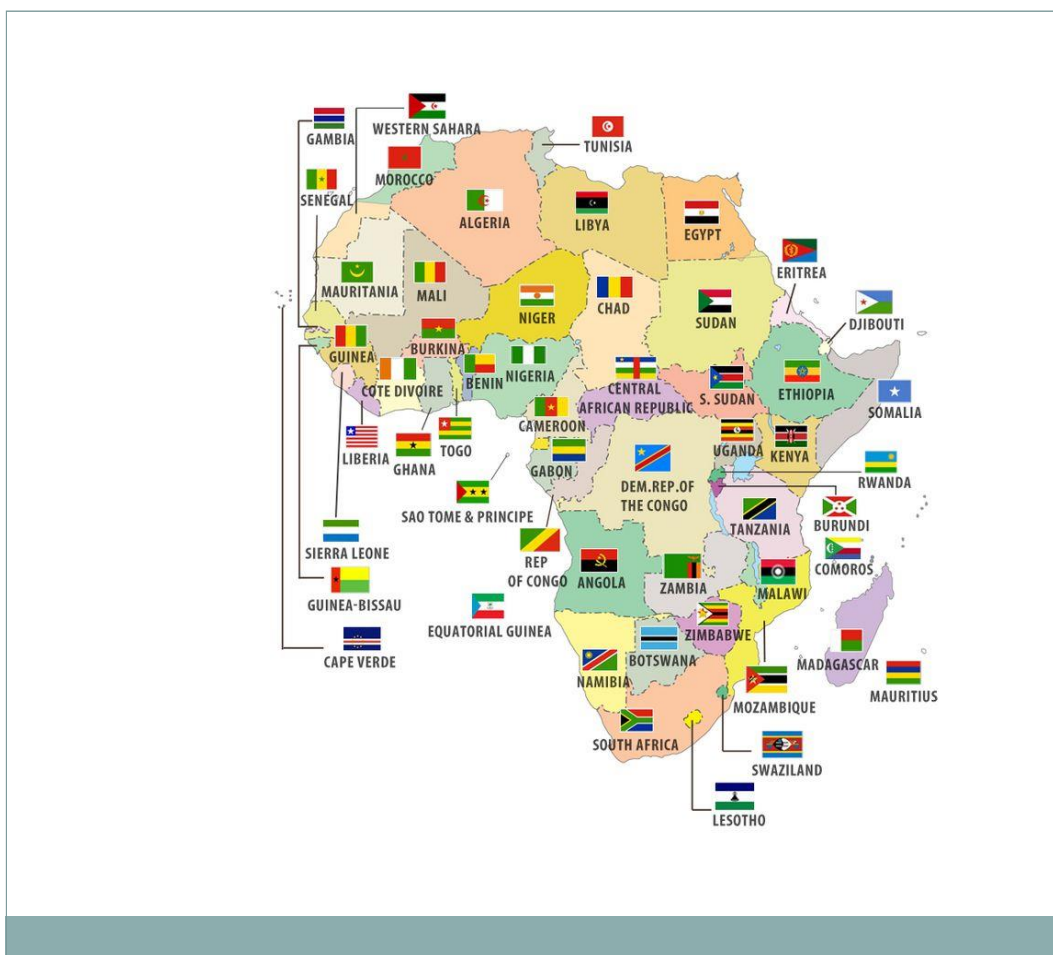
| Institution | Position | Entry Professional Qualification | Salary Grade | Promotion modality |
|-----------------------------------|--|--|--------------------------------------|---|
| Pre-primary | Care givers Nursery teacher | ECD Child care ECD teacher certificate | (1) | |
| Primary | Education assistant Senior education assistant Principal education assistant Deputy head teacher Head teacher | Grade III teacher certificate Diploma in primary education Degree in primary education | U7 U6 U5 U5 U4 | Based on years of experience in certain position that varies between a minimum of 6 years of teaching in initial positions (assistant and teacher) and 3 years in upper positions (from senior to deputy) + attendance to a certain number of certificate and short courses (up to 4 for the top position) + for certain top positions, research work in relevant field and |
| Secondary | Assistant education officer Education officer Senior education officer Principal education officer Deputy head teacher Head teacher | Diploma in secondary education (Grade V Secondary) Bachelor degree in/with education Master degree in/with education | U5 U4 U3 U2 U1 U1 | |
| BTVET (Technical/Farm school/VTC) | Tech./Farm school teacher Senior tech/FS teacher Principal tech/FS teacher Deputy head teacher Head teacher | Advanced craft certificate with a CTTE/CVTI or /DTTE/DVTI Ordinary tech. diploma with a CTTE/CVTI or /DTTE/DVTI HD/Bachelor degree in relevant field with a CTTE/CVTI or /DTTE/DVTI | U6 U5 U4 U3 U2 | |
| BTVET (TI, TVI, CoPo) | Assistant instructor Instructor Senior instructor Principal instructor Deputy principal Principal | Advanced craft certificate with a CTTE/CVTI or /DTTE/DVTI Ordinary tech. diploma with a CTTE/CVTI or /DTTE/DVTI Higher diploma in relevant field with a CTTE/CVTI or /DTTE/DVTI HD/Bachelor degree in relevant field with a CTTE/CVTI or /DTTE/DVTI | U5 U4 U3 U2 U1 U1 | |
| | | | | |

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|--|---|---|----------------------------------|--|
| BTJET (TC, CoC, Specialized TIs) (1) | Assistant lecturer* Lecturer Senior lecturer Principal lecturer Deputy principal Principal | OD in the relevant field with a CTTE/CVTI or /DTTE/DVTI or DE Ba. degree or HD in the relevant field with a CTTE/CVTI or /DTTE/DVTI or DE Master's degree in the relevant field with a CTTE/DTTE or DE | U5 U4 U3 U2 U1 U1 | development of a demonstrable workable project |
| PTC | Tutor Senior tutor Principal tutor Deputy principal Principal | Ba. Degree in the relevant field with a DTE Master's in the relevant field with a DTE Master's in the relevant field with a Dipl. in Edu Mgt/Planning | U4 U3 U2 U1 U1 | |
| PTC outreach | Senior Coord. Center tutor Principal Coord. Center tutor Deputy principal | Ba. Degree in the relevant field with a DTE Master's in the relevant field with a DTE | U3 U2 U1 | |
| NTC | Lecturer Senior lecturer Principal lecturer Deputy principal Principal | Ba. degree of HD in the relevant field with a DE Master's degree in the relevant field with a DE | U4 U3 U2 U1 U1 | |
| HTI (2) | Assistant lecturer/tutor//instr Lecturer Senior lecturer Principal lecturer Deputy principal Principal | OD in the relevant field with a CIC Ba. degree or HD in the relevant field with a CHT/DHT or DE Master's degree in the relevant field with a CHT/DHT or DE | U5 U4 U3 U2 U1 U1 | |

Annex 8: Reformed TVET Minimum Qualification (South Africa Model)

| PREVIOUSLY | CURRENTLY |
|--|---|
| Vocational and trade certificates below the level of a national diploma (M+1 or M+2) | Two Pathways 1: Complete a 360 credit level 6 diploma in Technical and vocational teaching <i>followed by</i> A 120-credit level 7, Advanced Diploma in technical and Vocational teaching Or 2: Complete a 480 credit level 7 bachelor of education in Technical and vocational teaching <i>followed by</i> a 120 credit level 7 Advanced Diploma in Technical and Vocational Education and Training and/or a 120 credit level 8 postgraduate diploma in Technical and vocational education and training and /or 120 credit level 8 bachelor of education honours degree. |
| An appropriate three-year national diploma or degree | Complete a 120 credit level 7 advanced diploma in Technical and vocational teaching <i>followed by</i> A 120 credit level 7 advanced Diploma in Technical and Vocational Education and Training <i>followed by</i> A 120 credit level 8 postgraduate diploma in Technical and Vocational Education and training or a 120 credit level 8 Bachelor of education |

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| | honours degree followed by A 180 credit level 9 Master of education degree |
| A three –year teachers diploma, or an N4-N6 certificate and National teachers Diploma (technical/workshop) or a National Professional Diploma in Education (FET: Vocational Education | Complete a 120 credit level 6. Advanced certificate in technical and vocational education and training Followed by A 120 credit level 7 advanced diploma in technical and vocational education and training |
| A three year degree or national diploma and a one year Higher Diploma in Education or Postgraduate certificate in Education (FET Vocational Education) or national higher diploma or a Bachelor of technology, Post school Education or post- graduate Diploma in Tertiary Education or a postgraduate certificate in Higher education and training | Complete a 120 credit level 7 advanced diploma in Technical and vocational education and training Followed by a 120 credit level 8 Postgraduate Diploma in Technical and Vocational Education and Training or a 120 credit level 8 bachelor of Education honours degree Followed by a 180 credit level 9 Master of education degree |
| Professionally qualified teachers in schooling or adult education and training educators | Complete a 120 credit level 6 Advanced Certificate in Technical and Vocational Education and Training Followed by A 120 credit level & Advanced diploma in technical and Vocational Education and training Followed by A 120 credit level 8 Postgraduate Diploma in technical and vocational education and training Followed by a 180 credit level 9 Master of Education degree |



AFRICAN TEACHERS FACE SIMILAR ISSUES INSPITE OF THE DIFFERENT FLAGS