



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

REPORT SUMMARY



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

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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 one (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.

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Commissioner for Human Resources, Science and Technology

ACKNOWLEDGEMENT

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. Nyokabi Muhu (AUC, Fulbright-Clinton Public Policy Fellow, Education Division, HRST), Dr. Marguerite Miheso-O'Connor (Lead Consultant) and Dr. Hillary Shitambasi (Consultant).

The Teacher Study was prepared with support from Dr. Mahama Ouedraogo (AUC, Acting Director, HRST) and under the supervision 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.

EXECUTIVE SUMMARY

1. INTRODUCTION

The purpose of this report is to present findings from a study on Teacher Training, Working and Living Conditions in Africa. This is an African Union (AU) study that was called for by the Heads of States and Government of the African Union, to be carried out in all the 54 member states. It was cordially funded by the Open Society Initiative for Southern Africa (OSISA). The study involved development of relevant tools for data collection at National and Regional levels in the participating countries. This decision was in line with the goals of the Continental Education Strategy for Africa (CESA16-25). The aim of the study was to map out the teacher training, working and living conditions across Africa using the member state as the unit of study. This study collected National aggregated data from Ministries of Education, teacher support institutions and research partners in the field of teacher development.

The study findings are generated from data collected from AUC (African Union Commission) validated questionnaires and interviews. The tools were administered using various approaches which included; online, telephone, Skype and face to face. Secondary data was sourced from reviews of education research databases (especially from UNESCO-IICBA) and the World Bank studies), the internet, teacher related common resources, and a variety of materials, including policies produced by ministries of education, international associations, educational jurisdictions and in country specific studies on related issues. The information and conclusions contained in this report are a synthesis of collated data and practices across the continent and not necessarily reflective of policies of a specific country per se.

The study was motivated by the centrality of the teachers' role in achieving development goals for the continent as articulated in 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.

This baseline survey on the current status of teachers on the continent has illuminated great and sustainable efforts towards professionalization of the teaching force. These efforts are aimed at creating the appropriate space for teachers on the continent that reflects the critical role and responsibility afforded them in the continents' development agenda.

This study provides useful 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.

A technical workshop was held to validate the findings and conclusions of the Study. The workshop brought together key stakeholders and practitioners from Member States who critically reviewed the work, made recommendations for improvement, and contributed to the recommendations concerning what ought to be done as a way forward.

2. KEY FINDINGS OF THE STUDY

The study established that the status of teachers by country was not a direct reflection of the country's GDP. Comparatively, some countries in Low income categories were found to offer their teachers with better working conditions. Learners access to well trained teachers is still a major concern even in countries that have reported a surplus of trained teachers. The use of untrained teachers is still widely practiced to offset teacher shortages on the continent. However, some countries, such as Nigeria, have reported a 100% trained teacher status in all of the learning centres in the country. This implies that the objective of having all learners access trained teachers is attainable. Increased training efforts, equitable distribution and effective strategies to attract and retain the best teachers in the profession forms the solution base towards attaining this objective.

Most member states were found to encourage the presence of teachers' unions. The unions are used to negotiate collective bargaining agreements and some have taken up professional development agendas for the teachers. Although the delicate nature of teachers' work that focuses on interaction with the vulnerable group of population, minors, requires provision of a good conduct certificate, none of the member states have effected this important requirement in their policies for joining the profession. The study found that teachers are either recruited under the civil servants terms of engagement or by a regulatory body that is mandated to manage teacher issues separate from civil service regulations. Differences in entry requirements into the teaching profession were found to vary by country. It is this diversity in approach that is synthesized in this study.

This study examined and evaluated conditions that frame teacher development through training programmes, working and living conditions which include terms of engagement both in theoretical policy provisions, the actual practice and what subsistence is afforded them in terms of such provisions as housing and general welfare. The study revealed differences in strategies on each of the themes of discussion by country. In

this study we highlight those practices that represent progressive steps towards professionalization of teaching: The following is the summary of findings under each strand:

2.1 Requirements for entering and remaining in the teaching profession.

The study highlights the following statutory requirements that need to be fulfilled in order to enter and remain in the teaching profession by country. The study established that;

- i. Ministries for education or their agents regulate requirements for entering and remaining in the profession across the continent.
- ii. Except for in a few countries, these requirements varied by level at which the prospective teacher will be practicing; Secondary level, TVET or basic/primary level in respective education systems. In most countries the academic requirements of prospective teachers for primary schools were lower than requirements for teaching in high schools or TVET.
- iii. Transformative changes on requirements for entering the teaching profession seem to be the recent focus in most countries.
- iv. Differentiated perception of teachers by teaching grade is common across countries. There was found to be a lower perception of teachers in primary schools who's working and living conditions are comparatively lower than for secondary teachers.
- v. More than 80% of the teaching force is in primary or elementary school levels. The perception of teachers is therefore clouded by this teaching force.
- vi. Entry requirement into private and non-formal schools was found in all cases to be less regulated. Policies are in place in some countries but are not enforced.
- vii. Harmonized entry requirements into the teaching profession, irrespective of the grade of teaching engagement, were reported in some countries.
- viii. Countries with harmonized entry requirements seem to be fast tracking towards professionalization of the teaching force. These countries have attained 100% trained personnel in schools and teachers working and living conditions are comparatively better.
- ix. Certificate of good conduct was not found to be an entry requirement in spite of the special nature of teachers' work.

2.2 Initial teacher preparation.

Training of teachers was basically found to be the mandate of Ministries of education across countries. However emphasis in terms of content and process differ by country. The study confirmed that all countries are cognizant of the fact that this formal education and practical training that individuals must complete to become teachers affect the skills and knowledge that they bring to the classroom. In addition, the formal education and practical training policies affect the social status of the profession and the

motivation and decision to become a teacher in the first place. To respond to this section, this study considered the following issues: which are related to; who regulates initial teacher education programmes, the education routes available to those who wish to become teachers, how selective teacher education programs are, educational qualifications a teacher education program confers and what this implies for teacher professional growth and the extent to which initial teacher preparation include practical experience. Initial teacher preparation was found to differ in terms of content and process and this formed the great diversion in quality of trained teachers on the continent. A primary school teacher certificate remains the minimum requirements for entering the teaching profession for most primary level education. The Study found that;

- i. Emphasis on pedagogy rather than subject matter remains the central content for all teachers in their initial preparation for primary level.
- ii. Good practices were observed where teachers' initial preparation has been formatted to allow them to progress within the profession to higher levels of achievement. In such cases, teachers have the option to upgrade through advanced professional academic qualifications.
- iii. Teacher induction was not observed to be part of initial training in almost all participating countries.
- iv. Sustained classroom observation was found to form a critical component of the pre-service program. This is the practicum and is expected of all prospective teachers. Variation was observed in the process and frequency before graduation.
- v. Teacher preparation for secondary school teachers was found in many countries to differ from the training of primary school teachers.
- vi. Three models were identified as dominant in initial teacher preparation for all level of education. 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. This will be discussed further in this report.

2.3 Recruitment and employment.

The profile and effectiveness of those who enter and remain in the teaching profession is affected by existing policies and processes designed to attract and recruit individuals into teaching. The study sought to understand these policies by responding to the following issues: who hires teachers and who dismisses them, who decides on the distribution of teachers across learning centres, what incentives exist for teachers to work at hard to-staff schools, teach critical subjects, taking on leadership roles, what the

employment status and job stability of teachers are and the teacher costs. The study found that;

- i. Recruitment of teachers is carried out by the designated Ministry of Education. Teachers' terms of engagement in most countries are different from those of civil servants. In such cases, a different body is mandated to manage the affairs of teachers. However, some countries engage their teachers on similar terms of service as civil servants.
- ii. Recruitment for private schools and non-formal institutions is done by school heads in most countries. Although some countries encourage such schools to use existing policies for teacher engagement in their recruitment, generally, governments have little control over teachers in private schools. In very few instances, Ministries of Education support private schools by providing some subsidy.
- iii. Recruitment of teachers in public schools is dependent on education budget allocations.
- iv. The National Education budgetary allocation was found not to be a reflection of the country's current Gross Domestic Product (GDP). The study found that over 70% of the budget allocation is used to pay teacher salaries in public schools.
- v. Teachers' costs in private schools are borne by parents. However this support of paying teachers by parents who are mostly from low economic backgrounds is not recognized by sitting governments in member states.

2.4 Workload and autonomy.

Documenting the workload, duties, autonomy, and general conditions of the work environment of teachers was found to contribute towards a deeper understanding of teachers' work performance and motivation. To respond to this, the study addressed the following issues which include the amount of time that teachers are expected to work, tasks that teachers are expected to carry out, how much autonomy teachers have and how school conditions affect teacher workloads. The study found that teachers' workload and autonomy was a contentious issue. Workload was mostly used to inform teacher transfers and this action formed the main reason for teacher exit from the profession. The recommendation by EFA of teacher to pupil ratio at 1:35 has not been attained in many countries. This benchmarking represents the description of workload on many fronts. While civil servant teachers worked with overtime for workload beyond what is stipulated, teachers who are not civil servants are not compensated for large classes and additional tuition sessions. Additionally the study found that;

- i. Besides teaching and assessing academic progress of the young minds, teachers are often expected to provide guidance and counselling for children with emotional, cultural, maturation and physical needs. These responsibilities that

come with teaching increases teachers' workload and it is not recognized by their employer even though it is expected to be carried out.

- ii. Large classrooms and resources were found to be critical factors that affect teacher's workload. Many countries were found to have a high pupil to teacher ratio of up to 80:1.
- iii. Due to long hours of work, as a result of large classes coupled with insufficient capitation, the untrained teacher has become the alternative plan for many schools with the knowledge of education ministries.
- iv. The examination-based curriculum in most countries has led to unhealthy competition that adds extra workload for teachers.
- v. Lack of resources and EFA goals with respect to teacher to pupil ratio can be used to explain the additional workloads of teachers.
- vi. Teacher autonomy was found to be gaining prominence in some countries where more teachers are involved in decision-making that affects their work. However, most countries have not reached this level of engagement with teachers.

2.5 Professional development.

Professional development (PD) and on-the-job support for teachers are essential components of teacher policies. This study considered the following issues with respect to Teacher Professional Development (TPD); who provides and funds professional development, what professional development rules and policies apply to public school teachers and what forms of support are specifically available to beginning teachers. In this regard, the study did not find a single, linear pathway or career trajectory for teachers. Instead, career paths are often cyclical and even recursive. More specifically, the study found that:

- i. Developing competence and a sense of self-efficacy by directing efforts to meet student needs was found to be absent.
- ii. Some countries have recently created a Professional Learning Framework which is beginning to define standards for professional development and learning for teachers.
- iii. Effective professional learning requires time, resources and supportive structures and this was found to be lacking within the ministry budget allocations. Most development is done through external support (NGOs or Donors).
- iv. In the countries where PD policies have been developed, beginning teachers with the internship policy is well-articulated. Where PD is not well grounded, and this is in most countries, beginning teachers have no formal support or even monitoring mechanisms. No induction program was available in member states and instead, unsupervised probationary periods was common for beginning teachers.

- v. The process of professional development was found to be carried out through ad hoc in-service programs mounted by ministries of education and other development partners at country level. The study identified professional development as a gap that needs to be addressed and supported urgently.

2.6 Compensation and benefits.

Compensation, which includes both salary and non-monetary benefits, was considered by this study as an important determinant of the attractiveness of the teaching profession and is assumed to be more likely than any other factor to affect teacher motivation and performance. As an important output for this study, the following issues guided the study; who determines teacher salaries, what salary and non-salary rules exist that determine a teacher's level of engagement, what fiscal burden of teacher compensation exists and if teacher absenteeism is reflected in the compensation package. In addition, the study considered retirement rules and benefits with respect to its presence and practice. The study findings on this issue indicate that variations in teacher's salary and benefits exist and that;

- i. Basic salary are similar by grade level for both male and female teachers, however, benefits for married couples differed across countries in favour of the male spouse. For example in some countries, house allowance is given to the male spouse and not the female partner.
- ii. Retirement benefits for all teachers differ by grade level such that senior teachers or secondary school teachers had higher compensation packages compared to their primary school counterparts.
- iii. There was found to be no difference by gender in retirement and benefits for teachers in all countries.
- iv. Retirement age varied from country to country but most teachers retire at age 60. Unless their services were needed, especially for hard-to-staff subjects or regions or a teachers opts for early retirement.
- v. Benefits variation did not reflect the economic status of the country but the political will of sitting governments.
- vi. Some countries have health insurance, housing, commuter allowance, credit advantages and other related allowances such as hardship allowance in place for their teachers.

2.7 Monitoring and evaluation of teacher quality.

It is true that a teacher's on-the-job effectiveness ultimately matters more than his or her formal qualifications. This study interrogated the following issues; whether school teachers are evaluated on a regular basis, who evaluates teachers' performance, what criteria is used to assess teachers' performance, how information is gathered to assess

teachers' performance and what the results of teacher performance evaluations are used for. The study found that;

- i. Assessment of teachers is not a common practise and where it is carried out, it is mainly done by school inspectors for teachers in public schools. This is done through physical visits but in some countries, performance contracts have been introduced and other countries have adapted the peer evaluation method.
- ii. It was established that the evaluation of teachers is done mainly for purposes of discipline or promotion.
- iii. Relatively more frequent evaluations are reported in private schools. However, this is mostly done by head teachers for purposes of renewing contracts.
- iv. Teacher's worth is measured by students' performance in national examinations and incentives have been put in place as motivation by ministries through promotion or monetary gifts by parents and schools.
- v. The study did not find a functional and robust database on teacher status. In one country through interview, it was revealed that, the teaching profession was an ageing and dying profession. All the teachers would retire in 10 years' time as the profession has not attracted young teachers. This is an important statistic not known to the mentioned ministry of education.

2.8 Teacher representation and voice.

Teacher unions or other organizations represent teachers' interests and hold sufficient power to affect education policies in general and teacher policies in particular. Collective bargaining in education and its impact on the day-to-day life of schools was found to be a critical factor in the design and implementation reforms that are taking place in many African countries with respect to the teaching profession. To understand the role played by teacher unions, and how teacher organizations can participate in the education debate, the study addressed issues related to labour rights that teachers enjoy, the level at which collective bargaining for the teaching profession occur, issues that are subject to collective bargaining, who is affected by the outcomes of negotiations and what power teacher organizations have to affect education policies in general. The findings showed that:

- i. Teachers' rights include access to acceptable working conditions, recognition of effort and participation in policy decisions that affect them directly such as change of curriculum.
- ii. Collective bargaining for teaching profession is spearheaded by teachers unions.
- iii. Salaries and benefits form the central subject to collective bargaining agreements.
- iv. Only members of the unions, who are teachers in public schools, are affected by CBA outcomes. Head teachers, teachers on contract and teachers in private schools are not affected by CBA.

- v. Teachers' unions were found to be very strong and influential in the implementation of education policies that affect teachers.

In some countries, teachers have become un-touchable as the unions protect them from discipline or policy decisions that will affect them. Unions can determine whether a teacher can take up a transfer appointment or not. Teachers' unions sometimes tend to focus on the teachers rights at the expense of learners rights. Most unions were found to be less focused on teacher professional development but were more remuneration focused.

This study posits that, there exists in Africa good practices that can be replicated or adapted contextually to transform the status of teachers with respect to training, working and living conditions.

The study recommends a reorientation of training teachers for Africa with a focus on entry requirements, mode of training and availability of professional development. Teachers' growth within the profession, if clearly articulated and based on professional standards, will support professionalization of the teaching force. Since the majority of teachers are in the primary sector, reforms that focus on this sector will likely transform the teaching workforce. Working conditions and living conditions are a reflection of entry requirements into the profession. With this focus, a well-motivated teaching force is likely to emerge. Some countries have started this process and replication is possible. However, keeping the teaching force criminal free requires consideration of teacher costs and renewable certificates of good conduct. And lastly, professional development can be fast tracked if member states provide an infrastructure for a School of Education to support teacher career growth.

3. CONCLUSIONS OF THE STUDY

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 the country level. The use of untrained teachers to offset teacher shortages even where we have a surplus of trained teachers illuminates issues related to teacher distribution that has continued to negatively impact on teacher status and professionalization efforts of teaching.

3.1 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.

Specific Conclusions

3.2 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.

3.3 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 allowance, credit advantage and 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 agreements in education by teachers' unions have significant 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.

3.4 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.

4. RECOMMENDATIONS FROM THE STUDY

4.1 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.

4.2 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.

4.3 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.

