Improving the conditions of teachers and quality of teaching in schools across African countries

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Introduction

- Between 2022 and 2050, the population of sub-Saharan Africa is expected to almost double, from 1.15 billion in 2022 to more than 2 billion inhabitants by the 2050.
- Quality Education is at the core of development of any country which is acknowledged as Goal 4 of the SDGs.
- Interestingly, different African countries are at different levels of achievement for SDG4.
- Expanding educational opportunities and ensuring quality education for all can therefore be particularly challenging with growing cohorts of children and youth.
- These children and youth will be taught by teachers.
Who are the Teachers?

• Teachers are arguably the single most important input to the learning production function

• Quality and quantity of teachers determine performance and outcomes at all levels of education

• SDG 4.c means of implementation for SDG4 states that by 2030, countries should substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

• There are different categorisation of teachers in SSA which could be by employment into different levels of schools, whether they are employed in Private or Government Schools; and whether they will teach in urban or rural schools. Even within urban and rural, there are also low-income, middle-income or high-income schools
Every child especially at the basic education level deserves a teacher.

Theoretically, we need the number of teachers that will be able to teach all children if all of them have to be in school.

SSA has the largest proportion of school age children in the world. By 2021, more than half of the population (50.5) are within the school age.

Not all children are in school however as SSA has a large out of school children.

Even with the realities of Current Enrolment, the question is whether there are enough teachers for those currently enrolled no matter how small it is. There should be enough teachers for all enrolled children.
**Who are the teachers**

- Globally, there were 83 million teachers in pre-primary, primary and secondary education in 2020.
- Sub-Saharan Africa was the only region where women made up less than half the primary school teaching force.
- The imbalance was even greater in secondary education, where women’s share was 32% and had increased by only one percentage point in 20 years.

<table>
<thead>
<tr>
<th>Region</th>
<th>Pre-primary</th>
<th></th>
<th></th>
<th>Primary</th>
<th></th>
<th></th>
<th>Secondary</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Teachers</td>
<td>Percentage</td>
<td>Number of Teachers</td>
<td>Percentage</td>
<td>Number of Teachers</td>
<td>Percentage</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>World</td>
<td>92</td>
<td>94</td>
<td>25.0</td>
<td>33.3</td>
<td>59</td>
<td>67</td>
<td>25.5</td>
<td>38.0</td>
<td>52</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>0.2</td>
<td>0.6</td>
<td>75</td>
<td>82</td>
<td>42</td>
<td>46</td>
<td>0.9</td>
<td>3.2</td>
<td>31</td>
</tr>
<tr>
<td>Northern Africa and Western Asia</td>
<td>0.2</td>
<td>0.4</td>
<td>85</td>
<td>94</td>
<td>42</td>
<td>46</td>
<td>0.9</td>
<td>3.3</td>
<td>47</td>
</tr>
<tr>
<td>Central and Southern Asia</td>
<td>0.9</td>
<td>2.4</td>
<td>79</td>
<td>90</td>
<td>41</td>
<td>58</td>
<td>3.9</td>
<td>9.3</td>
<td>41</td>
</tr>
<tr>
<td>Europe and Northern America</td>
<td>1.9</td>
<td>2.8</td>
<td>96</td>
<td>96</td>
<td>85</td>
<td>87</td>
<td>7.8</td>
<td>7.4</td>
<td>64</td>
</tr>
</tbody>
</table>
Sub-Saharan Africa will need to recruit additional **17 million teachers by 2030** to staff schools for universal enrolment at a maximum pupil/teacher ratio of 40 in primary and 25 in secondary schools (UNESCO, 2021).

- Of this number, **8.7 million** will be needed to fill additional posts to keep up with growing enrolment and 6.3 million to replace teachers leaving the profession.

- Studies argue that, teacher recruitment may not be able to keep pace with the rate of teachers retiring or changing professions given the high fertility and population growth in SSA.

- Some SSA countries such as Central African Republic, Chad, Malawi, Mozambique and Niger, would need to increase the number of secondary teachers by at least 15% every year given their status by the end of year 2020.
Quality of Teachers

Pupil–teacher ratio, primary school, 2010 - 2019

- Pupil/trained teacher ratios are almost twice as high in sub-Saharan Africa as the global average. There are however variations across the countries.

- Being qualified to teach in general does not mean teachers are necessarily qualified for the subject they teach.
  - Should the focus be on those trained in the content that they want to pass to children
  - Or those that have pedagogical skills
  - Or those that have both skills

- There are also disparities between government schools and private schools. Government schools often have more capacity to engage more qualified teachers than private schools.
Condition of Teachers

- **Teacher motivation**: Having or not having a job can shape how people view themselves and relate to others, and how they perceive their stake in the society. The question is whether teaching job empowering, Condition of teachers is linked to the schools. This is determined by type of teaching job

- **Teacher Preparation**: Whether a teacher is trained or not determines the teachers

- Employment Conditions This contract of employment varies in many countries. (Could be permanent, contract, PTA, etc)

- **Remuneration (Salaries and Wages)** as major motivation factor. For teachers employed by government, civil service condition of service can be compared with teaching service condition of service in terms of other pecuniary and non-pecuniary incentives including Career Progression And Promotions.

- **Professional Development**: Traditional in-person seminars and independent study remain the most common forms of teacher professional development. Most of these teacher in-service training focus on subject and curriculum knowledge, as well as pedagogical and assessment practice. It is not often common in SSA but some intervention programmes had been undertaken in many of those countries
## Inputs into Quality of Teaching

### Non-teacher input
- Classrooms
  - Class size (Are classrooms overcrowded?)
- Physical Infrastructure
- Class size. How many pupils are in the class
- Textbooks and teaching materials
- ICT and internet infrastructure

### Teacher Quality Input
- Teacher content knowledge (What do they know)
- Teacher effort (How much teaching goes on in class)
- Teacher pedagogical knowledge and skills, and teaching practice
- Teacher learning: Participation in rigorous professional learning
- Teacher Management: Allocation of teachers to rural, poor schools/classes
Teacher content knowledge (What do they know)

- **Teachers must be knowledgeable** in what they teach as teacher content knowledge account for the gap in student learning. Effective years of education and/or experience in teaching.
  - Knowledge of required content is obtained through:
    - Pre-service training
    - In service training

- Even when there is knowledge, shortage of teachers can also lead to teachers teaching out of field. According to GEM report 2021/22, teaching out of field is prevalent in much of the world. In at least 40 education systems that participated in the 2018 TALIS, over 10% of lower secondary school science teachers had received no formal education or training in the subject.
Teacher effort (How much teaching goes on in class)

- **Absenteeism.** This is the return to additional hour of teaching (absenteeism from school and absenteeism from class even when in school). There exist considerable teacher absenteeism in eight eastern and southern African countries as reported by a UNICEF study.
- There are arguments on the **real definition of absenteeism** in the literature. Could be overstated as some teachers termed absent could be
  - Teachers performing administrative activities
  - Teachers going for professional training and development
  - Teachers in unconducive Teaching environments
Teacher pedagogical knowledge and skills, and teaching practice and focus (How well do teachers teach?)

- Even when teachers have content knowledge, pedagogical knowledge determines the quality of teaching.
- Knowledge and implementation of students evaluation, assessment and feedback skills including take-home work and assignments is important for quality. Evidences that many teachers do not have adequate knowledge of these skills.
- Multigrade teaching. Use of multigrade teaching without additional training and teaching materials is likely to put additional strain on teachers, and reduce the quality of learning.

In rural areas where low enrolment. In urban areas with inadequate teachers...and also in urban private schools.
Management: Allocation of teachers to rural, poor schools / classes

- Adequacy and efficiency of the School system as it handles all schools from urban to rural as well as from private to government schools
- How much inspection and supervision goes on?
- How much other duties are given to teachers?
- Poor Service delivery and accountability
Private vs. Secondary School Teachers: The Nigerian Case

ACTIVITY OF SCHOOL HEADS AND TEACHERS WHEN PAID UNSCHEDULED VISITS (PERCENTAGE WITHIN TYPE OF SCHOOL)

### Government

<table>
<thead>
<tr>
<th>Role</th>
<th>Head Teachers</th>
<th>Teaching</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private registered</td>
<td>2.25</td>
<td>22.41</td>
<td>6.74</td>
</tr>
<tr>
<td>Unregistered</td>
<td>37.80</td>
<td>10.34</td>
<td>14.83</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Primary Schl Teachers</th>
<th>Teaching</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private registered</td>
<td>58.18</td>
<td>79.80</td>
<td>8.18</td>
</tr>
<tr>
<td>Unregistered</td>
<td>80.43</td>
<td>1.01</td>
<td>1.09</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Junior Secondary Schl Teachers</th>
<th>Teaching</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private registered</td>
<td>52.17</td>
<td>66.67</td>
<td>13.04</td>
</tr>
<tr>
<td>Unregistered</td>
<td>66.67</td>
<td>8.33</td>
<td>8.24</td>
</tr>
</tbody>
</table>

- **Employment Structure**
  - Most teachers in Nigeria are female
  - Unlike government schools, where 89.2% of the staff are permanent, 44.8 percent of private school teachers are on temporary appointment.
  - unregistered private schools - 60 percent
  - registered private schools - 40.8 percent

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### Summary of Average Monthly Salary and Experience

<table>
<thead>
<tr>
<th>Recognition Status of School</th>
<th>Age in Years</th>
<th>IQ score</th>
<th>Average Monthly salary (Naira)</th>
<th>Average Monthly salary (US Dollars)</th>
<th>Experience in present school(years)</th>
<th>Total teaching experience (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>42</td>
<td>31</td>
<td>20368.5</td>
<td>144.36</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Registered Private</td>
<td>30</td>
<td>35</td>
<td>6321.43</td>
<td>44.80</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Unregistered Private</td>
<td>28</td>
<td>36</td>
<td>5406.25</td>
<td>38.32</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
Is there enough funding for teachers and the education systems

- UNESCO estimates that, from 2015 to 2030, the annual financing gap for achieving universal quality education in all low and lower middle-income countries is $39 billion.

- While there is no data about the full global cost to close the teaching gap, UIS estimates that sub-Saharan Africa alone will need to spend an additional $5.2 billion annually just to pay the salaries of the extra teachers required in the next five years.

- Efforts to close this funding gap must begin with increased domestic spending. But many countries are unable or unwilling to allocate the recommended 20% of government spending to education, so increased donor contributions are also essential.

- The spending must include resources to address the shortage of trained teachers and must specifically target the teacher inequalities related to region, gender, disability and poverty.
POLICY IMPLICATIONS

• While rapid expansions in school enrolment in developing countries have put substantial pressure on education systems’ ability to provide quality education, rapid hiring of teachers to limit student–teacher ratios may have contributed to our findings of underprepared teachers

• **No magic wand?** We need to understand and assess complementarities between teacher effort, ability, and skills in generating high quality education. Neither of these alone will likely be enough to significantly change the quality of education when many teachers do not even master their students’ curriculum.

  • **Improve teacher training**
    • Teachers must have solid knowledge and training in core subjects, teaching methods and ways to support diverse students. The need for teacher training far outstrips supply, so alternative training methods should be considered, including distance learning and mentorship.

  • **Improve the schools system for ensuring accountability**
    • Private vs Government schools as well as rural vs urban schools
    • focusing on teacher monitoring and accountability and on ensuring that any training takes place during holidays and weekends
POLICY IMPLICATIONS

- **Ensure optimal quantity and quality of teachers in schools**
  - Students in disadvantaged or rural schools face more crowded classrooms and are often taught by teachers with less training and experience.
  - Solutions include:
    - Government deployment of teachers
    - Incentives for teaching in disadvantaged or rural schools
    - Recruitment of local teachers
    - Cultural Issues – Female teachers for female students

- **Improve teacher’s conditions, especially salaries**
  - Teachers are often paid less than other professionals with comparable qualifications. In several sub-Saharan countries. Paying teachers more competitive salaries that meet at least the basic needs can attract and recruit talent while increasing the profession’s prestige and improving learning outcomes.
  - **Payment for performance** (attendance, teaching and results) but there are barriers to the implementation of incentive systems, especially in the public sector, due to bureaucratic or political constraints.
• Thank you