



Association for the
Development of
Education in
Africa



Ministry of Education,
Literacy and National
Languages of Mali



World Bank



Education International
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COMMUNIQUE

“Bamako + 5” Conference on Contractual Teachers

PREAMBLE:

We, the representatives from Ministries of Education, Finance and Public Service, Teachers' Unions, Parent-Teacher Associations, NGOs and civil society organizations, attended from 27th – 29th October 2009 the Bamako + 5 Conference, jointly organized by the Ministry of Education, Literacy and National Languages of Mali, Education International (EI) and the Association for the Development of Education in Africa (ADEA), with the support of the Education Program Development Fund (EPDF) managed by the World Bank, in order to review progress made by eleven Francophone countries since the 2004 Bamako Conference. The Conference also provided an opportunity for experience sharing on recruitment, training and professional development of contractual teachers with Lusophone and Anglophone countries.

- Reaffirming our commitment to the 2004 “**Bamako Consensus**”;
- Recognizing that the utilization of contractual teachers is a short-term emergency measure;
- Aware that this option might entail risks for quality of learning and teaching, above all, when teachers have not received any pre-service training;
- Cognizant of the commitment of African Union Heads of State and Government to the Second Decade of Education for Africa, and the prioritization of teacher education to ensure the provision of sufficient and properly qualified teachers with the relevant knowledge, skills and attitudes to teach effectively;
- Affirming that education is a fundamental human right and an investment that empowers individuals with knowledge, values and the skills they need to make choices and shape their future and meet the needs of social and economic development.

- Affirming that universal access to quality basic education and better learning outcomes are the drivers to achieve the Millennium Development Goals (MDGs) and Education for All (EFA) targets;
- Convinced that we could not provide quality education to the learners without an adequate stock of qualified and competent teachers, both male and female, that are properly deployed, well remunerated and motivated, as well as adequately supported;
- Recognizing that teachers are at the core of education delivery;
- Convinced that teaching is a profession and requires sufficient initial professional preparation; and
- Aware that tens of millions of African children are out of the formal school system and are only accessing education through non-formal structures which use thousands of poorly trained teachers with precarious working conditions.

Recommend:

- That recruitment of untrained teachers be gradually phased out by 2015.
- That all categories of teachers serving in formal and non-formal settings, as well as in the different subsectors of education, be recognized and supported in their professional and career development;
- That teacher training and professional development be set within a global vision that integrates life-long learning;

Actions by National Governments:

- Accelerate the training and integration of contractual teachers into the public service;
- Formulate policies and strategies that will ensure that all new teachers receive sufficient pre-service training;
- Increase the national capacity for training sufficient numbers of teachers and strengthen the capacity of existing teacher training institutions;
- Develop innovative and complementary ways of providing pre-service training and continuous professional development which include the use of ICTs and Open and Distance Learning platforms;
- Mainstream life skills, including HIV and AIDS prevention and mitigation, into teacher training and development programs;
- Develop teacher qualifications frameworks among countries based on minimum criteria and explore the possibility of creating joint teacher training programs;
- Reinforce school leadership through systematic training to support school improvement;

- Review, develop and adhere to criteria for training, recruitment and professional development of teachers;
- Set up transparent recruitment mechanisms based on agreed criteria both at the central and decentralized levels;
- Promote national policy dialogue among all stakeholders in order to ensure that the minimum budgetary allocation to education as a sector is no less than 20% of the national budget;
- Put in place education management information systems that generate reliable data to facilitate effective planning, implementation, monitoring and evaluation of education programs, including pre and in-service training, continuing professional development and other teacher management issues;
- Establish networks of both teacher training institutions and individual teachers at national, regional and international levels, and facilitate teacher mobility to promote exchange of information and sharing of experience.

Actions by ADEA and partners:

- Support countries to develop, implement, monitor and evaluate training and upgrading programs for contractual teachers using, among others, the two policy frameworks proposed by ADEA on:
 - a. Training and professional development of contractual teachers;
 - b. Career tracks, opportunities for advancement, social protection guarantees, and rights and obligations of contractual teachers
- Set up partnership frameworks for supporting advocacy and capacity building activities in different countries in order to professionalize the teaching force for the achievement of EFA and MDGs.

Agreed this 29th day of October 2009