



World Bank



A few messages from the Bamako +5 Conference

Professionalizing teachers who are
not civil servants

UPE, not a choice but a necessity

- Human rights Development
- Categorical imperative Condition sine qua non or decisive factor
- Obligation, universality
- EFA/UPE: universal achievement
- National constitutions: universal, mandatory and free primary education

UPE: Teachers hold a central place and play a decisive role

Enormous needs: recruiting in sufficient numbers

Successful learning requirements: efficient teaching force

Limited resources, hegemonic share in expenses and doubly reduced margin for maneuvering: low salaries and the smallest share for non-salary expenses

A useful but not very deep debate: the difficult search for solutions

- Policy options: arbitrage and compromises between goals/resources/costs: social and political acceptability, financial sustainability and technical feasibility, rational adjustments/through chaos
- Objective: an imperative
- Limited resources: GDP? Public revenues on GDP (14-18)? Public education resources (20?) Primary share (0)?
- Expenditures and costs: non-salary/salary expenditures E/F(33/67)? Student/teacher ratio (40/1) unit costs? Best costs = efficiencies?
- Emergencies/short-term solutions: non-civil service teachers
- Sustainable development/long-term solutions?

Variety of situations but trend of undeniable progress

- Remarkable acceleration of enrollment
 - Access 76% to 91%
 - Completion 38% to 52%
- Positive trends
 - Rise in the academic levels of non-civil service teachers
 - Prolongation of the duration of the FI (Pre-service training)
 - FC (In-service training) initiatives
 - Gradual integration into the civil service
 - Salary improvements

But it is necessary to pay attention to persistent challenges

- Deterioration of quality with the non-civil service teachers? Information but no established scientific response
- Long road to travel for UPE
- Completion (52), equity and quality (50) at the midway point
- Enormous need for teachers
 - Current number of teachers: 399,400
 - Number to be recruited for UPE: 511,000
- Degree of professionalization of teachers still requires enormous efforts

Also taking into consideration the new challenges related to

- The financial crisis and the decrease in internal and external resources: protecting and strengthening what has already been gained?
- The difficult management of the transition from short-term (emergency) solutions to long-term (sustainable development) solutions

Responses to be found for better knowledge

- EMIS: data collection and regular data processing systems for quantitative and qualitative data on teachers necessary for better evaluating, defining policy options, planning, recruiting, deploying, steering, supporting, fighting against AIDS, etc.
- TISSA: a holistic and multidimensional analysis tool on the teaching issue

Responses to be found for indispensable professionalization

- Increasing training capacities: institutions, budgets, trainers
- Initial training that ensures solid foundations: appropriate selection of applicants and possible rise in initial academic level (9 months?), basic professional skills benchmark, interactive theory/practice links, versatility (early childhood, inclusive education, non-formal education)
- Functional, efficient and durable systems of ongoing training: a continuum, proximity strategies (accompaniment, advice, etc.), school dynamics (qualitative development projects, pedagogic units and cells and learning between peers, etc.), reflective practices (self-evaluation, research-action, etc.), distance training and free learning

Responses to be found for indispensable professionalization

- A strengthening of the professional identity: stable status and resulting evolution of the legal and regulatory framework, deontology code, practice of union law, professional associations and communities,
- Success factors: accreditation systems, certification and recognition of acquired knowledge and experience, results-focused management

Responses to be found for a systemic quality approach

- Promotion of the quality culture
- Necessary input: competent and motivated teachers, children ready to learn, sufficient textbooks and learning-teaching materials, 800-1000 hr. of learning time,
- Procedures and processes favorable to learning: organization of the school and classroom favoring discipline and work, pedagogic-centered methods, bilingual education, regular evaluation of learning results, transformational leadership...
- A systemic environment and a support community

Responses to be found for increased resource mobilization

- National political will and favorable arbitrage: the indicative framework
- External aid: promises to be kept (education as well as international public welfare and a worldwide fund)
- More efficient management and more cost effective practices
- Spaces for creativity and the mobilization of latent resources (out-of-the-box reflection)

Responses to be found for increased resource mobilization

- National political will and arbitrage of priorities: the indicative framework
- External aid: promises to be kept
- More efficient management and more cost effective practices
- Spaces for creativity and the mobilization of latent resources

Seizing acquired knowledge and experience and new opportunities to better help the search for responses

- Potential of ICTs for teachers sector policy for integration, improving cost efficiency, favoring distance training, e-learning and free learning, learning communities, exchanges between peers and creating networks of digital pedagogic resources, coordinating initiatives
- Exploration of the partnership potential: information and knowledge sharing, resource pooling, centers of excellence, regional cooperation, inter-country poles, inter-institution networks,
- Mobilization of support resources: sector-wide approach and the strengthening of the contribution of higher education (curriculum, research, analysis, evaluation, training...), strengthening of the various partners, each in its role (NGOs, communities, parents, private sector)

Commitments for all

- For children and their successful learning, let us support the professionalization of teachers
- Let us carry on this conference's work according to our respective responsibilities and positioning: dialogue, consensus-building, advocacy, reflections and actions