



Association for the
Development of
Education in
Africa

Bamako + 5: How Best to Manage Contractual Teachers While Ensuring the Success of Education For All (EFA)

Tunis, October 23, 2009: Contractual teachers will once again be at the center of debates at a conference to be organized in Bamako from 27 to 29 October 2009 by the Association for the Development of Education in Africa (ADEA), the World Bank, Education International, and the Malian Ministry of Basic Education, Literacy and National Languages.

In 2004, ADEA took the initiative of setting up an initial meeting in Bamako to examine the challenges ahead, particularly in the eleven French-speaking countries with regard to this new category of teachers. Faced with, on the one hand, the immense needs in additional teachers in order to fulfill the objectives of Education for All, and, on the other hand, the limited national capacities in the supply of qualified teachers, various countries took to hiring contractual teachers. In some countries, these teachers have now outnumbered state teachers.

Even though the recruitment of contractual teachers has enabled, of course, real progress in terms of school enrolment, it has also made evident the risks involved with regard to the quality of the teaching dispensed due to the low academic level and insufficient training of such teachers. It had thus become necessary to carry out a serious analysis of the problems involved and to envisage measures to be undertaken to improve the recruitment, training, management and monitoring of contractual teachers. The first meeting in Bamako ended in the adoption of the *2004 Bamako Consensus* and of recommendations centered on the professional development and management of the careers of contractual teachers.

Five years later – thus the title Bamako +5 – it is time to sum up the situation in the eleven French-speaking countries who were present in Bamako in 2004; study what progress has been made and take note of new opportunities for improvement in the working conditions and in the lives of those contractual teachers; draw up an inventory of the extent of the phenomenon in the Lusophone and English-speaking countries, and; analyze the lessons to be learnt with regards to recruitment, training and professional development.

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The participants will deepen their reflection by examining in a more precise manner the multiple aspects of the new challenges that lay ahead: the supply and demand of teachers, their recruitment, deployment, working conditions, initial training, professional development, and the mobilization of resources. They will also spend a number of sessions assessing the new opportunities available and will discuss, on the last day, in parallel thematic workshops, specific subjects such as the impact of HIV/AIDS, the situation in conflict zones, the use of information and communication technology in education, new partnerships, the role of the university, and of research.

The 22 countries that have been invited will particularly have to take decisions on two major documents drawn up in July 2007 during the follow-up workshop held in Dakar: one concerns the recruitment, training and the professional development of contractual teachers, whilst the other has to do with the career plans, rights and obligations, possibilities of promotion, and guarantees relating to social protection. During the three days of the conference they will have the possibility of exchanging ideas about the lack of teachers needed to make a success of Education for All. In this respect, UNESCO's Institute of Statistics (UIS) has estimated that Africa needs more than 2.4 Million more teachers.

A large number of participants are expected to attend Bamako +5, representing a range of stakeholders involved in the development of education: Ministries of Education, Finance, the Civil Service and Labor, as well as teacher unions, parent associations, agencies for cooperation and development, governmental and non-governmental international organizations, and the private sector.

Tunis, October 23, 2009.

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