

id21 insights

research findings for development policymakers and practitioners

More and better teachers needed

Achieving quality education for all

Eighteen million primary school teachers are needed over the next decade to meet Universal Primary Education (UPE) goals, says a recent report from the UNESCO Institute of Statistics. This is to fill the new posts needed and the vacancies created by attrition (teachers leaving existing posts).

Sub-Saharan Africa requires 1.6 million additional primary school teachers, by far the largest number of new posts that need to be created to reach UPE. Chad, for example, needs to increase its number from 16,000 to 61,000 and Ethiopia must more than double its teaching force.

Other regions also have critical challenges: 450,000 new teachers are required across the Arab States, and an additional 325,000 teachers in South and East Asia, primarily in Afghanistan. However, due to declining student populations, some countries such as China and India, need to reduce their teaching force whilst also improving teacher quality.

The recent publication *Teachers Matter*, focusing on teacher policy issues for Organisation for Economic Co-operation and Development (OECD) countries, argues

that the quantity and quality of teachers are linked. It highlights how short-term responses to teacher shortages can ensure that every classroom has a teacher but raises concerns about the impacts on the quality of teaching and learning.

The International Labour Organization/ UNESCO Committee of Experts on the Application of the Recommendations Concerning Teaching Personnel met in October 2006 and made a number of recommendations including:

- the need for better teacher salaries and benefits
- more systematic teacher education
- attention to gender in teacher support and development.

To provide the quality education demanded by EFA targets and other international commitments, ministries

of education – with support from external partners – need to ensure the following:

- effective planning processes to increase numbers of teachers in the right locations
- effective recruitment, training and deployment policies and ongoing support
- adequate financial resources to pay better salaries for good teachers.

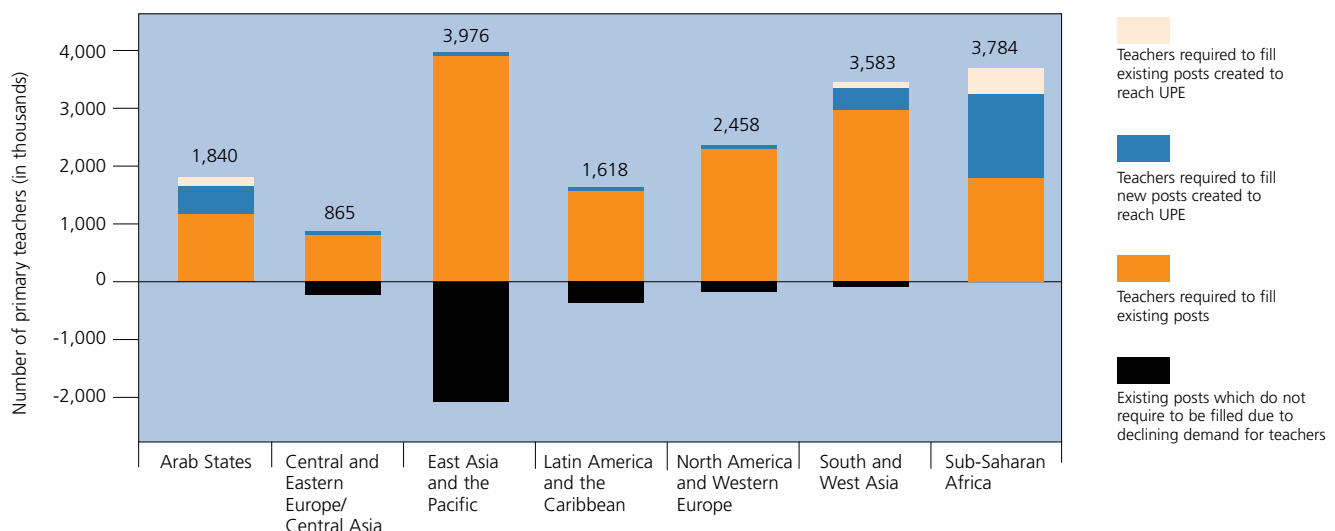
Yet, as ActionAid highlights in a recent report, national fiscal policies based on budget cuts recommended by the International Monetary Fund may actually force ministries of education to reduce allocations for teacher salaries and support.

The issues involved are complex, and the solutions are far more than just about numbers. Teachers are men and women with their own identities, experiences

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Number of primary school teachers needed to maintain existing numbers and to meet UPE goals between 2004 and 2015



Source: *Teachers and Educational Quality: Monitoring Global Needs for 2015*, UNESCO Institute of Statistics, 2006

and priorities through which their professional and personal concerns and needs are constructed. Yet research and policy studies about teachers tend to separate systems from individuals, especially in developing countries where less attention is given to teachers' lives and identities. Studies about teacher supply and demand and pre-service and in-service training are viewed separately from studies of teachers' classroom, family and community experiences. The gendered nature of teachers' lives and work, their experiences of living through violence and conflict, the role of teachers' unions in technical and contractual issues, are rarely considered.

Many teachers in conflict-affected, emergency or post-crisis situations may not originally have intended to enter the profession, but did so to respond to the needs of their communities or to the lack of other livelihood opportunities. This can mean that they lack formal teaching skills and have a fragile professional identity, but these teachers also bring other very positive qualities to the classroom, such as understanding the children's needs and a commitment to the community's future.

For teachers whose schools have been devastated by earthquakes or other natural disasters, the professional challenges of teaching in a tent or in the open air are matched by personal challenges of rebuilding their own homes and their families' livelihoods. Teachers in fragile states will have to deal with chronic under-funding, corruption and political interference, all of which impact heavily on their personal and professional lives. The vulnerabilities of women teachers – especially to sexual violence – are often overlooked.

Current critical teacher policy issues to address include:

- how to pay all teachers an adequate salary

Inter-Agency Network for Education in Emergencies Developing Policy Guidance on Teacher Compensation in Fragile States, Situations of Displacement and Post-Conflict Return

Teachers are difficult to recruit and retain, in large part due to low, erratic or non-existent salaries. This initiative aims to develop guidelines for governments, local communities, operational agencies, and donors to ensure that teachers are paid regular, equitable salaries in situations of displacement, early reconstruction, and fragile states. The overall goal is to improve access to and quality of education for children and youth in such situations.

www.ineesite.org



With very little training and only 2 years of basic education herself, this 14 year old teacher in Herat Province, Western Afghanistan, creates an accessible and positive learning environment for girls in her community.

International Rescue Committee, 2005

schools, as well as from local and central government if they are to participate fully in school life.

Martial Dombélé and **M'hammed Mellouki** show how the massive recruitment of contract teachers in

- teacher training and support (how to promote quality education, especially with limited resources and under-qualified teachers)
- gender dynamics (how to recruit and support teachers in areas where the gender gap is large)
- how to address the impacts of HIV and AIDS (in terms of teacher management and effectiveness).

This issue of *id21 insights education* looks at a range of issues affecting teachers and the kinds of support they need at local, national and international policy levels to help them fulfil their critical role in achieving education for all.

John Schwillé's review of teacher development around the world demonstrates how teachers can be supported more effectively to create quality learning opportunities.

Teachers affected or infected by HIV and AIDS in sub-Saharan Africa especially, have to address personal issues concerning their status, health, financial and family security issues. They also need to meet the needs of learners whose families may be similarly affected. **Doris Muhwezi Kakuru** shows how the impact of HIV and AIDS in Uganda makes it difficult for teachers to promote gender equality and enable all pupils to learn effectively.

Teachers living and working in conflict areas also face difficult survival and security issues, especially where affiliation (to a trade union, religion or ethnic group, for example) may cast them on one particular 'side' of a political issue. **Mario Novelli's** research presents the chilling situation in Colombia where the murder of teachers has reached record levels because of their membership in the main teachers' union.

Dilshad Ashraf's research on the lives of female teachers in Pakistan reveals tensions between traditional family commitments and professional aspirations. Schools tend to cater more to men's needs and priorities, yet women try to find ways of negotiating traditional gender roles to engage in leadership roles. Women teachers need support from their families and their

West Africa is transforming the primary teaching force, with positive effects on gross enrolment ratios. But there are signs of negative effects on the attractiveness of the profession and on educational quality. Teacher absenteeism is another problem, raised by **Halsey Rogers**, that has a serious impact on the quality of education. Effective policy needs to consider why teachers are absent and what the barriers are to regular attendance.

In conclusion, in order to boost the potential of teachers to contribute effectively to EFA goals, national and international education policy needs to recognise two things:

- the importance of the 'private' lives of teachers
- the need to develop teacher-centred policies for the education sector and to take these into account in macro-economic and fiscal planning.

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See also

Teachers and Educational Quality: Monitoring Global Needs for 2015, Montreal: UNESCO Institute of Statistics, 2006 (PDF)

www.uis.unesco.org/TEMPLATE/pdf/Teachers2006/TeachersReport.pdf

Teachers Matter: Attracting, Developing and Retaining Effective Teachers, Final Report, Paris: OECD, 2005 (PDF)
www.oecd.org/document/52/0,2340,en_2649_37455_34991988_1_1_1_37455,00.html

Confronting the Contradictions: the IMF, Wage Bill Caps and the Case for Teachers, ActionAid, April 2007 (PDF)
www.actionaid.org/assets/pdf%5C1%20%20CONFRONTING%20THE%20CONTRADICTIONS%20VERSION.pdf

'Promoting Quality Education in Refugee Contexts: Supporting Teacher Development in Northern Ethiopia', by Jackie Kirk and Rebecca Winthrop, in *Quality Education in Africa: Challenges & Prospects*, special issue of International Review of Education 53 (5-6), edited by Martial Dombélé and Jean Oviawe, forthcoming 2007

Effective professional development

Continuing – or in-service – professional development (CPD) for teachers is widely considered a critical condition for improved instructional quality and student learning.

CPD has traditionally taken two approaches: one-off workshops and cascade training. Both have been considered as ineffective by teachers and researchers. According to researchers, effective CPD requires:

- teachers working together and making decisions about their own professional development in their own schools
- balancing subject-matter and pedagogy
- peer observation and feedback on teaching
- action research and sharing results
- opportunities for teachers to apply what they are learning in their own classrooms, with outside assistance as needed.

Many education systems cannot follow this alternative approach because it calls for important changes in how teacher development is organised. Yet it has been implemented widely in Japan, where it is known as *jugyokenkyu* ('lesson study') and in China as *jiaoyanzu* ('teacher research groups').

This CPD approach has also been tried in some developing countries. In Guinea for example, an attempt was made (1994 to 2003) to make primary school teachers full partners in their own professional development and school improvement. The Ministry of Education provided support for teams of teachers to design their own projects and to compete for funding and professional support. For accountability, the initiative was built on merit-based competition, explicit expectations and relevant training. Internal and external evaluation, sharing of information and transparency were also critical features.

Namibia implemented a practice-based inquiry approach featuring a commitment to social justice, a willingness to experiment with new ways of learning to teach, and organisational changes.

In East Africa, the Aga Khan Development Network pioneered a school improvement approach notable for emphasising school-based teacher development, providing resources and sustaining technical assistance, monitoring and evaluation over long periods of time.

In summary, the experience of Japan and China and progress made in a few resource-scarce countries are cause for cautious optimism. But further research, experimentation and development are needed.

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This article is based on a chapter in *Global Perspectives on Teacher Learning: Improving Policy and Practice*, IIEP/UNESCO: Paris, by Jack Schwill and Martial Dombéle, 2007

www.unesco.org/iiep

See also

Practicing Critical Reflection in Teacher Education, ADEA: Paris, edited by Mariana Van Graan, 2005
Lesson Study: a Japanese Approach to Improving Mathematics Teaching and Learning, Lawrence Erlbaum Associates: Mahwah, by Clear Fernandez, Makoto Yoshida, 2004

School Improvement through Teacher Development: Case Studies of the Aga Khan Foundation Projects in East Africa, Swets & Zeitlinger:Lisse, edited by E. Stephen Anderson, 2002

Missing in action

Addressing teacher absenteeism

Getting teachers to come to work is a major barrier to improving education outcomes in some developing countries, especially in South Asia. Governments often spend 70 to 90 percent of their recurrent education budgets on teacher salaries, without the most basic of returns.

Excessive absence can lead to sharp declines in student learning. There is often no substitute to fill in for the missing teacher, and sometimes small rural schools have to close for the day.

Until recently, there was little evidence to show how serious teacher absenteeism is, and how policymakers and communities might address it. A World Bank research project carried out surveys of random samples between 2002 and 2003 of primary schools in Bangladesh, Ecuador, India, Indonesia, Peru, and Uganda.

The survey teams did not rely on attendance records, which can be inaccurate. Instead, they checked on teachers during surprise classroom visits. The study found that an average 19 percent of primary school teachers were entirely absent. Other findings include:

- The highest average absence rates were in Uganda (27 percent) and India (25 percent nationally, reaching roughly 40 percent in Bihar and Jharkhand). These are far higher than normally-expected reasons like sick leave and training.
- On average, teacher absence rates were much higher in poorer areas. Doubling a region's per-capita income, reduces the absence rates by 8 percentage points (for example, from 25 to 17 percent).
- Better-paid teachers were absent as often as other teachers. Teachers have little reason to fear losing their salaries for poor performance. In India for instance, only 1 in 3000 head teachers has ever dismissed a teacher for absenteeism.
- Schools offering incentives to attend work – such as more frequent school

inspections and better infrastructure and equipment – have lower absence rates.

- In India, private-school teacher absence rates are about a quarter less than public-school teachers' in the same villages.

Head teachers suggested that only a few absences were for sanctioned reasons such as illness and official non-education-related duties, such as monitoring elections. Many absences were unexcused or were not acknowledged by the head teacher.

Policymakers need to try a variety of interventions:

- improve working conditions by upgrading school infrastructure and equipment, for example
- reward teachers directly for performance, either through promotion systems or bonuses for accelerated student learning – an approach successfully piloted in public schools in Andhra Pradesh, India
- experiment with increasing local control of schools, for example, by giving Parent Teacher Associations or School Management Committees better information and new tools to support, hire and fire teachers – programmes like El Salvador's EDUCO suggest this may reduce teacher absence
- increase the frequency and consequences of government school inspections
- allow private schools to compete with state schools, especially in rural areas where absence rates are high and government schools are least effective – in Pakistan and India middle-class and poor rural families are willing to pay for private schooling where government schools fail to meet minimal standards.

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See also

Absenteeism of Teachers and Health Workers
<http://econ.worldbank.org/projects/absenteeism>
Getting Teachers and Doctors to Report to Work
<http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:20861757~pagePK:64257043~piPK:437376~theSitePK:4607,00.html>

Teacher Incentives in Developing Countries: Experimental Evidence from India, unpublished paper, Harvard University and World Bank, by Karthik Muralidharan and Venkatesh Sundararaman, 2006



Rural deputy head teacher Jackson Kanani and other commuters wade through a flooded road to school in Funyula Basia, Kenya. Jackson, a teacher at Bukhwamba primary school, is one of those facing the hardships of instilling knowledge in the future scholars and businessmen and women of Kenya. Some teachers travel as far as 15 km each day to get to school, and are poorly paid for their efforts.

© 2006 Felix Masi, Courtesy of Photoshare

Changes in the primary teaching profession in French-speaking sub-Saharan Africa

For many countries in sub-Saharan Africa achieving universal access to quality primary education has meant recruiting many more teachers at the same time as improving the quality of teaching.

The challenge is particularly great in French-speaking countries where twice as many new teachers are now required compared to a decade ago. Several countries have chosen to recruit large numbers of teachers on a contract basis. This helps keep the wages bill down whilst increasing access to primary education.

Many of the new recruits, however, are not fully trained. Compared with 'regular' civil service teachers, contract teachers also have:

- relatively lower academic credentials
- less certain or no career prospects
- lower salaries and fewer benefits.

To better understand the implications for the teaching profession and the quality of primary education, researchers from the University of Quebec at Montreal and Laval University in Canada, along with national counterparts, conducted a World Bank-commissioned study in Burkina Faso, Mali, Niger and Senegal.

Two models for managing teacher employment co-exist: the traditional career-based, civil service model and the contract teacher model. Since the 1990s the latter has gained in prominence and contract teacher recruitment policies have transformed the

primary school teaching force in Mali, Niger and Senegal. Between 1997 and 2003, the proportions of contract teachers have almost doubled in Senegal, tripled in Mali and increased tenfold in Niger. Only Senegal has a career development plan whereby contract teachers can eventually become 'regular' (civil servant) teachers.

In contrast, the proportion of contract teachers decreased in Burkina Faso where, since 2001, all new contract teachers have salaries close to their civil service counterparts' with career development possibilities.

Each country has also changed pre-service teacher education, especially reducing the length of training programmes, to only six months in Senegal for example.

It may be too early to judge the effects of contract teachers on educational quality, but there are positive signs regarding:

- teacher supply, with significant increases in new teacher recruits in Mali, Senegal and Niger
- student gross enrolment, with significant gains in Niger, Mali and Senegal, but only a small increase in Burkina Faso.

The social status and attractiveness of the teaching profession have been negatively affected. Many new recruits only teach until they get a better-paid job with a higher status. This creates retention and teacher management challenges, with potentially negative impacts for the continuity of students' learning.

Indicators such as net enrolment ratios, grade repetition and primary school completion examination (PSCE) pass rates suggest that the massive recruitment of contract teachers may be having negative effects on quality. Strikingly, Burkina Faso had the highest pass rate at the PSCE examination in 2003. It also recorded a decrease

in grade repetition during the five-year period examined, while Senegal recorded an increase.

In order to ensure stability and the accumulation of collective expertise in the teaching force, national governments should:

- make appropriate policy balances between developing a career-based civil service teaching force and recruiting contract teachers
- ensure career development possibilities for contract teachers, as in Senegal and Burkina Faso
- improve pre-service teacher education, especially for rural and hard-to-reach areas
- ensure monitoring of teacher drop out rates, student enrolment and achievement indicators to understand the effects of new teacher recruitment policies and adjust these as necessary.

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See also

A Study of Primary Teacher Education and Management in French Speaking West Africa: Comparative Synthesis Report, Final draft, World Bank: Washington, DC, by Martial Dembélé, 2005
International Perspectives on Contract Teachers and their Impact on Meeting Education For All: The Cases of Cambodia, India and Nicaragua, Synthesis Report, Paris: IIEP, by Yael Duthilleul, 2004

Gender equality and HIV and AIDS in Uganda

HIV and AIDS widen existing inequalities of access to education for boys and girls. Research in Luweero district in central Uganda shows the negative impact of HIV and AIDS on primary school teachers and students in rural areas. Particular efforts are required to ensure that teachers can fulfil their potential to promote gender equality in schools.

The effect of HIV and AIDS on pupils

The study (from 2004 to 2005) found that children who have lost both parents through HIV and AIDS are either fostered by extended family or live in child-headed households. Earning a living is extremely difficult and such households are forced to reduce their spending on 'non-essential' items such as education. Children often arrive at school late or are absent and do not have the necessary learning materials. They rarely have lunch or snacks. All of this undermines their ability to learn effectively.

The impact of HIV and AIDS on rural livelihoods also reinforces discrimination against girls. AIDS increases household tasks but decreases labour and income through illness and death; children fill these gaps.

Girls are usually more affected than boys who can earn cash for lunch and other school needs through petty trade or by working after school.

Girls are usually allocated more household tasks before and after school including working in the garden, fetching water, cleaning and taking care of ill family members and smaller children – including fostered orphans. Taking care of a bed-ridden AIDS patient is time-consuming and labour-intensive. Boys tend to have fewer household tasks, so find it easier to turn up to school on time.

How do teachers cope?

Teachers also face problems as community members, for example fostering orphans and having ill people in their homes. Some have HIV or AIDS themselves. Their salaries do not cover their needs, especially for additional healthcare and medication costs. As girls are particularly affected by HIV and AIDS, so are women teachers. Teachers are often absent due to their problems. Their motivation is often low, while their personal and professional challenges are complex.

Teachers are required to treat boys and girls equally. They cannot take into account the impact of HIV and AIDS on pupils in their classroom management strategies. They expect all children to turn up on time, for example, with all the necessary supplies, regardless of their circumstances.

The main recommendation from the study is to strengthen teachers' abilities to promote gender equality, particularly in

the context of HIV and AIDS. Education authorities, school administrators, parents and teachers should be encouraged to work together to create supportive environments for students and teachers:

- Local education authorities should organise in-service workshops for teachers focusing on the impact of HIV and AIDS on boys and girls' learning and addressing the personal and professional challenges teachers face.
- The Ministry of Education should ensure that pre-service teacher education includes working with orphans and vulnerable children and supporting gendered needs.
- School authorities should engage parents, teachers and students in the development of school regulations which are flexible to respond to the diverse needs of affected students.
- Local education authorities should develop a school mentoring programme to support teachers in developing gendered HIV and AIDS-responsive teaching and classroom management strategies.

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See also

The Combat for Gender Equality in Education: Rural Livelihood Pathways in the Context of HIV/AIDS, Wageningen, by Doris M. Kakuru, 2006
<http://library.wur.nl/wda/dissertations/dis4040.pdf>

Fighting for their lives

Political violence against teachers in Colombia

Awareness of the scale of human rights violations against Colombian trade unionists is growing. Of the 1,174 reported murders of trade unionists worldwide between 1999 and 2005, 860 were Colombian and half of these were teachers, according to the Colombian National Trade Union School.

During the same period 1,198 teachers in Colombia received death threats, 318 were forced to leave their homes and jobs for fear of violence, and 36 'disappeared'.

Research from the University of Amsterdam asks: who is carrying out these attacks, why are teachers being targeted, what effect is the violence having on teachers' unions and the education system, and what is being done about the ongoing violence?

Who is carrying out these attacks?

The conflict between left-wing guerrilla movements, far-right paramilitary organisations and the Colombian state has been going on for several decades. Thousands of civilians have died and over two million are internally displaced. The vast majority of violations against teachers appear to have been carried out by the paramilitary organisations and state security forces.

Why are teachers being targeted?

The teachers' union, Federación Colombiana de Educadores (FECODE), is the largest trade union in the country. Since the mid-1990s it has been involved in protests against government-led reforms aimed at decentralising educational delivery and reducing budgets.

Teachers are caught up in the conflict in several ways. Right-wing paramilitary organisations with alleged links to the

Colombian state see any form of opposition to government policy as evidence of sympathy towards the guerrillas – trade unionists are therefore seen as 'legitimate' military targets.

Teachers living in remote rural areas are often seen as community leaders, which can bring them into conflict with powerful local, national and international interests. In the petrol-rich region of Arauca, for example, teacher trade unionists have campaigned for oil multinationals to finance social investment in the region.

What effect is the violence having?

The organised political violence has created fear amongst union members and weakened the ability of unions to organise, particularly in rural areas. It has also led to shortages of qualified teachers in certain regions. Since 1991 over 1,000 teachers have left their jobs for fear of violence. Teachers are also affected psychologically and emotionally.

What is being done?

A series of initiatives developed by FECODE, national human rights organisations and the government are beginning to address teacher's insecurities:

- human rights training
- special protection measures (such as mobile phones, armed bodyguards or

bullet-proof vehicles)

- relocation to different schools without loss of earnings
- a working group (including FECODE, the United Nations High Commissioner for Refugees and various Colombian state authorities) assesses the risk of individual teachers, providing them with administrative and financial support.

Yet it is uncertain how efficient these measures are and there is still a lack of trust between education trade unions and the Colombian authorities. The research recommends:

- increased vigilance by the international community towards human rights violations, drawing attention to the responsibility of the Colombian government
- all armed groups to support the current FECODE initiative to make schools 'neutral territory'
- improved coordination between local, national and international human rights organisations to react effectively to human rights threats
- better recording and sharing of statistics on human rights violations against educators
- more research on political violence against teachers in conflict and post-conflict countries to develop better international policy responses.

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See also:

Education Under Attack, Paris: UNESCO, by Brendan O'Malley, 2007

www.unesco.org/education/attack/

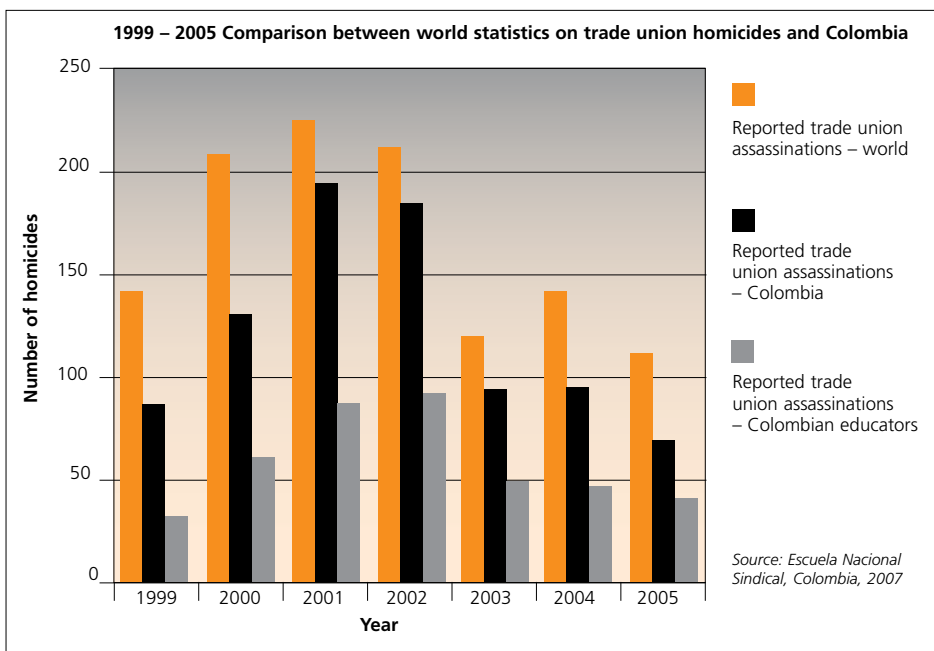
Colombia Killings, Arbitrary Detentions, and Death Threats - the Reality of Trade Unionism in Colombia, London: Amnesty International, 2007

<http://web.amnesty.org/library/Index/ENGAMR230012007>

Political Violence Against Teachers in Colombia, Brussels: Education International, by Mario Novelli, forthcoming



Young students at a primary school in Itamatatuba, in a small village in the Bailique Archipelago in the Brazilian Amazon river's estuary. It is an extremely isolated community which is reached by river, specifically the Fluvial Court boat which stops here for one morning every two months carrying doctors and social workers to the village to provide services and community support.
 © Dermot Tatlow/Panos Pictures 2005



Finding the pathway

Women teachers' aspirations in northern Pakistan

Women teachers face enormous cultural challenges in northern Pakistan. Research from the Aga Khan University explores women's experiences of trying to build teaching careers within this patriarchal society and looks at how they balance their multiple commitments.

After independence in 1947, girls' education was seen as essential for teaching family responsibilities and preparing girls for traditionally female professions, such as teaching. However, the National Education Policy 1998-2010 now emphasises education equally as a right for girls and boys.

Interventions to increase girls' attendance at school included recruiting more female teachers between 1990 and 2000 (at primary level from 33.4 to 44.2 percent and at secondary level from 32 to 54.3 percent). While increases at secondary level are due to encouraging more women teachers in girls-only schools, growth at primary level can be associated with an increase

in mixed-gender schools. Current government statistics from 2005 to 2006 show that nationally, women make up 36 percent of teachers in government-managed schools. Regional numbers are still lower, with 28 percent for the Northern Areas.

In the Northern Areas, teaching is recognised as the most appropriate off-farm employment opportunity for women:

- Women are usually appointed to schools within their own communities, reducing the chances of them interacting with men they are not related to.
- Short school days allow women to fulfil their home-based responsibilities such as farming and cattle rearing in the early morning and afternoons.
- Teaching, particularly at primary and middle school levels, is seen to fit in with women's nurturing family roles.

The research reveals tensions between family commitments and professional aspirations. Women usually take up teaching as it can fit around family duties. Yet it is often other family members who resist women's attempts at professional development and prevent them from working away from home.

Some women manage to negotiate their dual roles, for example, by contributing their teaching salary to the household income, reducing the dependency on family cattle and using weekends to complete bigger farming tasks.

Women also find it hard to assume leadership roles in schools. Professional challenges they face include:

- unsupportive workplace and organisational structures, such as resistance to female leadership and the absence of childcare or transport facilities
- male-oriented school leadership practices

Useful web links

ADEA Working Group on the Teaching Profession
www.adeanet.org/workgroups/en_wgtp.html

Commonwealth Teacher Recruitment Protocol
<http://tinyurl.com/3ca9kg>

Education International Status of Teachers
www.ei-ie.org/statusofteachers/en

Teacher Education in Sub-Saharan Africa
www.tessaprogramme.org

UNESCO-IICBA's Teacher Education Network
www.ten-iicba.org

UNESCO Teacher Education
<http://tinyurl.com/2sxx9f>

- regional education offices located too far from schools for women to visit easily
- weekend management committee meetings.

Teacher training, educational leadership and management courses alone cannot ensure women teachers' full participation in school life. Strategies need to support women in schools on several levels, for example:

- School authorities should be prepared to make women teachers' families better aware of the importance and value of career development.
- School meetings and training activities should take place in physically and culturally accessible locations.
- Establishing women teacher and female education leader networks could encourage women to link up with their peers in nearby communities.
- Government-led teacher education programmes need to include time and space for male and female teachers to reflect on and share their experiences.
- Education management courses must include a gender awareness component.

ILO/UNESCO Recommendations Concerning the Status of Teachers

These recommendations, adopted in 1966, relate to teacher preparation, ongoing education, working conditions and career development, particularly salaries and social security. They also outline teachers' rights and responsibilities and highlight the challenges in addressing the global shortage. The Committee of Experts on the Application of the Recommendations concerning Teaching Personnel reviews progress and discusses new challenges for teacher policy. It also hears allegations from teachers' organisations on non-observance in member states.

<http://unesdoc.unesco.org/images/0012/001260/126086e.pdf>
www.ilo.org/public/english/dialogue/sector/techmeet/ceart/

Initiative on Teacher Training in sub-Saharan Africa (TTISSA) 2006-2015

TTISSA assists in restructuring national teacher policies and teacher education programmes and makes recommendations for actions. It aims to increase the number of teachers and improve the quality of teaching, working with governments in an initial 17 countries.

http://portal.unesco.org/education/en/ev.php-URL_ID=45865&URL_DO=DO_TOPIC&URL_SECTION=201.html

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See also

Women Teachers' Experiences in the Northern Areas of Pakistan, unpublished doctoral dissertation, Ontario Institute for Studies in Education-University of Toronto, Canada, by Dilshad Ashraf, 2004
Gender & Education in Pakistan, Oxford University Press: Karachi, edited by R. Qureshi and J. F. A. Rarieya, 2007



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