



United Nations
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for Capacity Building
in Africa

UNESCO International Institute for Capacity Building in Africa

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Emerging Issues on Teacher Motivation in Africa



UNESCO IICBA

- Established in 1999 as the only Category I institute in Africa
- Dedicated team of 33 people from 13 countries based in Addis Ababa
- **Mandated to strengthen teacher policy and development in Africa**



Background/Context

Teacher Motivation Crisis in Africa?

Access to education in Africa has improved significantly in the last three decades, due to the **commitment of govt's** and **global movements** such as **MDGs, EFA and recently SDGs**.

This ambitious initiatives required **the recruitment and employment of teachers on a massive scale**. The rapid move to expand education has contributed to **the unintended consequence of lowering “the status and motivation of teachers,”** - **“teacher motivation crisis”** across Africa?

Greatest Shortage of Teachers in SSA to fulfill SDGs

According to UNESCO UIS (2016), **the greatest teacher shortages are in Sub-Saharan Africa**. The demand for teachers to achieve **universal primary and secondary education by 2030** stands at about **17 million**. This clearly shows that the trend will continue.

Background/Context (cont'd)

Teachers at the Center of any Education System

Teachers are the **single most influential** and **powerful force** for **equity, access** and **quality** in education.

Teachers are at the heart of any education system and they have a **great potential to reverse the crisis**.

As Mckinsey (2007) rightly argues **the quality of an education system cannot exceed the quality of its teachers**.

Why Teacher Motivation?

Motivated teachers are the ‘vanguards’ of quality education

As the world shifts its attention **to quality of education** under the auspicious of **SDG4**, the issue of **teacher motivation in Africa** requires **urgent attention and action**.

Studies show that **teacher motivation is directly associated to student’s learning outcome and achievement**, thereby quality of education (Dolton and Marcenaro, 2011).

Thus, **teacher motivation** needs to be a **primary concern by government, policy makers, academics, donors and practitioners**.

Teacher support and motivation study and framework for Africa

Following the **recommendations on WTD 2016** on the occasion of which it launched the teacher policy guide for SSA , UNESCO-IICBA has initiated a **continental project on Teacher Motivation and Support Framework (TMSF)**

Participants of the workshop recognized **teacher motivation as a main challenge** and they strongly emphasized it needs to be **one of the major policy issues** in the preparation of a teacher policy.

The need to **properly remunerate** teachers, **increase ‘quality’ time on task** and **keep teachers in the profession** have been **pressing policy questions** and constant refrains of education conferences, development agencies, commissioned studies and other reviews (Bennell and Akyeampong, 2007).

Teacher support and motivation framework Project

Critical Literature Review and the Study

The main aim is **to identify factors and issues** that impact teachers' motivation across the continent on the basis of which a teacher support and motivation framework can be developed.

The study sought to understand what influences teachers in their **career choice**, how various factors impact their **sense of job satisfaction, capacity to teach**, and their **willingness to remain in teaching**.

Teacher support and motivation framework Project

Four major components

Critical literature review that identifies **emerging issues**

Development of **data collection tools and piloting**

Data **collection and analysis** in 10 countries (**Ethiopia and Burundi**)

Development of the **motivation and support framework**

Major emerging issue from Critical Literature Review

Shortcomings of existing strategies (major ones)

Failure to address the teacher motivation crisis through holistic, joined up policymaking

Government policies tend to make investments in **one dimension** of teacher recruitment, professionalization and welfare usually trading-off one for the other.

Failure to consider teachers as ‘Agency’

The **transformative power of teachers as problem-solvers and change agents** in their own classrooms, and their innate role in improving educational effectiveness, tends to be ignored in ‘input’ approaches to enhancing teaching quality.

Failure to consider intrinsic motivation factors

Indeed proponents of intrinsic motivation emphasize that high levels of **support, voice, empowerment and collaboration** can lead to higher levels of self-esteem and job motivation.

Major emerging issue from Critical Literature Review

Approaches

Approaches based on social dialogue

Teachers and their representative organizations must be included **earlier and more meaningfully in the dialogue**, emphasizing how contextual, systemic and school level challenges affect **morale and motivation** within the teaching corps.

Approaches based on school improvement and community involvement

A new generation of school improvement initiatives focuses on generating a **holistic set of interventions** and creating a supportive environment in **which teachers feel valued and again an increased sense of self-worth**.

Approaches from the perspective of teachers: voice, support and rewards

Empowering teachers and reinforcing their autonomy as effective classroom decision makers usually requires encouraging them to think about their work in innovative ways, contribute to problem solving and commit themselves to new standards and goals

Key Takeaways

Typical **‘input’ remedies** to resolving the teaching crisis have been **insufficient** for improving the status, and attractiveness of the teaching profession and teachers’ morale.

Teacher motivation is a **complex phenomenon** that is **influenced by internal and external contextual factors** and resolving the crisis will require a **comprehensive understanding** of the causes of the teacher motivation crisis and its symptoms at all levels.

The need **to strike a proper balance between intrinsic and extrinsic rewards** cannot be overemphasized.

Social **Dialogue** both as an approach and process could be very useful to **both identify demotivating factors and for coming up with solutions.**

Our Publications

Teaching Policies and Learning Outcomes in Sub-Saharan Africa: Issues and Options

<http://www.iicba.unesco.org/sites/default/files/sites/default/files/Teaching%20policies%20and%20learning%20outcomes%20in%20Sub-Saharan%20Africa.pdf>

Critical Literature Review (English and French),

Teacher Support and Motivation Framework for Africa: Emerging Patterns

https://unesdoc.unesco.org/ark:/48223/pf0000259935_eng

Data collection tools (English and French) and

Policy Brief on teacher motivation in Africa (English)

Thank You

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