The Sixth Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration: Next Steps in Managing Teacher Migration

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The Need for Teachers: an Ethiopian Case Study

Ato Theodros Shewarget, Ministry of Education, Ethiopia
Theresa Wolde-Yohannes, UNESCO-IICBA
Akemi Yonemura, UNESCO-IICBA
Outline

1. Introduction to the topic
2. The education system and the importance of expatriate
3. Research questions and findings
4. Analysis
5. The way forward
Challenges and Trends in Education Policy to Achieve MDGs and EFA

**Rapid Population Growth:**
- Population quadrupled in the past 50 years and is expected to grow to 92 million in 2015. The school age population (5-14) comprises about one quarter of the total population, expected to reach 23 million in 2015 (UN, 2011)

**Increased Teacher Demand:**
- 2.7% of annual average increase for primary teachers is required in Ethiopia (UIS, 2010)

**Significant Increase in Education Expenditure:**
- **Total Government Expenditure: doubled** from 34 billion Ethiopian Birr ($2 billion) to 62 billion Birr ($3.7 billion) during 2005/06-2009/10.
- **Education Expenditure: tripled** from 6 billion Birr ($358 million) to 16 billion Birr ($955 million) during the same period (Ethiopian MoE, 2010).
- **Largest External Sources for Education in SSA:** In 2008, Ethiopia disbursed $233.6 million of Official Development Assistance (ODA) for education. The ratio of ODA for education to total public expenditure on education was 41.8% (sources: OECD’s Development Assistance Committee (DAC) database and World Bank for PPP$, cited in UIS, 2011).
Scope of the Case Study

• Official recruitment (bilateral)
• Only inbound mobility
• Mainly higher education and some TVET levels
• Ethiopia’s case as a representative of non-Commonwealth country in Africa, and as an AU member
The education system and the importance of expatriate
Ethiopia – overall context

- Land: About 1,104, million sq km
- Population: 80.7 million
- Adult literacy rate (aged 15-49): 35.9
- GDP per capita (PPP): US$869
- Total Government Exp of Education: 25.4%
- Economic Growth: 10%

Ethiopia’s education system

- Education and Training Policy of 1994 Defines overall policy for the sector
- Education Sector Development Plan defines five year strategic direction
## Enrolment at all levels of education in Ethiopia (2005/2006, 2009/10)

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<tbody>
<tr>
<td></td>
<td>Enrolment</td>
<td>Net Enrolment Rate (%)</td>
<td>Enrolment</td>
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<tr>
<td>KG</td>
<td>186,728</td>
<td>341,315</td>
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<tr>
<td>Primary</td>
<td>12,657,342</td>
<td>77.5</td>
<td>15,792,103</td>
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<td>1st Cycle (1-4)</td>
<td>9,311,490</td>
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<td>2nd Cycle (5-8)</td>
<td>3,345,852</td>
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<td>1,190,106</td>
<td>1,695,930</td>
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<tr>
<td>1st Cycle (9-10)</td>
<td>1,066,423</td>
<td>13.2</td>
<td>1,452,850</td>
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<tr>
<td>2nd Cycle (11-12)</td>
<td>123,683</td>
<td>2.3</td>
<td>243,080</td>
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<tr>
<td>TVET</td>
<td>123,557</td>
<td>353,420</td>
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<tr>
<td>Higher Education</td>
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<tr>
<td>undergraduate degree</td>
<td>173,901</td>
<td>420,387</td>
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<tr>
<td>post graduate degree</td>
<td>6,385</td>
<td>14,272</td>
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**Need for quality teaching**

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<tr>
<td></td>
<td>Share of qualified teachers</td>
<td>Student / teacher ratio</td>
<td>Share of qualified teachers</td>
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<tr>
<td>Primary 1-4</td>
<td>97.10%</td>
<td>55</td>
<td>99.80%</td>
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<tr>
<td>Primary 5-8</td>
<td>55.00%</td>
<td>66</td>
<td>95.00%</td>
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<tr>
<td>Secondary 9-12</td>
<td>41.00%</td>
<td>51</td>
<td>88.00%</td>
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Teaching Force in Ethiopia


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<tbody>
<tr>
<td>KG</td>
<td>7,271</td>
<td>9,647</td>
<td>7.3</td>
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<tr>
<td>Primary</td>
<td>203,039</td>
<td>292,130</td>
<td>9.5</td>
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<tr>
<td>1st Cycle (1-4)</td>
<td>136,124</td>
<td>175,334</td>
<td>6.5</td>
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<td>2nd Cycle (5-8)</td>
<td>66,915</td>
<td>116,796</td>
<td>14.9</td>
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<tr>
<td>Secondary (9-12)</td>
<td>20,795</td>
<td>46,060</td>
<td>22.0</td>
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<tr>
<td>TVET</td>
<td>6,134</td>
<td>11,716</td>
<td>17.6</td>
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<tr>
<td>Higher Education</td>
<td>4,848</td>
<td>15,707</td>
<td>34.2</td>
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The purpose of this paper to present a general overview of the recruitment of international teachers to augment the teaching cadre in Ethiopia.
Research questions

• How many expatriate teachers are there in Ethiopia?
• What countries send teachers to Ethiopia?
• How are expatriate teachers recruited?
• What qualifications are required of expatriate teachers in Ethiopia?
• What types of benefits do expatriate teachers receive?
• What subjects do expatriate teachers teach?
• What are the future plans for teacher recruitment to Ethiopia?
Methodology

Data or information was gathered through:

– document analysis,

– Interviews, and

– follow-up visits.
Research questions and findings

How many expatriate teachers are there in Ethiopia?

There were a total of 978 expatriate teachers at the higher education level in Ethiopia in 2010,
What countries send teachers to Ethiopia?

- India, Germany, Cuba, and the Philippines. Other suppliers include Nigeria and Japan, to a smaller extent.
Findings...

How are expatriate teachers recruited?

- Using the services of a teacher placement agency,
- Recruit from shortlist of candidates from the supplied countries,
- Using foreign Ethiopian Embassies for initial contact,
- Establish a bid process for recruitment agencies who wish to send teachers to Ethiopia.
- Assessment of teacher qualifications and certification,
- Send an evaluation team to review candidates
- Candidates who meet the criteria are then placed in Ethiopian institutions of higher education.
What qualifications are required of expatriate teachers in Ethiopia?

• A PhD or equivalent degree is usually required for teachers who are placed at the tertiary level of education.
Findings

What types of benefits do expatriate teachers receive?

• The benefits are:
  • salary, sick leave, travel allowance and other benefits.
  • The duration of the contract is two years, and may be renewed as necessary.
Findings…

What subjects do expatriate teachers teach?

- mathematics, science and technology.
- Information Communication Technology (ICT).
Findings…

What are the future plans for teacher recruitment to Ethiopia?

• The long-term goal of the Ethiopian education system is to increase its teacher supply in order to be sustainable and to align it with the country’s economic and social development. In the meantime, the country will continue to recruit expatriate teachers to supplement teacher shortages.
Analysis

• The extent to which Ethiopia’s teacher recruitment practices align with the standards mandated in the CTRP.

• The fair and ethical treatment in the international recruitment of teachers is an important cornerstone of the CTRP.

• Ethiopia can serve as a relevant model for other non-Commonwealth member countries in terms of the effective and ethical recruitment of expatriate teachers.
Analysis (1)
Rights and Responsibilities of Recruiting Countries

“It is recognised that the organised recruitment of teacher may be detrimental to the education systems of source countries, and to the costly human resource investments they have made in teacher education. Recruiting and source countries should agree on mutually acceptable measures to mitigate any harmful impact of such recruitment” (CTRP, 2004: 9).

• Overall, transparent practices involving embassies and recruitment agencies, teacher qualifications are fairly assessed by both parties, thus allowing source countries and Ethiopia to agree on mutually acceptable measures for recruitment.
Acceptable Recruiting Processes

“The government of any country which makes use of the services of a recruiting agency, directly or otherwise, shall develop and maintain a quality assurance system to ensure adherence to this Protocol and fair labour practices” (CTRP, 2004: 11).

- Ethiopian evaluation team that assesses expatriate teacher credentials before they are deployed acts as a quality assurance system.
- The establishment of a formal employment contract between the Ethiopian Ministry and expatriate teachers serves as another mechanism that clearly outlines employment standards and benefits.
Analysis (3)
Employment Conditions for Recruited Teachers

“Whenever appointed, recruited teachers shall enjoy employment conditions not less than those of nationals of similar status and occupying similar positions” (CTRP, 2004: 12).

• The majority of Ethiopia’s expatriate teachers are recruited to teaching positions at the Higher Education level. Their employment conditions are similar to local staff.
• Expatriate teachers – like local staff – are permitted to serve in leadership positions at universities.
Analysis (4)

Employment Conditions for Recruited Teachers

“Recruited teachers should be employed by a school or educational authority” (CTRP, 2004: 12).

- Teachers are either recruited directly by universities or by the Ministry on behalf of education institutions. Thus, these teachers are employed by a school or educational authority, demonstrating Ethiopia’s alignment with the CTRP.
Analysis (5)
Rights and Responsibilities of the Recruited Teacher

“The recruited teacher has the right to transparency and full information regarding the contract of appointment. The minimum required information includes information regarding complaints procedures” (CTRP, 2004: 16).

• Although teachers are provided with a contract agreement that outlines terms of employment, information regarding complaints procedures is noticeably absent.

• In the contract’s termination clause, it states that “this contract may be terminated at any time, and for no cause by giving three months’ notice to the other party.” The teacher’s salary is paid in full up to the date of termination.
Recommendations

• The recruitment process needs to be guided by a comprehensible and clear course of action. For this to happen, teacher recruitment policy is required, and this policy should address issues related to the recruitment process such as migration, teacher development, financing of teacher training, quality assurance and recognition of qualifications.

• One of the first clear course of action would be the improvement of communication between the Ministry of Education and universities in order to manage data on the number of foreign teachers recruited at the institutional level, their countries of origin, subject, and other relevant information at the national level.
Proposed Research Topics

- Outbound mobility of teachers and its impact on the Ethiopian education system
- Exploration of maximizing the benefit of migration, such as brain circulation
- Informal / unorganized teacher recruitment (both inbound and outbound) and its impact on the Ethiopian education system
- Mechanism to establish complaints procedures for migrant teachers
- Ethiopia’s role in the global management of teacher migration
Thank you

Theodros Shewarget
tshewarget@yahoo.com

Akemi Yonemura
a.yonemura@unesco.org