



# Côte d'Ivoire

## TEACHER POLICIES

SABER Country Report  
2012

### Policy Goals

**1. Setting clear expectations for teachers**

There are expectations for what teachers should do and what students should learn. There are no policies guiding teachers' use of time to ensure that their work conditions allow them to improve instruction.

### Status

Latent



**2. Attracting the best into teaching**

Teacher qualifications are on par with qualifications for entering other skilled professions. Teacher pay, career opportunities, and working conditions may not be attractive to competent and qualified individuals.

Emerging



**3. Preparing teachers with useful training and experience**

There are classroom experience requirements and programs for novice teachers. Teacher trainees are required to have 12 months of classroom experience.

Established



**4. Matching teachers' skills with students' needs**

There are no incentives provided for teachers who work in hard-to-staff schools or teach critical shortage subjects.

Latent



**5. Leading teachers with strong principals**

There are no specific programs to support the development of principals' leadership skills, nor is their performance rewarded.

Latent



**6. Monitoring teaching and learning**

There are official systems in place to monitor teacher performance, notably through external evaluations. Student achievement data are collected, but are not used to inform teaching or policy.

Established



**7. Supporting teachers to improve instruction**

Teacher professional development is not required. Professional development activities that do occur include some activities that are associated with instructional improvement (e.g. observation visits to other schools).

Emerging



**8. Motivating teachers to perform**

Policies stipulate that teacher performance should affect teacher compensation and appointments, and there are mechanisms to hold teachers accountable.

Established



## Overview of SABER-Teachers

There is increasing interest across the globe in attracting, retaining, developing, and motivating great teachers. Student achievement has been found to correlate with economic and social progress (Hanushek & Woessmann 2007, 2009; Pritchett & Viarengo 2009; Campante & Glaeser 2009), and teachers are key: Recent studies have shown that teacher quality is the main school-based predictor of student achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students (Hanushek & Rivkin 2010; Rivkin, et al. 2005; Nye et al. 2004; Rockoff 2004; Park & Hannum 2001; Sanders & Rivers 1996). However, achieving the right teacher policies to ensure that every classroom has a motivated, supported, and competent teacher remains a challenge, because evidence on the impacts of many teacher policies remains insufficient and scattered, the impact of many reforms depends on specific design features, and teacher policies can have very different impacts depending on the context and other education policies in place.

**A new tool, *SABER-Teachers*, aims to help fill this gap by collecting, analyzing, synthesizing, and disseminating comprehensive information on teacher policies in primary and secondary education systems around the world.** SABER-Teachers is a core component of SABER (Systems Approach for Better Education Results), an initiative launched by the Human Development Network of the World Bank. SABER collects information about different education systems' policy domains, analyzes it to identify common challenges and promising solutions, and makes it widely available to inform countries' decisions on where and how to invest in order to improve education quality.

**SABER-Teachers collects data on 10 core teacher policy areas to offer a comprehensive descriptive overview of the teacher policies that are in place in each participating education system (see Box 1).** Data are collected in each participating education system by a specialized consultant using a questionnaire that ensures comparability of information across different education systems. Data collection focuses on the rules and regulations governing teacher management systems. This information is compiled in a comparative database where interested stakeholders can access detailed information organized along relevant

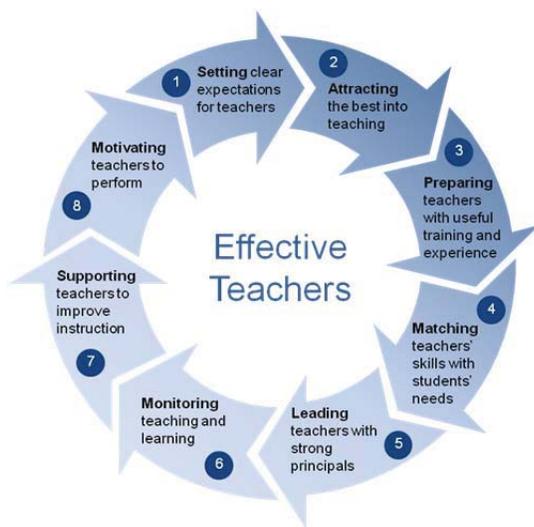
categories that describe how different education systems manage their teacher force, as well as copies of supporting documents. The full database is available at the SABER-Teacher website.

### Box 1. Teacher policy areas for data collection

1. Requirements to enter and remain in teaching
2. Initial teacher education
3. Recruitment and employment
4. Teachers' workload and autonomy
5. Professional development
6. Compensation (salary and non-salary benefits)
7. Retirement rules and benefits
8. Monitoring and evaluation of teacher quality
9. Teacher representation and voice
10. School leadership

**To offer informed policy guidance, SABER-Teachers analyzes the information collected to assess the extent to which the teacher policies of an education system are aligned with those policies that the research evidence to date has shown to have a positive effect on student achievement.** SABER-Teachers analyzes the teacher policy data collected to assess each education system's progress in achieving eight teacher policy goals: 1. Setting clear expectations for teachers; 2. Attracting the best into teaching; 3. Preparing teachers with useful training and experience; 4. Matching teachers' skills with students' needs; 5. Leading teachers with strong principals; 6. Monitoring teaching and learning; 7. Supporting teachers to improve instruction; and 8. Motivating teachers to perform (see Figure 1).

Figure 1: Eight Teacher Policy Goals



**The eight teacher policy goals are functions that all high-performing education systems fulfill to a certain extent in order to ensure that every classroom has a motivated, supported, and competent teacher.** These goals were identified through a review of evidence of research studies on teacher policies, and the analysis of policies of top-performing and rapidly-improving education systems. Three criteria were used to identify them: teacher policy goals had to be (i) linked to student performance through empirical evidence, (ii) a priority for resource allocation, and (iii) actionable, that is, actions governments can take to improve education policy. The eight teacher policy goals exclude other objectives that countries might want to pursue to increase the effectiveness of their teachers, but on which there is to date insufficient empirical evidence to make specific policy recommendations.

**By classifying countries according to their performance on each of the eight teacher policy goals, SABER-Teachers can help diagnose the key challenges that countries face in ensuring they have effective teachers.** For each policy goal, the SABER-Teachers team identified policy levers (actions that governments can take to reach these goals) and indicators (which measure the extent to which governments are making effective use of these policy levers). Using these policy levers and indicators, SABER-Teachers classifies education systems' performance on each of the eight teacher policy goals using a four-category scale (latent, emerging, established, and advanced), which describes the extent to which a given education system has in

place teacher policies that are known to be related to improved student outcomes. The main objective of this assessment is to identify the strengths and weaknesses of the teacher policies of an education system and pinpoint possible areas for improvement. For a more detailed report on the eight teacher policy goals, policy levers and indicators, as well as the evidence base supporting them, see Vegas *et al.* (2012).

**The main focus of SABER-Teachers is on policy design, rather than on policy implementation.** SABER-Teachers analyzes the teacher policies formally adopted by education systems. However, policies “on the ground,” that is, policies as they are actually implemented, may differ quite substantially from policies as originally designed, and in fact they often do so, due to the political economy of the reform process, lack of capacity of the organizations in charge of implementing them, or the interaction between these policies and specific contextual factors. Since SABER-Teachers collects limited data on policy implementation, the assessment of teacher policies presented in this report needs to be complemented with detailed information that describes the actual configuration of teacher policies on the ground.

**This report presents results of the application of SABER-Teachers in Côte d'Ivoire.** It describes Côte d'Ivoire's performance in each of the eight teacher policy goals, alongside comparative information from education systems that have consistently scored high results in international student achievement tests and have participated in SABER-Teachers. Additional detailed descriptive information on Côte d'Ivoire's and other education systems' teacher policies can be found on the SABER-Teachers website.

## Côte D'Ivoire's Teacher Policy System Results

### Goal 1: Setting clear expectations for teachers

Latent ●○○○

Setting clear expectations for student and teacher performance is important to guide teachers' daily work and align necessary resources to make sure that teachers can constantly improve instructional practice. In addition, clear expectations can help ensure there is coherence among different key aspects of the teaching profession, such as teacher initial education, professional development, and teacher appraisal.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) clear expectations for what students should know and be able to do, and how teachers can help students reach these goals; (2) useful guidance on teachers' use of time to be able to improve instruction at the school level.

**(1) In Côte d'Ivoire, expectations for what teachers are supposed to do, and for what students are expected to learn are set in the national curriculum.** Côte d'Ivoire has defined a set of standards that informs teachers of required subject content and measurable indicators of learning that should be achieved by students at different grades. The tasks that teachers are expected to carry out are officially stipulated.

**(2) There are not policies for guidance on teachers' use of time, beyond the stipulated 28 hours required for teaching every week. Policies do not ensure that teachers' work conditions allow them to improve instruction.** Teachers' working time in Côte d'Ivoire is officially defined as the number of hours spent teaching (contact time with students), as opposed to counting the overall number of hours spent at the school. As civil servants, teachers' salaries are structured on a 40-hour work week, but they are only expected to teach 28 hours. The remaining time is completely unstructured. This definition of teachers' working time does not officially recognize that teachers normally need to devote some time to non-teaching tasks, such as lesson planning, the analysis of student work, and professional development, as well as administrative tasks.

Successful education systems such as Ontario, Finland, Japan, South Korea, and Singapore devote considerable time at the school level to such activities that are related to instructional improvement, such as collaboration among teachers on the analysis of instructional practice as well as mentoring and professional development (Darling Hammond & Rothman 2011, Darling-Hammond 2010, Levin 2008). In addition, these systems tend to devote a smaller share of teacher's time to actual contact time with students, and a relatively larger share to teacher collaboration, on-site professional development, and research on the effectiveness of various teaching strategies. Japan, for example, devotes about 40 percent of teachers' working time to this type of activities, while Ontario currently devotes 30 percent (Darling Hammond & Rothman 2011). Unlike Côte d'Ivoire, these high performers generally include school-improvement tasks in the teachers' responsibilities and include non-teaching time for these tasks in the teacher workday.

**Figure 2. Teachers' official tasks related to school improvement**

	Côte d'Ivoire	Guinea-Bissau	Japan	Shanghai	Singapore
Mentor peers			✓		✓
Collaborate on school plan			✓	✓	✓
Design the curriculum			✓		✓
Participate in school evaluation			✓		✓

Source: SABER-Teachers data

## Goal 2: Attracting the best into teaching

### Emerging ●●○○

The structure and characteristics of the teaching career can make it more or less attractive for talented individuals to decide to become teachers. Talented people may be more inclined to become teachers if they see that entry requirements are on par with those of well-regarded professions, if compensation and working conditions are adequate, and if there are attractive career opportunities for them to develop as professionals.

SABER-Teachers considers four policy levers school systems can use to reach this goal: (1) minimum requirements to enter the teaching profession; (2) competitive pay; (3) appealing working conditions; and (4) attractive career opportunities.

**(1) In Côte d'Ivoire, teachers are required to have qualifications that are equivalent to completing an associate's degree (for primary school teachers) or a bachelor's degree (for secondary school teachers).** Primary education teachers are required to complete a Brevet d'Etude du Premier Cycle or a Baccalauréat equivalent to two years of full time study, whereas secondary school teachers must complete either a bachelor's or master's degree. Requirements in Côte d'Ivoire are officially similar to those in many higher-performing countries. For instance, teachers in Côte d'Ivoire are required to pass a written test, take part in an interview, and gain classroom experience prior to becoming a teacher.

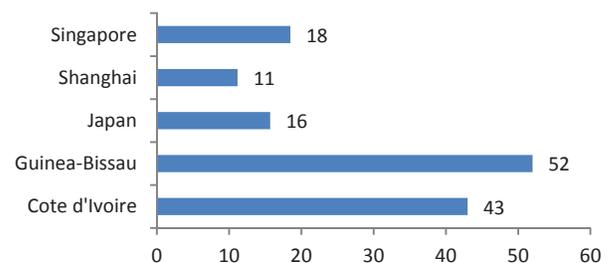
**(2) Teacher pay in Côte d'Ivoire does not vary according to teacher performance.** Teachers are subject to the salary scale and benefits of civil servants. Linking pay in part to performance on the job may be one way of attracting better candidates into teaching: It sends a signal to talented individuals who are considering the teaching profession that there are attractive opportunities for professional growth.

**(3) Working conditions may not be appealing enough to attract talented individuals to the teaching profession.** There are no data available on the percentage of schools that comply with infrastructure, hygiene, and sanitation regulations, which may indicate a lack of attention to working conditions for teachers. In

addition, student-teacher ratios (at 43 students per teacher) may be too high to make working conditions appealing. In primary and secondary education, high-performing systems have a maximum student-teacher ratio of less than 30 and 20 students per teacher, respectively.

**(4) Career opportunities may not be appealing enough to attract talented individuals to the teaching profession.** Most education systems offer teachers the possibility of being promoted to principal positions at some point in their careers. In addition to these “vertical” promotions, most high-performing education systems offer teachers the possibility of “horizontal” promotions, to academic positions that allow them to grow professionally as teachers and yet remain closely connected to instruction, instead of moving up to managerial positions (OECD 2012, Darling-Hammond 2010). In Côte d'Ivoire, policies allow for teachers to apply for school administration posts (such as school principals) but not for academic leadership positions. Teachers' advancement opportunities are officially linked to their performance, which (if implemented as intended) may help to attract talented applicants into the profession.

**Figure 3. Student-teacher ratio, primary school**



Source: SABER-Teachers data; World Bank (2010)

### Goal 3: Preparing teachers with useful training and experience

#### Established ●●●○

Equipping teachers with the skills they need to succeed in the classroom is crucial. To be successful, teachers need subject matter and pedagogic knowledge, as well as classroom management skills and lots of teaching practice. Adequate preparation puts all teachers on an equal footing, giving them a common framework to improve their practice.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) minimum standards for pre-service training programs; (2) required classroom experience for all teachers.

**(1) In Côte d'Ivoire, primary teacher initial education takes place at the ISCED 5B level and secondary teacher education at the ISCED 5A level, which is on par with many advanced education systems.** Virtually all high-performing countries, for instance, require that teachers have an educational level equivalent to ISCED 5A (a bachelor's degree), and some systems, such as Finland, require in addition a research-based master's degree (OECD 2011). In Côte d'Ivoire, primary school teachers are considered qualified to teach after completing the equivalent of an associate's degree, but official policy stipulates that secondary school teachers must have the equivalent of a bachelor's degree. Candidates enter teacher training programs courses after completing secondary education.

**(2) There are opportunities for new teachers to develop practical classroom experience.** Practical experience is an important factor in teaching quality. The more teachers try out their pedagogical theories, subject matter knowledge, and classroom management skills, the better prepared they will be for their job. Most high-performing systems require their teacher entrants to have a considerable amount of classroom experience before becoming independent teachers, and some of these systems provide mentoring and support during the first and even second year on the job (Darling-Hammond 2010, Ingersoll 2007). In Côte d'Ivoire, student teachers can develop classroom experience during their teacher initial education. Teacher trainees for primary and secondary education are required to have one year of classroom experience

during teacher initial education. In high-performing systems, for comparison, programs aimed at facilitating new teachers' transition into teaching for both primary and secondary school teachers are similar, lasting anywhere from seven months to two years. These programs have the potential to make teachers more effective in the classroom and reduce teacher turnover.

**Figure 4. Required classroom experience, secondary school teachers**

	Côte d'Ivoire	Guinea-Bissau	Japan	Shanghai	Singapore
6 months or less		✓			
12 months or less	✓			✓	
12-24 months					✓
More than 24 months			✓		

Source: SABER-Teachers data

## Goal 4: Matching teachers' skills with students' needs

### Latent ●○○○

Ensuring that teachers work in schools where their skills are most needed is important for equity and efficiency. First, it is a way of ensuring teachers are distributed as efficiently as possible, making sure that there are no shortages of qualified teachers at any given grade, education level, or subject. Second, it is a means of ensuring all students in a school system have an equal opportunity to learn. Without purposeful allocation systems, it is likely that teachers will gravitate towards schools serving better-off students or located in more desirable areas, deepening inequalities in the system.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) incentives for teachers to work in hard-to-staff schools; and (2) incentives for teachers to teach critical shortage areas.

**(1) In Côte d'Ivoire, there are no incentives for teachers to work in hard-to-staff schools (Figure 5).** Attracting effective teachers to work in hard-to-staff schools (typically schools that are in disadvantaged locations or serve underprivileged populations) is a challenge for many countries, and often requires specific incentives. Without such incentives, teachers tend to gravitate towards schools that have more appealing working conditions. Possible ways to improve the quality of teachers in hard-to-staff schools include giving accelerated promotion opportunities or providing housing allowances to teachers who have worked in such schools (McEwan 1999). Basing teacher transfer priorities on factors other than just experience can also help by reducing the concentration of the least experienced teachers in the neediest areas.

**(2) Côte d'Ivoire has not identified critical shortage subjects, or subject areas in which there is a severe shortage of qualified teachers.** It is important to assess different subject areas and identify areas in which there may be a shortage of qualified teachers who are willing to teach particular subjects. In high-performing and top-improving systems, various incentives exist to attract talented professionals, particularly from high-demand fields, to teaching critical shortage subjects.

Figure 5. Incentives for teachers to teach in hard-to-staff schools

	Côte d'Ivoire	Guinea-Bissau	Japan	Shanghai	Singapore
Better chances of promotion				✓	
Higher basic salary			✓		
Monetary bonus			✓	✓	
Subsidized education				✓	
Housing support			✓		

Source: SABER-Teachers data

Note: Singapore has no specific incentives to attract qualified teachers to hard-to-staff schools, but it does have a centrally-managed teacher deployment system that ensures an equitable and efficient distribution of teachers.

## Goal 5: Leading teachers with strong principals

Latent ●○○○

The quality of school heads is an important predictor of student learning. Capable principals can act as instructional leaders, providing direction and support to the improvement of instructional practice at the school level. In addition, capable principals can help attract and retain competent teachers.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) education system's investment in developing qualified school leaders; (2) decision-making authority for school principals to support and improve instructional practice.

**(1) In Côte d'Ivoire, there are no specific programs to support the development of principals' leadership skills, nor is their performance rewarded.** Principals' leadership skills can be developed through supported work experience or through specific training courses. High-performing systems such as Japan, South Korea, Shanghai, and Singapore require the participation of applicants to principal positions in specific coursework and/or a specialized internship or mentoring program aimed at developing essential leadership skills (OECD, 2012; Darling-Hammond 2010). In Côte d'Ivoire, principals are required to have a minimum of five years' professional teaching experience and a Brevet d'Etude du Premier Cycle (equivalent to an associate's degree) or a Baccaauréat. There are no specific training mechanisms to ensure that applicants to principal positions can develop the necessary skills to act as instructional leaders, such as specific coursework or participation in a mentoring or internship program. Mechanisms to attract competent individuals to principal positions, such as performance rewards, are absent in Côte d'Ivoire. Instead, the Ministry of Education, at the national level, is responsible for hiring principals.

**(2) Principals in Côte d'Ivoire are explicitly expected to provide support and guidance to teachers for the improvement of instructional practice.** Once education systems get talented candidates to become principals, they need to structure their time to focus on improving instruction (OECD 2012, Barber & Mourshed 2007). High-performing education systems such as Finland, Ontario, and Singapore think of their principals as instructional leaders. Principals are expected to be

knowledgeable in teaching and curriculum matters, as well as to provide guidance and support to teachers. They evaluate teachers, provide feedback, assess the school's needs for professional development, and direct instructional resources to where they are most needed (Darling-Hammond & Rothman 2011). In Côte d'Ivoire, there are official specifications regarding the role of school principals, but principals are not explicitly required to evaluate teacher performance, a common task of principals in many higher-performing systems.

**Figure 6. Mechanisms to support the development of principals' leadership skills**

	Côte d'Ivoire	Guinea-Bissau	Japan	Shanghai	Singapore
Courses or other training requirements				✓	✓
Participation in mentoring or internship program			✓		✓

Source: SABER-Teachers data

## Goal 6: Monitoring teaching and learning

### Established ●●●○

Assessing how well teachers are teaching and whether students are learning is essential to devise strategies for improving teaching and learning. First, identifying low-performing teachers and students is critical for education systems to be able to provide struggling classrooms with adequate support to improve. Second, teacher and student evaluation also helps identify good practices which can be shared across the system to improve school performance.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of data on student achievement in order to inform teaching and policy; (2) adequate systems to monitor teacher performance; (3) multiple mechanisms to evaluate teacher performance.

**(1) In Côte d'Ivoire, student achievement data are collected at the national level through exams.** All high-performing education systems ensure that there are enough student data to inform teaching and policy. These data ensure that three main functions are fulfilled: (1) There is a system to collect relevant and complete data on student achievement regularly; (2) There is a mechanism for public authorities to access these to inform policy; and (3) There is a mechanism to feed these data back to the school level, so that teachers can use the data to improve classroom practice. In Côte d'Ivoire, national student assessments are administered to students after the age of 12. There are four different annual exams: entry exam for the first year of secondary school, tests for the first and second cycles of secondary school, and an exam to obtain the general certificate of education. These assessments are sample-based, rather than covering all students, and student learning data are not be linked to teacher information. While the information collected through the national assessments may be useful for diagnosing the overall performance of the system, because it covers only a sample of schools, it may not help the government to identify the schools and teachers that need additional support, nor help most teachers to evaluate and adjust their own practice.

**(2) Teachers in Côte d'Ivoire are required to participate in an external evaluation but not in internal evaluations.** By contrast, many high-performing systems have multiple mechanisms in place to monitor teachers, including internal evaluations. At present, the Ministry of Public Administrative Reform tracks teachers over time, but the ministry does not monitor teacher performance over time. High-performing countries often have multiple systems for managing teacher information, with teachers assigned individual identification numbers that allow countries to track their performance over time. This is one additional way of ensuring teacher accountability.

**(3) In Côte d'Ivoire, teachers are assessed based on their knowledge of the subject matter they teach, their teaching methods, and their methods for assessing students in the classroom.** Research suggests that no single method of evaluating teacher performance is fail-safe. Most high-performing systems conduct teacher evaluations using a multiplicity of mechanisms of data collection and varied criteria for assessment (Figure 7).

Figure 7. Criteria to evaluate teacher performance

	Côte d'Ivoire	Guinea-Bissau	Japan	Shanghai	Singapore
Subject matter knowledge	✓	✓	✓		✓
Teaching methods	✓		✓	✓	✓
Student assessment methods	✓		✓	✓	✓
Students' academic achievement				✓	

Source: SABER-Teachers data

## Goal 7: Supporting teachers to improve instruction

### Emerging ●●○○

Support systems are necessary to help improve instruction at the school level. To improve instructional practice continuously, teachers and schools need to be able to analyze specific challenges they face in classroom teaching, have access to information on best practices to address these challenges, and receive specific external support tailored to their needs.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of opportunities for teacher professional development; (2) teacher professional development activities that are collaborative and focused on instructional improvement; (3) assignment of teacher professional development based on perceived needs.

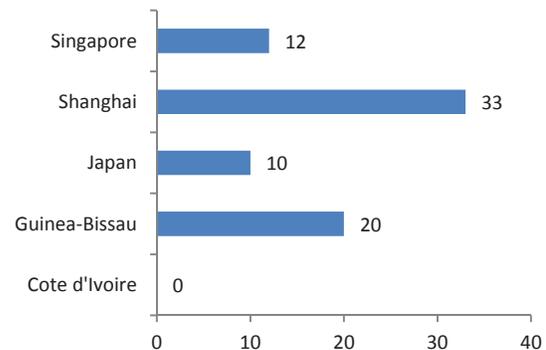
**(1) In Côte d'Ivoire, teachers are not required to participate in professional development activities (Figure 8).** National authorities are responsible for teacher development when it occurs, and teachers are not required to pay for the costs of professional development activities. Given that professional development is not required, it is unclear to what extent teachers benefit from the available opportunities for additional training.

**(2) Teacher professional development in Côte d'Ivoire includes teacher observation visits to schools, participation in teacher networks, and mentoring as part of an official school arrangement, all activities that may improve teacher effectiveness.** Research suggests that the most effective teacher professional development is collaborative and provides opportunities for the in-school analysis of instructional practice, as opposed to being limited to one-time workshops or conferences. For instance, effective teacher development activities may include observation visits to other schools, participation in teacher networks, or participation in school networks.

**(3) Teacher professional development is formally assigned based on perceived needs.** Assigning professional development to teachers when they score low on performance evaluations can be one way of improving instructional practice. In that way, teacher

professional development can be targeted to the needs of specific teachers, rather than being deployed to all teachers regardless of their needs.

**Figure 8. Required or suggested days of teacher professional development per year**



Source: SABER-Teachers data; training requirements based on an eight-hour school day

## Goal 8: Motivating teachers to perform

### Established ●●●○

Adequate mechanisms for motivating teachers are a way for school systems to signal their seriousness in achieving education goals, make the teaching career attractive to competent individuals, and reward good performance while ensuring accountability.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) linking career opportunities to teachers' performance; (2) having mechanisms to hold teachers accountable; (3) linking teacher compensation to performance.

**(1) Official policies link teacher promotion opportunities in Côte d'Ivoire to teacher performance evaluations, and open-ended appointments are informed by performance history.** There is a mandatory probation period of six to 12 months for teachers before they are granted open-ended appointments, and official policy stipulates that performance on the job factors into whether teachers receive this type of appointment.

**(2) There are few mechanisms in place to hold teachers in Côte d'Ivoire accountable.** Requiring teachers to meet some standards to remain in the teaching profession can facilitate the removal of ineffective teachers. One minimum standard is consistent teacher attendance. Research in both developed and developing countries indicates that teacher absenteeism can reach high levels, worsening student outcomes (Chaudhury et al. 2005; Herrmann & Rockoff 2009; Miller, Murnane & Willett 2008; Rogers & Vegas 2009). Education systems can encourage teacher attendance by taking it into account in teacher evaluations, providing teachers with incentives to be present in school, and dismissing teachers if they are consistently absent. In Côte d'Ivoire, policy specifies that teachers can be dismissed for absenteeism and misconduct. At present, primary and secondary education teachers are not required to participate in professional development activities, but teachers are required to participate in annual external performance reviews.

**(3) In Côte d'Ivoire, teacher compensation is officially linked to performance as assessed through external performance evaluations.** Performance reviews in Côte d'Ivoire carry salary implications, but high-performing teachers do not receive monetary bonuses for good individual performance. Linking either longer-term compensation or shorter-term bonuses to teacher performance can be one way to improve teacher performance, if the system has in place an adequate system of performance evaluation.

**Figure 9. Requirements to remain in the profession, primary and secondary school teachers**

	Côte d'Ivoire	Guinea-Bissau	Japan	Shanghai	Singapore
<i>Primary school teachers:</i>					
Professional development	✓			✓	
Performance evaluations				✓	✓
<i>Secondary school teachers:</i>					
Professional development	✓	✓		✓	
Performance evaluations		✓		✓	✓

Source: SABER-Teachers data

## SABER Teachers Policy Options

### Goal 1. Setting Clear Expectations for Teachers

The national curriculum sets expectations for what students are supposed to learn and teachers are supposed to do. There is no official guidance on teachers' use of time, which could help ensure that teachers are focused on tasks related to school improvement.

- Revise the statutory definition of teachers' working time to include the overall number of hours teachers spend at the school. In accordance with the practice in higher-performing systems, this definition should include both time in the classroom as well as time spent on non-teaching activities, such as tasks related to improving instruction. Such activities might include: providing support to other teachers, collaborating on school plans, or designing the curriculum, all tasks that could contribute to instructional improvement of the school.
- Set expectations for what percentage of teachers' working time should be dedicated to teaching and what percentage should be used for other necessary activities that may contribute to instructional improvement.

### Goal 2. Attracting the Best into Teaching

Career opportunities could be strengthened to attract talented individuals to the profession.

- Link teacher's pay and promotion opportunities more directly to teacher performance.
- Improve data collected on teachers' working conditions. Understanding teachers' working environments is imperative to understanding teachers' classroom needs and improving the quality of teaching.

### Goal 3. Preparing Teachers with Useful Training and Experience

Primary teacher initial education takes place at the ISCED 5B level and secondary teacher education at the

ISCED 5A level, which is on par with many advanced education systems.

- Pre-service teacher training could be strengthened by introducing a formal mentoring or induction program.
- Strengthen opportunities for new teachers to develop practical classroom experience.

### Goal 4. Matching Teachers' Skills with Students' Needs

There are untapped incentives to get teachers to work in hard-to-staff areas where living conditions are less attractive and to teach critical shortage subjects.

- Work to identify hard-to-staff schools.
- Provide incentives to teachers to teach and work in hard-to-staff schools. Incentives could include: promotion, higher salary, monetary bonuses, scholarships for education, or housing.
- Identify subject areas in which there may be a shortage of qualified teachers who are willing to teach particular subjects, and provide incentives to teachers willing and qualified to teach those subjects.

### Goal 5. Leading Teachers with Strong Principals

Principals lack necessary support to carry out their activities in an effective manner.

- Provide programs to support the development of principals' leadership skills. These may include mentoring, training or induction programs.
- Set higher requirements for becoming a principal. Such qualifications may include having minimum educational qualifications equivalent to a bachelor's degree, increasing the years of experience required, and/or designing specific coursework for individuals interested in working as a school principal.
- Consider monetary bonuses or increased pay, which are other ways to attract individuals to principal positions.

## Goal 6. Monitoring Teaching and Learning

There are systems in place to monitor teacher performance that rely on multiple criteria. Student achievement data are collected, but are not used to inform policy or teachers' classroom instruction.

- Make use of student achievement data collected from annual exams. Use outcomes of these data to determine educational needs.
- Provide results of student achievement data to school principals, so they may know how their school performs relative to other schools. If data can be made available to teachers, use the data to inform teachers about student performance and to help teachers improve their own instruction.

## Goal 7. Supporting Teachers to Improve Instruction

In Côte d'Ivoire, neither primary nor secondary school teachers are required to participate in teacher professional development activities.

- Set a required number of days for teachers to participate in professional development activities throughout the school year.
- Offer professional development activities in which teachers can learn from one another and improve their classroom instruction. Research suggests that the most effective teacher professional development is collaborative and provides opportunities for the in-school analysis of instructional practice, as opposed to being limited to one-time workshops or conferences.

## Goal 8. Motivating Teachers to Perform

Promotion opportunities are linked to performance but there are few mechanisms to hold teachers accountable.

- Require primary and secondary school teachers to participate in professional development and performance evaluations to remain in the profession.
- Reward high-performing teachers with incentives. Linking either longer-term compensation or shorter-term bonuses to teacher performance can be one way to improve teacher performance, if the system has in place an adequate system of performance evaluation.

## Acknowledgements

This report was prepared by Mary Breeding (Consultant, HDNED), with inputs from Andrew Trembley (Consultant, HDNED), and under the direction of Halsey Rogers (Lead Economist, HDNED). We are especially grateful for the assistance of Linda English (Lead Education Specialist, AFTHD), Hamoud Abdel Wedoud Kamil (Senior Education Specialist, AFTEW), and AZOH François Joseph (Consultant).

## References

- Barber, M., & Mourshed, M. (2007). *How the World's Best-Performing School Systems Come Out on Top*. London, UK: McKinsey & Co.
- Campante, F. & Glaeser, E. L. (2009). "Yet Another Tale of Two Cities: Buenos Aires and Chicago." *NBER Working Paper 15104*. Cambridge, MA: National Bureau of Economic Research (NBER).
- Chaudhury, N., Hammer, J., Kremer, M., Muralidharan, K., & Rogers, F. H. (2005). "Missing in Action: Teacher and Health Worker Absence in Developing Countries." *PEPG Working Paper Series*. Cambridge, MA: Program on Education Policy and Governance (PEPG).
- Darling-Hammond, L. (2010). "Steady Work: How Countries Build Successful Systems." In Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. New York, NY: Teachers College.
- Darling-Hammond, L.; & Rothman, R. (2011). *Teacher and leader effectiveness in high-performing education systems*. Washington, DC: Alliance for Excellent Education.
- Government of Côte d'Ivoire. (2010). *Statistical Bulletin: Annual School Census 2010-11*. Karachi, Pakistan: Government of Côte d'Ivoire.
- Hanushek, E. A., & S. G. Rivkin. (2010). "Generalizations about Using Value-Added Measures of Teacher Quality." *American Economic Review*. 100 (2): 267–71.
- Hanushek, E. & Woessmann (2007). "Education Quality and Economic Growth." Washington, D.C.: The World Bank.
- Hanushek, E. & Woessmann (2009). "Schooling, Cognitive Skills, and the Latin American Growth Puzzle." NBER Working Paper 15066. Cambridge, MA: National Bureau of Economic Research (NBER).
- Herrmann, M. A., & Rockoff, J. E. (2009). "Work Disruption, Worker Health, and Productivity: Evidence from Teaching." New York, NY: Columbia Business School.
- Ingersoll, R. (2007). *A comparative study of teacher preparation and qualifications in six nations*. Consortium for Policy Research on Education.
- Levin, B. (2008). *How to Change 5,000 schools*. Cambridge, MA: Harvard Education Press.
- McEwan, Patrick J. (1999). "Recruitment of rural teachers in developing countries: an economic analysis", *Teaching and Teacher Education* 15 (8): 849-859.
- Miller, R. T., Murnane, R. J., & Willett, J. B. (2008). "Do Teacher Absences Impact Student Achievement? Longitudinal Evidence From One Urban School District." *Educational Evaluation and Policy Analysis*, 30(2), 181-200.
- National Education Assessment System (NEAS). (2012). "National Education Assessment System." [www.neas.gov.pk](http://www.neas.gov.pk), accessed 5 October, 2012.
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). "How Large Are Teacher Effects?" *Educational Evaluation and Policy Analysis*, 26(3), 237-257.
- OECD (2011). *Building a High-quality Teaching Profession. Lessons from Around the World*. Paris: OECD.
- OECD (2012). *Preparing Teachers and developing school leaders for the 21st century*. Paris: OECD.
- Park, A., & Hannum, E. (2001). "Do Teachers Affect Learning in Developing Countries?: Evidence from Matched Student-Teacher Data from China." Paper

presented at the Conference Rethinking Social Science Research on the Developing World in the 21st Century. Park City, Utah: Social Science Research Council.

Pritchett, L. & Viarengo, M. (2009). "Producing Superstars for the Economic Mundial: The Mexican Predicament with Quality of Education. PEPG Working Paper 09-01. Cambridge, MA: Program on Education Policy and Governance (PEPG).

Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). "Teachers, Schools and Student Achievement." *Econometrica*, 73(2), 417-458.

Rockoff, J. E. (2004). "The Impact of Individual Teachers on Student Achievement: Evidence from Panel Data." *American Economic Review*, 94(2), 247-252.

Rogers, F. H., & Vegas, E. (2009). "No More Cutting Class? Reducing Teacher Absence and Providing Incentives for Performance." Policy Research Working Paper 4847. Washington, D.C.: The World Bank.

Sanders, W. L., & Rivers, J. C. (1996). "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement." Research Progress Report. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

Vegas, E., et al. (2012). *What Matters Most in Teacher Policies? A Framework for Building a More Effective Teaching Profession*. Washington, D.C.: The World Bank.

The **Systems Approach for Better Education Results (SABER)** initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of teacher policies.

This work is a product of the staff of The World Bank with external contributions. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of The World Bank, its Board of Executive Directors, or the governments they represent. The World Bank does not guarantee the accuracy of the data included in this work. The boundaries, colors, denominations, and other information shown on any map in this work do not imply any judgment on the part of The World Bank concerning the legal status of any territory or the endorsement or acceptance of such boundaries.

