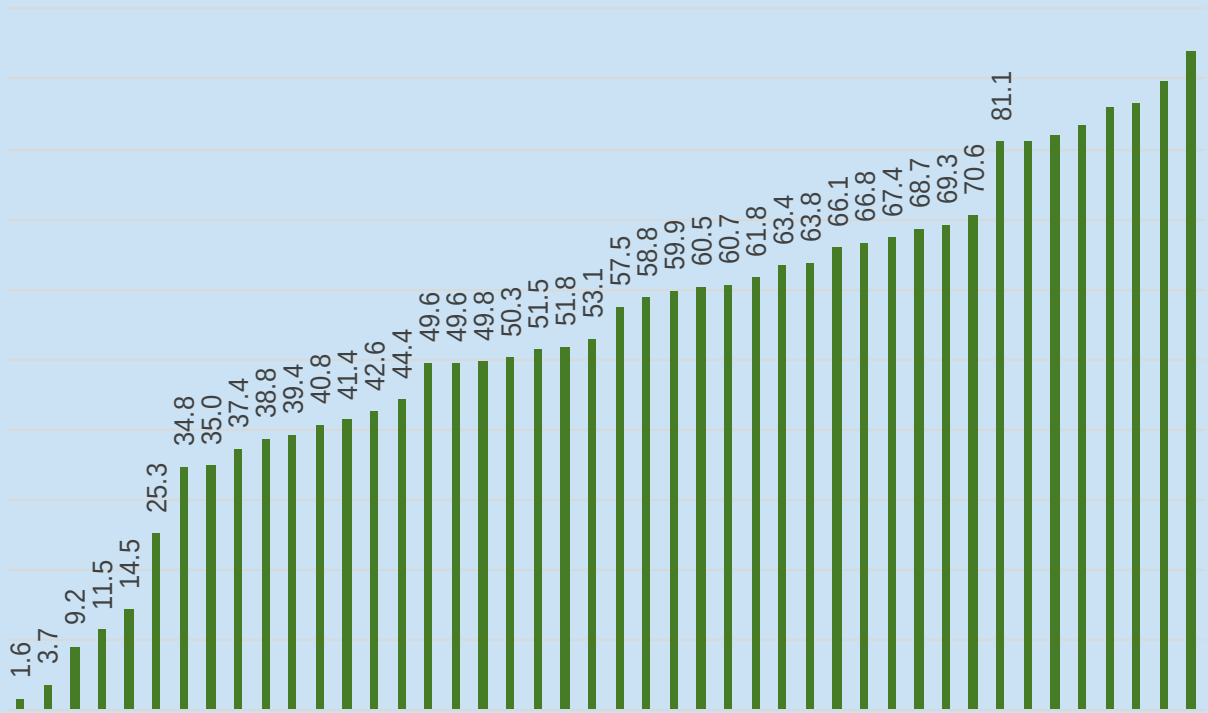
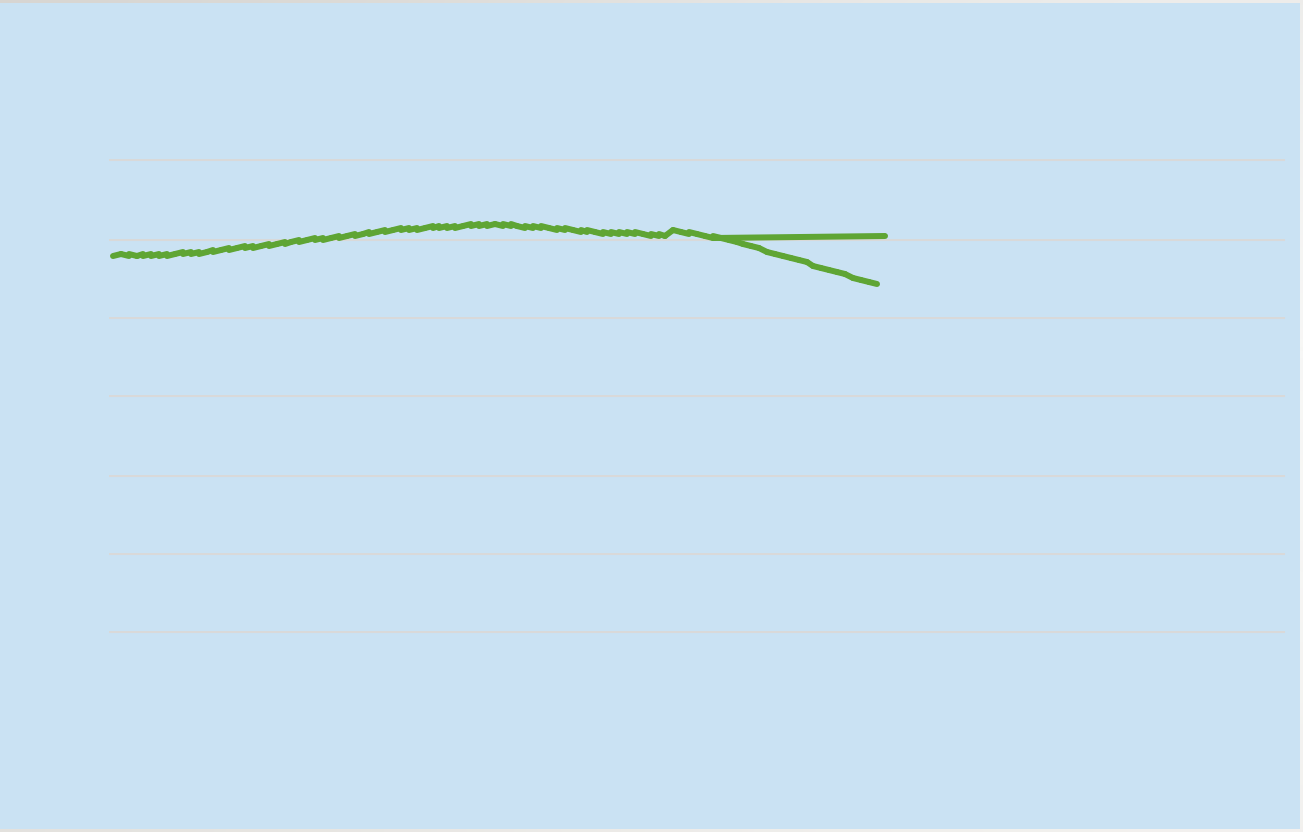
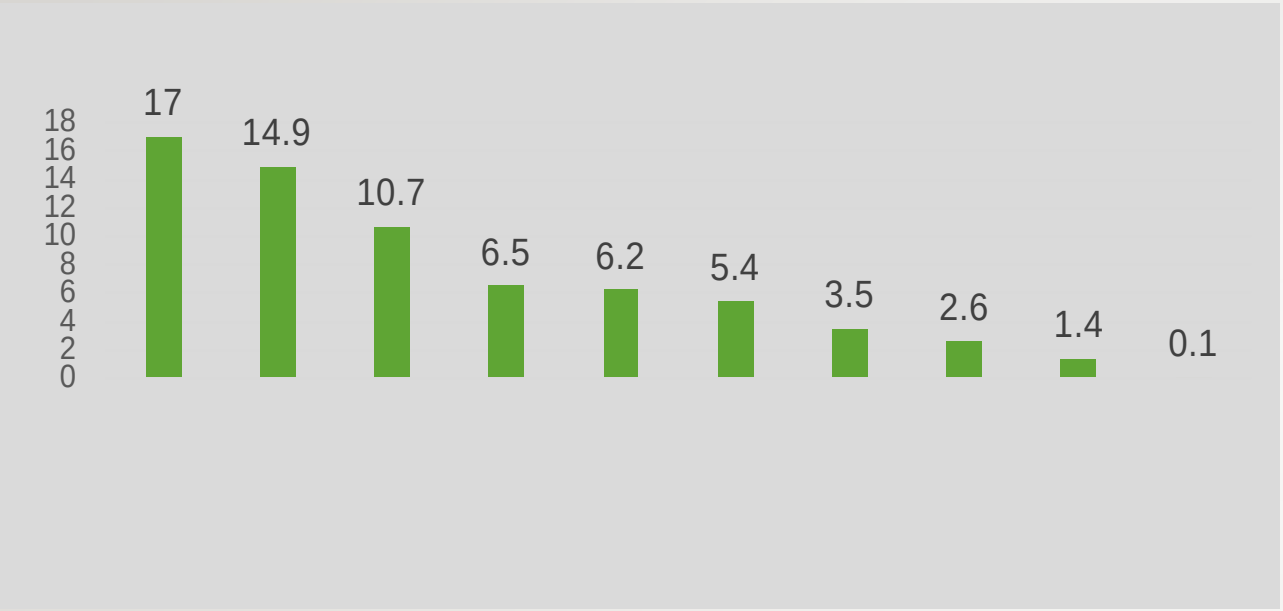
Introduction

- Between 2022 and 2050, the population of sub-Saharan Africa is expected to almost double, From 1.15 billion in 2022 to more than 2 billion inhabitants by the 2050.
- Quality Education is at the core of development of any country which his is acknowledged as Goal 4 of the SDGs
- Interestingly, different African countries are at different levels of achievement for SDG4
- Expanding educational opportunities and ensuring quality education for all can therefore be particularly challenging with growing cohorts of children and youth.
- These children and youth will be taught be teachers





Quantity of teachers needed



Quality of Teachers

Teacher content knowledge (What do they know)

- Teachers must be knowledgeable in what they teach as teacher content knowledge account for the gap

Teacher effort (How much teaching goes on in class)

- Absenteeism. This is the return to additional hour of teaching (absenteeism from school and absenteeism from class even when in school). There exist considerable teacher absenteeism in eight eastern and southern African countries as reported by a UNICEF study
- There are arguments on the in the literature.

TEACHER QUALITY INPUT

Management: Allocation of teachers to rural, poor schools / classes

- Adequacy and efficiency of the School system as it handles all schools from urban to rural as well as from private to government schools
- How much inspection and supervision goes on?
- How much other duties are given to teachers?
- Poor Service delivery and accountability

Private v… Ond… Sch… Teachers… e Nigeria… …ge

ACTIVITY OF SCHOOL H… WHEN PAID UNSCHEDU…
WITHIN TYPE OF SCHOOL)

	Governm nt	…e	F…vate U… d…	
Head teachers				
Teaching	2.25			.67
Absent	6.74		14.83	.93
Primary Schl Teachers				
Teaching	58.18		80.43	.05
Absent	8.18		1.09	.05
Junior Secondary School Teachers				
Teaching	52.17			
Absent	13.04	8.33		8.24

Is there enough funding for teachers and the education systems

POLICY IMPLICATIONS

While rapid expansions in school enrolment in developing countries have put substantial pressure on education systems' ability to provide quality education, rapid hiring of teachers to limit student–teacher ratios may have contributed to our findings of underprepared teachers
No magic wand? We need to understand and assess complementarities between teacher effort, ability, and skills in generating high quality education. Neither of these alone will likely be enough to significantly change the quality of education when many teachers do not even master their students' curriculum.

- Improve teacher training
  - Teachers must have solid knowledge and training in core subjects, teaching methods and ways to support diverse students. The need for teacher training far outstrips supply, so alternative training methods should be considered, including distance learning and mentorship.
- Improve the schools system for ensuring accountability
  - Private vs Government schools as well as rural vs urban schools
  - focusing on teacher monitoring and accountability and on ensuring that any training takes place during holidays and weekends