



Inter-Agency Network for Education in Emergencies
 Réseau Inter-Agences pour l'Éducation D'Urgence
 La Red Interagencial para Educación en Situaciones de Emergencia

Template for a Case Study on Teacher Compensation

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Name of your organisation: ActionAid

Date of program or policy implementation described in the case study: 2006-2007

Location of program or policy implementation described in the case study: Sierra Leone

Background

Please include:

- Brief overview of the context in which you are/were working (*emergency, post-crisis, recovery, development*) **Recovery & development (we studied the education and finance policies relating to teachers in 2006/7, about 5/6 years after peace was resumed in 2001).**
 - Background information about the population for which the teacher compensation policy applied (refugees, IDP, returnees) **returnees; civil servants; non professional teachers; contract teachers and volunteer teachers**
 - What kind of teachers were you working with: (answers in **bold**)
 - Teachers in government primary and secondary schools (including pre-school/ ECD)**
 - Teachers in government supported non-formal education programs/ learning centres etc
 - Teachers in NGO supported schools aligned with the government system
 - Teachers in NGO/ community supported non-formal education programs/ learning centres
 - Teachers with or without formal teaching qualifications**
 - Headteachers and classroom assistants**
 - Volunteer teachers and paraprofessionals**
- Other: _____

Teacher Compensation

Please describe your teacher compensation experience, including:

In Sierra Leone, disenfranchisement of youth, due in most part to lack of education was one of the root causes of the war. After peace was established in 2001, the Government promptly set out to re-establish education as a right. It is faced with the dual challenge of reconstructing schools, most of which were destroyed during the war, and providing quality inputs at the school level (i.e. adequate number of trained teachers, teaching and learning materials, etc.) It also must find a way to provide education to the thousands of children who fought in the war, those that were maimed and disabled, and those in their adolescent years who have had no schooling at all. Short cuts such as hiring of untrained and unqualified teachers are being taken to deal with the increased enrolment from education being offered without fees.

Given this challenging context, education outcomes remain low in Sierra Leone, particularly for girls. Less than half of school-aged girls attend classes and of these only 48 percent complete a full cycle of primary education. In

a post-conflict country such as Sierra Leone trying to rebuild its economy and establish a sense of social cohesion, making quality education accessible to all is a key investment. Yet, quality of education continues to suffer as there are too few teachers in schools. The pupil teacher ratio is at 61:1 and the government only expects to achieve a 45:1 PTR by 2015.

Table 1: Primary education in Sierra Leone

	Net Enrolment Ratio (NER) (g/b)	Current pupil-teacher ratio	Universal Primary Completion (UPC) target pupil-teacher ratio	Drop-out rates (girls/boys) grade 1*	Completion rates (girls/boys)	Transition to secondary (girls/boys)
Sierra Leone (2003/4)	63%* 45% girls	61:1	45:1	n.a.	60% 47.9% girls 63.9% boys **	76 % girls 78 % boys***

- Who are/were the key actors and what is/was their sphere of responsibilities with regard to the compensation of teachers?

Ministry of Education, Science and Technology (MoEST): Designed the 10-year Education Strategic Plan (ESP)¹ which estimated the number of teachers currently in service; their professional categorization (status, qualification, training and remuneration); distribution (geographical location and sex); and shortage. The plan also correlated scenarios for achieving different Pupil Teacher Ratios (PTR) to financial need. The trade-off between higher/lower PTR and quality was recognized, and this was connected to qualification and training levels of teachers.

Ministry of Finance (MoF): Agrees to macroeconomic policies (with the Central Bank of Sierra Leone) in IMF loan agreements and size and allocation of the national budget to sectors. The public sector wage bill (PSWB) (through which teachers are compensated) is determined in accordance to the amount of funds available in the national budget). The overall ceiling level on the PSWB compels the MoF to place a “cap” on teachers, who make up 35% of the wage bill and are the most expensive item in this budget category.

International Monetary Fund (IMF): Determines macroeconomic policies with the MoF and Central Bank of Sierra Leone. Also works with MoF (not sector Ministries) to determine size of national budget, and when it is appropriate to put a “ceiling” on certain budgetary line items, such as the PSWB. The ceiling may not directly be applied to teachers by the IMF.

World Bank (WB): largest education donor to Sierra Leone.

Education Donors: led by UNICEF, and includes DFID, WB, MoEST, MoF, INGOs (ActionAid, Save the Children, Plan International, etc.). Sierra Leone Teacher’s Union (SLTU)

Sierra Leone Teachers Union (SLTU): Main TU in the country. Engages in annual negotiations with the MoEST and the MoF over teacher compensation, status and contracts.

- How did the money get dispersed? How was accountability assured? How were issues of corruption addressed?

The IMF, Central Bank and MoF agree upon the macroeconomic framework (geared to achieve the Fund’s definition of “stability”: inflation projected to decrease from 13.1% (2005) to 7.0% (2009), fiscal deficit rates, debt repayment conditions, etc.). The MoF then determines the size of the national budget (agreed upon by the IMF to ensure balanced budget principles) and fiscal prudence (thereby setting limitations on certain budgetary categories like the PSWB). The PSWB was projected to decrease over time in the 2007 Article IV Consultation: from 6.1% of GDP in 2006 to 5.8% of GDP in 2009.² As teachers are the largest item on the wage bill, a cap is imposed from the MoF. The cap does not take into account the number of teachers required.

Teachers make up 35 percent of the entire public sector wage bill in Sierra Leone. Therefore, any limits placed on the wage bill are bound to affect teacher recruitment. **The overall wage bill is projected to**

¹ Republic of Sierra Leone (2007), *Education Sector Plan 2007-2017*. Ministry of Education, Science and Technology.

² IMF (2007), *Sierra Leone: 2006 Article IV Consultation*. IMF country report 07/68.

decrease over time while the need for teachers is increasing. The authorities have continuously failed to meet the wage bill target set in the PRGF “*as they feel compelled to reinstate displaced civil servants as they return*” (see full quote below). A post-conflict country, Sierra Leone faces a number of different challenges from other countries under IMF tutelage. Yet the restrictive policies imposed are the same as those in Malawi, a country previously plagued by corruption and macroeconomic instability. They also reflect the policies in Mozambique, now considered to be a ‘mature stabiliser.’ What policy options does the IMF present to these countries, if any, that are tailored to their specific country-context?

A Senior MoEST official expressed concerns over the IMF policies driving the planning and distribution of the teaching force, and to a certain extent, the type of contract offered, and number of teachers to be hired at what levels of qualification and training (or at volunteer and “para” teachers status) -- rather than education plans and requests from schools, “*It is the ceiling that dictates how many more teachers we can hire, not need. Schools tell us how many more teachers they need, but we are rarely able to meet this request.*”³

The MoEST is not involved in negotiations with the MOF and the IMF, although there is hope that better coordination of sector needs and macroeconomic policies will take place in the future. The MoF strives to meet IMF loan agreements as violating the conditions could lead to a halt in all foreign funding. At the same time, the MoF recognized the need for expansionary monetary and fiscal policies if the country was to achieve the MDGs. They were interested in exploring different macroeconomic scenarios to enable a higher absorption of foreign aid and for garnering more domestic resources.

Close controls over budgetary allocations and monthly financial and expenditure reports to the Fund have probably contributed to ensuring funds are not siphoned inappropriately. There is also a system between the MoF and sector ministries to report on budgetary allocations and expenditures. Annual reports to donors, etc.

- Were there specific donor strategies and funding mechanisms put in place? If so, what approaches were taken and how were these implemented?

The Donor Consortium has invited the IMF to attend meetings (every 2 months) to discuss options for a more flexible wage ceiling to hire more qualified teachers. They support the MoEST to achieve the goals of the ESP in terms of financial and policy support. A dedicated advisor from UNICEF is made available to the MoEST. In 2007 Sierra Leone was also offered funds from the EFA-FTI.

- Were there specific government structures and/or policies around teacher compensation? If so, how were these communicated and implemented?

The ESP reviewed the different gradations of compensation, primarily based on qualification and training level of teachers. A yearly document, *Teachers Salary Schedule* is compiled by the MoEST.⁴ It is reviewed and negotiated with the SLTU. Other documents such as the *Economic Bulletin*, and *Education Statistical Booklet* compile and refer to the salary schedule to make recommendations about budgetary allocations in sectoral and macroeconomic terms.

- Was the community engaged in and encouraged to support the teacher compensation effort? If so, what approaches were taken to engage the community and what role(s) did they take to support the teacher compensation effort?

Communities are involved at the micro level. There is a good sensitization of the lack of teachers and their qualification levels. Some communities continue to compensate teacher salaries, or provide volunteer and para teachers when the MoEST is not able to meet the school request for teachers. Some SMCs discuss teacher compensation issues and also engage with the SLTU.

- What were some of the challenges you faced in compensating teachers, and how did you overcome those challenges?

Since 2006, we have conducted 2 studies on the subject in Sierra Leone. Both revealed that teacher compensation is not determined by need or projections provided by the MoEST. The wage ceiling is set independently of this planning cycle and is primarily determined by macroeconomic concerns as agreed upon in the IMF loan agreement. We worked to document the issue with supporting evidence; conducted interviews

³ ActionAid (2007), *Confronting the Contradictions: the IMF, wage bill caps and the case for teachers*. http://www.actionaid.org/assets/pdf/AACConf_Contradictions_Final2.pdf

⁴ The evidence in this form is provided from the 08 March 2006 *Teacher Salary Schedule*, published by the Republic of Sierra Leone (2006), MoEST.

with a wide range of officials in the Government, SLTU, education coalition, communities, the IMF, World Bank and donors. As part of the education consortium, ActionAid works with other donors to bring the issue to bear with the MoF and IMF. We are also teaming with SLTU and the education coalition to hold the Government accountable to its promise to provide free, quality education for all children. Finally, ActionAid USA has engaged in a 3-year Economic Literacy Training Project bringing together the authors of the teachers and IMF study (University of Sierra Leone) with SLTU, the education coalition, the SL Nurses Association and Government officials. The aim is to inform and train professionals on the linkage and impact of macroeconomics and consideration of trade-offs and achievement of a better balance of macroeconomic and social goals.⁵

- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.
 - *Contradicting Commitments: how the achievement of Education for All is being undermined by the International Monetary Fund*⁶
 - *Confronting the Contradictions: the IMF, wage caps and teachers*⁷ was debated in a panel with the IMF and World Bank at the annual meetings
 - The IMF's response to *Confronting the Contradictions* and ActionAid's response⁸
 - *Impact of Public wage bill cap on teachers*. Sierra Leone Country Study (attached).⁹
 - A short film on the issue is also available (see link in footnote).¹⁰
 - *The need for quality teachers to achieve EFA: Building strategic partnerships between teachers' unions and NGOs*¹¹ a joint publication with Education International which outlines commitment with the Teachers Unions to challenge the IMF and wage bill ceilings.
 - We also developed a checklist to track IMF commitments to "trim the use of wage ceilings"¹²
- Please share any lessons learnt / outcomes / good practices resulting from this experience. It is important to partner with local economists, the education coalition and the Teachers Union in undertaking the study. Collection of good evidence requires a commitment of time and careful design of the study and interview questions, along with analysis of the data. The idea is to build the capacity of all partners from the on-set so there is ownership over the issue; it is complex, but the impact on teachers is something everyone can understand but takes an investment of time and energy. Engagement in a long term process of economic literacy is important.

It is important to be open about findings and to engage in discussions with the Government, the IMF (country representative, mission chief and other divisions) and the World Bank and to work with donors and the EFA-FTI. Public debates in Sierra Leone, at the community level, at the international level at IMF/WB annual and spring meetings and with EFA-FTI is very important.

Timing and opportunities to take advantage of at the policy level must be strategically planned. We benefited from parallel reviews and publications about wage bills from the IMF and its independent evaluation office:

- IMF's Independent Evaluation Office (IEO) also released an evaluation of *The IMF and Aid to Sub-Saharan Africa* in March 2007(<http://www.imf.org/External/NP/ieo/2007/ssa/eng/pdf/report.pdf>) criticises the use of wage ceilings and says they are harmful. The report also confirms that the macroeconomic targets (inflation and fiscal deficit rates) determine wage ceilings and remain inflexible and do not allow for a scaling up of aid.
- IMF publishes intent to "trim use of wage ceilings" (as stated in its 'Survey' (monthly newsletter) <http://www.imf.org/external/pubs/ft/survey/so/2007/pol095a.htm>

⁵ Contact Rick.Rowden@actionaid.org at ActionAid USA for more information.

⁶ ActionAid (2005), http://www.actionaid.org/assets/pdf/contradicting_commitments4.pdf

⁷ http://www.actionaid.org/assets/pdf/AACConf_Contradictions_Final2.pdf

⁸ <http://www.actionaid.org/assets/pdf/Calvin%20IMF%20letter%20May%202007.pdf>;

[http://www.actionaid.org/assets/pdf/AAI%20response%20to%20IMF%2014%20June%202007%20\(3\).pdf](http://www.actionaid.org/assets/pdf/AAI%20response%20to%20IMF%2014%20June%202007%20(3).pdf)

⁹ ActionAid Sierra Leone (2007), *Impact of Public wage bill cap on teachers*

¹⁰ Short film, "Teacher Shortages and the IMF in Sierra Leone"

<http://www.actionaid.org/video.aspx?PageID=41&PageNum=1>

¹¹ Education International and ActionAid (2007) http://www.actionaid.org/docs/aa_teachers.pdf

¹² Available upon request.

- 2 subsequent publications also confirm IMF needs to review use of wage ceilings, "...staff reports to justify in a transparent manner the use of wage bill ceilings and for a reassessment of their need and rationale at the time of program reviews." (PIN <http://www.imf.org/external/np/sec/pn/2007/pn0783.htm> and Fiscal Policy Response to Scaled Up Aid <http://www.imf.org/external/np/pp/2007/eng/060507.pdf>)
- The PIN's last paragraph confirms that little has change BUT for one of the first time, confirms that ..'Ceilings (whether sectoral or wage) continue to be based on macroeconomic considerations (which are not defined) rather than balancing sectoral needs and priorities.'
- In the Aid flows paper (pg. 38, para 67) they claim that as of June 2007 only 7 of 29 PRGF arrangements included ceilings, of which 4 were performance criteria. The confusion sets in when they later say only 3 PRGF have ceilings. The contradictory information only makes the IMF look as though it is not well coordinated in translating policy into practice. (*Aid Inflows – the Role of the Fund and Operational Issues for Programme Design* (June 2007) <http://www.imf.org/external/np/pp/2007/eng/061407.pdf>)
- The IMF's two recent policy papers (cited above) admit, "...although wage ceilings have been conceived as short-term measures, in practice they have shown a high degree of persistence. Recent Fund guidance emphasizes the need for avoiding the use of wage bill ceilings over extended periods of time, for flexibility in its application (with adequate safeguards for priority sectors), and for clear justification in program documents."
- The 2008 GMR cites ActionAid's (and Oxfam) work on the IMF (page 171)..."the IMF promotes agreement with governments that overly restrict government spending, including on education and health, as a result of a too conservative view of what is necessary for macroeconomic stability (low inflation and low fiscal deficits) which effectively limits the size of the government budget and results in overly cautious forecasts of the potential increases in aid."

Policy and Coordination

Please describe the policy and coordination elements of your teacher compensation experience. For instance:

- Who are/were the key actors and what is/was their sphere of responsibilities with respect to policy and coordination?

Ministry of Education, Science and Technology (MoEST): In 2007, the MoE finalized the 10 year Education Strategic Plan (ESP)¹³ which estimated the number of teachers currently in service; their professional categorization (status, qualification, training and remuneration); distribution (geographical location and sex); and shortage. The plan also correlated scenarios for achieving different Pupil Teacher Ratios (PTR) to financial need. The trade-off between higher/lower PTR and quality was recognized, and this was connected to qualification and training levels of teachers.

The underlying financial challenges were not only linked to inadequate budgetary allocation for teachers but also macroeconomic constraints resulting from restrictive conditionality in loan agreements with the International Monetary Fund (IMF). The ESP stated, "*The country average is 66 pupils to a teacher and 112 pupils per qualified teacher. There is an obvious need to hire more qualified teachers, but a ceiling on teacher employment made necessary by MoF/IMF requirements has made that impossible. Further, keeping our commitment of free quality education as stated in the 2004 Education Act and meeting the EFA-FTI benchmarks whilst at the same time keeping to teacher ceiling requirements which appear to take no cognizance of these facts places Sierra Leone in a very difficult position. The foregoing being the case, in setting the level of the wage bill cap/reduction, references must be made to the expenditures required to meet the MDGs and EFA goals in order to ensure that macroeconomic policies are not counter-productive to the realization of these goals.*"¹⁴

Ministry of Finance (MoF): Agreed to macroeconomic policies in IMF loan agreements. Inflation and fiscal deficit rates, along with prudent fiscal policies determined the "public sector wage bill (PSWB) – through which teachers are paid. The bottom line however was that the Government continuously exceeded the wage ceilings because, "...they stressed that managing the wage bill in the aftermath of a conflict is a daunting task, as they feel compelled to reinstate displaced civil servants as they return."¹⁵

¹³ Republic of Sierra Leone (2007).

¹⁴ Republic of Sierra Leone (2007), page 23.

¹⁵ IMF (2007).

IMF: agrees on the loan conditions with the MoF and Central Bank for a 3-year cycle, and conducts ‘Article IV’ reviews to ensure the country is in line with these terms. Adjustments are made if they are not. The IMF now has a resident representative in Sierra Leone and Mission Chief leads a group of experts to undertake the reviews. The IMF policy is not always coordinated, nor does it take into consideration the social impact of its macroeconomic policies (as noted in the IEO 2007 evaluation). It must be open to the Government’s desire to consider the trade-offs, pursue alternative scenarios and expansionary policies.

WB: Has conducted the largest survey of the sector including the status, qualification/training, distribution and remuneration of teachers. WB has expressed concern over quality and the rise of unqualified teachers due to restrictive wage ceilings.

Education Donors: In 2007 was beginning to look into how to achieve a good balance of PTR and teacher compensation. Has requested the IMF join their meetings to explain how the wage ceiling is determined and set, and explore if it can be more flexible to accommodate the need for more trained teachers. With the country now benefiting from EFA-FTI support, the stakes are higher as some funding could be put towards teachers, but *only if*, the wage ceiling is increased.

Sierra Leone Teacher’s Union (SLTU): has been very aware and vocal of the impact of IMF policies on teacher compensation, and those of the WB (in establishing regional averages). It has regular meetings with the MoEST and MoF to negotiate teacher compensation.

Education Coalition: has in 2007 now a permanent secretariat and is beginning to build its capacity on these issues.

ActionAid & University of Sierra Leone (Fourah Bay College): collaborating researchers on the studies since 2005 and leading the economic literacy workshops.

- Did you advocate for equitable teacher compensation? If so, describe the process and outcomes:

Yes, we have been engaging with all the actors involved in setting policy and budgets outlined above. The inclusion of the wage ceiling, and that it is set independent of education needs by the ESP was immensely helpful as it was an official government document. The ceiling on the wage bill means that government cannot hire enough teachers and, in the case of Sierra Leone, has difficulty retaining teachers.¹⁶ The SLTU confirmed that many teachers are de-motivated by low wages or delay/lack of salaries all together, demoralized by the crowded classroom and their lack of training or access to professional development opportunities. Overall, a 2005 survey showed that only about 30 percent of teachers were satisfied with their job.¹⁷

Our advocacy was assisted by the use of clear tables correlating education outcomes and macroeconomic policies.

Table 2: The Impact of wage ceilings in Malawi, Mozambique and Sierra Leone, 2007

Current number of teachers (Female/male %)	Current pupil-teacher ratio	Current number of untrained (para) teachers	Number of teachers needed to achieve UPC by 2015 (includes rates of attrition)	Ceiling on the public sector wage bill (as % of GDP)	% of wage bill going to teacher salaries	Teacher wage bill as % of 2007 GDP	Is there a specific cap on number of teachers that can be hired?
19,316 32% f 68% m	68:1	41%	28,895	5.9%	35%	4.5%	ceiling of 33,122 with a cap on 2,000 additional teachers

Source: Sierra Leone: all data from MEST 2007; *Ministry of Finance Economic Bulletin January to June 2007

Macroeconomic Policies

A clear example of the implications of macroeconomic policies and their impact on education outcomes, especially teacher compensation has been useful. Spending beyond the wage bill ceiling would jeopardize other macroeconomic targets the government agreed to when signing onto the PRGF. Inflation is targeted to fall to 7

¹⁶ ESP draft page 55

¹⁷ WB education sector review

percent by 2009, while the fiscal deficit will stand at -0.1 percent. Given the scale of investments required in a country like Sierra Leone, keeping to these targets ultimately constrains overall public expenditure. Unable to borrow to finance government spending, and with a limited tax base, there are few options for government to choose from.

Table 3: Macroeconomic Indicators for fiscal year 2005/6 – 2008/9

	2005	2006	2007	2008	2009
Real GDP Growth (%)	7.3	7.4	6.5	6.5	6.5
Inflation end of year (%)	13.1	10.1	8.5	7.5	7.0
Wage Bill Ceiling		6.1	5.9	6.0	5.8
Overall Balance, before grants	-	-9.0	-12.2	-13.9	-7.7
Overall Balance, after grants	-	11.4	23.3	-4.4	-0.1
Tax revenue (% of total rev and grants)		11	18		

Source: Article IV Consultation and First Review under PRGF, Feb. 2007

- Did you engage/ work with the government from the start of the process?
Yes, since 2005 before the work began, we held meetings with several key officials in the MoEST and MoF, Central Bank to explain the intent of our study, and our wish to interview officials to paint a complete picture. The finalization of the ESP and inclusion of the IMF's role in setting wage ceilings was important.
- Did you engage/ work with local or international donors during the process?
Yes, as indicated above, ActionAid participates in the Education Consortium, which now also includes the EFA-FTI. This consortium has been particularly helpful as it has taken on the issue and invited the IMF to dialogue on alternative solutions on teacher compensation.
- How did you engage/ work with these other actors and ensure coordination?
As stated above. Depending on the actor, they were either involved in conducting the study or interviewing different actors; sharing findings as the study progressed; through a public launch of the study.
- What were some of the challenges you faced in developing policy and ensuring coordination, and how did you overcome those challenges?
Timing is very important so we charted out the dates of the IMF Mission Chief visits, article IV reviews, education reviews, etc. updating partners is very important and also to ensure their capacity is growing to take on the issue themselves by having an economic literacy project as a follow-on to the study.
- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.
See tools and tables listed above
- Please share any lessons learnt / outcomes / good practices resulting from this experience.
See response to same question above.

Teacher Motivation, Support and Supervision

Please describe the teacher motivation, support and supervision elements of your teacher compensation experience. For instance, motivation and support may include in-service training; provision of housing, transportation, and food, etc.; defining what a teacher means in the community; building community respect for teachers; fostering student success to give teachers success, etc.

- Who are/were the key actors and what is/was their sphere of responsibilities with regard to teacher motivation, support and supervision? Please be sure to demarcate the roles of the government, community and international actors.

Budget constraints created difficult decisions. In addition, as a post-conflict country, most of the database or systems to track teachers (even in terms of numbers, qualification and training, compensation) were destroyed. SL is updating its database so more accurate projections on needs can be made. However, the manual collection of data on teachers is available and is not usually used when decisions about budgets and wage ceilings are taken. We are working to change this process, so the MoEST is involved in these discussions with the MoF and the IMF.

The World Bank, some Ministry officials and the IMF claimed that the issue is more about redistributing teachers to rural areas. However, to do this, SL requires a scheme to provide 'stipends' to compensate for housing, transport, food, etc. Budget constraints make this difficult to do and yet it is very much a real challenge which is being taken up by the SLTU and the education coalition alongside ActionAid.

A study on teacher motivation quoted earlier in this paper showed that low salaries, few opportunities for further training and qualification have serious impacts on teacher motivation. With a growing number of untrained teachers, SL must get into place a policy to provide all teachers with equal qualification and training. This is important to ensure that quality education is provided.

- How was accountability realized? Was there a code of conduct? If so, please describe and attach a copy if possible. How were issues of corruption and/or exploitation addressed? SLTU would have the code of conduct. They can be contacted if needed.

- What were some of the challenges you faced in motivating, supporting and supervising teachers, and how did you overcome those challenges?

Teachers also work two jobs (as documented in our video). We have to provide them with adequate salaries so they can focus on teaching. Yet this is difficult when the IMF states that teacher salaries are "higher than the ECOWAS average, absorbing some 55 percent of domestic revenues."¹⁸ Due to budget cuts, the inspectors role is weakened (there are fewer inspectors/supervisors) and due to staff shortages, communities are compensating by hiring unqualified teachers. A joint strategy to deal with the implications of budget constraints on teacher motivation and training is important to engage in with all relevant actors.

- Were there any tools that you used in this work? If so, please describe them and attach a copy if possible.

See above, Also GCE did a study on teacher motivation. Although SL was not specifically featured, it is an important resource.¹⁹

- Please share any lessons learnt / outcomes / good practices resulting from this experience.

See above.

¹⁸ IMF (2007).

¹⁹ <http://www.campaignforeducation.org/resources/Nov2006/Cancelling%20the%20Caps.pdf> another publication reviewing other countries can also be made available.