

GPE'S SUPPORT FOR QUALITY TEACHING



Binta Ouedraogo Ilboudo with her third grade class in Ouagadougou, Burkina Faso.
GPE/Kelley Lynch

THE CHALLENGE

- **Not enough teachers:** According to the UNESCO Institute for Statistics, countries must recruit close to 70 million new teachers by 2030 to achieve Sustainable Development Goal 4. Funding constraints often lead to the hiring of temporary teachers.
- **Shortage of teachers in remote areas:** Schools in rural and remote areas have more difficulty in attracting and retaining qualified teachers. Available data also suggest that in many countries, teachers are not deployed efficiently based on the number of students.
- **Teachers are not well prepared to teach:** Many teachers do not have the content knowledge or pedagogical skills required to teach. Often, teacher education and professional development are unavailable or ineffective, failing to equip teachers to face the realities of the classroom.
- **High pupil-teacher ratios and large class sizes:** Teacher shortages result in low pupil-trained teacher ratios (PTTRs). As of 2020, only 39% of partner countries met the benchmark of a PTTR below 40 at the primary level.
- **Teachers' voices are missing in the policy dialogue:** Ensuring that teachers and their organizations are actively engaged at all stages of the decision making process is essential to achieve lasting improvements in the quality of education, as they are best placed to understand local needs and realities.

GPE RESULTS



67 MILLION

MORE CHILDREN have access to quality teachers since 2002.



In 2020, GPE's active grants included
\$172 MILLION
for **TEACHER DEVELOPMENT**.



Between 2016–2020, nearly
2 MILLION
TEACHERS were trained under GPE grants.

THE IMPORTANCE OF TEACHERS

Beyond any other school-based factor, teacher effectiveness is the most important predictor of student learning. Strong education systems have teachers who are equipped with the skills needed to teach effectively and are provided with professional development opportunities. Supporting teacher quality and development is key for improving learning outcomes and putting students on the path to success, reducing the number of out-of-school children and improving gender equity.

GPE APPROACH

GPE 2025, the partnership's strategic plan, includes quality teaching as a priority area and highlights the critical role of teachers in building effective and efficient education systems. GPE helps partner countries improve the quality of education by empowering teachers and ensuring they are well-trained, qualified and motivated:

- **Strengthening sector planning and data:** GPE helps countries diagnose challenges with regard to teachers and teaching; adopt clear goals and targets to address them; and establish appropriate budgets, action plans and monitoring systems to operationalize these strategies.
- **Funding:** In 2020, GPE directed \$172 million to support teacher developments, including teacher management, teacher recruitment, incentives and development of teacher management information systems.
- **Results-based financing:** GPE leverages the results-based portion of its grants to focus on innovative ways to support teachers and ensure more effective teaching and learning. Partner countries have selected a range of interventions to improve the teacher workforce, tying these results to additional disbursements. For example, Malawi has committed to improve student-teacher ratios in the most disadvantaged regions and is increasing the proportion of female teachers, and Mozambique is delivering effective teacher development and training.
- **Inclusion of teachers in policy dialogue:** GPE supports the engagement of teachers in sector

planning and monitoring and encourages the inclusion of teacher organizations in local education groups. Teachers' ownership and commitment are critical for the successful implementation of reforms.

- **Supporting teachers in responding to COVID-19:** GPE's COVID-19 grant funding has supported partner countries to train teachers on distance learning and psychosocial support, and to provide psychosocial support to teachers themselves. In total, GPE has allocated \$35 million worldwide to help teachers adapt to new distance learning methods.
- **Action at global and regional levels:** Through its Knowledge and Innovation Exchange (KIX), GPE is supporting the generation of research and capacity-building on teacher issues across countries. Three global grants focus on teacher professional development, while at the regional level KIX supports work in areas such as peer tutoring for teachers and school leaders, in-service teacher mentorship and support and community teacher development.

ETHIOPIA

Since 2008, GPE grants totaling \$548 million have supported education reforms to improve the quality of teaching and learning in over 40,000 schools in Ethiopia. GPE and other donors contribute to the country's education sector pooled fund, the General Education Quality Improvement Program. Thanks to this support, Ministry of Education developed a new curriculum and trained 300,000 in-service teachers and 100,000 pre-service teachers by 2018. In addition, GPE support enabled the government to increase the number of female leaders in schools. The share of female principals increased from 4% to 11% in primary school, and the number of additionally appointed trained female primary school principals increased from 3,150 to nearly 5,300 during 2014–17.

As a result, 44% of teachers in grades 1–4 were trained in 2013, up from just 3% in 2006. For grades 5–8, the percentage rose from 53% to 92% over the same period. A new system to monitor performance of schools, teachers and students has also been established. With 85% of primary-age children now in school, Ethiopia's next generation is on a path to a better future.