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GPE SUPPORT FOR QUALITY TEACHERS



Primary school teacher Marie Goreth Mukayiseng oversees the schoolwork of a grade 4 student at GS Rosa Mystica school in Kamonyi, Rwanda.
GPE/TransLieu/Nkurunziza

Teachers equipped with effective skills and professional development are fundamental to strong education systems. The Global Partnership for Education (GPE) supports partner countries to improve education quality by empowering teachers and ensuring they are well trained, qualified and motivated.

THE CHALLENGE

- **Teacher shortages** impact every country and are tied to challenges in recruitment and retention. Worldwide, **44 million** new teachers are needed by 2030 to achieve Sustainable Development Goal 4—inclusive and equitable quality education for all.
- There are gaps in **teacher preparedness** and major variations between countries in **access to qualified teachers**. Even when minimum qualifications are met, many teachers are still not prepared with enough pedagogical and content knowledge for the classroom. **More data is needed** on qualified teachers and teacher issues to better understand differences across educational levels and regions.
- Teacher salaries make up the largest share of domestic education budgets, especially in low- and lower-middle-income countries. **Inefficient teacher workforce development and management** has a costly impact on the teaching and learning process.
- **Teachers' voices are missing in policy dialogue** despite their deep understanding of local needs and realities.
- Gender equality in education cannot be achieved without **gender equality in the teacher workforce**. Countries with more female primary teachers are more likely to have girls enrolled in secondary school. But the female teaching workforce varies globally: in some countries, less than 25% of primary teachers are female.

GPE RESULTS



US$735 MILLION INVESTED

in quality teachers and teaching in partner countries through GPE grants active in fiscal year 2025.



187 MILLION CHILDREN

have had access to professionally trained teachers in GPE partner countries since 2021.



4.7 MILLION TEACHERS TRAINED

through GPE-funded programs since 2021.

GPE Transforming Education

MULTIPLY POSSIBILITY FUND EDUCATION

For all sources visit: www.globalpartnership.org/data.

WHY QUALITY TEACHING MATTERS

The learning crisis is a teacher crisis. Beyond any other school-based factor, teacher effectiveness is the most important predictor of student learning. Quality education hinges on the quality of teaching to improve learning outcomes, reduce how many girls and boys are out of school and put students on the path to learning and success.

Teachers are the foundation to strong education systems. And a strong teacher workforce needs to be equipped with the skills to teach effectively, have access to professional development, be supported and managed effectively, and be motivated by appropriate salaries, decent working conditions and pathways for career growth.

GPE APPROACH

GPE recognizes the critical role teachers have in building effective, efficient and inclusive education systems and improving teaching quality by:

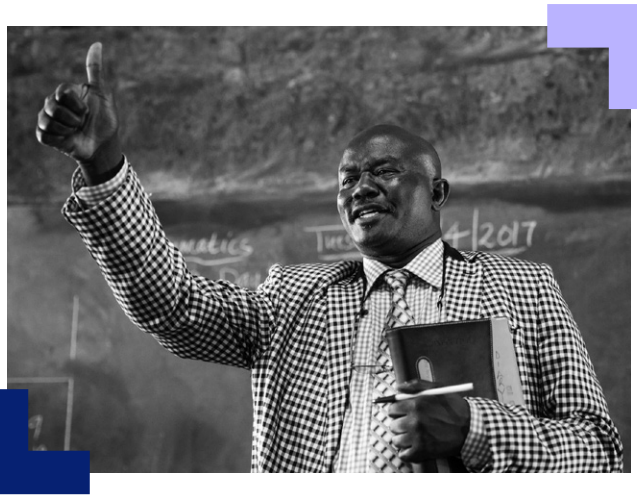
- Supporting countries to **identify and address challenges** to quality teaching and teacher training. GPE promotes focused investments in evidence-based policies and programs and having better data on teachers to advance teaching quality, support and management.
- **Mobilizing funds** for teacher pre- and in-service training, coaching and mentoring, as well as tools and resources for teacher management and pedagogical support.
- **Including teachers in policy dialogue**. GPE promotes engaging teachers in education sector planning and monitoring and the inclusion of teacher organizations in local education groups. Engaging teachers and their organizations at all stages of education policy decision making processes is essential to lasting improvements in education.
- **Funding teacher training on distance learning and student psychosocial support** through grants that partner countries have also used to provide psychosocial support to teachers.

KENYA

In Kenya, a partner country since 2005, GPE funding has been used to develop a new tool to assess teacher performance and competency, and to train 102,000 primary school teachers in mathematics instruction to improve children's mathematics skill in the early grades.

The Teacher Performance Appraisal Development (TPAD) tool was successfully rolled out in 4,000 pilot schools to 32,700 teachers and then extended to all primary schools nationwide. As a result, around 258,000 teacher appraisals were completed to support primary school teachers' professional development and identify areas to promote quality teaching.

To understand the impact of the mathematics teacher training, over 218,500 lessons were observed by curriculum support officers who then gave feedback to teachers. Surveys were also given to teachers for them to share their experience. Most teachers rated the training and support as very useful, and the observation activities have been institutionalized within the Teacher Service Commission through the TPAD system.



A primary school teacher in front of his class in Kenya.
GPE/Kelley Lynch

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