



GPE's Support for Teachers

GPE results

Supporting teachers and their professional development is a high priority for GPE. To date, GPE's support has contributed to remarkable progress in this area:

100%



OF GPE IMPLEMENTATION GRANTS
included support to teachers in 2018

72%



OF PRIMARY TEACHERS AND 65% OF LOWER-SECONDARY TEACHERS
received pre- or in-service training in partner countries in 2017

347,000



TEACHERS WERE TRAINED
with GPE funding in 2018, compared to 98,000 in 2014

The challenge

- **Not enough teachers:** According to the UNESCO Institute of Statistics (UIS), countries must recruit close to 70 million new teachers by 2030 to achieve SDG 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.
- **Teachers are not well-prepared to teach:** Many teachers do not have the 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.
- **Teachers' voice is missing in the policy dialogue:** Ensuring that teachers and their organizations are actively engaged and early on in 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.

The importance of teachers

Teachers form the backbone of the education system and are key to the learning process. 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 to:

- ▶ Improving learning outcomes and reducing the number of out-of-school children
- ▶ Improving gender equity, social cohesion as well as peace and sustainable development
- ▶ Putting students on the path to learning and success.

GPE approach

GPE 2020, the partnership's strategic plan, highlights the critical role of teachers in building effective and efficient education systems. Through its operational model, GPE helps developing countries improve the quality of education by empowering teachers, and ensuring they are well-trained, qualified, and motivated.

To support teachers, GPE promotes the following interventions:

- ▶ **Better sector planning and data:** GPE helps countries diagnose challenges with regards to teachers and

teaching; adopt clear goals and targets to address them; and establish appropriate budgets, action plans, and monitoring systems to operationalize strategies.

- ▶ **Funding:** In FY18, all GPE grants supported teacher training, and most of them supported teacher management, teacher recruitment, incentives, and development of teacher management information systems.
- ▶ **Leveraging the results-based portion in 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. 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.
- ▶ **Empowering teachers:** 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 is critical for the successful implementation of reforms.

Together with global and regional partners, GPE is also improving quality teaching and learning in Africa, through **joint initiatives** and **funding evidence and research**.



Ethiopia

Grants totaling US\$368 million supported education reforms to improve the quality of teaching and learning in over 40,000 schools. Key to improve learning are trained teachers and a modern curriculum. With GPE's support a new curriculum was developed and nearly 300,000 teachers received in-service training, and over 100,000 teachers completed pre-service training by 2018. 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.



Cameroon

GPE has partnered with Cameroon since 2006, supporting its education sector with knowledge, innovation and funding of over US\$100 million. GPE has helped the government address the critical shortage of teachers, particularly in disadvantaged areas. With GPE support, the government has hired 37,000 qualified teachers, 60% of whom were women—important role models to keep girls in school and learning. GPE support has also enabled the government to hire more than 7,000 community teachers—whose salaries had been previously paid by parents—reducing the burden on families. More than 60,000 teachers have been trained in how to use textbooks and teaching guides. The government has also implemented an education monitoring system to ensure that qualified teachers are available in all regions. These improvements have contributed to an increase in the lower secondary completion rate from 27% in 2008 to 48% in 2016.