

# GPE'S SUPPORT FOR QUALITY TEACHING



Teacher Alice Askie in a school constructed with support from GPE in Brewerville, Liberia. GPE/ Kelley Lynch

Teachers who are equipped with effective teaching skills and provided with professional development opportunities are a fundamental part of 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

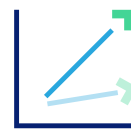
- ▶ **Teachers' voices are missing in policy dialogue:** Engaging teachers and their organizations at all stages of education policy decision making processes is essential to achieve lasting improvements in education quality, as they understand local needs and realities.
- ▶ **Gaps in teacher preparedness:** Across GPE partner countries, 58 percent of pre-primary teachers, 79 percent of primary teachers and 71 percent of secondary teachers have the required minimum qualifications.
- ▶ **Unequal access to qualified teachers:** On average, there is 1 trained primary teacher per 58 students in sub-Saharan Africa and 1 per 40 students in South Asia. Within countries, poorer rural areas tend to have fewer, less qualified teachers.
- ▶ **Large class sizes:** In more than two thirds of GPE partner countries, on average, children attend school in classes with more than 40 students.
- ▶ **Not enough teachers:** Worldwide, 69 million new teachers are needed to ensure that every child is in school and learning by 2030: 24.4 million for primary school and 44.4 million for secondary school.

## GPE RESULTS



# 67 MILLION

**MORE CHILDREN** have had access to professionally trained teachers in GPE partner countries since 2002.



More than

# 675,000

**TEACHERS** were trained with GPE funding in 2022, compared with 98,000 in 2014.



# 72%

 of primary teachers and 

# 65%

 of lower-secondary teachers

received pre- or in-service training in GPE partner countries in 2017.

## WHY QUALITY TEACHING MATTERS

Beyond any other school-based factor, teacher effectiveness is the most important predictor of student learning. Supporting quality teaching is key to:

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

## GPE APPROACH

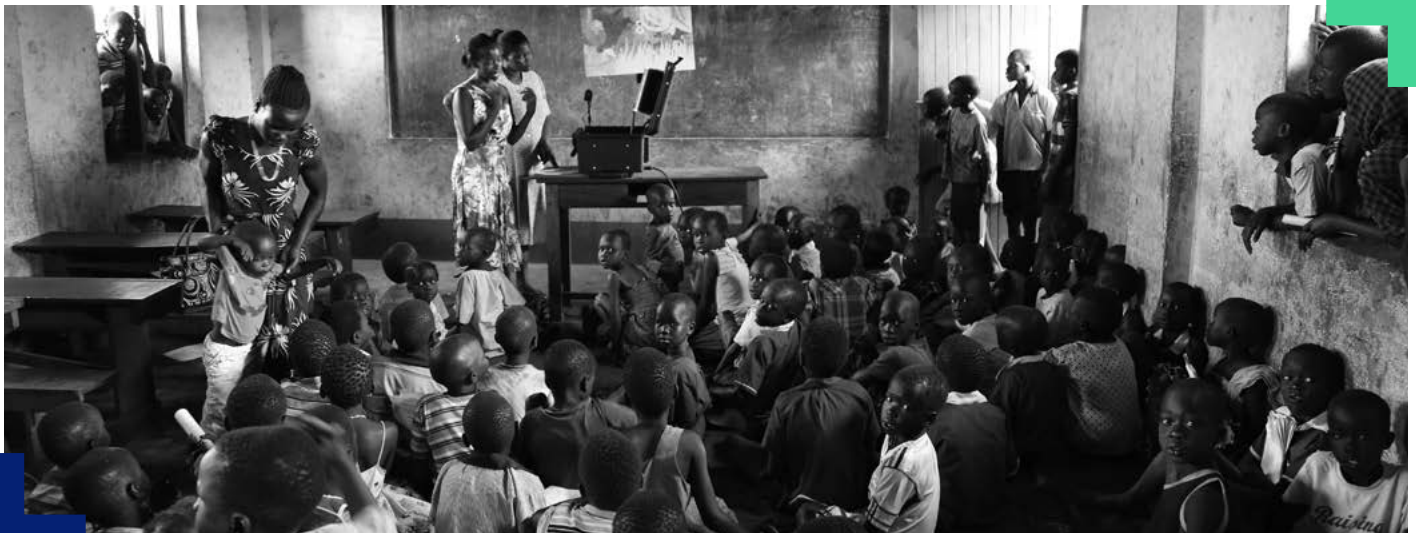
GPE recognizes the critical role of teachers in building effective and efficient education systems. Our commitment to improving teaching quality includes:

- Helping countries identify and address challenges relating to teaching quality. GPE supports countries to develop better data on teachers as well as policies for advancing teaching quality.
- Mobilizing funds to support quality teaching. GPE directed US\$528 million in 2022 to teachers and teacher-related activities, including pre- and in-service training, teacher coaching and mentoring, teacher management and tools such as teaching guides and other pedagogical resources.

- Including teachers in policy dialogue. GPE supports the engagement of teachers in sector planning and monitoring and encourages the inclusion of teachers organizations in local education groups.
- Supporting teachers in responding to COVID-19. GPE funding has helped countries train teachers on distance learning and psychosocial support, and to provide psychosocial support to teachers themselves.

## UGANDA

In Uganda, GPE has supported the government in building a stronger teaching force. With a \$100 million grant from GPE, a program running from 2014 to 2020 trained 14,500 teachers, 2,500 head teachers and 1,500 primary teacher college tutors on early grade reading. Student reading assessment scores improved during this period, pointing to the positive impact of training. The GPE grant also supported better teacher supervision through technology, trained head teachers and deputy head teachers on school management issues and provided curriculum-based teaching and learning materials.



A preschool classroom in Uganda.  
GPE/Chantal Rigaud