



Department
for International
Development



What do we know about attracting and retaining effective teachers and what is DFID doing?

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Outline

1. Learning (and Teaching) crisis
2. DFID Education Position Paper
3. Attracting & Retaining Teachers: what do we know?
4. What is DFID doing to support teachers?
5. How can the International Teacher Task Force most effectively contribute?

Learning (and Teaching) Crisis

At least 250 million children cannot read or count, even if they have spent 4 years in school (UNESCO, 2012)

“Quality teaching can be understood as teaching that produces learning. In other words, there can indeed be a task sense of teaching, but any assertions that such teaching is quality teaching, depends on student learning... we label this sense of teaching *successful teaching*” (Fenstermacher and Richardson, 2005)

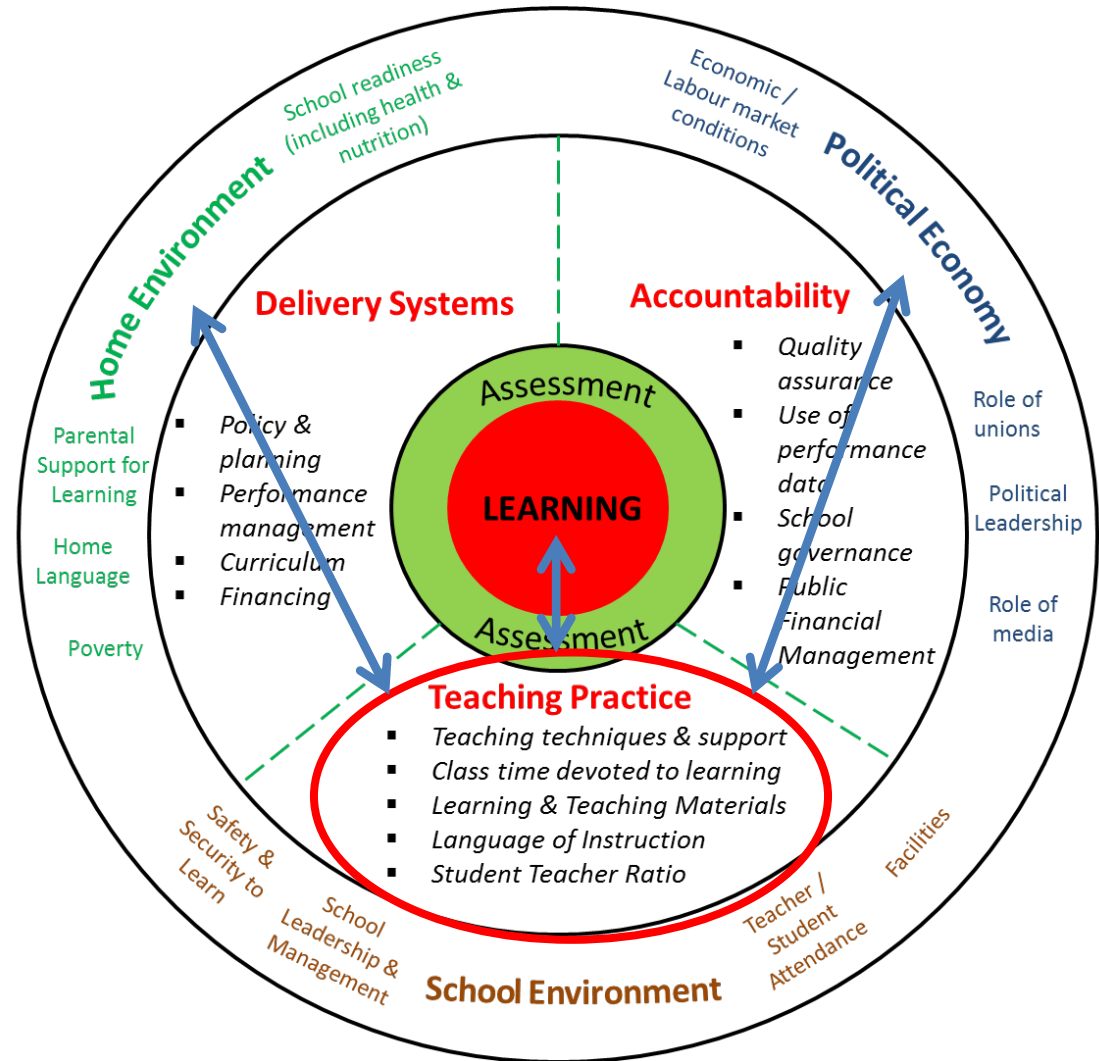
Global shortfall in teachers – attrition - teacher attendance

The challenge is not just to attract and retain teachers but to ensure **effective teaching and learning** takes place when the teacher is in the classroom

Education Position Paper: Improving Learning, Expanding Opportunities

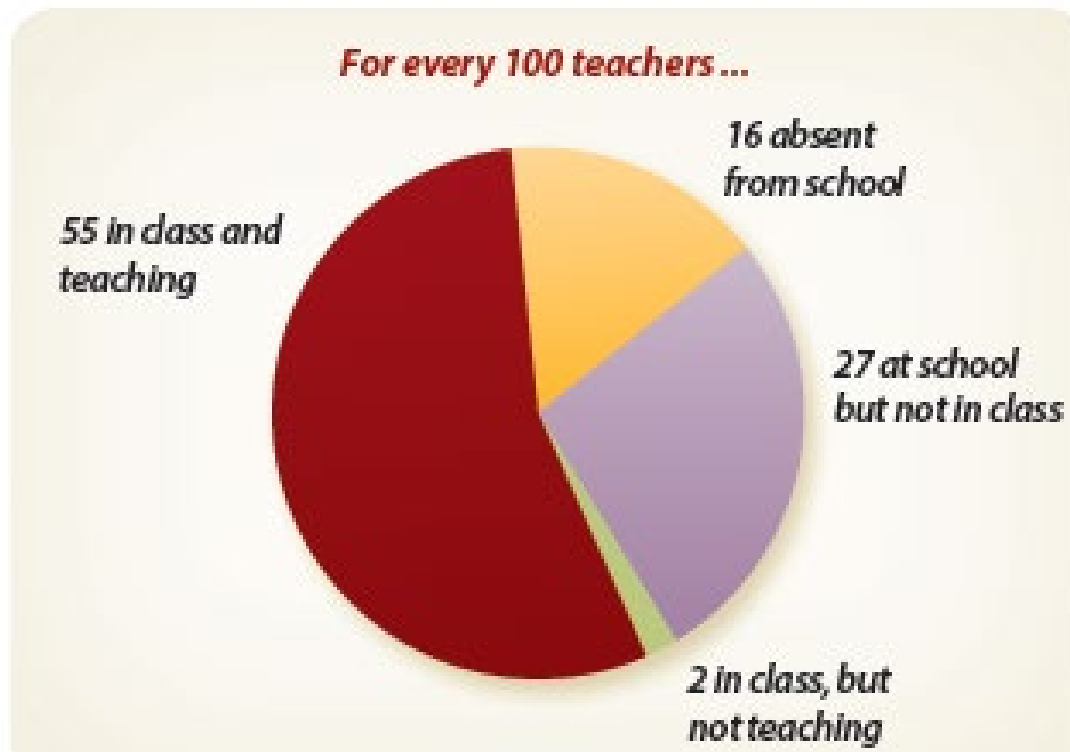
Priorities:

1. Improve learning
2. Reach all children, especially those in fragile states
3. Keep girls in school, helping the most marginalised girls stay in school and learning for longer



Teachers and their practice are central, but...

Kenya Service Delivery Indicator Report (World Bank, 2012)



Teacher absence rates

Ethiopia	11%
Ghana	27%
Tanzania	23%
Uganda	40%
Nepal	9%
India	25%

(Variety of sources, not all nationally representative and contested)

What explains this?

Multiple inter-related factors that may include:

- Status and career progression
- Motivation
- Support materials
- Peer support
- Pay

(Bennell, 2004; Mtika & Gates, 2011; Rogers & Vegas, 2013)

Attracting & Retaining Teachers: what do we know

1. Attracting teachers into the profession:

- Inter-related dimensions related to the recruitment of competent teachers: supply, distribution, quality and cost
 - Perceived trade-off between supply (e.g. need to lower entry requirements) and quality?
- Addressing factors that motivate people to teach

2. Retaining teachers to teach effectively:

- Teacher education
- Support, incentives, training & development
- Accountability

Mulkeen, 2004; Kadzamira, 2006; Heneveld & Craig, 2008; Filmer & Lieberman, 2002; Vegas, 2007)

Examples of DFID's support for teachers

- **Malawi:** support a new teacher training college (+300 teacher pa, of whom 50% are female)
- **Mozambique:** working with government to develop an incentive system for high-performing head teachers and teachers, including a multi-year training programme
- **Ghana:** supporting untrained teachers to become qualified through the Untrained Teachers' Diploma
- **Zimbabwe:** DFID support to the CAMFED is providing 64,000 girls career advice which promotes teaching
- **India:** supporting the UK Open University and Indian partners to provide high quality support materials to 1m classroom teachers

What role for the Task Force?

1. Focus on **effective teaching**
2. **Evidence on what works** – linking up with the World Bank Service Delivery Indicator (SDI) programme; PASEC / SACMEQ / SEAMEO
3. Policy recommendations to address the **systemic challenge** of rapidly expanding systems
4. Compelling **contribution to post-2015** discussions on education – clearly defined, simple to understand and measurable