



The global learning crisis reveals a critical challenge in many low- and middle-income countries: despite impressive gains in primary school enrollment, educational investments do not convert into student learning. The available evidence suggests that this gap largely arises from a teaching crisis, creating a cycle where inadequately trained teachers continue to shape future educators.

RESEARCH PROJECT

Teacher Professional Development at Scale: Leveraging Teachers' Perspectives for Success

IMPLEMENTING PARTNERS

**HELVETAS Swiss
Intercooperation;
University of Bern;
Ruaha Catholic University;
University of Zambia**

KEY THEMES

**Scaling teacher
professional development
and training of trainers**

PROJECT BUDGET

€ 745 849

COUNTRIES OF IMPLEMENTATION

Tanzania - Zambia

PROJECT DURATION

18 months

CONTACT

Georg Felber
Georg.Felber@helvetas.org

Scaling approaches for teacher professional development

This project evaluates two approaches to scaling teacher professional development: peer-to-peer cascading and training-of-trainers models. It also integrates teachers' perspectives on new pedagogical techniques to generate practical, teacher-centered recommendations for more effective professional development.

Key objectives

- Study teacher beliefs and perspectives as a central mechanism in the scalability of a proven in-service teacher training programme in Tanzania;
- Assess the applicability of experimental findings from Tanzanian primary schools in Zambian secondary schools, where the same professional development program has been implemented in 2021/22.

Methods

- Large-scale randomised controlled trial with 900 teachers in Tanzania, and quasi-experimental analysis of ex-post data in Zambia.
- Classroom observations, survey based choice experiments and chronometer measures

This research project is funded by the European Commission under the Regional Teachers Initiative for Africa.

Funded by



Implemented by



Supported by

