

SUPPORTING TEACHERS TO IMPROVE TEACHING AND LEARNING

GPE KIX Scoping Study Working Paper



Canada 



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ACRONYMS

CPD	Continuous professional development
CWD	Children with disabilities
ECCE	Early childhood care and education
EECCA	Eastern Europe, Caucasus, and Central Asia sub-region within EMAP
EiE	Education in emergencies
EMAP	Eastern Europe, Middle East and North Africa, Asia and Pacific region
EMIS	Education management information systems
FCV	Fragility, conflict, and violence
FGD	Focus group discussion
IDP	Internally displaced person
GESI	Gender equality and social inclusion
GPE	Global Partnership for Education
GRP	Gender-responsive pedagogy
IDRC	International Development Research Centre
KIX	Knowledge and Innovation Exchange
LAC	Latin America and the Caribbean region
LGBTQI+	Umbrella term for lesbian, gay, bisexual, transgender, and queer individuals
LMIC	Lower- and/or middle-income countries
MENA	Middle East and North Africa
PSS	Psychosocial support
SEAP	Southeast Asia and the Pacific sub-region within EMAP
SOGI	Sexual orientation or gender identity

TMIS	Teacher management information system
TPD	Teacher professional development
TVET	Technical and Vocational Education and Training

1 INTRODUCTION

This paper is one of a series of working papers commissioned by the [Global Partnership for Education \(GPE\) Knowledge and Innovation Exchange \(KIX\)](#), a joint endeavour with Canada's International Development Research Centre, to inform its applied research and knowledge exchange activities. GPE KIX works through four hubs, comprising 85 countries worldwide: [Africa 19](#), [Africa 21](#), [Eastern Europe, Middle East and North Africa, Asia and Pacific \(EMAP\)](#), and [Latin America and the Caribbean \(LAC\)](#).

This paper summarises key priorities surfaced through consultations with relevant education stakeholders in GPE partner countries and the review of selected country documents and literature with respect to teachers and teaching. The paper focuses on two primary sub-themes related to teachers: **teacher education and development** and **teacher management**. Within the first theme, the paper focuses on topics related to pre-service teacher education, teacher induction, and in-service teacher professional development, including the pedagogies and curriculum guiding teaching and learning. The second sub-theme addresses topics related to teacher assessment and the measurement of teacher effectiveness, teacher motivation, teacher recruitment, deployment and retention, and teacher career pathways and progression, as well as teacher wellbeing.

In what follows, the paper begins by establishing the paramount importance of supporting teachers and understanding the ways in which gender equality, social inclusion, and education in emergencies crosscut the theme. The paper then overviews the process used to collect data to surface thematic priorities and presents the overall findings of the conducted research that support the selection of 'Teachers' as a primary theme. For each sub-theme, the paper then elaborates on specificities across the four KIX regions. The paper concludes with suggestions for research for each of the sub-themes.

2 BACKGROUND

Teachers, and the quality of their teaching output, are critical in determining student learning. Extensive research has shown that teachers are the most important school-level factor influencing students' academic achievement (Chetty et al., 2011; Dorn et al., 2017; Evans & Popova, 2016; Hattie, 2009). Effective teachers possess the skills, knowledge, and attitudes to create engaging and meaningful learning experiences for their students, employing various pedagogical approaches that cater to individual learning styles and abilities. Through skilful instruction and timely assessments, teachers can identify students' strengths and weaknesses, adapting their teaching methods to address their specific needs and promote academic growth.

Yet not all students have access to qualified or capable teachers who can provide them with the pedagogical support that they need for quality learning. Even before the COVID-19

pandemic, many students were going to school without learning or developing critical skills. The World Bank (2022) estimates that prior to the pandemic 57% of 10-year-olds experienced 'learning poverty,' meaning they were unable to read and comprehend a simple age-appropriate text, and that the rates of improvement in learning were already very slow. Further, this global average masks significant differences across regions and countries, as well as variations within countries, based on student socio-economic level, gender, or household location, among other factors. Students from marginalised groups, such as refugees or displaced learners, ethnic or linguistic minority groups, or learners with disabilities and other special education needs are particularly disadvantaged and have limited access to trained and qualified teachers equipped to adequately address their cognitive, social-emotional, or other needs (UNESCO, 2020a).

For decades, teachers have been at the forefront of education reforms. This agenda was particularly exemplified in the 2015 Sustainable Development Goals (SDGs), where SDG4 commits to quality and inclusive education for all. SDG4 was symbolic of the recognition that access to school does not always translate to learning, and that teachers themselves must be supported in order to improve teaching processes and ultimately student learning. The past two decades have also seen educational reforms focusing on quality teaching, including, for example, new theories and instructional strategies, such as learner-centred pedagogy (Bremner et al., 2022; Schweisfurth, 2015). Learner-centred strategies—such as the use of group work, open and closed questioning, the provision of feedback, or the utilisation of learning materials beyond the textbook—can enhance student motivation and engagement, leading to improved learning outcomes (e.g., Westbrook et al., 2013). Competency-based curricula, which often integrate learner-centred approaches, have also gained prominence, emphasising the mastery of specific skills and knowledge rather than a rigid focus on content (Anderson-Levitt, 2017).

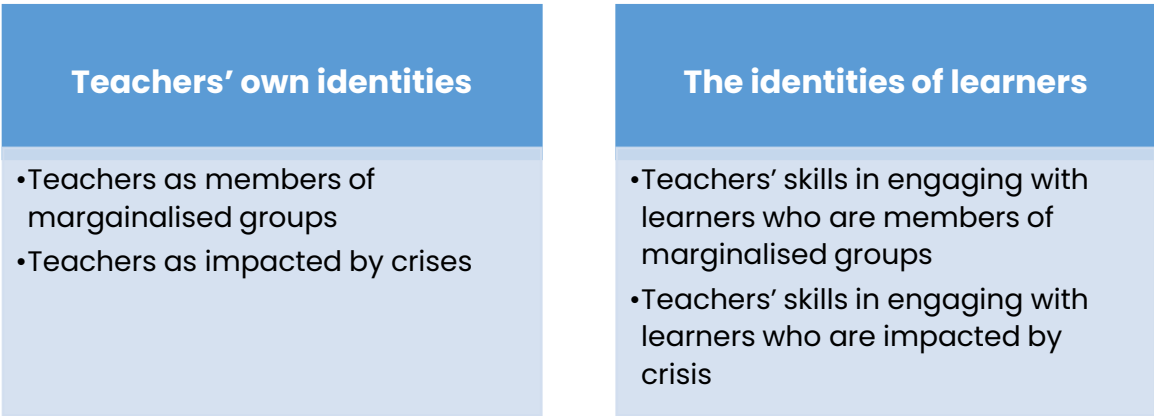
Skills have been an increasing focus in education in the 21st century, preparing students for the complexities of the modern world and environments that are rapidly changing due to globalisation, digital technology, and challenges such as climate change or mass displacement (D'Angelo, 2022). A growing body of literature explores the need to develop learners' skills, including not only foundational skills in literacy, numeracy, and social-emotional learning, but also transferable work-related or 'life' skills, including critical thinking, problem-solving, teamwork, or conflict resolution (Brown et al., 2015; Care et al., 2018; GPE, 2021). Teachers play a central role in implementing these pedagogical and curricular changes, guiding students towards becoming lifelong learners and active members of society. However, a substantial body of literature points to challenges when trying to implement competency-based curricula or learner-centred pedagogy in practice, as teaching is shaped by cultural, political, economic, and material realities (Anderson-Levitt, 2017; Schweisfurth, 2023; Vavrus & Bartlett, 2012). Teachers, clearly, are the lynchpin for improving education systems and learning outcomes worldwide. However, as this paper goes on to demonstrate, they require support

through ongoing, effective education and development, and through management which demonstrates respect and attention to their professional needs.

2.1 Cross-cutting themes for teachers

Issues related to **gender equality and social inclusion (GESI)** and **education in emergencies (EiE)** crosscut this theme in two ways, as presented in Figure 1, and explained in more detail below. First, teachers themselves are diverse, and thus they are often members of marginalised groups, where forms of bias and discrimination can impact their work and their individual well-being. Further, they can be impacted by emergencies and often must undertake their work in difficult circumstances. Marginalisation and contextual emergencies can interact, meaning that those who are already marginalised can experience compounded impacts in crisis scenarios. Second, GESI and EiE impact student populations, and thus teachers require particular skillsets to effectively engage children from marginalised groups and those impacted by crisis.

Figure 1. GESI and EiE as cross-cutting themes for teachers



First, teachers may face unique challenges based on their individual or environmental circumstances that can adversely affect their job performance and well-being, ultimately hindering their ability to teach effectively. Substantial research has shown, for example, that female teachers often face gender-based violence and harassment in and around schools (e.g., Parkes et al., 2016). In FCV contexts, women become more at risk, as school buildings and education more broadly are often subjects of attacks (Falk et al., 2019; INEE, 2022). Refugee teachers often face discrimination from host communities or policies that do not recognise their teaching qualifications and thus limit their ability to secure a job (Falk et al., 2019). Others, including teachers of ethnic and religious minority groups (Santoro, 2015) and teachers from LGBTQI+ communities (Civicus, 2023) may face social exclusion and 'othering' from their colleagues, school leadership, students, and parents. Furthermore, teachers with disabilities, though an under-researched area, face specific challenges in relation to accessing the same training and development opportunities (Singal & Ware, 2021). Importantly, however, the literature also shows the importance of having diverse teachers that represent the student population: women as role models for girls, teachers with disabilities as role models for learners

with disabilities, ethnic, racial, and LGBTQI+ representation among the teaching workforce, and refugee teachers to support and act as cultural brokers for refugee students (Figlio, 2017; GPE, 2023; Singal & Ware, 2021). Fostering an inclusive teaching workforce enriches the learning experience for all students and contributes to more equitable education.

The outbreak of the COVID-19 pandemic has brought to light the unique challenges faced by teachers working in emergencies or humanitarian settings. During school closures, teachers had to rapidly adapt to a new work environment and innovate with remote teaching strategies. Teacher preparedness for remote education and their access to technology inevitably influences their effectiveness. Yet, a global survey of teachers found that less than half (42%) of teachers had access to their own device and almost a quarter (23%) did not have access to the Internet, with notable differences between public and private schools as well as those in rural and urban areas (Pota et al., 2021). As indicated in the most recent *Global Education Monitoring Report* (UNESCO, 2023c), most teachers lack training and pedagogical support on how to use technologies for digital instruction and assessment. Further, as a result of the COVID-19 pandemic, teachers have had to respond to new challenges, including students' poor mental and physical health and learning loss caused by prolonged school closures. A growing body of research addresses emerging trends, such as training teachers in technology, or digital teaching or assessment strategies for diverse learners (e.g., Hennessy et al., 2022). Further, the COVID-19 pandemic has brought to the forefront the paramount importance of teachers in emergency contexts, and the need to support their safety and wellbeing, not only as a conduit to student learning, but as an important commitment unto itself (INEE, 2021). Improving teaching, reducing and prioritising the curriculum to focus on the development of foundational skills in literacy, numeracy and social-emotional learning, and drawing on learning assessment data to provide remedial and tailored learning support are key strategies for not only recovering from learning loss but also accelerating the speed at which it is done (World Bank, 2023).

Further, as detailed in the related [scoping study on gender equality and social inclusion](#) (GESI; Cameron et al., 2023), teachers require training and support to ensure attention is given to the individualised needs of all learners and to ensure that the classroom is free from bias and discrimination. The most referenced marginalised groups within our data set included the following:

- children with disabilities (CWD; including physical and/or learning disabilities)
- girls (in general and overlapping with other identity markers)
- children living in rural, remote, or other deprived geographic areas
- children who are migrants, refugees, or internally displaced people (IDPs)
- children living in poverty (including both urban and rural forms of poverty)

Other marginalised groups include ethnic or linguistic minorities, indigenous populations, nomadic and rural pastoralist communities, pregnant adolescents and adolescent parents, child labourers, children in incarceration or detention, children impacted by HIV/AIDS, children

who are single or double orphans, children impacted by legal and illegal substance abuse, over-aged learners, young people with divergent sexual orientation or gender identity (SOGI), and children associated with the armed forces and armed groups, among others. In each context, these identities can be overlapping.

Due to the diversity of learners, the need for inclusive and gender-responsive pedagogy, curricula, and school management featured heavily in the earlier GESI scoping study, with key overlaps for the theme of Teachers as well. Working with diverse populations of learners means that teachers need to address their own internalised biases, and teacher education systems need to pay attention to individualised learning techniques and the provision of safe, inclusive learning spaces where all are welcome (GPE, 2023).

2.2 Note on methodology

The themes and sub-themes presented in this working paper were identified through a three-month research process conducted across the four KIX hubs. Research comprised three data sources. The first data source, a survey to rank thematic priorities and identify sub-themes that was deployed in five languages (English, French, Spanish, Russian, and Arabic), had responses from a total of 158 participants from 59 of the GPE partner countries (see Annex 1 for a list of countries that responded). Following the survey, 18 focus group discussions (FGDs) were conducted in collaboration with the regional hubs, with participants providing further depth and context for understanding thematic priorities. A total of 90 participants from 51 countries took part (see Annex 1). Finally, a review of key documents published in 2019 or later indicating national education priorities was also conducted for all 85 GPE partner country contexts. In some rare instances, documents from 2018 were used when no more recent materials could be identified. A total of 258 documents were reviewed for thematic priorities and key sub-themes within those priorities. For the document review, education sector plans and other government documents were prioritised as representing national priorities; these were supplemented by reports from United Nations agencies (e.g., UNESCO, UNICEF), multilateral organisations (e.g., the World Bank), and non-government organisations, especially those with regional expertise, when government documents could not be located.

Qualitative data from the survey was coded twice: first, by the Education Development Trust team member responsible for that region, and then by the team leader. The two code sets were compared and organised into emergent central sub-themes. The data from the focus groups and literature was also coded and compared against the emergent themes, providing spaces for sub-theme expansion or revision. The emerging sub-themes were finalised with support from IDRC, and they were selected due to their representation across all hub contexts and alignment with key gaps in the global knowledge base, making them suitable for future research under GPE KIX funding.

The sub-themes were validated in two ways: first, validation workshops for each theme were organised via the regional hubs to invite GPE KIX representatives and national and regional

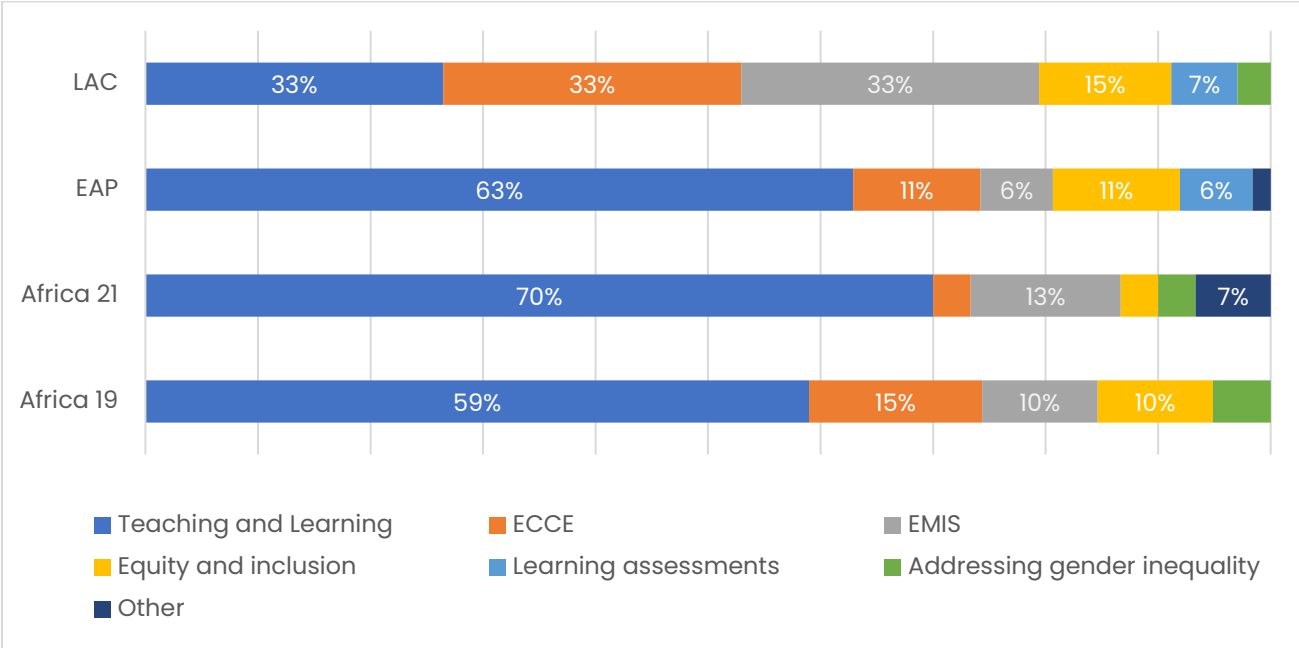
thematic experts with expertise in the teaching sector. In those validation meetings, the sub-themes and relevant data from the regional hub were presented. Attendees were able to comment on the sub-themes, provide additional data, and comment on innovations to address some of the challenges discussed. Second, brief data reports, summarising data for each hub, were distributed among hub contacts; this step provided content for discussion in the workshops, and also invited feedback from respondents who were unable to attend the events. Across hubs, there were some differences with validation processes due to the level of participation. In the EMAP hub, finalised data reports were sent out to GPE and national contacts for a final 'no objection' phase. Further, as is evident in the data presentations later in the paper, some hubs, namely LAC, validated data via the use of regional specialists, with expertise in multiple contexts. In the other hubs, validation was conducted with national representatives with technical expertise in the teaching sector, and so gaps in representation in the data streams have been addressed using the literature. In total, more than 130 thematic experts participated in the validation activities, indicating any data gaps, key national and regional examples, promising policies and practices, and key areas for further research (see Annex 1 for more details).

Data for each sub-theme is presented later in this paper. Within regions and sub-regions, there is extensive national variance and the challenges for teacher education and management look different according to the country, and, for some sub-themes, they may not relate to every country within the regional hub. In the later data presentation, the examples provided are also not comprehensive, but they provide an illustration of some of the distinct challenges that countries face, as surfaced through the data collection activities.

3 TEACHERS: A TOP THEME FROM OUR RESEARCH

Perhaps unsurprisingly, in our research, Teaching and Learning was the most heavily represented theme. In our survey, 98% of respondents indicated that it remained a key priority area for their country contexts, and nearly 60% ranked it as the first priority from a list of seven. It was selected as one of the top two themes by 72% of respondents and 94% listed it among their top four themes. When disaggregated by regional hub, it was most strongly represented in the EMAP and Africa 19 and 21 regional hub responses (see Figure 2).

Figure 2. Percentage of participants who selected each theme as the first choice



Even when respondents provided write-in responses for the ‘Other’ category, there was strong representation of themes which could ostensibly fit within Teaching and Learning, including education technology, teacher training and development, and issues of teacher management, including pay, performance, deployment, and wellbeing.

Along with ranking themes, survey respondents were also asked to provide write-in detail on which sub-themes were most relevant for their contexts. In comparison with the other themes, Teaching and Learning received an average of 2.89 codes per response in contrast with 2.37 codes for Learning Assessments, 2.35 for Education Management Information Systems (EMIS), and 2.31 for Early Childhood Care and Education (ECCE). In receiving the greatest number of write-in responses with the most detail, respondents again demonstrated the importance of the theme, along with the sheer breadth of sub-topics which fall within it. When coded, three sub-themes emerged: teachers, curriculum and pedagogy, and learning. Teachers emerged as the sub-theme with the greatest number of codes, comprising 151 of the total 347 codes for the theme.

Across focus group discussions (FGDs), there was great attention given to challenges related to Teaching and Learning, and coding from the FGD data demonstrated that the theme had the greatest number of codes, indicating that it was the most-discussed theme. Again, the data demonstrates the many sub-themes contained within Teaching and Learning, but many of the areas discussed mirror those suggested by the survey. As with the survey, there was extensive attention given to issues related to teachers (pre- and in-service teacher education, teacher training for inclusion, teacher motivation, and teacher management), pedagogy, education technology, and specific subjects like language learning or science, technology, engineering, and mathematics (STEM) or STEM with the inclusion of art (STEAM).

Finally, in the literature, Teaching and Learning was strongly represented; it was coded as a primary theme for approximately 70% of all documents reviewed. Again, teacher training was the most-mentioned sub-theme, appearing in nearly 60% of all documents. Other key sub-themes within Teaching and Learning include teaching and learning materials (TLM; coded as a theme for 42% of documents); teacher management (39%), pedagogy and instruction (37%), education technology (33%), teacher wellbeing and motivation (27%), specific subjects, including languages and STEM/STEAM (16%), and curriculum reform (12%).

In collaboration with IDRC, 'Teachers' was selected as a theme for this working paper. In disconnecting teaching and learning, our intention is to specifically focus on the challenges facing teachers in delivering educational quality. In the sections that follow, we present the two key sub-themes for Teachers drawn from the three data sources: **teacher education and development**, and issues of **teacher management**. These two sub-themes were validated by national and regional experts, who provided additional nuance and details, which are discussed within under Regional Specificities in the sub-sections that follow.

4 SUB-THEME 1: TEACHER EDUCATION AND DEVELOPMENT

Education and professional development permeate all stages of a teacher's career path. It begins with pre-service education, where trainees acquire the foundation skills required for their later work at the front of the classroom, and carries into induction, where teacher trainees are hired, oriented, and supported in the first stages of their employment. Throughout their career, continuous professional development ensures that they are engaged in ongoing skills improvement and able to implement any curricular or pedagogical reforms.

This sub-section begins with an overview of the global ecosystem of teacher education across the world, and then is followed by a brief review of how teacher education and development appeared as a key sub-theme at the top level of our data. Next, data on regional specificities for teacher education is presented for each of the four hubs.

4.1 Background: Teacher education and development worldwide

Across the world, there is great variety in the forms of education, training, and credentialling that teachers receive and differences in the level of education required for pre-primary, primary, and secondary teaching qualifications. But across contexts, there are shared challenges demonstrated in the literature. In many lower- and/or middle income-countries (LMICs), initial pre-service teacher education or in-service teacher development remain theory-laden and distant from the classroom, thus undermining their effectiveness (GPE, 2020; Power, 2019). Additionally, there is often misalignment between student curricula and learning assessment practices (Care et al., 2018). Literature points to the importance of making comprehensive teacher policies, including teaching standards, curriculum, and teacher guides or textbooks that are aligned in their goals and learning objectives (UNESCO, 2023b). Training teachers in structured pedagogy, with accompanying resources, tools, and lesson plans for implementation, has yielded consistent positive effects on student achievement (Snilstveit et al., 2015) and was recognised as a ‘smart buy’ in the recent *Cost-Effective Approaches to Improve Global Learning* report (GEEAP, 2023).

Teacher induction is a critical period for teachers, as they transition from pre-service to in-service teaching. The early stages of teachers’ careers are pivotal moments in which teachers not only develop key skills, but also their own attitudes and beliefs about their practice and their ability to do their jobs effectively. Thus, well-structured and supportive induction programmes can play a major role in setting the foundation for a productive career trajectory for teachers (Education Commission, 2019; GPE, 2022). A recent evidence review found that quality induction support for teachers—for example, in the form of coaching or mentoring—supported both the recruitment and retention of early-career teachers (Education Endowment Foundation, 2023). There is limited but promising evidence on the impact of coaching from LMICs: an evidence review from GPE (2020) indicates that even short-term coaching experiences can impact teacher behaviour. However, better evidence is needed across contexts, including data on how induction programmes can support the recruitment of teachers to hard-to-staff schools in LMICs (Evans & Mendez Acosta, 2023). Teacher induction programmes take various forms, from formal to informal; they often include support from more experienced teachers, opportunities for peer-to-peer collaboration within or across schools, or ‘probationary periods’ and teacher evaluations to determine whether novice teachers stay in the system (Cruz-Aguayo et al., 2020; Education Commission, 2019). Importantly, induction programmes should be aligned with pre- and in-service teacher education, teaching standards, and teacher evaluation/assessment strategies, to maximise teachers’ professional development and learning (Darling-Hammond et al., 2017). However, in LMICs, oftentimes quality teacher induction programmes are not available for all teachers. For instance, in Ethiopia, although the governments’ national policy stipulates a two-year teacher induction programme with the support of mentors, this policy is not always implemented in refugee schools (Bengtsson et al., 2020). Further, within induction programmes, care should be taken not to impose additional workloads on new teachers or any of their peers/mentors who are involved (e.g., RTI, 2022). Though this paper focuses specifically on

teachers, it is important to mention that quality induction programmes should also be offered to school leaders and other education personnel as they take on their new roles (Naylor et al., 2019).

When teachers do reach the classroom, they perform best when they are supported, including through high-quality and continuous professional development and peer support. Research has shown that professional development programmes focused on pedagogical strategies, subject knowledge, and classroom management have a positive impact on teacher performance and student learning (Aslam et al., 2014; Conn, 2017; Snilstveit et al., 2015; Yoon, 2007). Additionally, peer mentorship and coaching programmes for teachers have been linked to increased job satisfaction and improved teaching practices, leading to better student outcomes (Ali et al., 2018; Keese et al., 2023). The OECD's (2018) Teaching and Learning International Survey (TALIS) suggests, however, that globally only 44% of teachers participate in training based on peer learning and networking, despite this type of professional learning being one of the most impactful. The absence of opportunities for peer collaboration hinders teachers' professional growth and limits their capacity to create dynamic and learner-centred classroom environments.

Teacher assessment systems are also an important tool, particularly when they are used to provide personalised and quality feedback to teachers to improve their learning, rather than to simply monitor or scrutinise teachers. A review of accountability systems in LMICs, for example, found that they were most effective when there was trust between teachers, school leaders and assessors, the assessment results were used to provide tailored guidance to teachers, incentives were in place to motivate teachers to put feedback into practice, and teachers were followed-up on (Eddy-Spicer et al., 2016). Yet, few LMICs have comprehensive and enabling policy environments to support teachers (see more in Sub-Theme 2, Teacher Management).

Despite notable educational reforms and increased attention on teachers, several challenges persist within the teaching profession. In addition to teachers' limited access to quality and relevant teacher training or peer support, challenges include over-crowded classrooms and high student-to-teacher ratios or limited access to teaching and learning resources (Evans & Yuan, 2018). In addition, diversity in the classroom often means that teachers must address a range of learning levels and preferences, and students' distinct cultural, cognitive, or psychosocial needs (Evans & Popova, 2016; UNESCO, 2020b). Many studies have highlighted the need for continuous professional development that equips teachers with the necessary skills to navigate these challenges effectively (e.g., Orr et al., 2013). Research suggests that teachers must know how to use inclusive and gender-responsive pedagogies (GRP) to support all learners, regardless of gender or disability status (UNESCO, 2020b). In contexts of fragility, context, and violence (FCV), effective teachers engage in culturally responsive practices, supporting displaced or refugee learners with both academic and social-emotional support (see more in this series' working paper on [gender equality and social inclusion](#); Cameron et al., 2023).

Language of instruction also poses challenges for teachers, particularly in indigenous and multicultural settings. A World Bank (2021) analysis suggests that 37% of students in LMICs are not taught in the language they speak or understand best, and that in some countries, this figure is as high as 90%. Though the same data point is not available for teachers, similar patterns likely hold true. Education policies in many LMICs suggest that teachers and students are still expected to work and learn in colonial languages, despite these not being languages they speak at home (Nakamura et al., 2023). Because both students and teachers come from diverse linguistic backgrounds, it is important that education policies are designed to promote mother tongue languages as the language of instruction (Trudell, 2016).

4.2 Teacher education and development across our data

The issue of teacher education and development was strongly represented in all three data streams. In the survey, issues of teacher education (including references to ‘teacher training’ in general, and to pre-service education, continuous professional development, and training for ICT) were the most represented among write-in codes, accounting for more than a third of all codes within the sub-theme. Similarly, in the FGDs, teacher education again appeared as the most discussed topic and in the data, it was coded more than any other sub-theme, outranking references to girls’ education, the challenges facing learners in remote and hard-to-reach areas, and children with disabilities, which were the next three most-discussed topics. Overall, teacher education and development were referenced by 29 of the 51 countries included within the FGDs. The detail of teacher education issues for each region is specified in the sub-section that follows.

4.3 Regional specificities for teacher education and development

Africa 19

For Africa 19, research participants agreed that teacher education and development remain a key priority across the contexts in the hub. Across all countries, policy documents indicate the need for improvement of teacher education approaches overall to ensure that curriculum and pedagogy are properly implemented, and learners can progress through education acquiring necessary skills and competencies. In many contexts, the **lack of coherent policy** has a knock-on effect on teacher education. The need for standard frameworks—especially to ensure alignment between the national curriculum, the curriculum used in pre-service education, and topics and approaches for in-service professional development—was noted as particularly important in contexts that have undergone a curricular and pedagogical shift to learner-centredness (e.g., Kenya, Liberia, South Sudan, Tanzania, and Zimbabwe, detailed in the literature). In many contexts, in-service teacher education is ad hoc and offered through a wide variety of under-regulated providers, resulting in duplicated offerings and out-of-date material being used. Tanzania’s partnership compact calls for a national framework on continuous professional development (CPD) for sustainable and harmonised training (MoEST, 2022), and

where there are existing frameworks, better implementation is needed, as in Eritrea, Malawi, and Rwanda (FGD). For Sierra Leone, a validation workshop participant noted the need for improved communication between government and development partners to ensure the CPD offerings align with the national policy and curriculum. There, teachers are heading ongoing coordination activities to ensure their ownership of professional development activities.

In many contexts, though, **better monitoring and support** is needed throughout the system to assure the effectiveness of both pre-service education and CPD. In rural areas of Zambia and Zimbabwe, FGD participants noted the challenge of monitoring and supporting teachers to ensure their teaching aligned with national standards. Similarly, in Lesotho, a participant noted that teachers are not well monitored after receiving training.

Pre-service education also needs attention in many contexts. As countries cope with increased student numbers, particularly in lower primary due to COVID-related delays, there are challenges with ensuring there are enough trained teachers available, especially given the limited number of qualified, motivated teacher trainers available—a challenge noted in the literature for Ethiopia and Malawi. Pre-service curriculum needs to be up to date, reflect national priorities around gender-responsiveness and inclusion, and implement any curricular changes, particular for pedagogical shifts. Trainees also need more practical instruction: for Kenya, validation workshop participants stressed the importance of pre-service programmes being linked with local primary schools, where trainees can practice classroom management and experience the school environment. A promising approach to improved teacher training, particularly for an FCV setting, was noted in Ethiopia, where Colleges of Teacher Education have been providing support to local teachers, offering CPD and in-service teacher diploma courses (Bengtsson et al., 2020). In many refugee-hosting settings, where CPD opportunities are ad hoc and available through international development partners, these linkages between national institutions provide refugee teachers with more sustainable, nationally aligned teacher education opportunities, with the potential to better implement curriculum and support learners' transitions to forms of national education.

Reference to **induction was broadly missing** from the data for the region. A report on teachers (West et al., 2022) in refugee settings in Kenya noted ad hoc induction processes and brief mentoring in schools run by community groups and development partners in refugee camp settings, with no such support available in government-funded schools in surrounding refugee-hosting areas. Otherwise, the lack of attention on induction indicates a regional gap in understanding how teacher trainees transition into teaching roles.

Across all teacher education sectors, certain areas were highlighted as topics for more extensive training and teacher support. The need for teacher training for **inclusion and gender-responsiveness** was highlighted for Eritrea, Ethiopia, Gambia, Kenya, Lesotho, Malawi, Sierra Leone, Somalia, Uganda, and Zimbabwe. In particular, regarding inclusion, teachers need support in being able to recognise and respond to children with disabilities, particularly those with learning disabilities. Linked with gender-responsiveness and child protection, the data

highlighted the need for improved training in safeguarding and school safety, particularly for Nigeria and South Sudan. In South Sudan, the education strategy called for ‘systematic child safeguarding and Protection from Sexual Exploitation and Abuse training for all education personnel and active use of referral mechanisms’ to ensure the safety of all children (Education Cluster, 2023, p. 9). Another key issue within the region is training for teachers to support learners who are coping with impacts of abuse and trauma, including training for providing psychosocial support (PSS) to address the **effects of emergencies**. In Nigeria, policy documents called for teacher skill building to support children traumatised by violence and war (Federal Ministry of Education, 2019). Similar training needs were indicated for Ethiopia and Kenya: for the latter, better support was referenced for teachers and children in conflict zones and refugee settings (Ministry of Education, 2021; West et al., 2022).

Teacher language was noted as another key area for the region. In Rwanda, adoption of English-medium education from lower primary means that all teachers need fluency in English to teach effectively, but as noted by an FGD participant, more support is needed in pre-service education to ensure that trainees have the English language capacity required. For Rwanda and Tanzania, secondary school STEM teachers in particular can better support students’ English language acquisition for the subject, rather than focusing only on content instruction, but they also need training and resources to practice those language-supportive pedagogies (Barrett et al., 2021). In Eritrea, participants in an interview noted that there is a need for improved teacher training for **mother tongue instruction** to ensure that the workforce can provide the languages needed in primary schools.

Finally, additional support for subject or content knowledge was a common theme in the region, especially for ICT skills for all teachers, and STEM/STEAM knowledge for subject teachers. Post COVID, with blended learning approaches are becoming increasingly common, teachers need support in acquiring ICT skills, using distance-learning platforms, delivering online lessons, and conducting assessments, as noted for Ghana and Liberia. In contexts like Eswatini, Gambia, Malawi, Nigeria, and Tanzania, teachers can be better supported with improved content knowledge, especially to make up for a lack of laboratories or materials for conducting practical experiments.

Africa 21

For Africa 21, teacher education and development first emerged as a one of the key sub-themes across the data, with diversity in the areas of teacher education needs. For the survey, several respondents highlighted it as one of the three priorities in teaching and learning (e.g., Cabo Verde, Chad, Guinea, Guinea Bissau, Madagascar, Mali, São Tomé and Príncipe, and Cameroon). Additional countries not represented in survey results also emphasise teacher education as a priority, demonstrated in sectoral education plans for Burundi (Ministère de l’Éducation Nationale et de la Recherche Scientifique, 2023), Djibouti (Ministère de l’Éducation Nationale et de la Formation Professionnelle, 2020), and Democratic Republic of Congo (Ministère du Plan, 2020). Burkina Faso (Ministère de l’Éducation Nationale, de l’Alphabétisation et de la Promotion

des Langues Nationales, 2020) and Togo (République Togolaise, 2020) have recently drawn up national strategies focusing specifically on the issue of teachers, with initial and in-service teacher education taking pride of place. Further, as mentioned by a focus group participant, Côte d'Ivoire has also developed a strategy to improve the CPD in 2022.

During the focus group and validation discussions, teacher education was also highlighted as a priority for **improving the quality of education** (Guinea, Republic of Congo, and Mauritania). Some countries stressed the need to focus on initial teacher education, which in their view is 'the root of the problem' (FGD; Mauritania). Other countries raised the need to focus on in-service teacher development, such as Chad, where 70% of teachers are community teachers who have received only 45 days of initial training and whose capacities need to be strengthened (FGD). Teacher education is also an issue in the context of **implementing reforms**. An FGD participant from Niger noted the importance of teacher training in the context of the integration of national languages and the introduction of bilingualism, an issue also raised in the literature for Djibouti, Central Africa Republic, and Chad.

Some participants raised the problem of the **mismatch between initial education and the realities in the classroom**. This mismatch may stem from the way the teacher education system is structured, as is the case in Republic of Congo, where primary and secondary teacher education and development were managed by different ministries. In order to standardise the teacher education system, a school dedicated to this task was created. Furthermore, the content of the training must be consistent with the curriculum, as the Guinea Bissau correspondent emphasised. One of the experts who attended the FGD pointed out that when the skills-based approach is introduced, there is sometimes a discrepancy between teachers' practices and the needed outcome. Some teachers may still act with a teacher-centred, 'magisterial' approach, and they need support to shift their mindset to one that emphasises building students' competencies and skills in the school environment. For working on the gap between initial teacher education and the realities in school, the expert suggested that one solution would be to include staggering courses and practicum as part of initial teacher education. By going back and forth between teacher education and the classroom, trainee teachers would be able to address, discuss, and reflect on the problems experienced at school in sessions with their trainers. This method would also develop teachers' ability to analyse their own practice.

In some countries, projects have been set up to build teachers' capacity in a number of areas, demonstrating some early success. In Cameroon, for example, there is a World Bank project based at the Ministry of Basic Education addressing the training of trainers in curricula that integrate emerging themes, **inclusion, gender, and COVID-19 response**. As reported by FGD participants, these modules will be put onto platforms (radio, TV, booklets) to facilitate access to these resources. In Burkina Faso, because of the crisis, teachers have been trained in **PSS** to support students as part of their coaching in a Safe School approach which enables them to teach their students how to react in situations of insecurity and how to protect themselves.

Lastly, on the subject of teacher education, an FGD participant noted that in-service teacher training on new topics and the changes required from teachers should be introduced gradually, as any rapid and very significant change could provoke resistance from teachers. Towards this goal, Burkina Faso has introduced an innovative approach by including ‘course study’ in initial teacher education. This module will enable teachers to adopt a reflective posture in a learner-centred approach. Given the popularity of this approach, the Ministry of Education plans to institutionalise it so that it can be generalised in the education system.

Eastern Europe, Middle East and North Africa, Asia and Pacific (EMAP)

With the great diversity of contexts within the EMAP region, there are equally diverse teacher education needs, approaches, and strategies being implemented. Across the three sub-regions of the hub, there were two central themes present. First, across sub-regions, participants emphasised the need for improved teacher education options, but they also highlighted the limits of the current approach, which often relies on ad hoc and often top-down approaches to teacher education. Many noted the importance of supporting teachers in engaging in school-based and peer-led professional development, which provides sustainability and flexibility to suit individual, school-level, and system needs. Additionally, regardless of the subject of a given training course, participants called attention to language, including the language of materials and training activities, the languages spoken by teachers, and the language needs of learners being integrated into national teacher education systems. Across the region, many noted the difference between national languages used for school instruction and those spoken by minority groups, refugees, migrants, and other marginalised groups, and emphasized the need for teacher education to attend to those disparate needs to ensure that teachers are adequately prepared. In what follows, data is presented according to the three sub-regions, where we focus on the sub-themes that received the most discussion during the validation activities.

Eastern Europe, Caucasus, and Central Asia (EECCA): Across this sub-region, there was broad agreement that improved teacher education is a key priority area, but it is one that needs significant reform. There was general consensus over the need for **improved teacher pedagogy**, especially to implement recent curricular changes (e.g., Kyrgyz Republic, Moldova, Mongolia, Tajikistan, and Uzbekistan) with improvements to teachers’ confidence in using new methods and materials, their assessment of learning, and their application of new methods within the classroom. Teachers need further support in using ICT, which appears in policy documentation for Albania, Moldova, Mongolia, and Uzbekistan; in Kyrgyz Republic, there are calls for creation of new standards for teacher ICT competencies (MoES, 2022). In Ukraine, as war continues to disrupt education, the global technology sector has partnered with UNESCO to distribute laptops among internally displaced teachers, but more training and support is needed as they shift to using digital pedagogies (UNESCO, 2023d). Finally, improved content knowledge in STEM/STEAM was indicated in survey data and literature for Georgia, Moldova, Kyrgyz Republic, and Tajikistan.

In the validation workshop, there was consensus around the need for reform in the delivery of teacher education. In Georgia, the policy document commits to the creation of a needs-based CPD system established at the school level (Ministry of Education and Science, Georgia, 2022). Ultimately, the entire ecosystem of teacher education materials needs to be aligned with local needs: in Albania, Georgia, and Kyrgyz Republic, the use of online courses and micro-qualifications has some potential for improving teachers' access to additional training; in contexts like Mongolia, investment in online approaches is suggested given the geography, with the use of SMS to alert teachers to CPD opportunities (UNESCO, 2020c). There is a need for materials to be produced in **local languages**, which is especially important for teachers who do not speak Russian or English. And, given the diversity of CPD providers, which includes development partners, NGOs, and other donors, there is a need for harmonisation of teacher education and development offerings; in some contexts, like Albania, ministry-led initiatives have created accreditation systems for CPD providers (MoESY & UNICEF, 2019). Overall, a research participant from Uzbekistan noted teacher education must undergo a 'culture change': it needs to be located at the school level, so that school leaders and teachers themselves are motivated and able to take ownership of their own professional development.

MENA and South Asia: In this sub-region, participants agreed that teacher education remains a key priority in each of the contexts. Likewise, as noted in a recent SDG national voluntary review for Tunisia, there is a need for overall strengthening of pre- and in-service education (République Tunisienne, 2021). FGD and validation workshop discussions focused on **policy gaps**: in Sudan, for instance, there is no clear policy for teacher education, which means that priorities are not clear, and trainings are mostly implemented by partners rather than the ministry. The lack of policy means that there is no clear 'way to go' and there are knock-on effects on teacher education and development, remuneration, and careers. As with the challenges of a diverse CPD ecosystem noted for EECCA, Pakistan's lack of a CPD sustainability framework to evaluate training means that it is often ad hoc, short-term, and dependent on donor priorities, rather than national policies. In Maldives, where teacher professional standards and graduate competencies have been issued, existing trainings must be aligned to those competencies, and there is a need for closer collaboration between government agencies and schools.

There is a need for **improved, evidence-based pedagogy training** for all countries in the sub-region, with focus on training teachers for experiential, active learning, learner-centred pedagogies, and 21st century skills; as noted for Sudan and Pakistan especially, all training needs to be less theoretical and more practical. In Yemen, lower primary teachers need better support for improved foundational literacy and numeracy skills (Ministry of Education, Yemen, 2019). For Maldives, participants commented on the need for gender-responsive pedagogies and inclusive pedagogies, which was further noted for Sudan and Yemen. Across the region, there is a need for education in sustainable development and preparation for education in emergencies, particularly the climate crisis and the issue of rising sea levels in the country, a challenge which resonates across South Asia (Di Biase et al., 2022; UNICEF South Asia, 2021). As

with the EECCA region, important considerations need to be made for teacher education according to **language**. In Pakistan, for example, teachers need support in acquiring the language of instruction and being able to use it confidently and to support students as they are also learning the language alongside content. Improved content knowledge was also emphasised, with the need for improved knowledge in socio-emotional learning, guidance and counselling, ICT and digital skills, and STEM/STEAM knowledges and pedagogies (e.g., Bangladesh and Sudan). Finally, teachers need support in providing remediation, especially in the context of COVID-19 recovery and with the onslaught of other emergencies (Ministry of Education, Bangladesh, 2020).

For all of these education needs, participants also noted that it was essential to consider teacher **autonomy and sustainability**: as noted by a participant from Pakistan, if teacher education is only viewed as something that the 'top level' imposes on teachers, then the impacts will be minimised, and there will be no mechanisms for ongoing, active improvement. Teachers need to be involved in decision-making processes, and there needs to be space to support teachers in peer learning, professional development, and networking. Incentives can help support teachers' engagement with CPD throughout the region, with participants suggesting remuneration or microcredits.

Since the Taliban takeover in 2021, education in Afghanistan has undergone rapid shifts as the government seeks to dismantle secular education. Most girls were banned from secondary and university education in 2022, rendering female secondary and tertiary teachers out of work, and from 2023, the government has shut down existing teacher training colleges (Sarwar, 2023). Within this emergency context, the Afghanistan Education Cluster (2022) recommend that donor resources be prioritised for **training teachers to support crisis-affected learners**, including how to identify and support learners who need PSS and how to integrate it into existing curriculum. Given that many teachers in the country have died or have been forced to flee, many teachers, especially in community education, are volunteers and need basic skills support, including training in social-emotional learning, inclusive education, life skills, and positive discipline. Indeed, across the sub-region, teachers in other contexts with active and protracted crises require similar training, as with Yemen (UNICEF Yemen, 2023).

Southeast Asia and the Pacific: Many of the topics raised within the Southeast Asia and Pacific (SEAP) sub-region overlap with those provided for the other sub-regions. Teacher education topics again focussed on **improved teacher pedagogies** for implementing learner-centredness, enquiry-based learning, and competency-based curricula (e.g., Bhutan, Cambodia, Indonesia, Micronesia, Myanmar, Papua New Guinea, Philippines, Timor-Leste, Vietnam); in Cambodia, Papua New Guinea, and Vietnam, teachers need support in monitoring learning and designing assessment tools relevant to new curricula. Additional training is needed for gender-responsiveness and cultural sensitivity (e.g., Cambodia, Nepal, Laos); a need for improved training on inclusion featured across the sub-region, with calls for special education to be integrated into pre-service and CPD curricula in Bhutan, Cambodia, Micronesia, and Philippines. In Vanuatu, scholarships for teachers to access inclusive education upskilling

have been proposed (Ministry of Education and Training, Vanuatu, 2021). Validation workshop participants noted that teachers need support with large, diverse classes in the more rural and remote areas of Bhutan and Nepal, and in Laos and Micronesia, training is needed for multi-grade teaching, especially at primary level (Federated States of Micronesia, 2020; Ministry of Education and Sports, Lao PDR, 2020).

Content knowledge needs are equally diverse, but there was consensus around the need for improved digital skills. Post COVID, there is increasing use of digital learning, particularly across remote Pacific islands, with improved **teacher ICT skills** noted for Micronesia and Fiji (Federated States of Micronesia, 2020; Ministry of Education, Heritage and Arts, 2019). From the Pacific Islands Forum, which includes Fiji, Kiribati, Marshall Islands, Micronesia, Papua New Guinea, Solomon Islands, Samoa, Tonga, Tuvalu, and Vanuatu, recent policy calls for improvements to teacher training for **foundational literacy and numeracy** (USP & Pacific Islands Forum Secretariat, 2018). A similar challenge was noted for Philippines (DepEd, 2022), and in Timor-Leste, FLN training needs to be merged with support for mother tongue medium of instruction (World Bank, 2020b).

Discussion of **induction** featured in the validation workshop, where participants from Nepal noted the need for practical induction rather than the current, exam-based process which does not allow for any classroom elements to assess candidates. In Cambodia, induction functions more as a one-to-two-day orientation, and follow-up mentoring is meant to be provided but is often not implemented. In Timor-Leste, recent policy calls for inclusion of induction courses to prepare university graduates and experienced professionals who are interested in secondary teaching (World Bank, 2020b).

As with EECCA, data from SEAP emphasised the need for reform around the **delivery of teacher education and CPD**, improving the practicality, quality, and accessibility of teacher education. In Nepal, validation workshop participants called for improvements to university-based teacher education, stating that it needs to be treated differently from other bachelor's programmes, with improved practical training and follow-up classroom-level support for trainees and new teachers. Policy documents there call for mandatory school-based refresher training every two to three years (Ministry of Education, Science and Technology, 2022). Post COVID, with reduced education budgets, Bhutan is using more blended teacher training approaches; Cambodia is also working to develop self-directed CPD options.

Latin American and the Caribbean (LAC)

Teachers continue to be a critical priority in LAC. In the Caribbean, the OECS Education Sector Strategy 2012–2026 includes seven strategic imperatives, three of which have to do with teachers: Improve Teacher Professional Development, Improve the Quality of Teaching and Learning, and Improve Curriculum and Strategies for Assessment (Knight et al., 2021b). LAC research participants overwhelmingly recognised the need to improve teacher effectiveness and the quality of instruction, including at the ECCE level (noted in the survey for Dominica),

through basic education and TVET. They mentioned various strategies that can be used, including play-based learning, project-based learning (e.g., Grenada, Guatemala), or other forms of learner-centred pedagogy (e.g., Guyana). Survey responses identified the need to strengthen teachers' subject/content knowledge in certain areas, including STEAM subjects (e.g., Dominica, Guatemala, Nicaragua, St. Vincent and the Grenadines), and to develop their skills in curricula prioritisation, formative assessment, and remedial learning, particularly as a means of recovering from learning loss caused by the COVID-19 pandemic, and in contexts of prolonged crisis, such as Haiti, which was noted in an interview. Remedial support was also a priority in countries with high rates of repetition and out-of-school learners (e.g., St. Vincent and the Grenadines). In countries where reforms have recently been launched (e.g., Nicaragua and El Salvador), training teachers to implement the new curricula was also noted as a key priority.

Training teachers on **equity and inclusion** emerged as a common theme in the data, with respondents from all countries except for St. Lucia and St. Vincent and the Grenadines calling attention to this in FGDs. FGD participants especially noted the need to support learners with disabilities (Guatemala and Honduras) and those from indigenous communities (Nicaragua), and to train teachers on how to address gender stereotypes in the classroom (El Salvador). Comprehensive sexuality education was identified as a tool to support gender-transformative education and address gender-based violence; however, both the literature (Keogh et al., 2021) and perceptions of FGD participants (e.g., El Salvador) suggest stigma and teacher or community attitudes towards the subject may hamper its implementation. Research participants recognised that various examples of promising teacher professional development (TPD) practices exist in the region, but that they are often small scale, ad hoc, or piecemeal.

System alignment between pre- and in-service teacher education and teacher and student curricula was also highlighted as a priority and gap that needs addressing. Regional experts from the Caribbean also noted the need to align efforts across countries in the sub-region. At the same time, one described how, for the first time ever, regional efforts have been put in place in response to the COVID-19 pandemic: over the next two years, the OECS will train 15,000 teachers in the Caribbean—from Guyana to the Bahamas—through a harmonised curriculum on topics including teacher leadership and communities of practice. The same regional expert described another promising practice that emerged from the COVID-19 pandemic, namely that more teachers turned to technology and other resources to create innovative teaching and learning materials.

Participants called attention not only to the **content** of the teacher education and training curriculum but also to its **structure and delivery modality**. Action research, for example, was mentioned as a promising approach to teacher inquiry in the Anglophone Caribbean. Participants from various LAC countries also highlighted the importance of strengthening partnerships between schools and universities, so that in-service teachers can build their research skills, and so that pre-service teachers have practical classroom experiences during their initial teacher education. In a validation workshop, a regional expert from Latin America highlighted the need to explore educational technology as a tool to provide flexible and hybrid

models of TPD. He recognised the growing potential of remote or self-study opportunities, such as Massive Open Online Courses (MOOCs). From the government perspective, he identified the need for incentives—either monetary or otherwise—and ensuring the logistics of TPD opportunities (i.e., where and when they are offered) are appropriate and equitable for all teachers, especially for women and those living in rural areas.

Cross-cutting issues of GESI emerged both in relation to students (i.e., the need to train teachers to support learners with disabilities, as described above) and in relation to teachers' identities. A regional expert called attention to the fact that teachers with disabilities 'are not even talked about' in LAC, and that teacher education is rarely available in minority languages, thus excluding teachers from indigenous communities. Likewise, experts from the Caribbean noted the importance of incorporating Creole languages as the language of instruction, since they are currently marginalised and stigmatised in formal education settings. A promising example is found in St. Lucia, where French Creole has been integrated into ECCE instruction (Knight et al., 2021a). Lastly, concerning humanitarian emergencies and climate change, participants pointed to the importance of preparing teachers with disaster risk reduction and resilience training, and social-emotional skills (as noted in survey responses from St. Lucia) to support themselves and their students.

5 SUB-THEME 2: TEACHER MANAGEMENT

Teacher management refers to the policies, frameworks, and standards that shape a teacher's career. Although in many cases it also includes approaches to teacher education and development (Sub-Theme 1), here, we focus on all other functions, including teacher recruitment, teacher motivation and wellbeing, and teacher deployment and the establishment of staffing norms, as well as teacher salaries and organisation of pay. This sub-section begins with an overview of some of the key global challenges and promising practices in relation to teacher management and is then followed by a brief review of how teacher management appeared as a key sub-theme at the top level of our data. Next, data on regional specificities for teacher management is presented for each of the four regional hubs.

5.1 Background: Encouraging professionalism and effective management

Despite its vital social importance, teaching remains a 'low status' profession in much of the world, marked by poor remuneration, challenging work conditions, and dismal routes for career advancement, with impacts for the recruitment and retention of highly qualified candidates. Teachers' working conditions include both material aspects (e.g., remuneration and access to resources), as well as the social and cultural elements of the teaching profession (Singh, 2021). In many contexts, teaching is undervalued, leading to a shortage of skilled educators, particularly in critical subject areas and remote, rural or hard-to-reach regions. In 2016, UNESCO estimated that globally nearly 69 million new teachers would need to be recruited in order to meet SDG4 (UNESCO-UIS, 2016). In sub-Saharan Africa alone, estimates suggest that more than

15 million new teachers are needed (International Teacher Task Force on Teachers for Education, 2021). The status and attractiveness of the teaching profession are closely tied to factors such as salary levels, career advancement opportunities, and the recognition of teachers' contributions (Bêteille & Evans, 2021; Education Endowment Foundation, 2023; GPE, 2022).

To rapidly address teacher shortages, governments often turn to contract teachers on fixed-term contracts, who can be recruited and deployed more quickly than teachers hired through civil servant appointments. Contract teachers make up an estimated 65% of primary teaching staff in some contexts in sub-Saharan Africa (International Task Force on Teachers for Education, 2020); in refugee-hosting contexts, they have been one lever for hiring teachers from refugee communities who are ineligible for government teaching jobs or unable to provide commensurate qualifications, as in Kenya (West et al., 2022). Worldwide, there is great variety in the education, qualifications, and experience exhibited by contract teachers, but they frequently receive lower rates of pay and fewer benefits and fewer opportunities for in-service professional development (International Task Force on Teachers for Education, 2020; UNESCO, 2021a). However, the use of temporary contracts remains controversial in the research, especially regarding the broader impact on the teaching profession and learning quality. For some, contracts are seen to incentivise teacher attendance, performance, and accountability: in one randomised controlled trial, students taught by contract teachers had higher test scores (Duflo et al., 2011). Conversely, UNESCO (2021a) describes instances in Latin America and West Africa where the short-term contracts were linked with poor working conditions and infrastructure, as well as overcrowding, and were seen as unsustainable, demotivating, and divisive for the teaching profession's overall unity.

As with contract teachers, teachers of younger students, such as pre-primary teachers, often face even lower status within the profession. Studies have shown that societal norms and gender biases influence the distribution of teaching roles, reinforcing stereotypes that associate women with nurturing roles such as mothers and caretakers (International Task Force on Teachers for Education, 2023; UNESCO, 2011). This undermines the importance of having highly qualified professionals who possess the specialised pedagogical skills to support young learners during their crucial stages of development (for more, see the accompanying [scoping study working paper on early childhood care and education](#)). It also leads to discriminatory gendered dynamics in the teaching profession, with women making up a higher proportion of the teaching staff in the early years (and most of primary level) in many countries, and men holding the majority of positions at the secondary and tertiary levels, including especially male-dominated subjects such as science, technology, engineering, and mathematics (STEM; International Task Force on Teachers for Education, 2023; UNESCO, 2011). Men also dominate positions of school leadership in many countries, despite recent evidence showing the positive impact that women leaders can have on school environments and ultimately student learning outcomes (Bergmann et al., 2022).

Teacher salaries and remuneration continue to be a prominent topic in policy discourse. Not only do teachers often receive inadequate salaries, but additional challenges result in teachers not being paid on time. A recent global survey found that in 79% of participating LMICs, teacher salaries were less than those of other professions requiring similar qualifications; 15% of participating teacher unions reported delays in payments, especially in Latin America; and 79% of teachers in the African region reported having to travel long distances to collect their pay (Singh, 2021). Additionally, less than 17% of Technical and Vocational Education and Training (TVET) and early childhood education teachers thought they earned fair salaries (Singh, 2021). Fair and competitive salaries and other incentives play a significant role in attracting and retaining highly qualified individuals in the teaching profession (Evans & Mendez Acosta, 2023).

Recruiting and retaining qualified and motivated teachers is essential for upholding high educational standards and improving student outcomes. Research has consistently shown that teacher motivation and retention is influenced by multiple factors, including support, working conditions, and compensation (Aslam & Rawal, 2019; Edge et al., 2017; Richardson et al., 2014). Schools in rural areas or areas with high rates of poverty—with challenging working conditions, such as larger class sizes and limited resources—often experience higher teacher turnover rates (Evans & Mendez Acosta, 2023). On the other hand, when teachers feel valued and appreciated—and in contexts where they are supported through ongoing coaching and professional development—they are more likely to remain committed to the profession (Richardson et al., 2014). Yet, in many LMICs, teachers feel isolated or unsupported, leading to higher rates of occupational stress, burnout, and teacher absenteeism. Substantial literature shows that teachers' time on task is directly and positively correlated with student learning outcomes (Dorn et al., 2017; Játiva et al., 2022; Karamperidou et al., 2020), thus addressing issues around teacher absenteeism is vital to ensuring consistent and quality education delivery.

Teacher qualifications frameworks and accreditation pathways allow teachers to upskill or pursue opportunities for promotion, at the same time helping governments monitor the quality of education. A recent global analysis, however, found that only 53% of countries regulate teacher accreditation (UNESCO, 2021a). Teacher accreditation is particularly relevant in contexts where teachers do not receive formal pre-service teacher education, or where volunteer, community, or contract teachers play an essential role. For example, in many LMICs, teachers in rural and poor communities or teachers at the ECCE level tend to be unqualified (Akyeampong, 2022; UNICEF, 2021b). Qualifications and accreditation are particularly important topics in contexts of displacement, where the skills and experiences of refugee teachers may not be accepted or formally recognised in host communities, thus hindering their chances of pursuing formal work (Mendenhall et al., 2018). One way of addressing this has been to explore the potential of regional qualification frameworks, for example as articulated in the Djibouti Declaration on Refugee Education, which supports refugee teachers in eastern Africa (Djibouti, Eritrea, Ethiopia, Kenya, Somalia and South Sudan, for example; see IGAD, 2017).

Teacher performance management or evaluation systems are often a contentious area of research and policy. On the one hand, appraisal systems that jeopardise teacher's autonomy

may de-motivate teachers (Crehan, 2016). On the other hand, when designed effectively, they can help teachers improve their teaching, and strengthen education systems' understanding of reasons for teacher absenteeism, gaps in teacher skills, and how to best provide support to teachers, to improve time on task, teacher effectiveness, and ultimately teacher motivation (Crehan, 2016). A review of teacher evaluation systems in Africa, for example, found that they were most effective when supported by a set of teaching standards, linked to continuous professional development, when there is buy-in, and all stakeholders involved are aware of their roles and responsibilities (Ochoa et al., 2018). Further, the role of evaluators is essential, and evidence suggests the need to train and support evaluators so that they can better support teachers (Ochoa et al., 2018). Effective appraisal systems use data and information collected to provide teachers with tailored support, and to follow up on them as they monitor their progress and professional development (Eddy-Spicer et al., 2016). Teacher appraisal systems can also be linked to career ladders and professional progression pathways so that teachers can pursue further qualifications, accreditations, or leadership and promotional opportunities. Indeed, high performing education systems offer clear pathways for career progression and use teacher performance indicators to offer opportunities for teachers to assume leadership or managerial positions (Béteille & Evans, 2021).

The capture of data on teacher performance is just one function of a teacher management information system (TMIS), which may or may not be included within a country's education management information system (EMIS). A well-maintained TMIS can facilitate resource management and crisis response (UNESCO, 2021b). It is valuable for capturing data on the number of teachers and key aspects of their profiles: sex, level of education and qualifications held, professional status (e.g., contract, civil service, etc.), and deployment history, among other areas. Discussions of TMIS and EMIS were limited within this theme, in part due to the many other areas being covered, but FGD participants from Rwanda and Uganda both pointed to the need for harmonisation between disparate TMIS and EMIS systems in their contexts; in Uganda, 200,000 teachers have now registered on the national TMIS platform, better allowing the government to make data-informed policy decisions in real time (UNESCO, 2023a). Recent scoping studies commissioned by GPE KIX investigate EMIS best practices, cost efficiencies, current reforms, and the potential for democratised social engagement and accountability within the [Africa 19 and Africa 21](#) (Arnott et al., 2023) and [EMAP](#) (Rodriquez, 2023) regions. Since KIX had a separate call on data systems and produced respective scoping study working papers, the topic of data on teachers is not considered in this paper.

5.2 Teacher management across our data

From our survey data, teacher motivation was the second most referenced sub-theme within Teaching and Learning, subsuming 25% of codes. Issues related to teacher management combined for the third sub-theme, with more sporadic mentions of teacher incentives and pay, mentoring and coaching, professionalism, and work conditions, among many others. In the focus group discussion, issues related to teacher recruitment and deployment were the most

discussed across all four regional hubs, followed closely by curriculum, teacher wellbeing and motivation, and teacher management in general. Overall, 40% of documents referenced issues with teacher management, and 27% suggested challenges with teacher motivation and wellbeing.

5.3 Regional specificities for teacher management

Africa 19

Across the survey, focus groups, and validation events, participants agreed that more effective teacher management and improved professionalism are necessary to improve learner outcomes and ensure the dignity of teachers across contexts in the Africa 19 hub. Challenges often begin with **teacher recruitment**, with different recruitment needs evident across the region, including increased recruitment among minority language speakers, particularly for providing lower-primary mother tongue education in Eritrea, Gambia, and Uganda (FGD). Increased numbers of female teachers are needed in multiple contexts, for all roles (e.g., Eritrea, Liberia, Somalia), particularly for secondary level (e.g., South Sudan) and for teaching STEM (e.g., Uganda and Tanzania – for the latter, see also GPE, 2023). Female deployment to rural and remote schools was a key challenge across contexts (e.g., Eritrea, Malawi, Mozambique, Nigeria, Uganda). In Uganda, female teachers in more rural settings lack housing and safe WASH facilities, and have been exposed to sexual exploitation (Ministry of Education and Sport, 2022). In arid and semi-arid refugee-hosting areas of Kenya, district officials are less likely to deploy female teachers (West et al., 2022), and in Malawi, most rural teachers are male: for both instances, girls in those schools lack female role models, which can be especially important for displaced refugee girl learners (Gichuhi, 2022). Indeed, a recent systematic review (Evans & Mendez Acosta, 2023) demonstrates that financial incentives can provide an effective strategy for deploying teachers to such ‘hard-to-staff’ schools: in Gambia, a 30–40% salary premium for schools 3 km or more from a main road improved the ratio of qualified teachers at each school and reduced class sizes to 27. In studies surveyed, 68% reported improved student learning outcomes due to the incentive programmes, but none of the studies showed promise in increasing the proportion of female teachers in rural schools.

Due in part to recruitment challenges, many teachers working throughout the region do not hold necessary **qualifications** or have not been supported in gaining qualifications. In Angola, the implementation of the Basic Law, which increased the required qualifications for teachers, rendered 80% of primary and secondary teachers ‘unqualified’ for their roles (Governo de Angola, 2021). There are limited opportunities for qualification in contexts like South Sudan (50%; UNICEF, 2021a) and Somalia, where just 15% of secondary school teachers have been able to obtain qualifications (Federal Government of Somalia, 2022). In Eswatini, a mismatch between teacher education and deployment means that secondary teachers are often hired at primary level and thus need more support for teaching multiple subjects to younger learners (Kingdom of Eswatini, 2022).

Attempts to **improve deployment** are underway in a number of countries. Kenya's partnership compact calls for the use of affirmative action to address uneven deployment, and documents for Lesotho, Malawi, and Sierra Leone indicate the need for systematic recruitment policies and rules to guide teacher deployment and thus improve ratios in rural areas. For South Sudan, improved teacher registration and verification is offered as one approach. Better deployment of teachers for inclusion is also noted in Malawi, with calls for improved deployment of special needs teachers, and Nigeria, with reference to improved recruitment and development of nomadic teachers to reach those marginalised populations (Federal Ministry of Education, 2019). Incentives, particularly for rural areas, include teacher housing provision, improvement of existing homes, and electrification (e.g., Uganda, Sierra Leone, Tanzania, Zimbabwe). Along with proposed salary increases, these incentives are meant to target **teacher motivation** and address issues with retention. Throughout, motivation was strongly linked with remuneration, and in several contexts, pay increases have been issued but have not ameliorated the challenges with teacher motivation (e.g., Rwanda, Sierra Leone). Issues with teacher absenteeism persist (e.g., Liberia, Malawi, Mozambique, Uganda).

Motivation was also linked with **teacher support and ethics**. The need for improved support for teachers was highlighted strongly (e.g., Kenya, Malawi, Tanzania), with an FGD participant from Lesotho calling for mentoring instead of the 'policing' of inspections. School leaders, as noted by a Gambian participant, need to understand their roles as mentors; similarly, in Eritrea, interviewees noted that school leaders need to be better prepared to support and lead their teachers and engage the local community. There, few women are enabled to access leadership roles, which is seen to be a cascading effect from the limited number of girls finishing primary education, entering the teaching profession, and rising through the ranks. Policies further call for career pathway frameworks and improved ethical guides to address safeguarding of children (e.g., Kenya, Tanzania, Zimbabwe): this includes transformation of classroom discipline to dispel the use of violence, as in Mozambique (UNICEF, 2022) and Nigeria (Federal Ministry of Education, Nigeria, 2021).

Africa 21

Teacher management emerged as a key sub-theme for Africa 21, with consequences for the quality of teaching. Teacher recruitment in particular featured as a quantitative issue. There is a need for teachers, as was mentioned by an FGD participant for Guinea, where recruitment at all levels of education, but specifically preschool and basic education as well as TVET, has been raised as a priority. The participant from Togo also raised the issue of teacher deployment, in particular to ensure greater equity between regions. In the literature, the prevalence of contract teachers has been noted for the region (e.g., International Task Force on Teachers for Education, 2020). There are significant gaps in remuneration between contract and standard teachers, with ramifications for motivation and teaching quality: in Togo, contract teachers earn four to seven times less than civil service salaries; in Cameroon they earn five times less, and in Central

African Republic fifteen times less. Strides have been made in Benin and Republic of Congo, where salaries are reported to now be commensurate.

FGD and valuation workshop participants noted the importance of the level of **qualifications** of recruited teachers (e.g., Côte d'Ivoire, Niger, Senegal). In Niger, an FGD participant reported that the entry level for teachers has recently been raised to baccalaureate level; a similar policy has already been implemented in Senegal and is in the early stages of implementation in Benin (République du Benin, 2021).

Teacher motivation has emerged as a major issue for the region, covering many dimensions. Several countries cited it as a priority for teacher quality (e.g., Comoros, Côte d'Ivoire, Guinea Bissau, Guinea, Madagascar, Niger, Chad). One regional expert indicated that teacher motivation is based on several factors, starting with the importance of teacher education, since poorly prepared teachers lack confidence in doing their work, leading to a cycle of demotivation. As indicated in the previous sub-theme, access to quality, holistic teacher education remains a significant barrier within the region. Motivation was also linked to support for teachers in their first years in the profession, which should be provided by pedagogical experts or advisors, the head teacher or principal, or an inspector or other middle-tier managers. The expert also mentioned teacher recognition, in that many teachers indicate that they are not recognised for the initiatives they have been taken or implanting. Valuing their work can make teachers more motivated to do their job. All of these elements also contribute to teachers' well-being. To boost teacher motivation, the expert suggested the introduction of financial incentives, for example, for teachers hired to remote areas.

Career management was highlighted as an important issue in teacher management, in particular through career development schemes. In Senegal, for example, primary school teachers are able to take competitive examinations in order to progress professionally, which makes their job even more attractive and motivating. An FGD participant from the country suggested the possibility of setting up a system for validating acquired experience to enable teachers to move on the other positions. The management of teachers' careers also involves gender issues, which were discussed during the focus groups. Education systems in the region are tending to be feminised, and the presence of women teachers is especially important for positively impacting girls' learning and wellbeing (GPE, 2023), but women have a high rate of absenteeism due to family constraints. The participant from Burkina Faso mentioned the importance of designing and implementing criteria that would enable women teachers to be attracted by the teacher career profession, because postings sometimes lead to family estrangement, which discourages women from embarking on a teaching career.

Eastern Europe, Middle East and North Africa, Asia and Pacific (EMAP)

As with the sub-theme of teacher education and development, issues related to teacher management across the many contexts of the EMAP region were contextually bound and diverse. However, across contexts, especially in policy documents, there were references to the

need for teacher competency frameworks, teaching standards for particular subjects, licensing standards, teacher codes of conduct, and career progression ladders. These topics received less discussion in FDGs and validation meetings, but figure into documentation from Cambodia, Kyrgyz Republic, Laos, Mongolia, Sudan, Tajikistan, Timor–Leste, and Vanuatu, among others. Additionally, as with the teacher education issues for the EMAP region mentioned earlier, the challenges facing teachers in rural and remote areas were continually referenced. Those areas continue to struggle with teacher deployment and ensuring commensurate opportunities for mentoring, training support, and career advancement—with a clear knock-on effect for teacher motivation. In what follows, data is presented according to the three sub-regions, where we focus on sub-themes that received the most discussion during the validation activities.

Eastern Europe, Caucasus, and Central Asia: Within this sub-region, discussions for this sub-theme centred on teacher motivation, with linkages to other aspects of teachers’ professional work. In some contexts, there are issues with recruitment and retention. Teacher shortages and persistent retention concerns were identified in FGD data for Moldova, Mongolia, Tajikistan, and Uzbekistan. There are geographic disparities, with **teacher shortages reported in rural and remote areas** of Tajikistan (GPE KIX, 2020) and Mongolia, where there are particular challenges in deploying STEM and English language teachers (UNESCO, 2020c). To address shortages in Kyrgyz Republic, policy calls for reduced requirements to allow more non-teachers with practical experience to enter the profession (MoES, 2022). In the FGD, a participant from Uzbekistan highlighted a lack of men within the teaching profession, with male teachers making up only 32% (Uralova, 2022). Overall shortages of Russian-speaking teachers, to meet parents’ demands for Russian language education, and shortages overall have meant that schools, especially in remote areas, may bring on pre-service teachers in their third year of university studies.

In the survey data, teacher **motivation** was indicated as a key challenge for Georgia, Kyrgyz Republic, Moldova, Mongolia, and Tajikistan. Pay figures heavily into motivation: teacher salaries in Uzbekistan are low (Sankar, 2021), meaning that many go into private tutoring, with impacts on the quality of their public teaching work (Uralova, 2022). For Ukraine, which has been enduring war for over a year at the time of writing, education budgets have been severely cut and teachers’ salaries are being reduced while teachers are being asked to take on more work without pay (Farbar, 2023). But, as noted by an FGD participant from Tajikistan, teacher motivation needs to be understood beyond pay, with examination of **work environments**. In several contexts, better teacher education is seen as key: in Tajikistan, improvements to the professional learning system are proposed to improve motivation (Ministry of Education and Science of the Republic of Tajikistan, 2022). In the FGD, a participant from Kyrgyz Republic indicated that leaders are key in facilitating and maintaining a motivating, rewarding work environment for teachers.

As noted earlier in the paper regarding teacher education data on MENA and South Asia, EECCA data point to the links between teacher motivation, teaching quality, and teacher professionalism and autonomy. In Moldova, there is a need for decentralisation, and teachers

are seen to lack **professional autonomy** within a culture of reporting, 'to the detriment of professionalism, initiative, reflexive thinking and creativity' (Republic of Moldova, 2018, p. 51). Likewise, in Kyrgyz Republic, policy documents indicate the need for a system to encourage teacher to self-motivate and internalise the importance of professional development (MoES, 2022). Support for professional learning communities in Mongolia will help to promote student learning, rather than the current focus on delivering curricular content (UNESCO, 2020c). The potential success of peer learning is evident in Albania, where more than 1,000 professional development networks provide peer-driven CPD and provide an important platform for teachers to engage in sharing and reflection (MoESY & UNICEF, 2019). Participants further suggested teacher exchanges and engagement with regional and international competitions and professional development activities (e.g., Moldova, Mongolia) to promote teacher motivation and peer learning. In Tajikistan, teachers' voices are now better included in dialogue with the inclusion of the teachers' professional union in the Local Education Group, a well-established platform for communication and coordination of the education sector (Ministry of Education and Science of the Republic of Tajikistan, 2022).

MENA and South Asia: Participants from this sub-region reported a number of challenges related to teacher management and professionalism, most central among them questions of recruitment, pay, and induction. Throughout the sub-region, there are significant challenges in **recruiting quality candidates** to the profession (e.g., Bangladesh, Maldives, Pakistan, Sudan), and, as noted by a validation workshop participant from Pakistan, routes for recruitment often do not assess trainees' motivation and aptitude for the work. In Sudan, as with Uzbekistan, there are few male teachers: prior to the outbreak of conflict in 2023, males represented a third of teachers within basic government schools, but they were key for supporting education in rural areas (Federal Ministry of Education, Sudan, 2019). In Yemen (FGD), political and religious factors rather than qualifications impacted paid teacher appointments; there, 63% of primary teachers were qualified, with more unqualified teachers and fewer women working in more rural areas (Ministry of Education, Yemen, 2019). More than 56,000 teachers have been impacted by the attacks on schools within the country, and the destruction of schools, inadequate WASH facilities, food insecurity, and a lack of health care contribute to teacher absenteeism. As noted earlier for Afghanistan, many teachers are untrained volunteers, and the apparent ambition of the government to replace secular education will seriously impact the teaching profession (Afghanistan Education Cluster, 2022).

Issues of **pay seriously impact recruitment and retention**. As with Ukraine, Sudan's education system and teacher workforce face strain due to ongoing violent conflict. In August of 2023, it was reported that many schools in Sudan have been closed and teachers report going unpaid for five months and counting (Makary, 2023). Similarly, in Yemen, salaries are often delayed, with 67% of teachers experiencing difficulty receiving pay since 2016 (Ministry of Education, Yemen, 2019). For Pakistan, low pay was linked to teachers taking on additional work like private tutoring, which can have ethical impacts, in some limited cases. A validation workshop participant noted

reports of teachers withholding material to ‘encourage’ students to pay for their private services.

Another important area for discussion was **induction**, particularly among validation workshop participants from Pakistan. In the past, induction was viewed as ‘refresher training’; namely, a one-month general pedagogical training for new teachers starting teaching positions. A new example model for improved induction cited by a participant from Sindh province involved a partnership with schools to improve a new teacher’s transition to the classroom and continue to provide support from a distance after they have started – particularly in issues they face in translating theory into practice. In Khyber Pakhtunkhwa, pre-service education was ended in 2017, and induction training is replacing it. At present, there is a four-month blended induction process where they are able to cover extensive content and pedagogical practice. CPD continues on from induction with a focus on gender-based, inclusive pedagogies. Both systems are useful in addressing newly emerging challenges and needs—perhaps with more flexibility than a pre-service curriculum.

Southeast Asia and the Pacific: There were strong overlaps between the challenges for teacher management and professionalism faced in the SEAP sub-region and the others. As with both other sub-regions, there was much discussion in the validation workshops around teacher recruitment and retention, with challenges in recruiting high-quality, qualified candidates (e.g., Fiji, Laos, the states within the Pacific Island Forum, Timor-Leste) and high rates of attrition noted for Bhutan and Vietnam. Specific subjects have shortages, as with STEM (e.g., Bhutan, Nepal, Laos) and languages (e.g., Bhutan, Nepal). **Deployment** remains a key issue throughout the sub-region, with particular issues for the more remote areas of island states like the Philippines and Indonesia, and the mountainous rural regions of countries like Nepal and Bhutan. For the latter, the government has attempted incentives such as housing provision and special consideration for promotion, training, and exchanges abroad (Department of Education, 2020). Amongst the small island states of the Pacific, policy calls for improved status of teachers through an overall improvement to working conditions, including physical conditions, teacher workload, and remuneration (USP & Pacific Islands Forum Secretariat, 2018). To address shortages in Laos, a participant argued for teacher trainees to receive the amenities provided for other fields, including scholarships and stipends for meals, clothes, and books to incentivise recruitment. In Vietnam, there is a lower ratio of ethnic minority teachers when compared with the overall population, but those teachers are key for reaching ethnic minority students in more isolated rural areas and providing mother tongue support, as those students acquire Vietnamese as the medium of instruction in schools (Karlidag-Dennis et al., 2020). There, a validation workshop participant commented that broader policies to improve livelihoods among minority groups are also improving their engagement with education and the teaching profession. In Myanmar, there are fewer teachers from ethnic minorities, with language cited as a significant barrier for entry to the profession: the matriculation exam is offered only in Burmese, rather than minority languages, even though teachers may go on to teach in those languages (Lall, 2021). There, approaches such as a policy for enrolment in teacher education

where a number of spaces are reserved for candidates from each township ensure that potential minority-group enrollees from more rural and impoverished townships do not have to compete with those from more wealthy, majority-group areas.

Bhutan, as an example context, demonstrates the importance of addressing **teacher motivation** beyond questions of pay. There, teachers are now among the highest-paid civil servants, but the profession remains low status, and teachers report being overburdened with the tasks they have to do outside of classroom teaching. Similar to Moldova, another FGD participant reported that top-down bureaucracy and leadership styles severely impacted teacher motivation. In Cambodia, diverse efforts are being rolled out to improve motivation, including contests for outstanding teachers and an updated payroll scale commensurate with professional development (Ministry of Education, Youth and Sport, 2019). For Nepal, **leadership** was also linked to motivation in survey responses, with challenges related to teacher support mechanisms, adequate supervision, and training and mentoring programmes.

In Nepal, validation workshop participants noted that the current **career ladder** is not connected with the quality of teaching or learning outcomes, meaning that teachers are not incentivised to improve their personal practice within the classroom to advance their career, and so policy calls for more accountability around student performance and teacher career development (Ministry of Education, Science and Technology, 2022). Similarly, policies and scoping studies for Bhutan, Cambodia, and Indonesia call for teacher professional development and performance to be included within the career progression structure (Department of Education, 2020; Ministry of Education, Youth and Sport, 2019; World Bank, 2020a); in Micronesia and Nepal, there are calls for establishment of **mentoring programmes** for delivering effective learning (Federated States of Micronesia, 2020; Ministry of Education, Science and Technology, 2022).

Latin American and the Caribbean (LAC)

Participants from LAC emphasised the need to create an **enabling policy environment** for teachers. This defines the physical, material, and institutional conditions that define 'quality' education within their respective contexts, and those that shape their ability to do their jobs effectively. Participants perceived there to be a lack of rigorous evidence evaluating the impact of public policies on teachers and the teaching profession. Teacher management policies—or those policies that articulate teacher salary and compensation, working conditions and workers' rights, opportunities for professional development, promotions, and career paths—all emerged as important areas to strengthen in support of teachers in the region.

The importance of **raising the status of the teaching profession**—to improve teacher wellbeing and to attract and retain highly qualified and motivated teaching candidates—was a key theme that emerged from both the primary and secondary data collected. In Spanish, this was often referred to as 'dignifying' (*dignificar*) the profession or raising the 'social value' (*valoración social*) attached to teaching. A regional expert from the Caribbean described it as 'ensuring we

have a stronger and more robust teaching capital.’ Across the region, it involves a combination of activities, of which raising teacher salaries was the most mentioned. Raising teacher salaries or valuing and supporting teachers appeared in the data from all ten countries. Haiti is a particularly unique case in the region, with a GPE blog describing how qualified teachers are leaving the profession, due to the harsh ongoing sociopolitical conditions (Manigat, 2023). A regional expert from the Caribbean noted that the challenge of teacher attrition is revealed through teacher migration to high-income countries where teaching is more lucrative. However, a second regional expert from the Caribbean mentioned the need to strengthen evidence in this area, and to compare teachers’ salaries with those of other civil servants in each country, to examine whether salaries are reflective of a larger challenge of low economic productivity. Other challenges related to raising the status of the teaching profession include providing pathways for volunteer and community teachers to become certified (noted by an FGD participant, Nicaragua; see more in the accompanying [scoping study working paper on early childhood care and education](#)).

Participants also described the importance of creating **enabling school environments**, and training school leaders so that they can better support teachers. This includes both physical infrastructure and access to teaching and learning materials that are aligned with the school curriculum, as well as building the capacity of school leaders and other school-based personnel to provide pedagogical leadership and support to teachers. The literature identified the need for accessible teaching and learning materials, including in indigenous languages or for learners with disabilities (e.g., UNICEF, 2020). Challenges with school infrastructure were revealed during the COVID-19 pandemic, including a lack of quality, accessible, and gender-specific WASH facilities in schools and overcrowded classrooms that hinder the implementation of social distancing or other health protocols. Further, FGD participants identified a need to equip schools with technology and equipment to implement CBC and develop students’ 21st-century skills.

Teacher governance was described by a regional expert as a focus on decision-making: who makes the decisions and how they are made. In this sense, issues of centralisation and de-centralisation were mentioned, and a particular need to support school leaders and local authorities to use data for decision-making. Teacher unions were also identified as an important area to explore. The Caribbean Union of Teachers, for example, was described as a unified body that helps ensure a certain amount of synergy across the teacher unions in the region. Further, the issue of financing and investing in teachers and the teaching profession was highlighted; a regional expert indicated that the majority of domestic financing for education goes towards teacher salaries, underscoring the importance of continued research in this area.

In relation to **gender, equity, and inclusion, teacher salaries** again appeared as a topic of discussion. Regional experts from the Caribbean described the gendered nature of the teaching profession and the limited number of male teachers. They described how gender norms place expectations on men to be the household breadwinners, and as a result, few men pursue teaching careers, given the profession’s low salaries. Ultimately, this results in boys having

limited access to positive male role models in schools. Gender norms also limit women's ability to earn school leadership positions, as noted by an FGD participant from El Salvador.

6 TEACHERS: POTENTIAL RESEARCH AREAS

Globally, there is an extensive and diverse body of research capturing different aspects of teachers' work, as reflected in the background literature cited here, with gaps that differ according to region. As a part of validation activities, we asked technical experts from across the countries and regions to indicate the research gaps most relevant to their teacher education, development, and management gaps, with the collected results captured here.

Throughout the data collection, participants mentioned that in many contexts, extensive local research has been conducted to document the work lives of teachers, which capture programmes, policies, and approaches that are contextual and scalable, but that literature is often not available at the global level due to language barriers or more limited publication opportunities. Thus, along with the suggested questions provided below, inquiry is needed for how existing local research can be leveraged and examined.

6.1 Suggested areas: Research for teacher education and development

1. **Pre-service teacher education:** In general, there is limited research on 'what works' for pre-service teacher education (GPE, 2022). Regional experts called for more attention to the profiles of teacher trainers and better understanding of their needs to develop and improve teacher education programmes, and for additional research linking how knowledge and skills from pre-service education are being applied in the classroom. Finally, more research is needed to link pre-service education with student learning outcomes when those teachers reach the classroom: while there is a growing body of research linking pre-service and learning, more understanding is needed regarding what works and why, along with data on cost-effectiveness.
2. **Scaling and sustaining effective TPD:** As a regional expert from the Caribbean noted, 'We need [teacher] training, but it's very difficult to identify in what and through what tools.' Approaches for teacher education and development are another challenge: participants from the Africa 19 and EMAP regions highlighted the failure of cascade models of training to change teacher practice, and recent use of blended learning tools in Bhutan indicate a potential way forward with integration of ICT for large-scale teacher education. Thus, more research is needed to understand how effective TPD can be designed and deployed at scale, with attention to these particular areas:
 - a. **Instruments and techniques:** Potential areas of research can draw on diagnostic instruments, action research, or co-creation to explore how teacher education and development efforts can be tailored to the needs of teachers and scaled and sustained over time.

- b. **Teacher education content:** Emerging areas of research include training teachers in new technologies, social-emotional learning, or new pedagogies such as play-based and project-based learning, or on how to adapt or implement the curriculum, provide remedial support and design effective, pedagogically aligned assessments. Additionally, research is needed to understand how teacher education and development can better support foundational literacy and numeracy, especially given the emerging findings around approaches like structured pedagogy and assessment-informed instruction. What forms of training, development, and support are most effective for teachers being able to deploy these different approaches, and what approaches are best suited for scaling up?
- c. **Approaches:** New tools can also be explored, such as communities of practice (CoPs), lesson study, MOOCs, or blended approaches to teacher education. Research can follow those approaches from training into practice to demonstrate which approaches, and in what combinations, are most effective for sustained, ongoing changes to practice. In several validation meetings, participants across EMAP referenced micro-qualifications but noted the need for more research to understand their use and impact, and how they can build on – or replace – existing CPD practices.
- d. **Peer mentoring and coaching:** Representatives across the regions indicated the need for more school-based professional development opportunities, including peer mentoring and coaching, where teachers can receive targeted support within their own classrooms. There is a need for more research on approaches to developing and scaling school-based mentoring and coaching programmes, including how teachers respond, what training is needed for both mentors and mentees, and how existing school leadership can be utilised. Research can investigate how to integrate peer mentoring and coaching into schools and contexts where it is not being used. In schools and contexts where it is currently in operation, research can instead focus on sustainability, ensuring mentors and mentees alike receive proper support, and the provision of resources.
- e. **Teacher-led development and critical reflection:** Research can focus on how in-service teachers can be engaged in research and critical reflection on their own practice, as well as how pre-service teachers can learn from in-service teachers and have practical classroom experience as part of their preparation and induction. Where teachers are encouraged to take more 'ownership' of their own educational needs, what kind of models for teacher-led or school-based professional development can be implemented?

3. **Aligning pre- and in-service teacher education and development:** Strengthening synergies between pre-service and in-service teacher education and development was highlighted as a key priority across all four regions. Particular areas highlighted include:
 - a. **Partnership building:** Across the regions, there were myriad examples of partnerships to facilitate improved teacher education and development. Partnership building can reference partnerships within the system, such as linkages between schools and academic institutes or teacher training colleges, especially for ensuring practical, hands-on pre-service teacher education. Additionally, across EMAP, there was also particular interest in public-private partnerships (PPPs) for delivering different aspects of teacher education.
 - b. **Diverse providers:** In many contexts, especially Africa 19 and 21, CPD delivery is diverse and often conducted through donors, NGOs, and partnerships with universities and other institutions from the Global North. As noted for parts of EMAP, such trainings may not align with government priorities or even align with national curricula. More research is thus needed to map the non-formal CPD ecosystem, to consider potential approaches and ensure they are aligned across offerings, including licencing and accreditation, and to ensure sustainable, scalable CPD opportunities for all.
4. **Addressing gaps between teacher preparation and education, curriculum, and assessment:** A frequent theme across the hubs was misalignment between teacher education and the curriculum, assessment, and materials, often due to education reforms where existing teachers were not provided with comprehensive re-skilling, or where teacher education programmes were not updated to align with reforms. As countries work to address these challenges, research is needed to capture their efforts and evaluate which approaches are working best and can be scaled.
5. **GESI in teacher education:** Teacher education which pays attention to the marginalised identities of both teachers and learners emerged as a key priority area. Particular areas include the following:
 - a. **Equipping teachers to support marginalised learners:** Research can examine how to equip teachers with the skills, knowledge, and attitudes to address marginalisation in the classroom, including for learners with disabilities, girls and SOGI minorities, indigenous communities, migrants or displaced learners, and other ethnic and linguistic minorities. This may also include addressing social norms or biases in teachers' attitudes, including, for example, stigma towards teaching CSE in schools, or using Creole languages in Caribbean classrooms.
 - b. **Providing support for teachers:** Teacher education programmes should not only encourage gender-responsive and inclusive pedagogies but use those same approaches during training activities to attend to the needs of teachers. More

research is needed to investigate how pre- and in-service education accommodates the needs of diverse teacher populations, and ensures their access to equal opportunities for advancement.

6. **Language:** The language of instruction has serious impacts on teachers' work. Across hubs, it is clear that teachers from marginalised groups, including speakers of minority languages who use that language for instruction, need better support during teacher education. Indeed, many teachers from majority population groups may need support for acquiring and teaching in national languages of instruction, as seen in Rwanda, for example. How can systems respond to teachers' language needs, and what approaches are the most successful in improving their proficiency and confidence in using the language of instruction in their classrooms?
 - a. **Note:** Issues of language are often strongly politicised, as seen in recent events throughout the Caucasus and Central Asia in particular, and caution is needed in any research conducted. Thus, addressing the many gaps around teacher language through research should involve consideration of the sociopolitical implications of those topics and careful coordination with national governments to ensure responsible execution, as noted by a regional learning partner representative.

6.2 Suggested areas: Research for teacher management

1. **Comprehensive teacher policies:** As indicated throughout the data, comprehensive policies at the national level are essential for harmonising teacher education, management, and career pathways and ensuring that any policies being developed work in consensus with the other areas and aspects of education. Research can capture the impact of policies, best practices for aligning policies with existing sector strategies or frameworks, and approaches for ensuring understanding and uptake at the middle tier and school level.
2. **Teacher motivation and wellbeing:** This area requires research which pays attention to contextual realities and the different factors that can impact motivation for teachers, even in different areas of the same country. Wellbeing is a culturally located context, with different understandings and interpretations. Particular research areas referenced throughout our data collection include:
 - a. How to **recruit, train, and retain** highly qualified and motivated candidates to the teaching profession. This may include evaluating policies and efforts that are already in place, critically examining issues of teacher salaries, or focusing specifically on challenges in relation to teacher wellbeing, such as access to psychosocial support or issues of job burnout and attrition.

- b. **Environmental factors:** School- and community-level factors were often linked with teacher motivation, with participants commenting on teachers feeling overworked, badly supported by leaders, and unable to adequately teach without materials or classroom resources. Research, then, can capture school- or community-level factors, with particular attention to rural and remote communities which shape teacher motivation and learning outcomes. Supervision and monitoring of teachers can be examined from an accountability and management perspective and school-based support from a professional development and well-being perspective. Further, more research should examine the role of school leaders in providing pedagogical support and leadership to teachers. What training and approaches are most effective in transitioning school leaders from more administrative roles to impacting the quality of learning and teaching? What impact do leaders have on motivation? Are more engaged school or middle-tier leaders, who support the academic work of teachers, linked with more motivated teachers?
3. **Positive deviance research:** Where teachers demonstrate positive wellbeing and strong motivation for their work, research can capture what factors have influenced their situation. How can education systems foster and support intrinsic motivation?
4. **Contract teachers:** Contract teachers are found across almost all education systems, in both public and private institutions. What are the impacts of hiring contract teachers? There are several important areas for research within this topic, including the following:
 - a. **Impact on learning:** There is conflicting evidence on the impact that contract teachers have on student outcomes, and more research is needed, especially for understanding the longer-term impacts on learning outcomes.
 - b. **Impact on motivation:** More evidence is needed to understand the impact of short-term contracts on teacher motivation and performance, both for teachers in short-term contract positions and those who work alongside them in civil service appointments.
 - c. **Impact on the teaching workforce as a whole:** What impact do short-term contracts have on the workforce overall? Do they create division, as some research suggests, or are they necessary to ensure accountability? Do they shift power away from the profession? To address all of these issues, more extensive research is needed, along with investigations into impacts of reforms which facilitate the transition of contract teachers to more permanent civil service roles.
5. **Incentives for rural and remote areas:** Teacher remuneration is strongly linked with motivation, but it is not a 'failsafe' incentive for improving the teaching profession. As in examples from Bhutan, teachers can be the highest-paid civil servants, and the profession can still struggle with recruiting and retaining candidates. Problems of

teacher deployment are most common in the data for rural and remote areas, so more research is needed to investigate incentives beyond pay to encourage teacher deployment and retention at high-need rural and remote school settings.

6. **GESI in teacher management:** A number of GESI-related challenges for teacher management and linked research areas were suggested, including:
 - a. **Gender equality in teacher workforce:** What policies and programmes support gender equality at each level of teacher education? For example, how can governments recruit more male teachers to the teaching workforce, especially in the early years, or support women in moving into positions of leadership or in male-dominated subjects such as STEAM and TVET.
 - b. **Minority teachers:** There are significant gaps in the literature pertaining to the experience of teachers from minority groups, including teachers with disabilities. The experience of teachers, including their treatment in the professional environment, needs more exploration and understanding, as do the approaches needed for teacher education programmes to recruit, support, and attend to the needs of minority teachers.
 - c. **Women in school leadership:** As noted in some contexts, the presence of women in school leader positions is highly dependent on the roles and opportunities that women have as teachers. There are gaps in the research around how to attract, retain, and support female school leaders, and so more understanding is needed regarding how to shape effective pathways for women to enter school leadership, as well as how to ensure that school leaders are engaged with gender equality efforts (see also the earlier [scoping study on gender](#) for more discussion of school leadership and gender).
7. **Remuneration and incentives:** While many GPE partner countries continue to increase teacher salaries, there is limited evidence on the impact of these policies. More research should seek to understand teacher pay across different contexts and career pathways, how reliable it is, and the extent to which it shapes the recruitment and retention of qualified teacher candidates. Potential research approaches include:
 - a. **Long-term impacts of salary increases:** While some studies have examined the short-term impact of salary increases on teacher performance and retention, there is a need for research that investigates the long-term effects. This could involve tracking teachers over several years to see if higher salaries lead to sustained improvements in teaching quality and retention.
 - b. **Non-monetary incentives:** Most research focuses on monetary incentives, such as salary increases or bonuses. There is a need for more research on non-monetary incentives, such as professional development opportunities, career

advancement prospects, and recognition, and how these can influence teacher motivation and retention.

8. **Teacher mobility and migration:** Research can explore the factors that influence teacher mobility or migration, both within and between schools or transnationally, within regions. Understanding why teachers move or stay in their positions is essential for designing effective incentive policies.

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ANNEX 1

This annex presents data on country participation in the different data streams. As a bounded study conducted in a limited time period, there were constraints on ensuring that representatives from all GPE partner countries were able to participate in data collection. There were a number of factors which could have impacted participation, including the timeline for activities, which were organised with one to three weeks of notice and may have taken place during national holidays or other periods of more limited work, and the limits of each regional hub's reach in contacting and recruiting participants. Some participants were able to join data collection events, but poor internet connectivity limited their ability to join the conversation. Finally, participation also depended on a representative's ability to participate in exercises, including their willingness to share openly and, as research activities were conducted in five languages, their proficiency in the languages being used. As such, the countries which are more active in hub activities, and participated actively in each of the data collection exercises, are thus more strongly represented within this scoping study. In hubs where national participants are less active, those country contexts may be less represented in the data, or the data may be confined to desk sources.

The countries represented for each data stream are listed here. All 85 GPE partner countries were represented via literature, so the following information only comments on survey, focus group, interviews, and validation activities.

Africa 19

Survey responses: Ethiopia, Gambia, Kenya, Lesotho, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, Somalia, South Sudan, Tanzania, Uganda, Zambia, Zimbabwe

FGD, interview, and validation activities: Eritrea, Ethiopia, Gambia, Lesotho, Kenya, Malawi, Rwanda, Sierra Leone, Somalia, Uganda, Zambia, Zimbabwe

Africa 21

Survey responses: Benin, Burkina Faso, Cabo Verde, Cameroon, Chad, Comoros, Côte d'Ivoire, Guinea, Guinea-Bissau, Central African Republic, Madagascar, Mali, Mauritania, Niger, Republic of Congo, São Tomé and Príncipe, Senegal, Togo

FGD, interview, and validation activities: Benin, Cameroon, Chad, Comoros, Côte d'Ivoire, Guinea, Guinea-Bissau, Madagascar, Mauritania, Niger, Republic of Congo Senegal, Togo

Eastern Europe, Middle East and North Africa, Asia and Pacific (EMAP)

Survey responses: Bangladesh, Bhutan, Cambodia, Georgia, Kyrgyz Republic, Lao PDR, Maldives, Moldova, Mongolia, Nepal, Pakistan, Papua New Guinea, Sudan, Tajikistan, Uzbekistan, Vietnam, Yemen

FGD, interview, and validation activities: Bangladesh, Bhutan, Cambodia, Georgia, Kyrgyz Republic, Lao PDR, Maldives, Moldova, Mongolia, Nepal, Pakistan, Papua New Guinea, Sudan, Tajikistan, Timor-Leste, Vietnam, Uzbekistan, Yemen

Latin American and the Caribbean (LAC)

Survey responses: Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, St. Lucia, St. Vincent and the Grenadines

FGD, interview, and validation activities: Dominica, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, St. Lucia, St. Vincent and the Grenadines