REVIEW:
TEACHER SUPPORT AND DEVELOPMENT INTERVENTIONS

Save the Children

INTRODUCTION

Save the Children commissioned research on teacher support and development as part of a strategy to build professional and technical capacity through sharing knowledge at global, regional and country levels.

The research, which this document summarizes, set out to:

1. Produce a quick summary of global state-of-the-art approaches to teacher support and development and reference the Save the Children approaches and models against these.

2. Identify best models, practices, approaches and areas of strength which reflect the Save the Children's current teacher support and development programming around the world.

3. Identify areas of potential growth in Save the Children's programming in teacher support and development

4. Generate recommendations and lessons learned so as to inform future programming in a range of contexts supported by Save the Children.

As part of this process a review of the academic and Save the Children's literature on teacher support and development from 30 low income countries was conducted together with interviews with nine country offices to investigate their current approaches to teacher education programming.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

CPD is conceptualized as consisting of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It is designed to support individual needs and improve professional practice.[1]

In the most recent review of teacher education covering 65 countries from around the world, the Organization for Economic and Cooperative Development (OECD) reported that in the high-performing education systems, teachers have a central role to play in improving educational outcomes, and are also at the centre of the improvement efforts themselves.[2]

The OECD study also found that the most effective professional development programs upgrade pedagogic knowledge and skills over a sustained period of time rather than through disjointed one-off courses. They bring together initial teacher education, induction and continuing professional development so as to create a lifelong framework for teachers.

High performing education systems provide opportunities for teachers to work together on issues of instructional planning and to learn from one another through mentoring or peer coaching and by conducting research on the outcomes of classroom practices to collectively guide curriculum, assessment and professional learning decisions. The establishment of such benchmarks to assess progress in professional development over time means that appraisal and feedback are used in a supportive way to recognize and reward good performance.

To establish a firm foundation for improved student outcomes, research suggests teachers must integrate their knowledge about the curriculum, how to teach it effectively and how to assess whether students have learned it.

Because teaching is a complex activity in which moment-by-moment decisions are shaped by teacher beliefs and theories about what is effective teaching, theory and practice must be carefully integrated.

Challenging and changing beliefs and classroom practices also requires the development of self-regulatory skills that enable teachers to monitor and reflect on the effectiveness of the changes they make to their classroom practice. Such changes appear to be promoted by a cyclical process of professional learning.

While teacher professional development is still largely under-researched in both high and low income countries, recent comparison group studies show professional learning can have a powerful effect on teacher pedagogy and knowledge and on student learning if it is sustained over time, focused on teaching subject content and embedded in the classroom.

TEACHER EDUCATION IN LOW INCOME COUNTRIES

In many countries in Sub-Saharan Africa, South Asia, the Arab States and Latin America there are large numbers of untrained or undertrained teachers and this is having a major impact on the quality of education provided, leading to high dropout rates and low level of attainment.

Most countries in the developing world are not able to provide teachers with salaries and working conditions that are competitive with other occupations. Moreover, there are a few opportunities for continuing professional development for teachers already in service, although frequently half of them are unqualified - with inevitable consequences for the learning outcomes of students.

The stakes for improving quality of education through teacher development are particularly high in low-income countries, as research suggests that teaching is the most important factor in student achievement.[3] In sub-Saharan Africa the teacher is said to account for 27% of student achievement, which is much higher than in high-income countries.

The poor quality of teaching and learning in many developing contexts is very apparent. For example, in eastern and southern Africa an estimated 8.8 million children remain out of school and around 50% of children are failing to complete primary education.[4]

A regional assessment of 15 countries conducted by the Southern African Consortium for Measuring Educational Quality found that a significant percentage of students in the region are being taught by teachers with a junior secondary school qualification or lower.

In the face of these challenges there is a growing recognition of the need to address issues of quality as well as access, and that a focus on pedagogy and its training implications needs to be at the heart of the commitment to improve student retention, progression and learning.

Many researchers report little association between measures of student achievement and teacher training.[5] Such research, however, has often relied on using input variables, such as length of training and level of qualification, as proxies for teacher behaviour rather studying the impact of classroom processes on learning achievement. This suggests the need for better designed experimental studies to evaluate the cost effectiveness of different kinds of professional programs and to study their impact on classroom pedagogy and learning outcomes.

WHAT DO WE KNOW ABOUT EFFECTIVE TEACHER SUPPORT AND DEVELOPMENT IN LOW INCOME COUNTRIES?

In an extensive study of pre-service education and training in Ghana, Lesotho, South Africa, Trinidad and Tobago,[6] it was found that one of the most important components of the curriculum is pedagogic content knowledge (knowledge of how to teach the subject) as it develops the knowledge, skills and attitudes needed to teach subjects effectively and it is best acquired through a mixture of theory and practice in the classroom. Therefore training that moves trainees between principles to practice and back again is seen as the most powerful way of translating ideas into classroom practice.

Weakness of pre and in-service education and training

Research into pre-service training in low-income countries suggests that the dynamic linking of college-based learning to its application in the classroom is the exception rather than the rule.[7] This is largely because training is often lecture-based (usually from trainers who lack experience and expertise in primary education) with little in the way of supervised practical teaching and feedback, thereby creating a large gap between theory and actual classroom practice, and a repetition of secondary education at several times the cost.[8]

Similarly, the provision of in-service education and training (INSET) is also judged to be of poor quality with little transferability to the classroom. The quality of instruction in in-service programs is often as poor as pre-service as it is largely delivered by the same tutors who have little knowledge of the realities of the classroom from which the teacher come. Studies also found that there is confusion in the way INSET was being conceptualized with teacher certificate upgrading to improve academic qualifications rather than pedagogic skills being classed as INSET.

Such identified weakness at the pre-service and in-service stages in developing countries have led to calls for a radical overhaul of teacher education that moves away from a largely college-based provision to a more long-term sustainable vision of CPD that would systemically update the key competences that are required in the classroom.[9]

Changing Pedagogic Practice

Studies of pedagogy in low income countries show teachers commonly rely on a single method made up of teacher-fronted 'chalk and talk' promoting the transmission of knowledge through rote learning. Such interaction often takes the form of lengthy recitations made up of teacher explanation and questions, and brief answers often chorused by the whole class or by individual pupils.

Changing such a narrow repertoire of pedagogic practices by managing the quality of classroom interaction can be a cost effective way of improving classroom pedagogy, particularly in contexts where learning resources and teacher training are limited.[10]

Helping teacher educators and teachers transform classroom talk from the familiar rote, recitation and exposition to include a wider repertoire of dialogue and discussion in whole class, group-based and one-to-one interactions will require training in alternative classroom interaction and discourse strategies.

However, most teacher preparation and professional development programs in the developing world are not able to challenge the strong images of teaching shaped by earlier educational experiences because many teacher educators generally hold the same beliefs and perpetuate a transmission mode of instruction.[11]

Research also suggests cross-age peer tutoring is an instructional strategy that has the potential to transform pedagogy in poorly resourced contexts, particularly in multi-grade classrooms.[12] It consists of student partnerships pairing upper primary students with younger students for structured reading and mathematics study sessions. Such an approach allows students to work collaboratively on different levels and on different types of problems or at varying reading levels. More empirical research is needed to explore the potential of peer tutoring.

School Based Training

In response to the need to change the underlying pedagogic practices that lead to the transmission of knowledge and rote learning, development partners have been assisting governments faced with the need to train large numbers of teachers to develop national in-service strategies and continuing professional development that are school-based.

Field-based models of school-based training supported by distance learning materials and school clusters has been strongly advocated as a way of closing the gap between theory and practice, and raising the quality of teaching and learning in basic education.[13]

Such trends represent a clear strategic shift away from institutional based primary teacher education towards more flexible school-based provision. The decentralization of teacher education has also been in line with the broader sector-wide approach to education planning promoted in many regions of the world. These initiatives have been supported by arguments for increased governmental responsiveness, greater community participation, more flexible planning and implementation and more efficient and less expensive provision.

EXAMPLES OF NATIONAL SCHOOL BASED MODELS

School and cluster-based in service programs have proliferated in recent years in Asia, Africa and Latin America.

GUATEMALA

School-based training featured prominently in the Nueva Escuela Unitaria in Guatemala in the late1990s. It consisted of ongoing training and on-site follow-up supervision and feedback, supplemented by Teacher Circles where groups of teachers from differents schools met regularly to train each other and share experiences.

INDIA

In India, the Sarva Shiksha Abhiyan initiative, launched in 2003 in the Chennai District of Tamil Nadu, introduced activity-based learning in grades 1- 4. Drawing on a Montessori approach, it aims to foster self-learning by allowing a child to study under his/her aptitudes and skills in Tamil language. The program was eventually scaled up to 37,000 government primary schools across the state of Tamil Nadu with teachers receiving 20 days training at the school and cluster level each year and new recruits receiving 30 days of induction training.

The training focuses on developing teacher skills in the use of whole class, group-based and one-to-one teaching, formative assessment and the production of learning resources. Teachers are also trained to use cross-age peer tutoring within multi-grade classes. In calling for the scaling up of school-based training initiatives such as the Sarva Shiksha Abhiyan initiative across India, a review of the National Curriculum Framework for Teachers recognizes that the greatest challenge facing the reform of teacher education at the primary stage is the capacity of the teacher educators to deliver quality training.[14]

UGANDA

Uganda was the first country in the region to develop a national continuing professional development (CPD) strategy in 1994. A major part of the strategy was the development of a Teacher Development Management System (TDMS), which led to the institutionalization of a coherent pre- and in-service approach to the primary teacher education system in order to address weaknesses in classroom pedagogy.

In 2004, the TDMS was succeeded by the primary Teacher Development and Management Plan, with a greater focus on CPD and accountability by strengthening the role and functions of parent- teacher association, school management committees and head teachers in school-based training. However, one of the main challenges in raising the quality of primary education in Uganda has been to improve the technical capacity of the coordinating centre tutors and inspectors at national and district level to implement new initiatives. Much of the training tutors and inspectors receive is made up of one-off worshop-based provision that does not include on-site coaching and refresher courses in skills. There is a technical capacity gap in some areas among the trainers of trainers.

MALAWI

Malawi also introduced an in-service teacher development program, known as the Malawi Integrated In-service Teacher Education Program (MITEP). It was designed to rapidly train teachers at a much lower cost than conventional methods by moving college-based training into schools, supported by distance learning materials and school-based mentoring.

An evaluation of the program suggested that it was only partially successful because of the capacity of the teacher educators, supervisors and teachers in schools responsible for delivering the training.[15] Many of the tutors were poorly prepared for the program and so many resorted to the pedagogy they had experienced as student teachers. The school-level support was also frequently inadequate. The primary education advisors were often overwhelmed with supervision, leaving little time for school visits. Feedback from college tutors on course work assignments was rare. However, the MIITEP program was able to train and certify 80% of the target student teachers in less than four years at a much lower cost.

KENYA

Kenya recognized that professional development programs need to focus on processes in the school and classroom as the necessary level of intervention for improving the quality of teaching and learning.[16] Likewise it saw the need to link teacher education with head teacher training and community empowerment, including the development of a school text management system and quality assurance procedures.

The Ministry of Education - through its INSET unit - ran a national, distance-led teacher education scheme for classroom teachers, the School-based Teacher Development (SBTD) program. SBTD was designed to be cost-effective and to combine the benefits of distance education with school-based teacher development. The program was supported by a zonal-based teacher advisory system of over 1,000 teacher advisory centre tutors, who were trained to provide group-based support service to the Key Resource Teachers (KRTs) who were working with distance learning materials while carrying a full time teaching load.

A baseline evaluation of the SBTD suggested that there had been major changes as a result of the school based training, particularly for those who had received the direct training. However, the 'cascade' model of school based training, whereby KRTs work with other colleagues in the school to pass on their training, was having less impact than had been anticipated by the program's designers.

TANZANIA

Tanzania has developed a national INSET Strategy and Operational Plan based on the Teacher Development and Management Strategy (TDMS), leading to the development of a systemic approach to CPD. There is also an agreed code of professional conduct for teachers, overseen by a national teacher accreditation council and an agreed incentive and accreditation system to support the implementation of the CPD framework. A human resource strategy has also been developed for key players to manage systems at national, regional, district, ward and school level with clear roles and responsibilities. Monitoring and evaluation against a national baseline has also been built into the design.
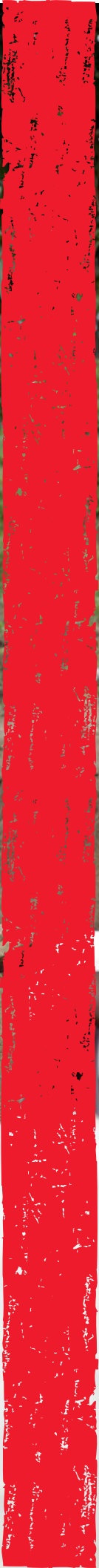
GENERAL CONSIDERATIONS

In adopting the school-based model of training, there would appear to be economies of scale due to the wide reach of distance education programs and their ability to reach remotes areas.

However, in the absence of robust research into the cost-effectiveness of school-based models, it is questionable whether they are cheaper than full-time residential courses due to the need for face-to-face teaching and classroom-based guidance, supervision and assessment provided by local-level support tutors.

The capacity and training needs of those charged with organizing and providing the training, mentoring and coaching, such as district officers and college tutors, also remains a major challenge, as does the creation of incentives and accreditation for those college tutor and teacher mentors teachers who will be taking part in the INSET. It also requires a clear division of roles and responsibilities.

Too often new initiatives for teacher education reform start at the micro level and are rarely scaled up. Putting in place a systemic monitoring and evaluation system with input from stakeholders across all levels of the education system can help improve accountability, planning and implementation, and assist in knowledge sharing.

The starting point for any teacher development program should always be a baseline assessment of existing classrooms practices and learning achievement with a minimum of 10% of the budget being set aside to monitor and evaluate progress. A broad situation analysis of all factors affecting education quality and access is also highly desirable, as is an analysis of existing structures, systems and policies and plans.

There is a need to adopt a planning continuum that integrates the use of distance education and face-face delivery in a flexible model, and supports teachers in the classroom by ensuring resources, capacity building and incentives are devolved to those resposible for observation, coaching and assessment.

Building capacity of the entire system and support networks that link key stakeholders with one another is therefore crucial, as is the need to take the political economy and governance of a country into account. In decentralizing teacher education it is also necessary to encourage transparency about the budget, build capacity at all levels of the system an to consult all stakeholders on the distribution of responsibilities, resources and incentives.

Reforms to teacher education will also have limited success if there is disjuncture between the training teachers receive and the cultural mores, policy enviroments and school conditions of a particular country.[17]

Similarly, the policy of teaching the primary curriculum through a national or international language in many low income countries also exerts a powerful influence on the quality of teaching and learning by presenting communication difficulties for both teachers and pupils.

Recent studies point to the advantage of using mother tongue as the medium of teaching and learning in the early stage of education. Not having access to primary schooling in a familiar language is leading to the exclusion of large numbers of children from education.

This problem can be addressed successfully by providing at least six years of mother tongue education, with gradual introduction of other languages from an early stage. [18] It also requires the appropriate training of teachers in the use of mother tongue and second language teaching.

Such an approach requires an analysis of how a country's language policy is affecting children's participation and success in education so as to determine which language(s) will be most likely to increase enrolment, retention and pupil learning.

This brief review of the teacher development literature suggests school-based training supported by distance learning materials, school clusters and local support agents is the best was way of closing the gap between theory and practice, and raising the quality of teaching and learning in low income countries.

However, there is a paucity of research evidence on which to develop different modes of delivery and systems of organisation for continuing professional development in low income countries, especially with regard to their impact on learning and cost effectiveness.

More experimental research using a control-group design is needed to build a more robust evidence base to answer outstanding questions about the most effective approaches to teacher development and their cost effectiveness in resource poor environments.

SAVE THE CHILDREN'S APPROACH

Reflecting global best parctice literature and research within Save the Children there appears to be a clear strategic shift towards school-based and cluster training. In many of the countries reviewed for this report, teacher development at school and school cluster level had been adopted as the most effective way of providing support to teachers.

Developing the capacity of those (teacher educators, head teachers, pedagogic advisers, inspectors, ministry officials) charged with delivering school-based training and education is seen as a major priority in many or the countries reviewed, along with ensuring teachers are trained in approaches to early childhood development and the teaching of basic literacy and numeracy. The development of non-formal primary education and accelerated programs has also been a priority, targeting out-of-school children and those who might not have enrolled or remained in school.

A 2008 study of Save the Children's in-service teacher training conducted in 17 countries covering sub-Saharan Africa, South Asia, the Arabs States and Latin America found that out of 23 programs, 7 offered one-time workshops or seminars intended for cascading by the teachers back in their schools, 12 offered periodic training and 6 included some type of observation and feedback.[19] Since 2008, in line with international research, the move away from the cascading of training towards ongoing support for teachers to improve generic pedagogic approaches has continued, together with a subject specific focus on the teaching of basic literacy, numeracy and life skills. Some examples follow.

BOLIVIA AND NICARAGUA

Save the Children's initiative on teacher education in these two countries has focused on improving the quality of early childhood education and early primary educating with the goal of increasing the rate of primary school completion. Training is given to develop teacher capacity to provide a more student-centered learning environment. Developing the capacity of teacher educators delivering the training has also been a major focus of the programs. In an evaluation of the Nicaragua program it was found that teachers who had undergone the training were far more effective in their interactions with young children and in providing a stimulating and positive classroom climate.

COLOMBIA

In southwest Colombia, Save the Children has been working with the Awá, indigenous people threatened by armed conflict, to develop teacher capacity to improve the teaching of literacy through its diverse languages program and positive parenting techniques. The training has been offered in three phases consisting of face to face training, classroom observation and the creation of teacher support cluster networks. However, it is recognized that more technical capacity is needed at the local government level to improve coordination and supervision of the clusters and at the local teacher training school, to provide more relevant teacher training and to ensure sustainability.

DEMOCRATIC REPUBLIC OF CONGO (DRC)

Save the Children is providing training to school inspectors to improve the monitoring of schools through the use of systematic observation of lessons and feedback to teachers. Save the Children is also providing technical support to the Ministry of Education to develop their capacity in monitoring and evaluation to ensure greater transparency and accountability. To date, no formal evaluation has been carried out of this DRC program.

EGYPT

Save the Children has been implementing school-based training in one of the poorest and undereducated governorates through its Pivotal Schools Model. The program introduced specialized training halls to serve a cluster of schools and built up a core of 40 teacher trainers. In collaboration with a university and other partners, training sessions and workshops were developed for experienced teachers designated as trainers from neighbouring schools. A number of monitoring processes were introduced to evaluate the effectiveness of the training, which included observation of the training sessions in the workshops and in the schools. From 2008 to 2010, Save the Children worked with the Minya Governate to institutionalize the Pivotal Schools Model in all 9 districts of the governate.

Overall, an evaluation (2009) of the Pivotal Schools model shows that learning results have improved along with pupil and teacher attendance rates. Teachers were using a wider repertoire of teaching approaches beyond rote and recitation. Interviews revealed that trainers and trainees were much more convinced of the benefits of active learning, even implementating in large classes and resource poor environments. The evaluation acknowledged that the cascading of the training to teachers in the schools was the weakest component of the Pivotal Schools model and recommended that follow-up with teachers in the classroom be institutionalized in the program through classroom observation and feedback carried out by school administrators, inspectors, district and trainers using a standardized observation schedule. The Pivotal Schools model also needed substantial government investment integration into ministry-led teacher education and training, and integration into larger school-wide reforms to scale up and sustain the initiative.

ETHIOPIA

In the Tigrai region, Save the Children is working closely with the Ministry of Education to build the capacity of district level education officers, supervisors, head teachers and school management committees to support and monitor school-based and cluster training in 1800 primary schools.

Save the Children is also working closely with Teacher Training Institutes and Teacher Training Colleges in the region to integrate pre-service and in-service education and develop the pedagogic and supervision capacity of college tutors. In 2010 a literacy boost initiative was introduced to deliver training in the teaching of early reading at school and cluster level. A baseline has been established to measure the impact of the intervention on classroom practices and reading outcomes.

LAO PEOPLE'S DEMOCRATIC REPUBLIC (LAOS)

Save the Children has been implementing three programs (Quality Education Project, Inclusive Education, Early Learning in Primary Schools), using a school based training and cluster approach supported by pedagogic advisers working with head teachers and teachers in the school. An evaluation of the three programs found that:

- While there had been changes to the tradional model of transmission teaching, teachers needed a lot more training in teaching multi-grade classes and the use of formative assessment to inform the teaching and learning process.
- It is necessary to strengthen the school clusters and improve pedagogic practice. Recommendations made include training head teachers and establishing closer links between the cluster and the Teacher Education Institutes.
- The report also called for more effective monitoring and evaluation and a greater concentratation in fewer districts to work in-depth with all schools in the cluster

VIETNAM

In Vietnam, Save the children has prioritized pre-service teacher education to strengthen the capacity of future teacher educators to provide school and cluster-based training and to ensure that the college curriculum and training reflects the realities of large classes and multi-grade teaching.

MEASURING EFFECTIVENESS

Since 2008, Save the Children has been working more strategically across countries to evaluate the impact of its programs, particularly in the Rewrite the Future, Quality Education Program and Literacy Boost initiatives.

Building on these programs, Save the Children has been putting in place more rigorously designed evaluations using comparison-group studies to study the impact of teacher professional development programs on pedagogic processes and student learning.

REWRITE THE FUTURE

Teacher support and development has played a central role in Save the Children's Rewrite the Future global campaign, focusing on countries affected by conflict and where over half of the world's 75 million out of school children live.

Working in more than 20 countries affected by conflict, Save the Children has been training and supporting teachers at pre and in-service levels to use a range of teaching and classroom management strategies that encourage learning and make children feel safe. The training offered in many of the countries has focused on curriculum content, teaching methodology, child rights and teaching without physical and humilating punishment, active teaching and learning methods and language courses.

In a recent global evaluation of the Rewrite the Future program covering Angola, Afghanistan, Nepal and South Sudan, it was found that school-based training and cluster-based systems were proving effective in changing teacher beliefs and pedagogic practices and improving attendance and completion rates, with Angola showing the largest improvement in learning outcomes between 2008 and 2010.

QUALITY EDUCATION PROJECT

The Quality Education Project (QEP) began in Ethiopia in 2000 and then in 2002 spread to Zambia, Zimbabwe and Mozambique. It focused on training teachers and teacher educators to become reflective of their own teaching in order to improve the quality of teaching and learning in the classroom. Using action research, mutual observation and critical reflection, the aim of the program was to develop the knowledge, skills and disposition of lecturers, teachers, inspectors and other educationalists so as to challenge traditional, unreflective and teacher-centred pedagogy.

In order to study the impact of the QEP on classroom processes and learning achievement, an evaluation of the program in the four countries was conducted in 2009. The study found that the intervention schools did significantly better in term of learning outcomes and that the average level of quality of teaching was better in QEP.

However, genuine change in attitudes and classroom behaviour take time and a professional commitment on the part of the teacher /teacher educator. The authors conclude that effective professional development needs to take place at the institutional level of the school and teacher colleges if it is to be scaled up.

MALAWI LITERACY BOOST

Out of the 23 programs reviewed in the Da Silva 2008 evaluation of Save the Children's in-service programs, it was reported that only one country, Malawi, had conducted a formal evaluation of its teacher education programs.

The Malawi literacy boost initiative was introduced into 56 schools in the district of Zomba by successfully building on the Malawi Integrated In-service Teacher Education Program. It was designed to promote collective school effort, have a strong curricular foundation and address teacher knowledge, skills and disposition. Using a cyclical and ongoing process of learning, enacting, assessing and reflection, teachers were trained in the teaching of alphabetic and phonemic awareness, fluency, vocabulary, comprehension and phonics in Chichewa and English in grades 1-5. The teachers were subsequently observed teaching lessons and offered concrete feedback on their practices. In each of the selected schools, children were assesses individually in mathematics, Chichewa and English. Their teachers were also observed teaching lessons in these subjects. Difference between the intervention and control groups were statistically significant in terms of reading skills in both Chichewa and English at grades 2 and 4 and in the intervention schools children performed equally well regardless of the class size. The Literacy Boost teachers performed better on the systematic observation schedules. In the Literacy Boost schools, however, it was found that teachers needed more training in continuous assessment and preparation of teaching materials to improve their lesson planning.

CONCLUSIONS

The growing body of research on effective professional development models for teachers from both high and low income countries reviewed in this report provides support for the direction Save the Children is taking as it moves towards a global strategy on teacher support and development.

CAPACITY BUILDING

Developing the capacity of those charged with organising and providing school-based training, mentoring and coaching, such as district officers, head teachers, college tutors, inspectors, pedagogic advisers should be a major priority for country programmes.

THEMATIC AREAS

Save the Children should continue to prioritise its support for teacher development in the areas of generic pedagogic training and in the teaching of basic literacy and numeracy skills and the promotion of mother tongue teaching in the lower primary grades.

MONITORING AND EVALUATION

More rigorous monitoring and evaluation systems should be put in place at the global, regional and country level of Save the Children to identify the most promising strategies for achieving its strategic goals for basic education, and to systematically collect and use data for tracking programmes against agreed objectives, adjusting policies and ensuring resources are used effectively.

RESEARCH

More studies focusing on pedagogical processes and their impact on learning are needed to build a robust evidence base to answer outstanding questions about the most effective approaches to teacher support and development.

EMERGING MODELS

The Rewrite the Future, Quality Education Programme and Literacy Boost initiatives provide good models for how Save the Children can work strategically at the global, regional and country level in its teacher support and development work.

Save the Children works in over 120 countries. We save children's lives. We fight for their rights. We help them fulfil their potential. In 2010, we reached more than 100 million children around the world.

Our vision is a world in which every child attains the right to survival, protection, development and participation.

Our mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

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