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EdData II

Education Data for Decision Making

Data for Education Research and Programming (DERP) in
Africa

Effective teaching and education policy in 11 Sub-Saharan African countries

Comparative and International Education Society Annual Conference
Washington, DC

March 10, 2015



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About the Presentation

- This presentation was prepared for the Comparative and International Education Society Annual Conference, Washington, D.C., 10 March, 2015.
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Presentation plan

- Introduction: Teachers vs. *Teaching*
- Findings relevant to teachers and teaching
 - Teacher qualifications
 - Content-specific knowledge
 - Classroom context and resources
 - Teacher attrition and recruitment
 - Teacher remuneration and salary expenditure
 - Classroom practices and pedagogical moves
- Education policy in 11 reviewed countries
- Constraints to more effective teaching
- Policy recommendations



Introduction: Teachers vs. *Teaching*

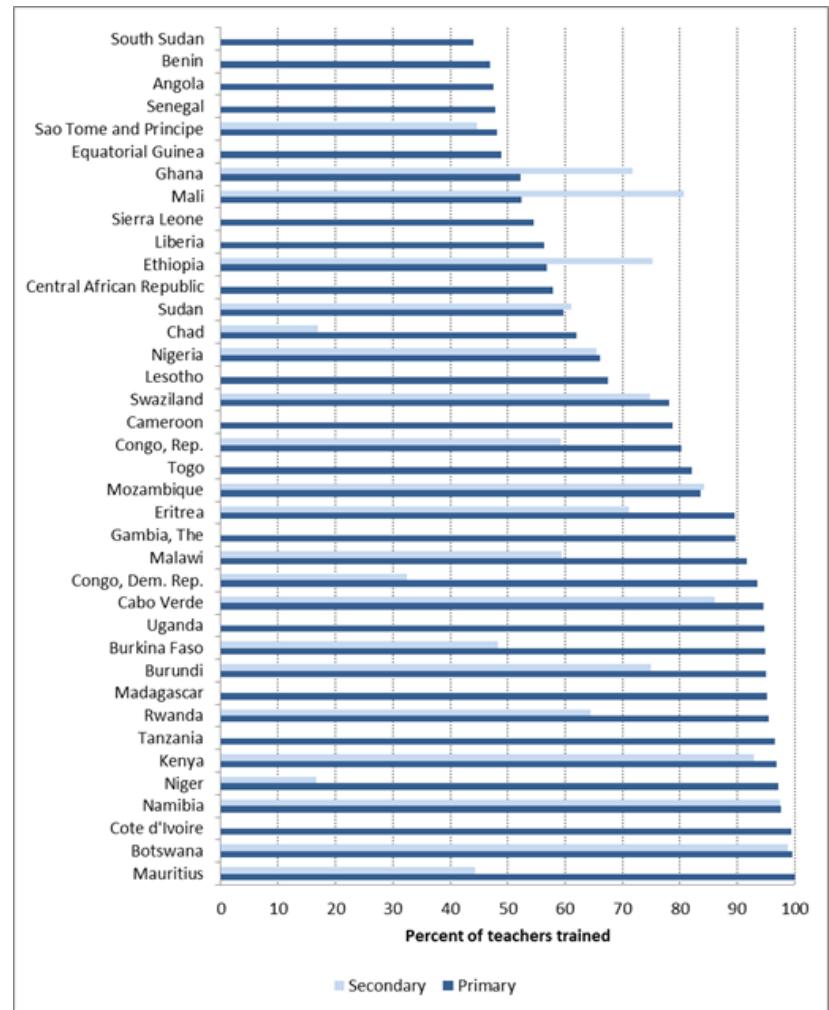


- Focus on levers that do not directly influence classroom instruction
- Most prominent = characteristics & outcomes
 - Redefine effective teaching as qualified teachers or *successful* teaching



Findings (1 of 6): Teacher qualifications

- 1 in 3 teachers does not meet “qualified” status (15 of 38 SSA countries)
- More new recruits “qualified” (~100% in 15 of 24 SSA countries)
- “Qualified” = certification (little content-specific instructional training)
- Does certification → effective teaching?





Findings (2 of 6): Content-specific knowledge

Predictor	Reading	Math		
	+	-	+	-
Tertiary ed	4	1	n/a	n/a
Frequency of tests	0	3	0	4
Experience	n/a	n/a	3	2
Age	n/a	n/a	4	1

R² = 0.17

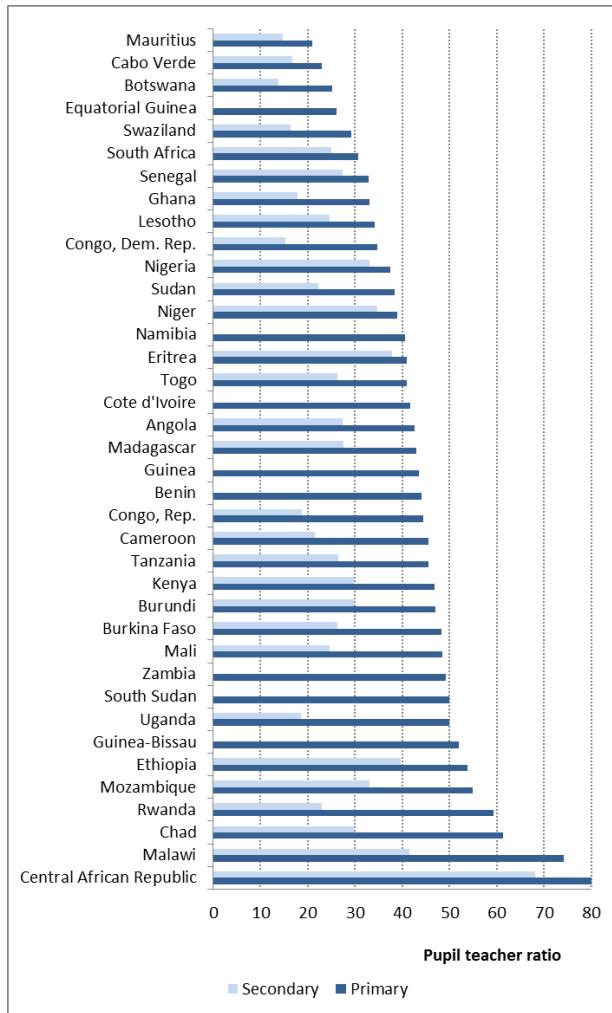
Does content knowledge predict student performance on SACMEQ III?

Yes (positively), in 8 countries

- Reading: Botswana, Kenya, Mozambique, Namibia, South Africa, Tanzania, and Uganda
- Math: Botswana, Kenya, Mozambique, Namibia, South Africa, Tanzania, and Zanzibar
- Effect size ~ 0.2



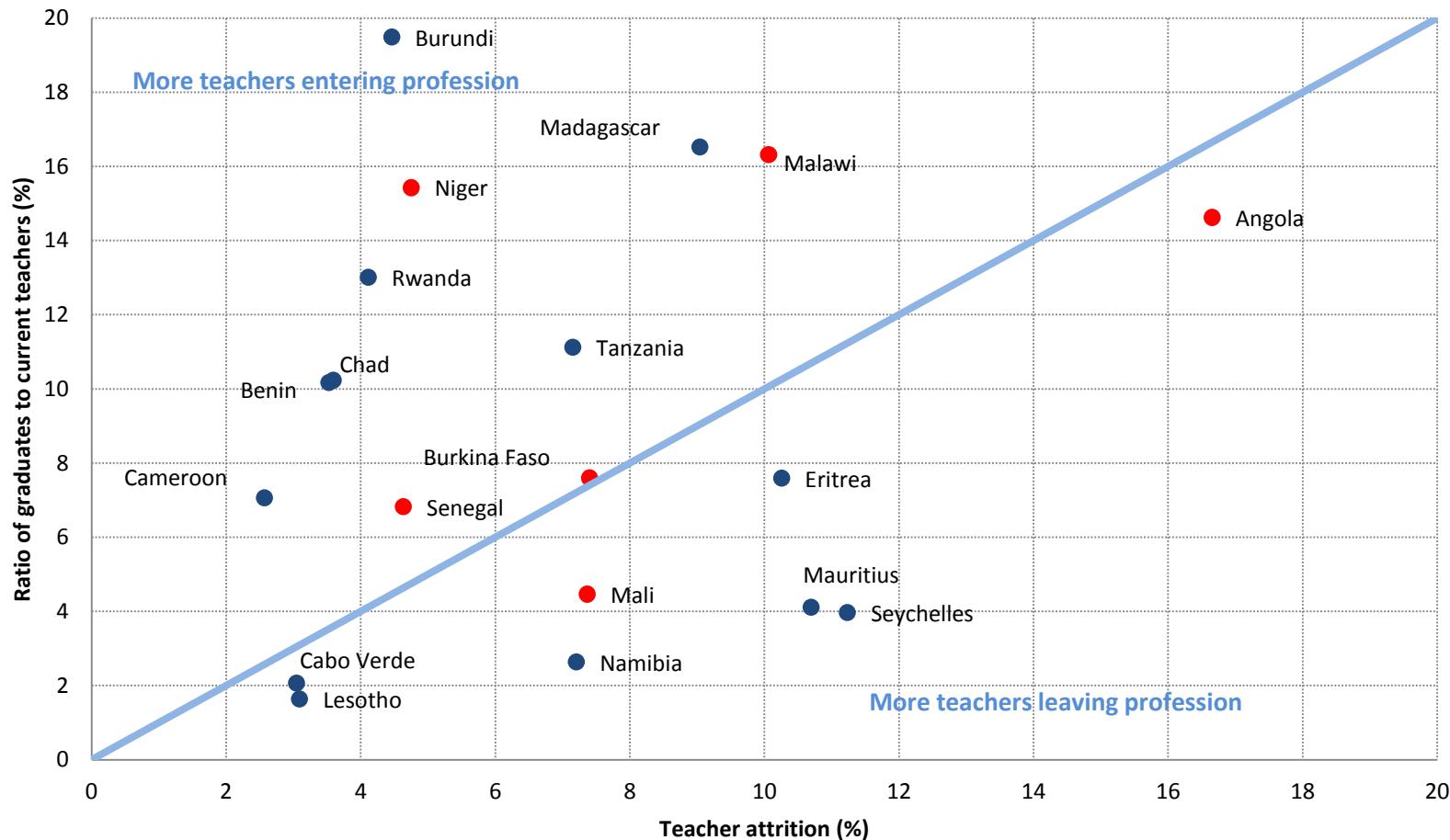
Findings (3 of 6): Classroom context and resources



	Have own book (%)	
	Reading text	Math text
Kenya	18	15
Lesotho	56	56
Malawi	27	27
Namibia	32	32
S. Africa	45	36
Swaziland	99	100
Tanzania	3	3
Uganda	17	14
Zambia	23	11
Zimbabwe	15	12



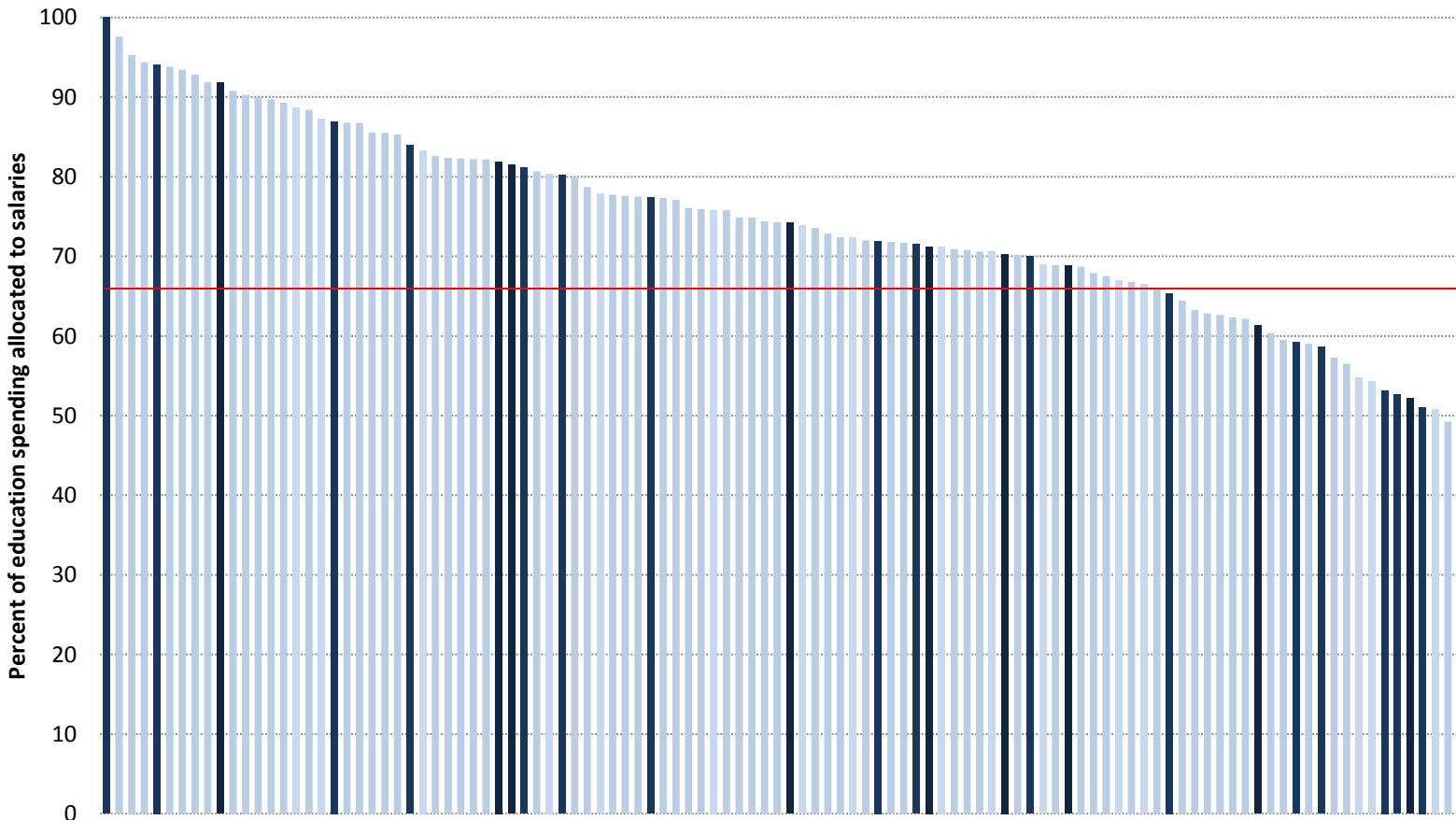
Findings (4 of 6): Teacher attrition and recruitment





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Findings (5 of 6): Teacher remuneration and salaries

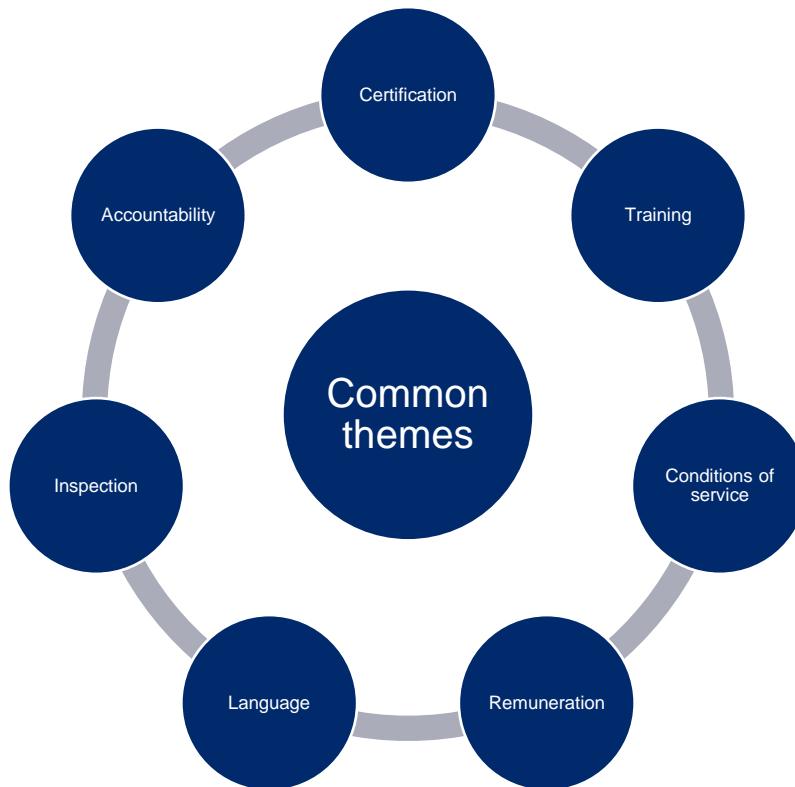




Findings (6 of 6): Classroom practices and pedagogical moves

- Teacher actions in classrooms:
 - Mainly speaking, explaining, and monitoring
 - But distinction between high- and low-performing schools
- Significant time spent “off task”
 - E.g., 87% in reading lessons in Kenya
- Teacher feedback to students
 - Few teachers employ active, constructive feedback
- Monitoring pupil progress
 - Formal assessments common for grading pupils
 - Use of data to check comprehension, adapt teaching uncommon

Education policy relating to effective teaching



- Focus on:
 - Teacher characteristics
 - Accountability
 - Performance management
- Few specific courses of action related to classroom teaching
- Lack of concrete metrics



13 constraints to more effective teaching in Sub-Saharan Africa

Fiscal constraints	Data constraints	Implementation constraints	Structural/ design constraints
<ul style="list-style-type: none">• Personnel remuneration as the majority of ed spending• High unit cost of post-primary teachers• Qualification, salaries, and performance	<ul style="list-style-type: none">• Data on quality teaching are not widespread• Measures of quality teaching are not well-defined• Measurement of quality teaching is difficult	<ul style="list-style-type: none">• Those with the problem must implement the solution• Resistance to instructional change is common, natural• Implementation is not just the teacher's job	<ul style="list-style-type: none">• Quality teaching means intensive small-scale work• Changes in practice require investments in ed systems• Quality teaching needs time and space to flourish



5 policy recommendations

Recommendation	Responsible parties
1. Establish baseline practices of quality teaching and desired instructional behavior.	MOE, unions, school leaders
2. Devise measures of and start collecting data on the processes of teaching	MOE, inspectors
3. Reconfigure the school day to allow time and space for teachers to work differently	MOE, school leaders
4. Allow experimentation with alternative remuneration schemes	MOE, unions, districts
5. Encourage risk-taking behavior among teaching staff	MOE, school leaders



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Questions and Responses

