



# TEACHER PROFESSIONAL DEVELOPMENT: IMPACT EVALUATION

No. 20 - 2018

## Teacher Professional Development Impact Evaluation Objectives

The purpose of the evaluation was to analyse the impact of the Teacher Professional Development (TPD) Pilot programme, and to make recommendations for future interventions. The 2014 Teacher Needs' Analysis (TNA) highlighted which areas of teacher performance and practice needed prioritising in South Sudan, and formed the basis of the TPD training for teachers and Head Teachers. This evaluation aimed to analyse how teachers have progressed in these priority areas since TPD started in 2015. This study also sought to explore how the performance and needs of teachers who have participated in Girls' Education South Sudan's (GESS') TPD Pilot compare to that of teachers who did not participate in the TPD pilot.

## Methodology

A structured interview method was used. Survey questions were designed on key themes identified in the TNA and the modules of the teacher and Head Teacher training. Purposive sampling was used in TPD schools to enable the survey to target teachers and Head Teachers who had participated in the TPD training and in the Scripted Lessons training. Within schools, teachers were chosen who had participated in the training, and who were present in school that day. Focus group discussions were held with one group of learners in each school. The sample of learners aimed to include equal numbers of boys and girls in upper primary classes. Upper primary students were chosen as it was thought that they would be more confident in speaking with the researchers and elaborating their opinions. Random sampling was used

in non-TPD schools.

In total, 46 schools were visited (30 TPD and 16 non-TPD). The 30 TPD schools represent 15% of all the TPD schools involved in the pilot. Responses were verified by looking at lesson plans, schemes of work, learners' exercise books, School Development Plans (SDPs) and visiting classrooms, school offices and school compounds. The sample included a total of 328 interviewees; 44 Head Teachers, 80 teachers and 204 learners.

## Key findings

### How to Make Our Lessons Inclusive?

This module supported teachers to create inclusive classrooms and school environments, in which they can provide support to all children irrespective of their biological identity, including gender and disability related aspects of inclusion. It is important that all learners are given equal opportunity to participate in the classroom, and thus, equal access to learning. If learners are not asked questions, they become intellectually passive. If only one group of learners are asked questions, for example boys, then another group of learners, for example girls, will start to feel that their contributions are not valued by the teacher or that the teacher views them as unable to answer the questions. The evaluation found that 91% of TPD Head Teachers who observed lessons said that teachers ask questions to boys and girls and Children With Disabilities (CWDs). More TPD teachers than non-TPD teachers were able to give examples of inclusive methodologies. 100% of learners in coeducational TPD schools said that their teachers

treat boys and girls equally. In non-TPD schools, 98% learners responded that their teachers treat boys and girls equally.

## Monitoring Learners' Attendance

The module 'How to Make Our Lessons Inclusive?' also included content that aimed to improve teachers' skills in monitoring learners' attendance. The findings show that 75% of TPD teachers keep a record of learners' attendance, compared to 54% of non-TPD teachers, demonstrating that the proportion of teachers regularly monitoring learners' attendance is significantly higher in TPD schools than non-TPD schools. One TPD-teacher explained how he writes the number of girls and boys on the chalkboard in each lesson. However, several TPD-teachers and non-TPD teachers alike said that it was the responsibility of the class teacher only to do this, rather than every teacher. While it is the responsibility of the class teacher to keep a written record of attendance, it is good practice for all teachers to monitor attendance in all their taught classes, for example writing the number of boys and girls on the chalkboard at the beginning of the lesson.

The difference in the proportion of TPD and non-TPD teachers able to give meaningful examples of patterns in learners' attendance is minimal, with slightly more teachers (2% more) in the non-TPD schools able to identify meaningful patterns. Overall, roughly half the teachers who monitor attendance were able to identify meaningful patterns in learners' attendance. While this is an increase from the findings of the TNA (42%), suggesting improvement in this area, the findings also suggest that this is an area in great need of support. Without strengthening teachers' skills in monitoring learners' attendance, it is doubtful that the Government of the Republic of South Sudan (GRSS) will be able to find sustainable ways of improving learners' attendance.

Teachers reported facing several challenges with monitoring learners' attendance, with the two most common challenges being that it requires too much time and there are too many pupils in the class. It is likely that the latter could be a cause of the former.

## Involving Parents in School Activities

Actively involving parents in school is vital to both the success of the school and the success of the child. In the South Sudan context, many schools would not be able to function without support from parents. In both TPD schools and non-TPD schools, the main way that parents are involved in school activities is through contributing financially and fundraising. This is unsurprising as it is common practice in South Sudanese schools as means of supplementing the school's income from other sources, such as capitation grants or school fees. There is, however, a significant difference in the involvement of parents through the Parent Teacher Association (PTA) and School Management Committee (SMC). 36% of TPD Head Teachers involve parents through the PTA,

and 25% through the SMC, whereas only 19% of Non-TPD Head Teachers involve parents through the PTA, and 6% through the SMC. This shows that the 'How to Involve Parents in School Activities' module has had a positive impact.

## Using Teaching and Learning Materials

In the South Sudanese classroom, resources are often scarce, yet teaching and learning aids are vital to achieving quality learning in the classroom. The module 'How to Prepare Teaching and Learning Resources from Locally Available Materials' aimed to equip teachers with the skills and creativity necessary in order to make simple teaching and learning aids out of various low/no-cost materials available in the community and the environment around it. For example, empty tins and boxes, cardboard, matchboxes, strings and ropes, plastic bottles, grains, seeds, stones, and sticks can be used to make these aids. 88% of TPD teachers make and use teaching and learning aids, compared to 57% of non-TPD teachers.

There is a significantly larger variety in the types of teaching and learning aids made by TPD teachers in comparison to non-TPD teachers. This suggests that the module 'How to Prepare Teaching and Learning Resources from Locally Available Materials' has had a positive impact, equipping teachers with the skills and creativity to use a variety of resources available to them. While the TPD training on this area has clearly made positive changes, teachers are still experiencing several challenges with making teaching and learning materials. Although 33% TPD teachers said they had no challenges making teaching and learning aids, 47% said that lack of materials was the main challenge. This was also the main challenge for 63% of non-TPD teachers.

## Conducting Classroom Observations

Classroom observation is an easy and very powerful tool that can be used to improve the quality of teaching and in turn, quality of learning. It encourages self-reflection and inspires sharing of experiences between the teachers. The module 'How to Observe Teachers' Classroom Performance and Provide them with Feedback' aimed to help Head Teachers to understand the power of classroom observation in developing good teaching practices. More TPD Head Teachers (82%) than non-TPD Head Teachers (69%) self-report that they conduct classroom observations. 87% of TPD teachers reported that they had been observed by their Head Teacher once a year or more; the same is true for 54% of non-TPD teachers. In addition, 100% TPD teachers and 98% non-TPD teachers feel positively about their lessons being observed. This shows a significant shift in teacher-mindset since 2015. At the beginning of the TPD training, in 2015, teachers felt very negatively towards being observed, even thinking that they were in danger of losing their jobs.

## Recommendations

The following recommendations are for the selected findings, in addition to further findings discussed in the full report.

- Work with Ministry of General Education and Instruction (MoGEI) at State level to influence the issue of teacher and Head Teacher transfer. Encourage a set minimum period of service at a school. If TPD teachers must be transferred, it would be preferable to transfer them to another TPD school while the training and supervision from the GESS Education Specialist is ongoing. After the period of training and ongoing supervision, a TPD trained teacher would be well positioned to become a change agent in a non-TPD school. State Ministries should be supported to keep records of which schools teachers work in, as well as transfers.
- Support teachers in methods to help new learners catch up to an appropriate level or stage for their new school. These should also take into consideration age differences between learners in the same class or year group.
- Further research to be conducted into the causes of low numbers of female teachers and where there are female teachers, why progression to Head Teacher roles remains low. Attrition of female teachers is another key issue which warrants further research. Solutions must be evidence-based, but could include interventions such as teacher housing, support with childcare etc.
- Work with Teacher Training Institutes to develop strategies to encourage higher numbers of women to enter the profession.
- Work with teachers in future trainings to improve time management skills. Many schools use a school bell to acknowledge the end of a lesson. However, teachers need to be able to time smaller parts of lessons, for example a fifteen-minute group activity. Different methods of time management should be reviewed with teachers, and schools should be encouraged to consider purchasing clocks for classrooms within their School Development Plan.
- More schools, classrooms and stores are needed to be built across the country.
- Better enforcement of MoGEI's pupil:teacher ratio policy. The South Sudan 2012 Education Act mandates a pupil-teacher ratio of 1:40 at the primary level, although 1:50 is currently recommended as there are not enough teachers.
- Teachers and Head Teachers need support in being able to identify and diagnose children with disabilities in their schools. Following this, teachers need pedagogical support in how to adapt different learning styles for all learners. Inclusive education should be included as part of the package of training that all teachers receive.
- Community attitudes are also important in ensuring that children with disabilities access education, and are supported to learn when they are in schools. Community mobilisation and social behavioural change activities would be a useful intervention, for example the GESS listening clubs and radio programmes.
- Implement behaviour change interventions directed at parents, caregivers and learners that emphasise the importance of homework in reinforcing new skills and knowledge gained at school.
- Further training is needed in including activities for teacher professional development and for other 'hard to reach' learners in the School Development Plan. A separate section could be created for materials (e.g. lesson plan books, scheme of work books) and actual teacher professional development. The wording of other 'hard to reach' learners could be modified to be more explicit, for example children in vulnerable circumstance, children with disabilities, orphans, unaccompanied children etc.
- Work with MoGEI to see how operational grants can reach Payam Education Supervisors (PES) effectively and how their logistical needs can be facilitated. This is also the responsibility of the community, parents and caregivers.
- Work directly with teachers as well as Head Teachers to reinforce classroom behaviour management practices that are viable alternatives to corporal punishment and work in the local context.
- MoGEI should take the lead in engaging teachers, Head Teachers and PTAs to find the root causes of why teachers use corporal punishment, and in which circumstances. Discussions around which types of learner behaviour warrant discipline, and agree on methods of positive discipline to use for particular circumstances.
- Develop and enforce a mechanism to hold teachers accountable should they break the Teachers' Code of Conduct 2012.

The TPD Impact Analysis is not part of our Knowledge, Evidence & Research (KER) component. It is a stand-alone piece. All of our research and reports are available on our website: [www.girlseducationsouthsudan.org](http://www.girlseducationsouthsudan.org)



# INSPIRE

# EDUCATE

# TRANSFORM



## AIM

Girls' Education South Sudan (GESS) is a programme that will transform the lives of a generation of children in South Sudan – especially girls – through education. South Sudan, the newest country in the world, has some of the lowest educational indicators, with education of girls being among the lowest. Very few girls who begin Primary education continue to Secondary school; in 2017, 138,578 girls started Primary school, but only 3,816 completed Secondary school. GESS is determined to change this, so that all girls can go to school, stay in school and achieve in school.

## MANAGEMENT

Girls' Education South Sudan (GESS) is an initiative of the Ministry of General Education and Instruction (MoGEI), Government of the Republic of South Sudan, funded by UK aid from the UK government, and the Government of the Republic of South Sudan. In order to realise its strategic objectives of eliminating barriers to girls' education and promoting gender equality throughout the education system, MoGEI is supported by a consortium, led by Cambridge Education, and including BBC Media Action, Charlie Goldsmith Associates and Winrock International.

The Programme began in April 2013, and will last until September 2018.



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