



# RESEARCH BRIEF

No. 19 - 2018

## Teacher Professional Development



### Knowledge, Evidence and Research

The **Knowledge, Evidence and Research (KER)** component of the **Girls' Education South Sudan (GESS)** programme aims to generate increased knowledge and evidence for policymakers of what works to promote girls' education in South Sudan, about programmatic causality and impact, and to provide lessons learned to inform future programmes and other contexts. The KER develops an evidence base for the project interventions, linking inputs to outcomes and impacts, and gathers broader information about what works in girls' education. The Programme gathers data continuously through the South Sudan School's Attendance Monitoring System (SSSAMS), twice yearly through Longitudinal Qualitative Survey, yearly through School Sample Survey, and then has set piece Baseline (2014), Midline (2016), and Endline (2018) survey waves.



### Methodology

As part of the School Sample Survey, the Teacher Professional Development (TPD) surveys involved quantitative data collection using smartphones and Open Data Kit (ODK) open source software. Research was conducted in all ten former States between March - June 2018, with TPD schools appearing in five of the ten former States. A total of 11 Head Teachers, 27 teachers, and 67 learners were surveyed from 11 TPD schools; they were given the same survey as Head Teachers, teachers, and learners from non-TPD schools respectively as part of the wider School Sample Survey. This wider Survey sampled 147 Head Teachers, 273 teachers, and 1,063 learners from 147 schools, 138 of which were operational.



### Teacher Professional Development Survey Objectives

GESS has aimed to improve the quality of education by empowering teachers to deliver quality lessons and effective learning processes. The purpose of the Teacher Professional Development survey is to gather information regarding the experience of teachers who have attended TPD trainings as well as to see the impact of the programme on the quality of education. Understanding more about the impact of the TPD programme will inform decisions made for similar programmes in GESS 2, as well as allowing investigation into the factors behind improving the quality of teaching.

### Executive summary

- Since the 2014 Baseline, the wider context in which the South Sudanese education system operates has deteriorated, with 1.84 million IDPs and 2.47 million South Sudanese refugees in neighbouring countries, rising food insecurity and increasing financial pressure on households and schools.<sup>1</sup>
- Insecurity and economic collapse have compounded the pre-existing barriers to education for girls and boys, as well as family poverty and unequal access to education.
- In spite of these barriers to education, not only has school enrolment risen from 928,000 in 2014 to over 1.7m in 2018 ([www.sssams.org](http://www.sssams.org)), but the School Sample Survey provides evidence that schools have seen visible improvements in terms of infrastructure, number of teaching staff, attitudes towards girls' education, and the quality of education.
- When comparing TPD schools to non-TPD schools in the School Sample Survey, some indicators for the

<sup>1</sup> South Sudan Humanitarian Bulletin Issue 6, 16 July 2018, UNOCHA

quality of education, namely teacher quality and teacher attendance, are shown to have improved more when teachers have benefited from TPD. However, this is not the case for all indicators.

- Teachers who attended TPD training all believe that the programme should be expanded, both by being continued beyond GESS 1 and by more training being available to teachers.



**Key findings**

**Schools where teachers have received TPD training have seen greater improvements in quality education than schools where teachers have not**

As part of the School Sample Survey, learners were asked if they thought teacher quality had improved since 2014 and if teacher attendance had improved since 2017. In TPD schools, 85% of learners (n=57) stated that teacher quality had improved since 2014, compared to 69% (n=690) of learners in non-TPD schools. Similarly, 88% of learners in TPD schools believed that teacher attendance had improved since 2017 whereas only 82% of learners in non-TPD schools believed the same.

There are tentative indications that learners reported greater improvement in TPD schools where more teachers had been subject to TPD, though this is based off a small subset of the sample and may not be statistically significant.

**Attendance of learners is slightly better in non-TPD schools than TPD schools**

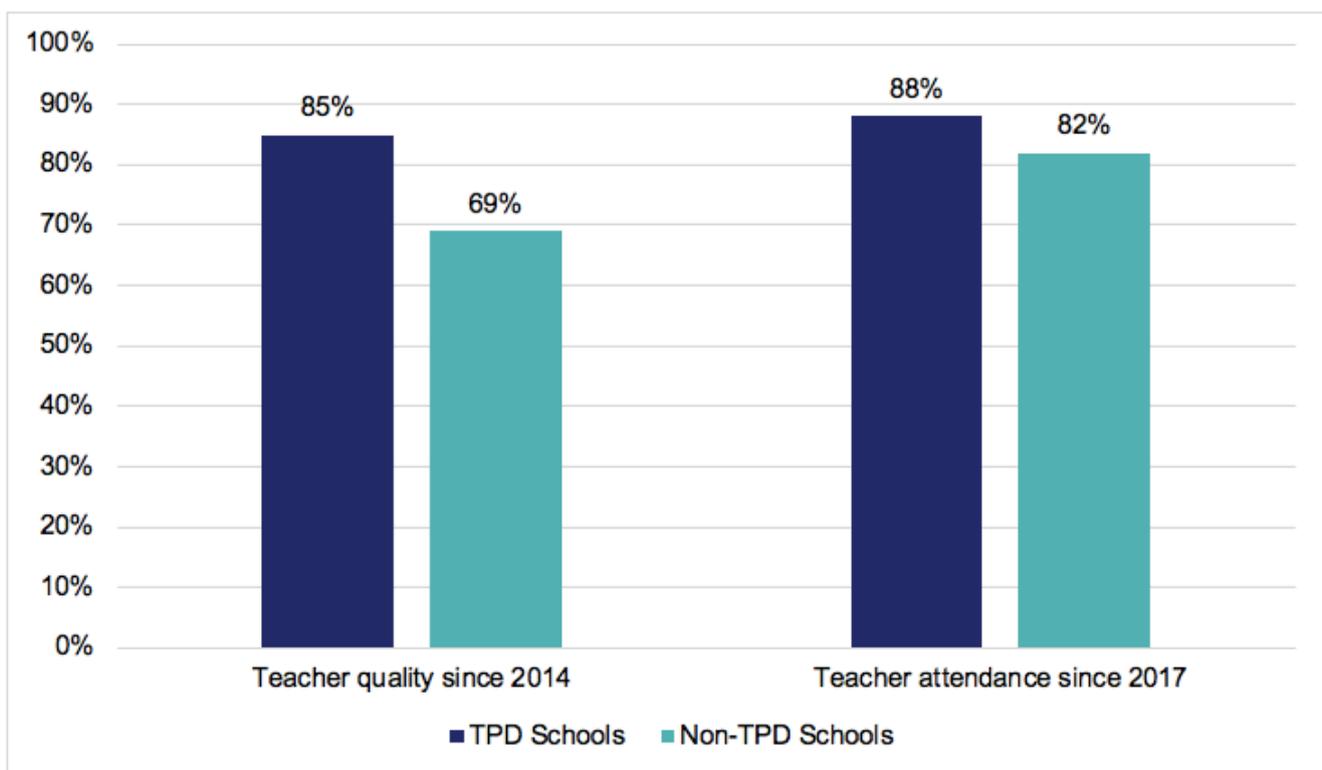
In TPD schools, 46% of learners (n=31) reported having missed days of school over the previous year, with an average of 23.2 days missed over the course of the year. This is compared to 43% of learners (n=425) who reported having missed days of school in non-TPD schools; however, they reported having missed slightly more days on average, at 23.8 missed days each. The reasons for missed days include sickness, domestic tasks, and weather, which are difficult to connect to the quality of teaching.

**Teachers would like to see more training and for the GESS programme to be continued**

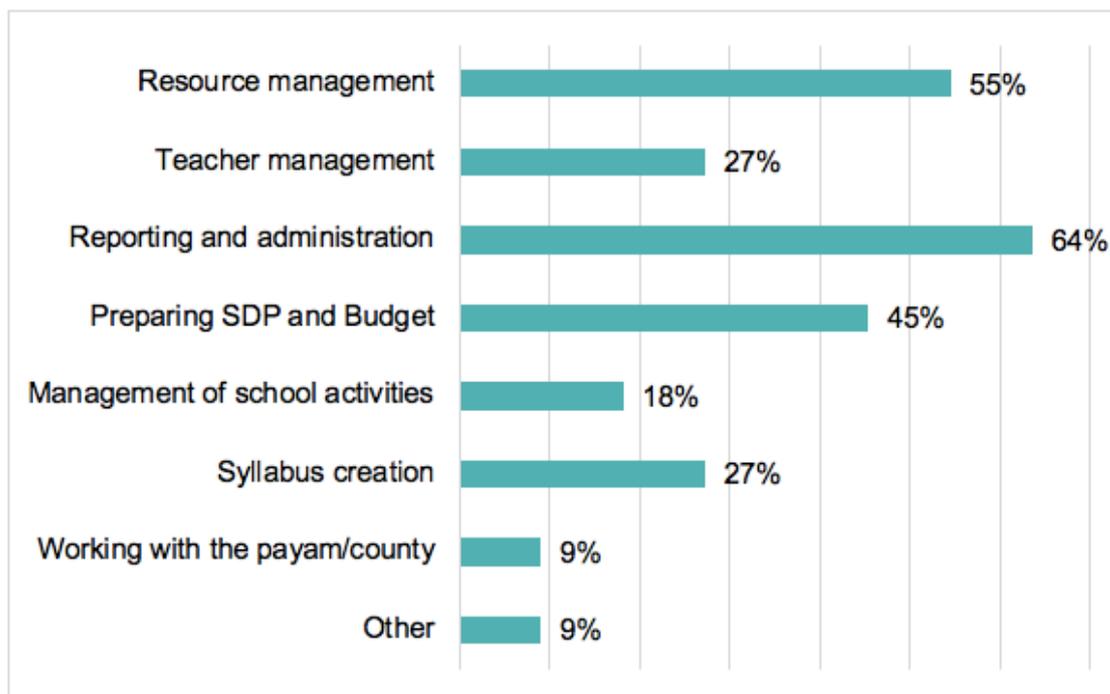
When asked how they would improve the GESS TPD programme, all teachers surveyed said that they would like to see it expanded. 60% of teachers (n=10) who had received TPD and were surveyed said that the programme would be improved by more training, specifically the number of trainings that are available for teachers. 30% showed some anxiety about the end of GESS 1 by saying that the TPD programme should be continued.

When Head Teachers were asked what further training they would like to see under GESS, “Reporting and Administration” was the category most frequently requested, by 64% of Head Teachers (n=11). This was followed by “Resource Management” at 55% and “Preparing School Development Plan and Budget” at 45%.

**PERCEIVED CHANGE IN QUALITY AND ATTENDANCE SINCE 2014, IN TPD AND NON TPD SCHOOLS**



## PERCENTAGE OF TEACHERS WHO WOULD LIKE FURTHER TRAINING ON DIFFERENT TOPICS



## Recommendations

- Teachers who received TPD training report wanting more; continue TPD training in these schools to allow teachers to develop their skills further.
- When comparing TPD schools to non-TPD schools in the School Sample Survey, teacher quality and teacher attendance are shown to have improved; consider expanding the TPD programme to include more schools across the country, to ensure more teachers can benefit from the programme.
- There are tentative indications there is greater perceived improvement in TPD schools where more teachers had been subject to TPD; ensure all teachers in a given school receive the training.

Full reports will soon be available on our website:  
[www.girlseducationsouthsudan.org](http://www.girlseducationsouthsudan.org)



TPD teacher training in Maban County

# 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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