

# TEACHERS AND QUALITY OF LEARNING POST-2015: SOME ISSUES

ALEXANDRA DRAXLER, NORRAG

EDUCATION POST 2015: RE-INVIGORATING THE AGENDA,  
OR RESHUFFLING THE LOBBIES?

# Context: what goals post-2015?

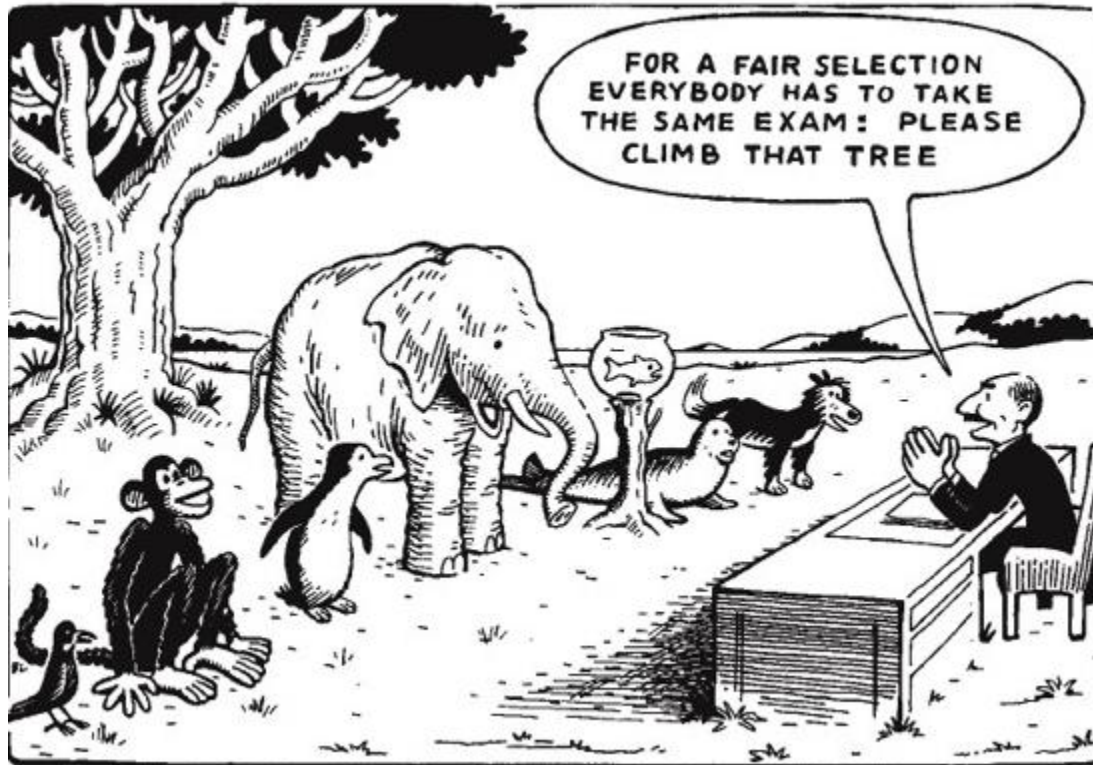
- Growth may be central with inequality getting honorable mention
- Probable reduced attention to education--if not in goals, in funding
- Education goal or goals may have relatively narrow focus
- Measurement will be a key element of all goals
- New push for early childhood; where are the advocates for higher education in the poorest countries?

# Evolution of the education industry discourse

- Inequality has become a major factor and concern (GMR inequality data base)
- Still, principal named agent of success or failure is the individual: high-stakes testing, teacher responsibility, parent involvement, etc.
- Reform agenda often includes disengagement of the state
- “Innovative” delivery by which is generally meant more technology, public-private “partnerships”, more emphasis on individual “choice”
- Focus on product at the expense of process
- Teacher as an input, rather than part of a process

# What can be counted?

- Narrow competencies
- Cognitive learning
- Individual achievement
- Averages
- Inputs
- Product
- Donor financing



# What counts?

- Skills for life
- Beyond cognitive learning
- Inclusiveness, cohesion and whole institutions
- Spread and inequality
- Results over time
- The process of learning and teaching
- Reaching the hardest to reach
- Donor effectiveness

# What do donors do specifically for teachers?

- Short courses
- Teachers considered inputs
- Little attention to motivation
- Consultation with actors and users takes a back seat
- Policy language favours disadvantaged groups, too little monitoring on how this plays out *in situ*
- Little support for research, monitoring and evaluation

# Quality and reform:

## Teacher assessment vs teacher voice

- Individual results are the measuring rod
- Formal qualifications take on importance but mainly as a tool for hiring and salary level
- School conditions are not factored in strongly enough
- Reform agenda more punitive than supportive
- Continuous accountability through testing narrows the range of teacher behaviours and involvement



# Do teachers affect learning outcomes?

- The most important factor in learning outcomes is background, or what the child brings to school.
- The entire justification for the education system is that it can complement, complete and compensate for spontaneous learning and for differences in advantage.
- After family background and peer group, the teacher is the most important factor in student learning.

# What makes a good teaching corps?

- Adequate training, pre- or in-service
- Autonomy
- Respect
- Motivation
- Positive accountability
- Incentives for professional development and teaching in remote or poorly resourced institutions
- Enabling environment
- Resources

# A few sources

- Burnett, N. and C. Felsman (2012). Post-2015 Education MDGs. London, Results for Development Institute and Overseas Development Institute.
- Crain Soudien, “Quality’s” Horizons in Steven J. Klees, Joel Samoff, Nelly P. Stromquist (Ed.) (2012) *The world bank and education: Critiques and alternatives*, (Rotterdam, Sense Publishers).
- Equity in education post-2015: how do we get there?
- Young lives: An international study on childhood poverty

# THANK YOU

ALEXANDRA DRAXLER, NORRAG

A.DRAXLER@GMAIL.COM

EDUCATION POST 2015: RE-INVIGORATING THE AGENDA,  
OR RESHUFFLING THE LOBBIES?