



Australian Government

Department of Foreign Affairs and Trade

INVESTING IN TEACHERS: MANAGEMENT RESPONSE

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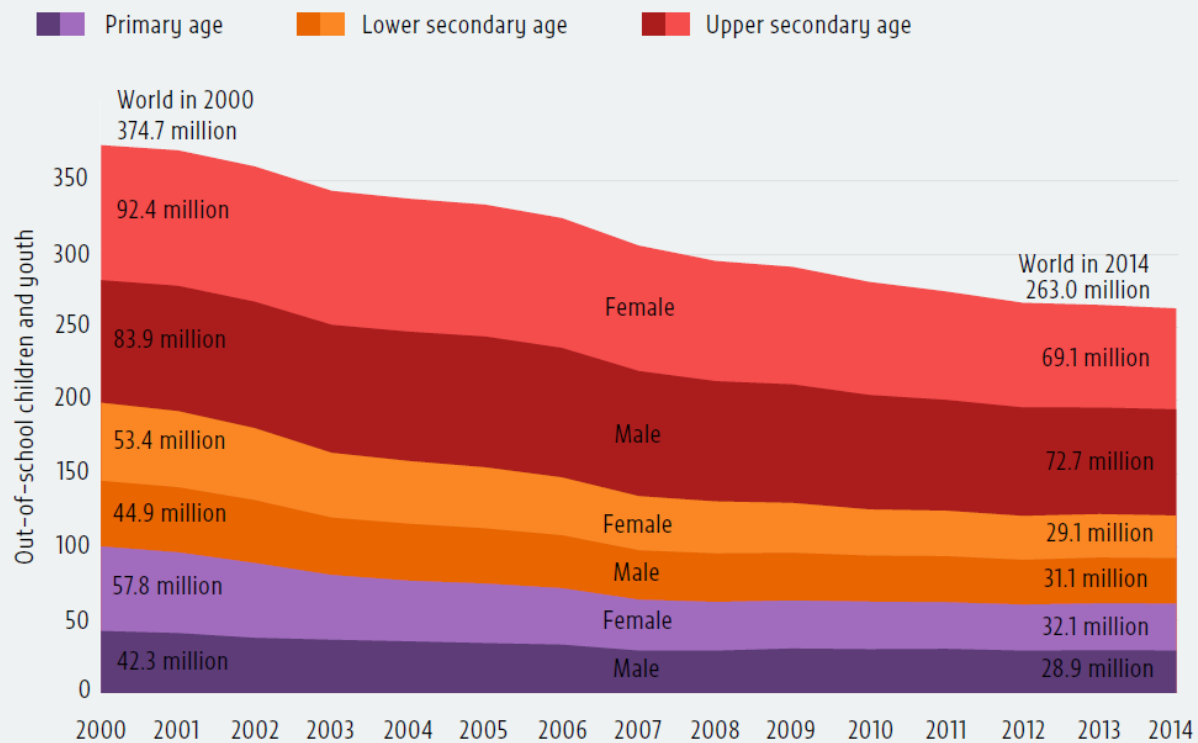
INVESTING IN TEACHERS – DFAT’S RESPONSE

- Evaluation context
- Australia’s education strategy
- Our response to *Investing in Teachers*



DESPITE GAINS MANY ARE STILL MISSING OUT

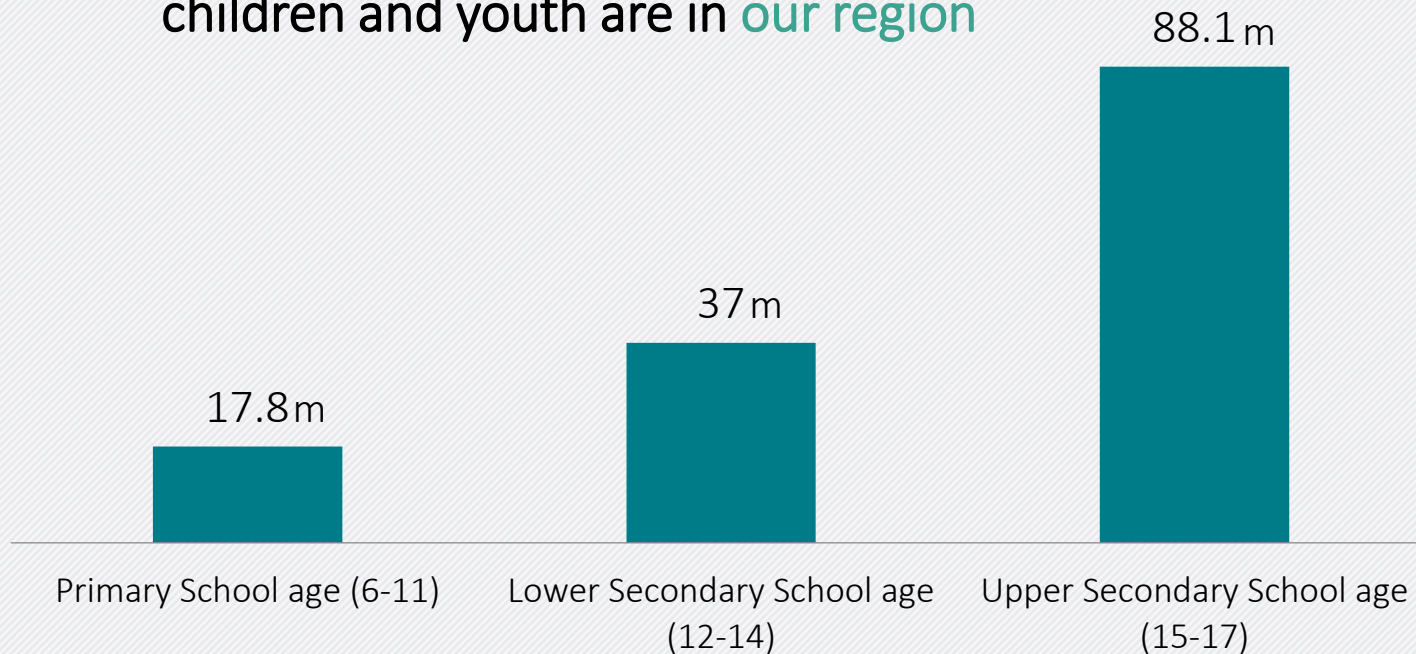
Global number of out-of-school children and youth, 2000–2014



Source: UIS Policy Paper 27, July 2016

DESPITE GAINS MANY ARE STILL MISSING OUT

More than **half of out-of-school** children and youth are in **our region**

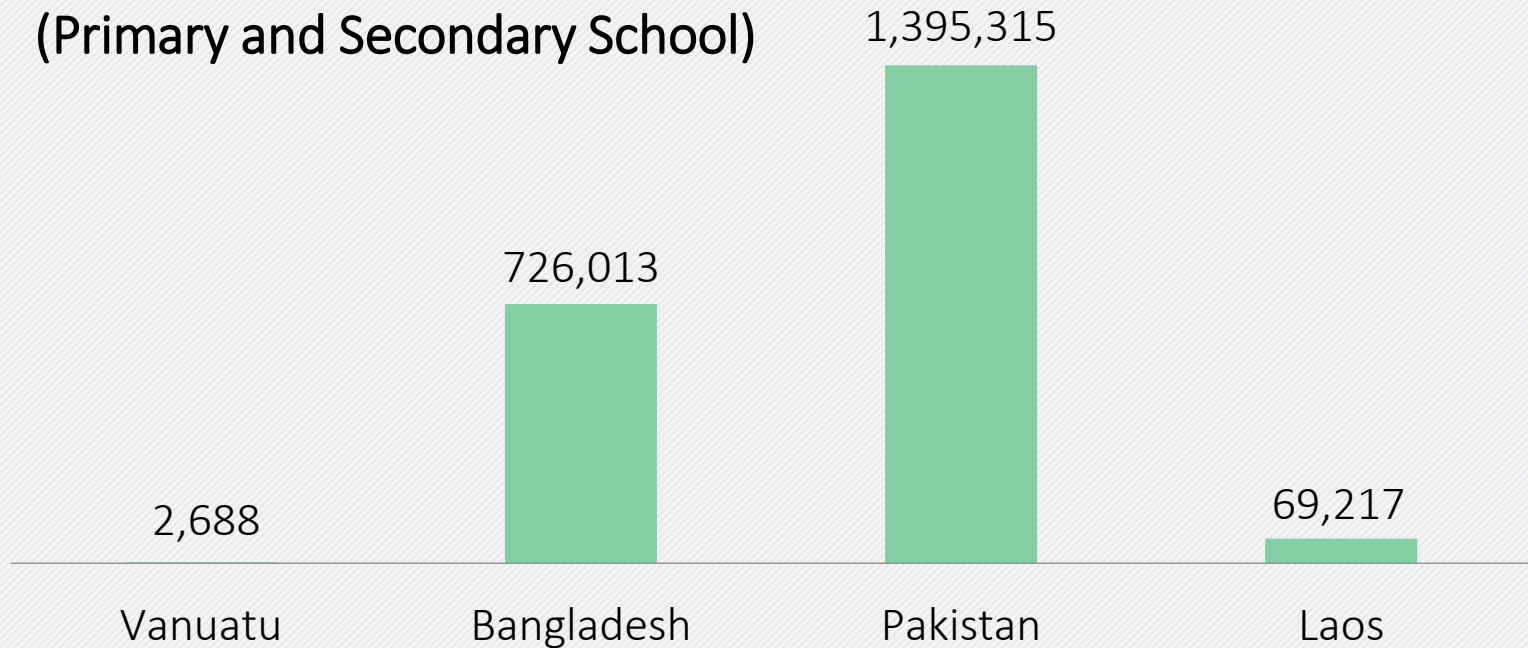


Source: UIS Policy Paper 27, July 2016

Note: 2014 aggregate figures from Eastern Asia, Oceania, South-Eastern Asia, Southern Asia

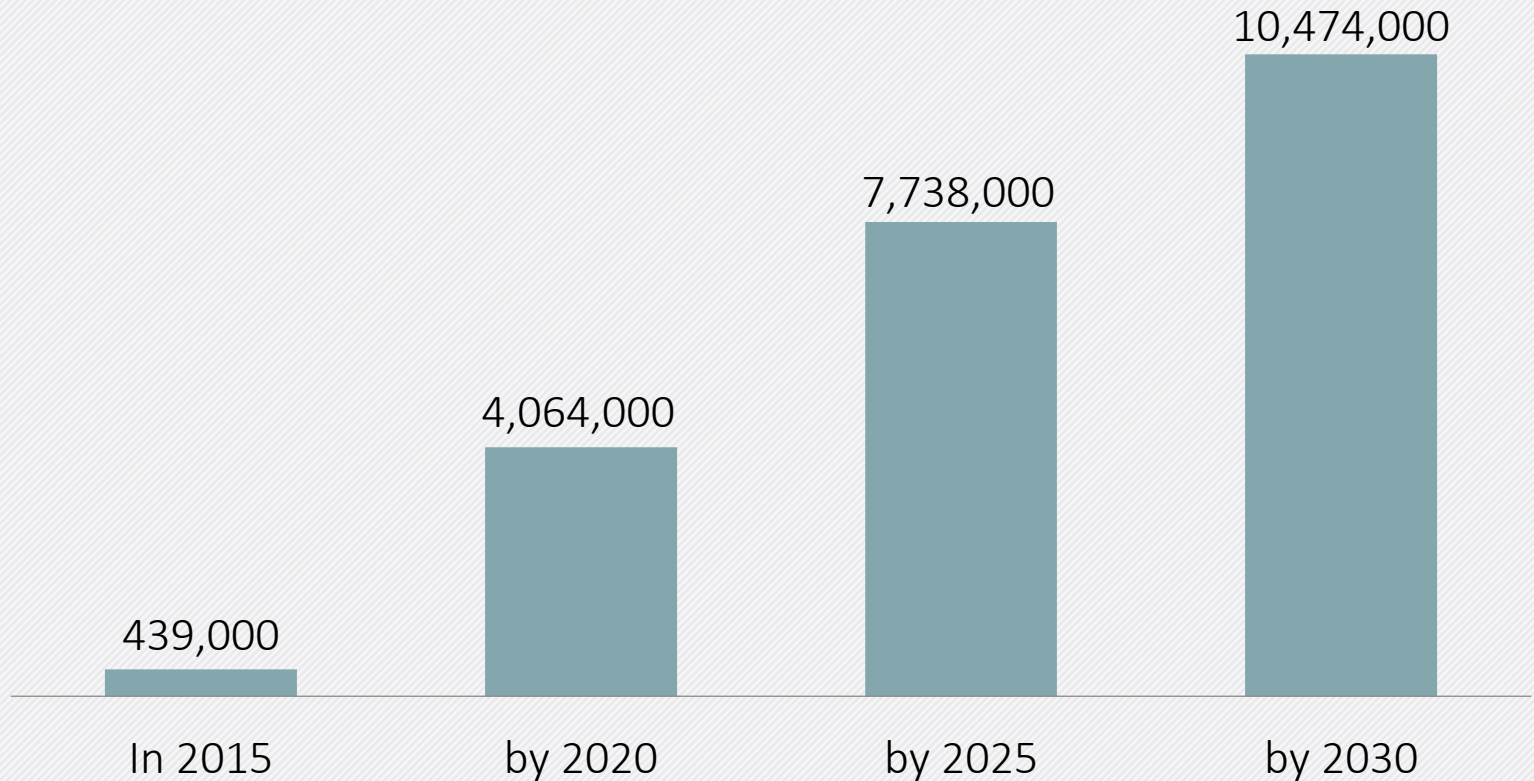
DIVERSE TEACHING WORKFORCE IN OUR REGION

Teacher workforce
(Primary and Secondary School)



Source: Investing in Teachers

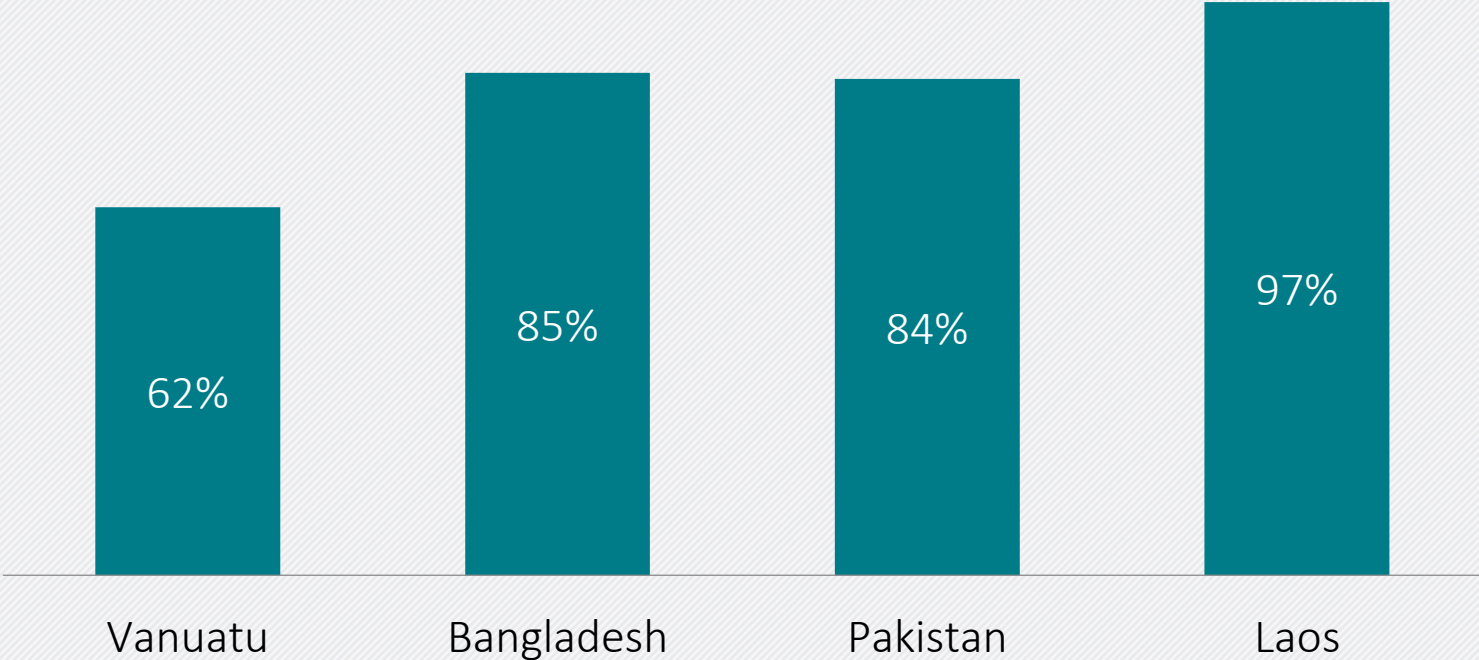
MORE PRIMARY TEACHERS WILL BE NEEDED



Source: UIS Fact 33, October 2015

Note: Aggregate figures from East Asia and the Pacific, and South and West Asia

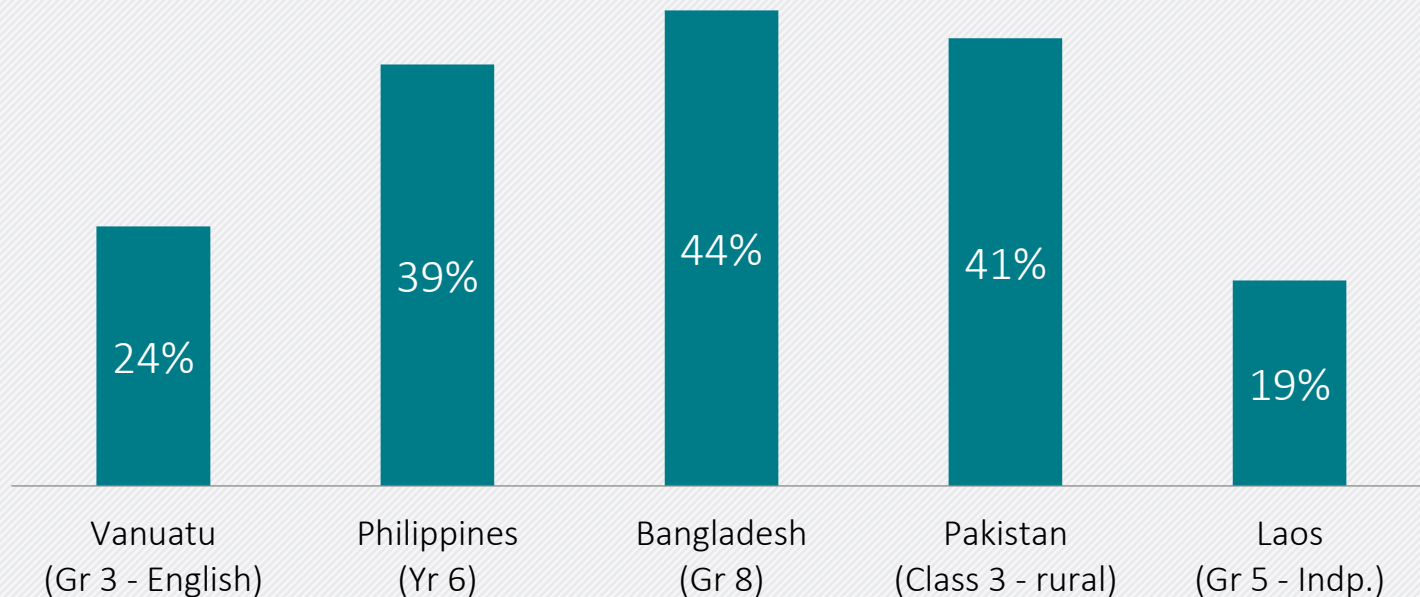
MANY PRIMARY TEACHERS HAVE BEEN TRAINED



Source: Investing in Teachers

TRAINED TEACHER + ENROLMENT ≠ LEARNING

Many children are **not reaching the expected standard** in literacy and reading



Source: *Investing in Teachers*

WHERE WE GIVE AID



Source: DFAT website

STRATEGY FOR AUSTRALIA'S AID INVESTMENTS IN EDUCATION 2015-2020

Australia will invest in better education outcomes for all children and youth across the Indo-Pacific region to contribute to reduced poverty, sustainable economic growth, and enhanced stability.



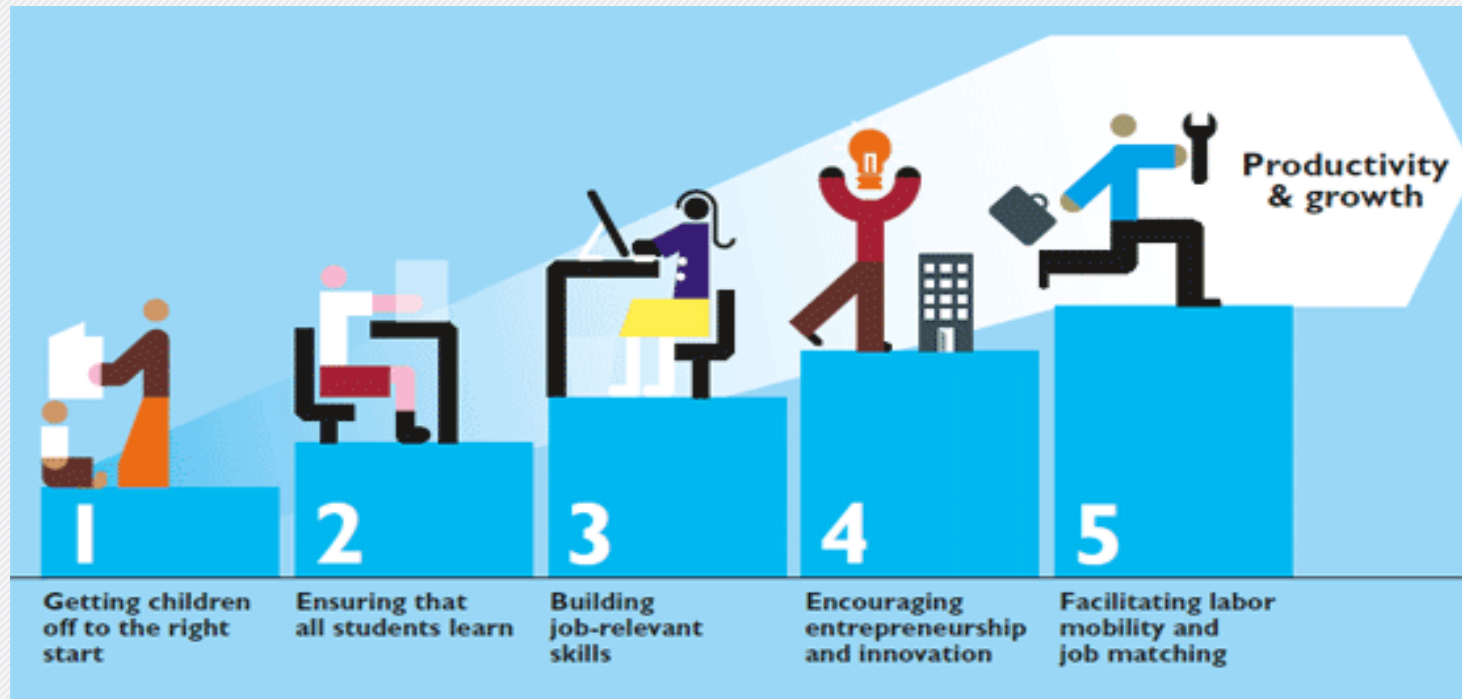
FOUR PRINCIPLES AND APPROACHES

Australian aid to education will:

- Be fit-for-purpose
- Take a systems-based approach
- Engage in policy dialogue and reform for greatest leverage
- Prioritise the use of evidence for decision making



LIFECYCLE APPROACH



Source: World Bank, STEP Framework

RECOMMENDATION 1:

DFAT should coordinate support for teacher development with government education policy reforms and system-wide improvements—avoiding isolated, unsustainable investments.

- Strong alignment with principles in Education Strategy
 - Fit-for-purpose
 - Take a systems-based approach
 - Engage in policy dialogue and reform for greatest leverage

➤ Recommendation accepted

RECOMMENDATION 1: OUR RESPONSE

Coordinate support with partner policy reform and system improvement

DFAT actions:

- 1.1: Providing resources, tools and technical expertise
- 1.2: Champion teacher development
- 1.3: Avoid isolated investments
- 1.4: High-level discussions
(pipeline planning & mid-term review)



RECOMMENDATION 2:

Considering the difficulty of designing effective, efficient and sustainable teacher development investments, DFAT education program managers should ensure choices are informed by analysis of student learning, sufficient timeframes, clear logic and adequate M&E:

- Strong alignment with principles in Education Strategy
 - Fit-for-purpose
 - Prioritise the use of evidence for decision making
- Real change in learning outcomes will not be possible under a business-as-usual approach

➤ Recommendation accepted

RECOMMENDATION 2: OUR RESPONSE

Improving the quality of teacher development designs

DFAT actions:

- 2.1: Key document for all new education designs
- 2.2: Briefing with education providers
- 2.3: Technical advice and resources to support new designs
- 2.4: High-level discussions (new and existing investments)



RECOMMENDATION 3:

DFAT should work systematically to improve its M&E of the outcomes of investments in teacher development.

- Strong alignment with principles in Education Strategy
 - Robust monitoring and evaluation systems are an essential part of every aid investment



➤ Recommendation accepted

RECOMMENDATION 3: OUR RESPONSE

Improving the M&E of outcomes of teacher development investments

DFAT actions:

- 3.1: Technical advice and resources to improve M&E in existing investments
- 3.2: Performance Assessment Note
- 3.3: Multi-year study on two teacher development investments

IMPLEMENTING THE MANAGEMENT RESPONSE: REPORTING PROGRESS

- Inclusion in future editions of 'Review of Uptake of ODE Recommendations'
- Education portfolio reporting to DFAT's Development Policy Committee





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