

## Unit 6: Teachers

This unit examines the relationships between education systems and the teachers within those systems.

Education systems must effectively recruit, train, deploy, motivate, and professionally develop their workforces in order to address the challenge of quality education for all. 'Teacher quality' is therefore the result of a complex interplay of systemic and individual-level factors and is challenging to conceptualise and to measure. For example, observable indicators of teacher quality (like formal certifications) typically show only limited ability to predict teacher effectiveness in terms of study learning outcomes.

In sub-Saharan Africa in particular, shortages of teachers and limited preparation of the teaching force present a major challenge. Reform of the education workforce in any particular context can be controversial and requires navigating political economy dynamics, as well as potentially allocating new resources, and reforming data and management approaches.

After completing the unit, students should:

- Understand the difficulties of defining and assessing teacher quality and the limitations of specific approaches to this;
- Understand the importance of limitations of teacher supply (number and quality) in relation to the learning crisis, the pursuit of SDG4, and the trade-offs that result from this in particular contexts; and
- Understand the importance of political economy with respect to systemic reform where the education workforce is concerned.

### Lectures

1. [The central issue of teacher quality in two parts: How economists think about it and how policymakers think about it](#) (Barbara Bruns, Center for Global Development)
2. [How policymakers think about teacher quality](#) (Barbara Bruns, Center for Global Development)
3. [Recruiting better teachers](#) (Barbara Bruns, Center for Global Development)
4. [Grooming great teachers](#) (Barbara Bruns, Center for Global Development)
5. [Motivating teachers](#) (Barbara Bruns, Center for Global Development)
6. [Managing the politics of teacher quality reform](#) (Barbara Bruns, Center for Global Development)
7. [Challenges of teacher education in Africa](#) (Kwame Akyeampong, University of Sussex)
8. [The politics of teacher recruitment](#) (Shintia Revina, SMERU Research Institute)
9. [Motivating teacher performance](#) (Shintia Revina, SMERU Research Institute)

## Required Readings

- Azam, M. and Kingdon, G. 2015. Assessing teacher quality in India. *Journal of Development Economics* 117: 74-83. <https://doi.org/10.1016/j.jdeveco.2015.07.001>
- Bold, T., Filmer, D., Martin, G., Molina, E., Stacy, B., Rockmore, C., Sensson, J. and Wane, W. 2017. Enrollment without learning: Teacher effort, knowledge, and skill in primary schools in Africa. *Journal of Economic Perspectives* 31.4 (2017): 185-204. <https://www.aeaweb.org/articles?id=10.1257/jep.31.4.185>
- Bruns, B. and Luque, J. 2014. Great Teachers: How to Raise Student Learning in Latin America and the Caribbean. World Bank Publications. <https://openknowledge.worldbank.org/handle/10986/20488>

## Further Readings

- Aslam, M., Rawal, S. and Kingdon, G. 2019. The Political Economy of Teachers in South Asia." *Handbook of Education Systems in South Asia*: 1-23. [https://link.springer.com/referenceworkentry/10.1007/978-981-15-0032-9\\_20](https://link.springer.com/referenceworkentry/10.1007/978-981-15-0032-9_20)
- Bau, N. and Das, J. 2020. Teacher Value Added in a Low-Income Country. *American Economic Journal: Economic Policy*, 12 (1): 62-96.DOI: 10.1257/pol.20170243. <https://www.aeaweb.org/articles?id=10.1257/pol.20170243>
- Buhl-Wiggers, J., Kerwin, J.T., Smith, J.A., and Thornton, R. 2018. Teacher Effectiveness in Africa: Longitudinal and Causal Estimates. International Growth Centre. S-89238-UGA-1, <https://www.theigc.org/publication/teacher-effectiveness-in-africa-longitudinal-and-causal-estimates/>
- de Ree, J., Muralidharan, K., Pradhan, M. and Rogers, H. 2016. Double for Nothing? Experimental Evidence on the Impact of an Unconditional Teacher Salary Increase on Student Performance in Indonesia. NBER Working Paper series. <https://doi.org/10.3386/w21806>
- Education Commission. 2019. Transforming the Education Workforce: Learning Teams for a Learning Generation. New York: Education Commission. <https://educationcommission.org/transformingtheeducationworkforce/>
- Huang, A.R., Revina, S., Fillaili, R., and Akhmadi. 2020. The Struggle to Recruit Good Teachers in Indonesia: Institutional and Social Dysfunctions. RISE Working Paper Series. 20/041. [https://doi.org/10.35489/BSG-RISE-WP\\_2020/041](https://doi.org/10.35489/BSG-RISE-WP_2020/041)
- Hwa, Y.-Y. and Pritchett, L. 2021. Teacher Careers in Education Systems That Are Coherent for Learning: Choose and Curate Toward Commitment to Capable and Committed Teachers (5Cs). Research on Improving Systems of Education (RISE). [https://doi.org/10.35489/BSG-RISE-Misc\\_2021/02](https://doi.org/10.35489/BSG-RISE-Misc_2021/02)
  - Blog 1 and video: <https://riseprogramme.org/blog/introducing-5Cs-teacher-career-reform>
  - Blog 2: <https://riseprogramme.org/blog/teacher-recruitment-online-dating>

## Supplementary Resources

- Hwa, Y.-Y. et al. 2022. Purpose, Pressures, and Possibilities: Conversations About Teacher Professional Norms in the Global South. Edited by Y.-Y. Hwa. Oxford, UK: Research on Improving Systems of Education. [https://doi.org/10.35489/BSG-RISE-Misc\\_2022/06](https://doi.org/10.35489/BSG-RISE-Misc_2022/06)
- Teaching and Teachers in Education Systems. Webinar recording: <https://riseprogramme.org/events/teaching-and-teachers-education-systems>
- The RISE Podcast: Joan DeJaeghere and Vu Dao on Pedagogy, Equity, and Research Collaborations in Vietnam: <https://riseprogramme.org/podcast/joan-dejaeghere-vu-dao>