E-9 Meeting on Teacher Development
For Inclusive Quality Education

Delhi - May 31, 2012
Financing for inclusive teacher development
Components for Financing (illustrative)

1. Teacher preparation
   a. Education perspective
   b. Subject / content knowledge
   c. Pedagogy
   d. Social orientation

2. Teacher assimilation / induction
   a. Extensive support for the first 12 months

3. Teacher support
   a. Administrative
   b. Academic

4. Teacher development
   a. Classroom
   b. Practice and reflection
   c. Research, assessment, competency framework etc

5. Teacher motivation
   a. Recognition and reward system
Implications (illustrative)

1. **Teacher Education:** define teacher competencies commensurate with curriculum objectives and challenges, review current framework, consider two kinds of approaches – post-graduate (2 years) and post 12th standard (5 years), investment in teacher educationists (identify areas of PPP) – provide scope for existing teachers

2. **Teacher assimilation:** creating a process, creating mentors for the process or outsource (PPP)

3. **Teacher support:** investment in revamping the current DIET, BRP and CRP structure and building capacity in them

4. **Teacher development** – Top class teacher educators, creation of institutions who prepare them

5. **Teacher motivation** – group rewards and recognitions, teacher excellence awards
Generic implications (illustrative)

1. **Universities and Schools of Education** (at least one per 20,000 schools)
   a. Developing top class Teacher Educators
   b. Top class teacher support professionals – curriculum, assessment etc
   c. School leader development
   d. Special education
   e. Pre-school child development
   f. Education technology
   g. Institutional assessment (includes teacher and learner assessment)
   h. School Management Committee and Parent education

   (scope for PPP)

2. Revising financial norms for deployment of external quality resource persons
   (to facilitate PPP)

3. **Enabling infrastructure** - University Extensions for districts, blocks, clusters
   (DIETs, SCERTs, Teacher Learning Centres)

4. **Large Scale Teacher Eligibility Tests** for Quality Assurance
   (scope for PPP)
General Cautions

1. Do not depend upon funding thru PPP – In fact create significantly higher budgets for effective leverage of PPP

2. Invest in creating top class Universities and institutions to create talent

3. Invest in research

4. Invest in evolving well studied frameworks to assess quality of Teacher Education Institutions, teacher educators and teachers
For serious PPP the Government will need

1. Enormous political will and continuity – flavour of the year will not work

2. A serious mindset to create enabling frameworks – e.g. Single window clearances

3. Flexibility to suit individual cases

4. Going beyond the rhetoric
## Possible approaches to drive change

<table>
<thead>
<tr>
<th>Approach</th>
<th>Example organization/ situation</th>
<th>Some Challenges</th>
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<tr>
<td><strong>Funder</strong></td>
<td>▪ Michael &amp; Susan Dell Foundation</td>
<td>▪ Prioritization of areas to avoid fragmented funding</td>
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<td>▪ Bill &amp; Melinda Gates Foundation (also partly catalyst and doer)</td>
<td>▪ Selection of projects that are well-designed for impact and long term sustainability</td>
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<td>▪ Strong tracking</td>
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<td>▪ Bringing together relevant stakeholders</td>
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<td>▪ Selection of projects that are well-designed for impact and long term sustainability</td>
<td>▪ Strong program management abilities (if the organization is also the program manager)</td>
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<td>▪ Access to expertise and funds as required (potentially from outside the organization)</td>
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<td><strong>Catalyst</strong></td>
<td>▪ Ford Foundation and Rockefeller Foundation in the Green Revolution</td>
<td>▪ Clarity of linkage between near term activities and outputs, to bigger picture of change</td>
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<td>▪ Some large foundations do this, in addition to funding/catalysing</td>
<td>▪ Strong tracking of outputs and longer term outcomes</td>
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<td>▪ Most smaller scale non-profits</td>
<td>▪ Sustained funding model</td>
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<td><strong>Doer</strong></td>
<td>▪ Some large foundations do this, in addition to funding/catalysing</td>
<td>▪ Appropriate selection and orientation of incoming people, to ensure that they become change agents in the long term</td>
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<td><strong>Talent creator</strong></td>
<td>▪ Azim Premji Foundation</td>
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<td>▪ Aga Khan University</td>
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<td>▪ Teach for America/India</td>
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<td>▪ Tata Institute of Social Sciences</td>
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Thank You