

The SUNSET Grants at a Glance

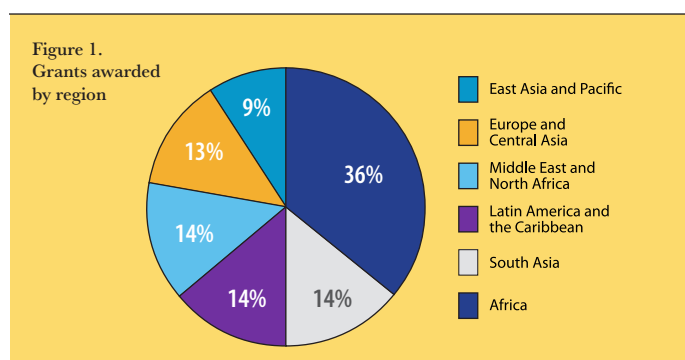
SUPPORT FOR EFFECTIVE TEACHING IS ESSENTIAL

Great teachers play a critical part in fostering the learning, well-being, and resilience that students need to thrive. To fulfill this role, teachers need rigorous preparation and support throughout their careers. High-quality teacher continuous professional development (CPD) is crucial to help teachers improve their teaching practice, offering opportunities to grow and refine their teaching skills, learn new approaches, and adapt to updates to curriculum. When designed and implemented effectively, CPD interventions can raise student learning. To offer relevant, practical CPD to teachers, education systems need to understand what is happening in the classroom and use this information to inform policy and program design.

THE SUNSET GRANTS

The LEGO Foundation partnered with the World Bank to offer the Scaling-Up National Support for Effective Teaching (SUNSET) grants between 2022 and 2024. The SUNSET grants aimed to support countries to strengthen their education systems and raise student learning by collecting data on teaching practices, drawing from the Teach suite of classroom observation tools, and improving the quality of teacher professional development, including through resources from the World Bank's Coach program. The grants also sought to contribute to the global evidence base on effective teaching practices and CPD.

The March 2022 call for proposals included two funding windows: "agile grants" in the amount of US\$50,000 and under, and "scaled-up grants" ranging from US\$50,001 to \$500,000. Teams from across the World Bank were invited to apply and, after an in-depth review of applications, 22 SUNSET grants were awarded to 24 countries across all World Bank regions (Figure 1).



IMPACT

Each grant worked to understand what is happening in the classroom, enhance the quality of CPD to improve student learning, and/or build evidence on teaching practices and CPD. This document provides a glimpse of a key achievement or implementation process from each grant's work in one of these areas. The SUNSET grants also provided technical assistance to address challenges and advise on best practices related to classroom observation and teacher professional development, supporting adaptation and integration of Teach and Coach tools and resources into country systems.

Understanding what is happening in the classroom

In the **Central African Republic**, community and stakeholder support was bolstered through workshops focused on the importance of collecting and using information about teaching practices with ministerial personnel, teachers, principals, inspectors, and communities. Over 304 teachers located in 74 primary schools experienced classroom observations for the first time.

Morocco is working to expand classroom observations throughout basic education. Classroom observations were conducted with over 200 teachers. These baseline findings are being used to inform efforts to strengthen teacher professional development. The Ministry plans to continue with follow-up classroom observations after a systematic professional development program is introduced.

In **Eswatini**, Teach classroom observation tools were adapted to the country context. The adaptation process included desk reviews of existing curricula and materials, an adaptation workshop, and recruitment of a local firm to record and translate classroom observation videos. After five days of training, 12 certified observers carried out pilot observations in 30 early childhood education classrooms across all four regions of the country. Findings from the pilot are being used to guide the development of a system-diagnostic tool for the early childhood care and education sector in Eswatini.

In the Pacific Islands, **Tuvalu** and **Kiribati** adapted and implemented the Teach ECE and Teach Primary classroom observation tools to snapshot the quality of teaching. Tuvalu has incorporated data collected by the tools into the Ministry's guidelines for continuous professional development, and the findings provide a foundation for designing a CPD package targeting areas where teachers showed lower levels of skill.

In **Cote d'Ivoire**, classroom observations were carried out in 68 community preschools, 100 primary schools, and an additional 100 primary schools that also offer pre-primary. The observations were conducted by pedagogical supervisors who had been trained on the Teach ECE and Primary tools, and findings from the observations were intended to inform teacher professional development.

To evaluate the quality of teaching and learning interactions, **Algeria** piloted Teach ECE in over 75 classrooms. Pilot results showed that 40 percent of surveyed teachers scored highly on their ability to clearly define learning objectives and organize them during the learning session and throughout the year. An equal percentage (40%) of teachers scored highly on engaging children in play-based learning.

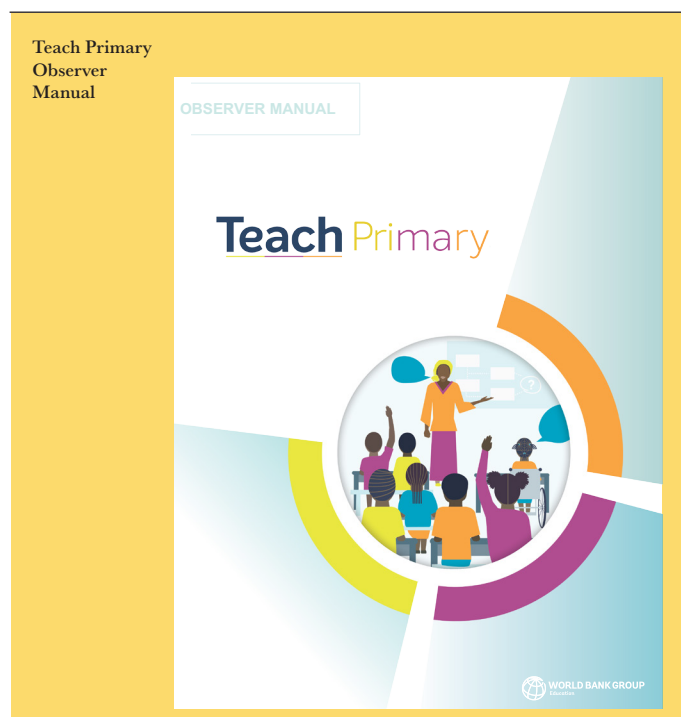
After a successful pilot, **Cabo Verde** decided to conduct classroom observations nationwide. Results will be used to continuously inform and shape teacher professional development to enhance pedagogical practices.

Enhancing the quality of CPD to improve student learning

Cameroon trained pedagogical leaders on classroom observation. Twenty-two central level pedagogical leaders were trained to use the Teach tool. Teach studies were conducted in both Anglophone and Francophone regions, and findings were disseminated among key stakeholders. The Inspectorate General of Education has endorsed the tool, and adapted it to Cameroon's context. Pedagogical leaders from the decentralized level will also be trained in the next phases of implementation.

In **Djibouti**, the Ministry of National Education and Professional Training developed and rolled out a teacher observation and coaching program for preprimary, primary, and lower secondary teachers across the country. The program focuses on six foundational skills identified through analysis of Teach ECE and Teach Primary data. MENFOP piloted the coaching observation protocol with a sample of schools, refined it based on teacher and coach feedback, and scaled it nationwide.

Somalia began an institutional collaboration to strengthen efforts to raise teachers' skills. A government-sponsored agreement between the Somali National University and the country's teacher training colleges supports ongoing implementation of classroom observations and the use of data to improve teacher training. For the first time ever, Somalia's teachers can receive coordinated training that aligns with current classroom practices and observed pedagogical needs.



Burundi is leveraging ongoing classroom observation results to evaluate its basic education curriculum and inform teacher professional development programs. Findings are guiding updates to the curriculum, which by law must be updated every ten years. An endline assessment is being planned to analyze whether changes to teacher professional development programs, made based on initial classroom observations, have improved teacher pedagogical practices, as measured by Teach.

In **Honduras**, a comprehensive diagnostic of early childhood education (ECE) teaching practices was conducted to inform the design of a new ECE CPD program. This assessment reached 300 preschool educators. Based on these findings, the Secretary of Education developed a manual of effective ECE teaching practices, which now serves as a cornerstone of the new national ECE CPD program. The manual is being integrated into in-service training modules, reaching 1,800 ECE teachers and educators in 2024.

El Salvador's Ministry of Education conducted an extensive evaluation of teaching practices among Grade 1 teachers and used findings to design a CPD program. The government developed and implemented a comprehensive CPD program for Grade 1 teachers informed by the classroom observations. The program incorporated innovative approaches such as text messages to improve key teaching practices. It has evolved to include a pilot CPD initiative specifically designed to enhance Grade 1 teachers' strategies in developing students' foundational reading and math skills, employing a combination of one-on-one mentoring with various training delivery modalities.

In **Pakistan**, three provinces are experimenting with the implementation of Teach and Coach, with the goal of informing professional development approaches across the country. The experiment compares the use of school-based headteachers as coaches with external coaches. It also examines the use of local languages during coaching sessions and in classroom instruction.

Armenia has developed an online training course for teachers and pedagogical leaders. The course includes five modules on observation of student-teacher interactions using the Teach tool and two on teacher coaching, drawing from Coach. Following a pilot, the course was made available nationwide, and between May and June 2024, over 3,400 educators, including school principals and senior teachers, have enrolled.

Nepal has developed a teacher mentoring program focused on structured pedagogy and evidence-based teaching strategies shown to improve student learning outcomes. In its first year, the program supported novice teachers—those with less than one year of experience—through mentorship by senior teachers (trained mentors) across 50 selected local governments. As a result, 925 teachers received professional development support from 186 mentors across various schools. The program, owned and led by the government, has been well-received by the school community. In its second year, it has expanded to an additional 100 local governments. Building on lessons learned, the government plans to refine the program’s design and scale it further in the coming years.

In **Mexico**, a hybrid coaching program for Guanajuato’s primary school principals was developed using the findings from the Teach Primary baseline data. The program aims to strengthen the leadership and pedagogical support skills of school leaders to advise teachers on strengthening their teaching practices. The program is a four-month, 10-session course focused on 6 pedagogical skills. School principals are given a structured guide to provide 1:1 coaching to all teachers in grades 4 to 6 and receive support on how to foster these skills from program facilitators.

Uzbekistan developed a digital learning platform as part of a blended learning approach to CPD at scale. The platform was developed for Uzbekistan’s Ministry of Preschool and School Education (MoPSE) to train teachers, parents, and teacher educators in play-based learning. Digital CPD materials, including four modules for ECE teachers and teacher educators on topics related to play-based pedagogy, were developed. Seven hundred trainers have been introduced to the self-paced digital modules. The MoPSE has fully adopted the platform, and it is being implemented nationwide.

Brazil adapted the Teach and Coach materials to the national context and used them to design a teacher mentorship program, piloting it in the state of Mato Grosso (Center-West of Brazil). Under the pilot supported by the grant, 19 mentors were certified and worked with 345 teachers in 80 schools across Mato Grosso. Certified mentors meet with teachers twice per semester, focusing on the 11 foundational teaching skills. In 2025, the program will expand to include 4,900 teachers. Additionally, Brazil innovated by designing two teaching guides to help teachers foster socioemotional skills and social inclusion through the 11 foundational teaching skills.

Tanzania motivated and recognized teachers by establishing an annual Teaching Skills Competitions. Each year, the top 3 teachers are invited to record their lesson to upload onto the national learning management system so other teachers can learn from their classroom experiences.

Building evidence on teaching practices and CPD

In **Indonesia**, a learning loss survey, which included classroom observations of over 500 Grade 4 teachers, was conducted in more than 400 primary schools to observe teaching practices and examine their correlations with differences in learning outcomes before and after COVID-19.

Romania conducted a randomized controlled trial (RCT) of Teach RO, a teacher development program that includes classroom observation, online professional development modules, and coaching. Findings from the RCT indicate that classroom observations and classroom observations coupled with coaching positively impacted teachers’ practices, though combining classroom observations with coaching appears to have a larger positive impact.

In **India’s** Andhra Pradesh, classroom observations have provided information to inform research on the transition of children from ECE centers to formal schooling. This research will help to develop a multi-year, certified training course for all ECE teachers in the state.