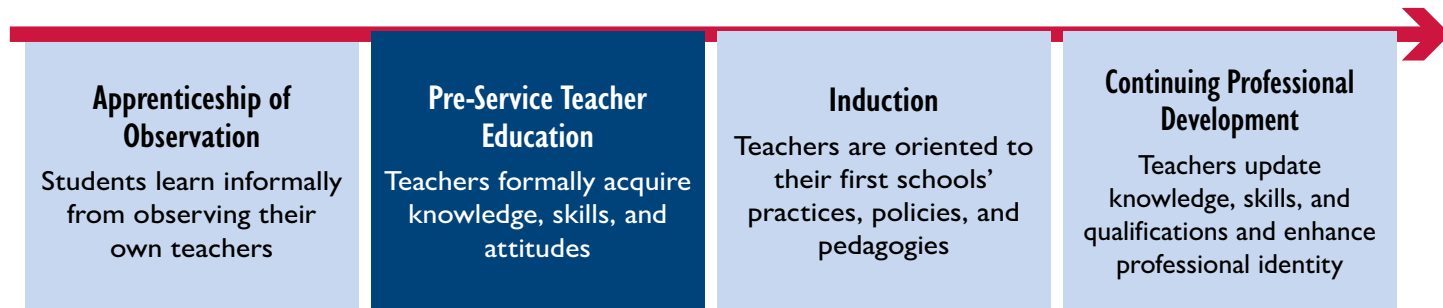




Pre-service teacher education (PSTE) is critical to ensuring high-quality teaching and learning for all children. Yet in many countries, PSTE does not respond effectively to the education sector's needs. USAID is meeting this challenge through programming that strengthens local education systems and improves the quality of teaching and learning in the classroom. PSTE provides a strong foundation to build effective educators and contributes to improved learning outcomes for all learners. This brief summarizes USAID's efforts to advance PSTE during the 2022 fiscal year (FY).

What is PSTE?

PSTE is when teachers first formally acquire the knowledge, skills, and attitudes for effective teaching. [It is one step in a continuous process of teacher professional development.](#)



Learn more about [drivers of effective PSTE](#) and [emerging models of PSTE programming](#).

A note about funding: As outlined in the [Implementation Guidance for the USAID Education Policy](#), USAID typically supports PSTE (also known as initial teacher education) and professional development for teachers working in pre-primary through secondary levels with basic education funds. For PSTE that is hosted in post-secondary or higher education institutions, basic or higher education funds, or a combination of both, may be used. When PSTE is funded solely through higher education funds, it must strengthen the capacity of the hosting post-secondary or higher education institution.

PSTE programming advances USAID's [Education Policy](#) by:

Global Snapshot

USAID partners in **16**
 countries advanced PSTE
 during FY 2022.

78 percent
 increase in the number of
 countries since FY 2019.

Local Highlights

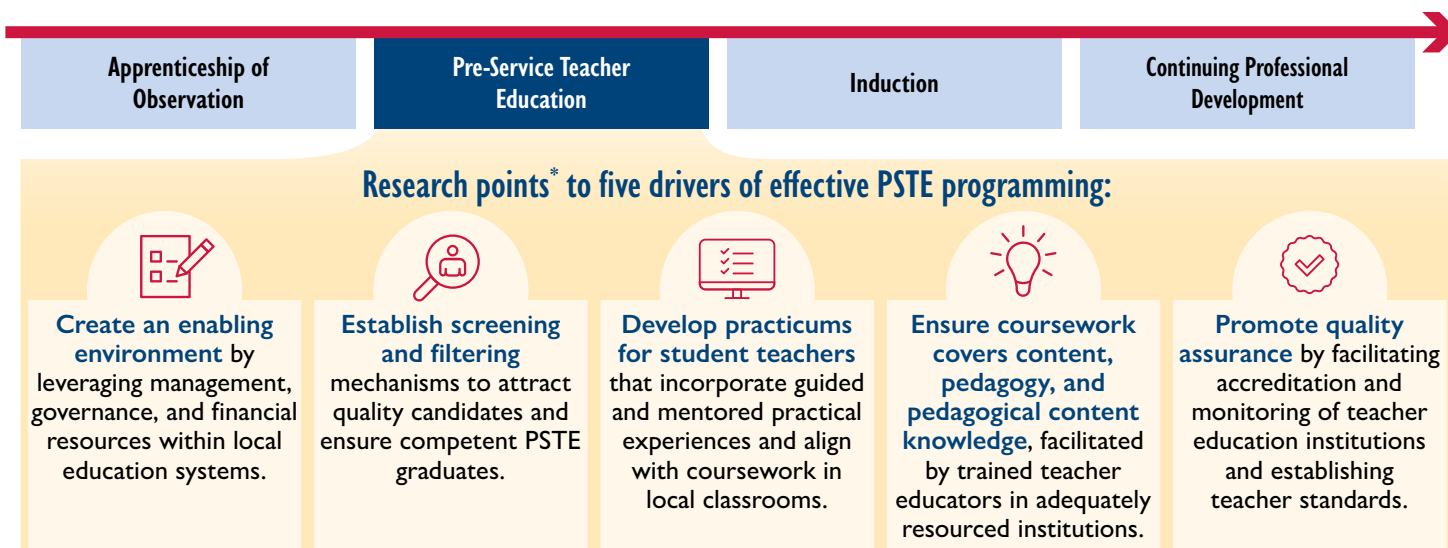
EGYPT The **STEM Teacher Education and School Strengthening Activity** continued supporting undergraduate degrees in STEM teaching, as well as a post-baccalaureate diploma in integrated STEM leadership and teaching at five public universities. This year, 147 educators completed the one-year graduate degree program for in-service STEM teachers and school leaders and 442 students enrolled in the four-year undergraduate STEM teacher education degree.

GEORGIA The **Basic Education Program** provided support to partner universities to identify gaps and modify their existing PSTE curriculum from being mostly theoretical to one more conducive to student-centered learning. The follow-on **Educating the Future Activity** is designed to strengthen Georgia's PSTE programs, build the capacity of school administrators to act as instructional leaders, and support school autonomy policies that allow individual schools to make more decisions about how education is delivered.

HONDURAS De Lectores a Líderes (From Readers to Leaders) analyzed gaps in PSTE programming at the Universidad Pedagógica Nacional Francisco Morazán. The analysis established areas of improvement to guide alignment with in-service teacher training in the Spanish curriculum for reading and writing.

PHILIPPINES The **ABC+: Advancing Basic Education** activity strengthened the capacity of two universities in the Visayas region to deliver PSTE curricula focused on early literacy development in a multilingual context. This ensures that teachers are trained in inclusive instruction in reading, math, and socio-emotional skills in languages that children understand.






Drivers of Effective Pre-service Teacher Education



*See [additional resources](#).

An analysis of three years of reporting data from FY 2019 to FY 2022 shows that **most PSTE programs at USAID focus on improving the enabling environment and coursework**. There are opportunities to more comprehensively support PSTE through screening and filtering, practicums, and quality assurance.

Note: "Not clear" means it is not clear in reporting data if the component is present.

						
		ENABLING ENVIRONMENT	SCREENING/FILTERING	PRACTICUM	COURSEWORK	QUALITY ASSURANCE
ASIA	Burma	✓	Not Clear	Not Clear	✓	Not Clear
	Cambodia	✓	Not Clear	✓	✓	Not Clear
	Kyrgyz Republic	✓	Not Clear	Not Clear	✓	Not Clear
	Pakistan	✓	✓	Not Clear	✓	✓
	Philippines	✓	Not Clear	Not Clear	✓	Not Clear
	Tajikistan	✓	Not Clear	✓	✓	Not Clear
EE	Bosnia and Herzegovina	✓	✓	Not Clear	✓	✓
	Georgia	✓	Not Clear	✓	✓	Not Clear
LAC	Honduras	✓	Not Clear	Not Clear	✓	Not Clear
	Guatemala	✓	Not Clear	Not Clear	Not Clear	Not Clear
MENA	Egypt	✓	✓	✓	✓	✓
	Jordan	✓	✓	✓	✓	✓
	Morocco	✓	Not Clear	Not Clear	✓	✓
SSA	Liberia	✓	✓	✓	✓	✓
	Malawi	✓	Not Clear	✓	✓	Not Clear
	Nigeria	✓	Not Clear	Not Clear	✓	Not Clear
	Rwanda	✓	Not Clear	✓	✓	Not Clear
	Senegal	✓	Not Clear	Not Clear	✓	Not Clear
	Uganda	✓	Not Clear	Not Clear	✓	Not Clear
	Zambia	✓	✓	✓	✓	Not Clear

Emerging Models of Pre-service Teacher Education Programming

The three activities below are examples of USAID programming that integrate all five drivers of effective pre-service teacher education. These emerging models showcase how the Agency can support PSTE in different contexts.



Photo: IREX

JORDAN Preservice Teacher Education in Jordan (PRESTIJ) helped four universities develop PSTE with aligned coursework and practicums. The activity trained teacher educators in student-centered pedagogy, effective classroom management, disability-inclusive education, and environmental awareness, and modernized teaching labs. PRESTIJ also worked with the government to raise the status of teaching and attract more men to address the profession's gender gap. The activity facilitated the government's commitment to incentivize enrollment and graduation, including need-based scholarships, secured job placement for the top 20 PRESTIJ graduates, and higher starting salaries. Finally, the activity continued to help the universities gain international accreditation for their PSTE programs and achieve 80 percent employment of graduates shortly within graduation. [Learn more about PRESTIJ here.](#)



Photo: IDP

LIBERIA The Transforming the Education System for Teachers and Students in Liberia (TESTS) activity was launched in 2021 and partners with the Government of Liberia to improve teacher instruction in early childhood and primary grades. TESTS works with eight higher education teacher training institutions (HETTIs) to support 3,500 aspiring teachers, especially women and people with disabilities. TESTS developed a rapid intake assessment tool to assess literacy, numeracy, and pedagogical skills of trainees. It is using the results to inform remedial micro-courses for those trainees who need remedial instruction prior to entering the pre-service program. TESTS is training HETTI faculty to improve their pre-service instruction for teacher trainees, and awarding grants for the development of assistive technologies to be used in classrooms, including developing and delivering pre-service training on their use. TESTS is also helping HETTIs to develop a tracking system that will inform future teacher development efforts.



Photo: USAID/Egypt

EGYPT The new Teacher Excellence Initiative (TEI) partners with the Government of Egypt and five higher education institutions to improve teacher preparation and advance education reforms. TEI activities include mapping pre-service curriculum against the country's Teacher Competency Standards, establishing a practicum, supporting professional development of faculty, modernizing teaching labs, and establishing exit screening linked to a licensure framework. Implemented alongside in-service training programs, TEI will strengthen the capacity of the Ministry of Education and Technical Education and other local stakeholders to jointly plan, manage, and adapt teacher education. TEI is funded through a combination of basic education and higher education directives.

Strengthening Education Systems through Engaging Higher Education Institutions

USAID advances equitable and sustainable education systems by addressing root causes such as policies, capacities, and incentives. PSTE contributes to this by supporting local partners to develop strategies, use data, establish relationships, and create a culture of continuous improvement. Engaging higher education institutions—through partnerships, capacity strengthening, workforce connections, and policy reform—is a great example of how PSTE programming can strengthen systems.

16

USAID Missions and operating units reported efforts to strengthen education systems through engaging higher education institutions in PSTE.



Photo: World Education

CAMBODIA The All Children Reading and Learning (ACR/ACL) and Inclusive Primary Education (IPEA) activities improved early grade reading skills of Cambodian children by aligning in-service and pre-service training, improving inclusive education policies and practices, and strengthening school governance, transparency, and accountability. The ACR/ACL's early grade reading program supported teachers in improving early grade literacy instruction in Khmer, and ensuring all children, including those with disabilities, had access to quality lessons. IPEA scales the program nationwide by partnering with teacher training colleges, training teacher educators, and engaging various partners in the development and distribution of aligned teaching and learning materials. [Read more here.](#)



Photo: U.S. Embassy Rabat

MOROCCO Higher Education Partnership-Morocco (HEP-M) partnered with the Government of Morocco to improve PSTE in all public universities and regional teacher training centers across Morocco's 12 regions. These higher education institutions collaborated on a pre-service learning and research agenda and bachelor's degree program. Additionally, HEP-M's technology initiative engaged more than 250 university faculty members and administrators to develop online teacher training content for the Ministry of Education's e-learning platform. These efforts are developing a pipeline of well-trained primary school teachers to strengthen Morocco's national education system.



Photo: Juliet Kalolo-Tembo for USAID

ZAMBIA The Transforming Teacher Education (TTE) activity engaged with all ten colleges of education and two universities in Zambia to address teachers' learning gaps. The activity launched a foundational literacy course to prepare 73 lecturers to deliver evidence-based primary literacy instruction. TTE strengthened feedback loops between higher education institutions and partner demonstration schools to operationalize practicum teaching for students. The activity awarded scholarships for U.S. residencies and advanced degrees to ten Zambian faculty, and established Centers of Excellence in Zambia's higher education institutions to sustain effective practices. The activity collaborated with the University of Zambia to offer a two-year special master's degree program in Literacy, Language, and Applied Linguistics and enrolled 31 lecturers from the colleges of education. [Learn more about TTE here.](#)



Strengthening Foundational Skills

Foundational skills—literacy, numeracy, and social and emotional learning—are a priority for USAID. PSTE prepares educators to foster these skills from the pre-primary level onward. With global evidence pointing to the importance of learning in the language used at home, PSTE also prepares teachers to support the development of foundational skills in a country's national languages, using teaching and learning materials in these same languages.

13

USAID Missions and operating units reported efforts to strengthen foundational skills through PSTE.



Photo: SIL LEAD

SENEGAL *Lecture Pour Tous (LPT)* and *Renforcement de la Lecture Initiale pour Tous (RELIT)* supported efforts to improve early grade reading through Senegal's national reading program. LPT promoted the use of three national languages (Pulaar, Seereer, and Wolof) and piloted reforms in 64 non-state schools (daaras). LPT introduced Senegal's first pre-service teacher training course for early grade reading instruction and refined modules in half of the country's regional teacher training centers. RELIT expands LPT to three more regions and two new languages. RELIT includes a preschool pilot to improve oral language development and preliteracy skills in national languages and French to align with the bilingual grade one curriculum.



Photo: USAID/Rwanda

RWANDA *Tunoze Gusoma* conducted a baseline assessment of PSTE programs at 16 Teacher Training Colleges (TTC) to identify strengths, opportunities, and gaps. It established a Teaching Practice Advisory Group to review Rwanda's Teaching Practice Framework. The activity delivered the Foundational Literacy Course for TTC tutors that covered literacy instruction, assessment and remediation, blended learning, social and emotional learning, and inclusive teaching practices to improve language and literacy instruction. The activity will increase the availability of high-quality teaching and learning materials, and will ensure literacy instruction in Kinyarwanda (the most widely spoken official language in Rwanda) in pre-primary and lower primary schools is inclusive and effective.



Advancing Inclusive Education

Inclusive education reaches all students at all levels, with various supports to meet individual needs. It focuses on participation, accessibility, attendance, and achievement, especially for those who are excluded or at risk of being marginalized. These include women and girls, learners with disabilities, internally displaced persons, refugees, learners in rural areas, LGBTQI+ learners, and out-of-school children and youth. PSTE trains teachers to foster participation of these otherwise excluded groups.

14

USAID Missions and operating units reported efforts to advance inclusive education through PSTE.



Photo: USAID/Morocco

MOROCCO The Morocco Inclusive Education Teacher Training activity partnered with government and non-government organizations to establish a national deaf education PSTE and professional development program in higher education and teacher training institutions. The activity continued to strengthen the capacity among deaf community members to provide wide-ranging support within their communities. Such support includes offering mentorship and facilitating early and ongoing access to Moroccan Sign Language, assisting in reducing parents' anxieties related to their deaf child, establishing peer support networks, and promoting positive self-identity among deaf children and youth.



Photo: USAID/Nigeria

NIGERIA Northern Education Initiative Plus (NEI Plus), completed in 2021, strengthened the capacity of Bauchi and Sokoto states in Northern Nigeria to provide greater access to basic education, especially for girls and out-of-school children and youth. NEI Plus also established 5,600 non-formal learning centers and 773 adolescent girls' learning centers. It recruited, trained, and mentored learning facilitators from within the communities where the centers are located to augment teaching staff. The activity integrated inclusive, gender-balanced early grade reading instruction in the pre-service curriculum and Nigeria Certificate in Education minimum standards for PSTE. NEI Plus significantly improved reading outcomes for more than one million children. [Learn more about NEI Plus here.](#)



Leveraging ICT4E

Information and communications technology for education (ICT4E) applies technology to transmit, store, create, share, and exchange information. ICT4E can enhance or expand teacher training and access to quality education for children and youth who are marginalized and vulnerable, including those with disabilities. It can also improve the use of education data to strengthen systems and improve policy decisions.

[Learn more about how USAID supports ICT4E.](#)

9

USAID Missions and operating units reported efforts to leverage ICT4E through PSTE.



Photo: USAID/Tajikistan

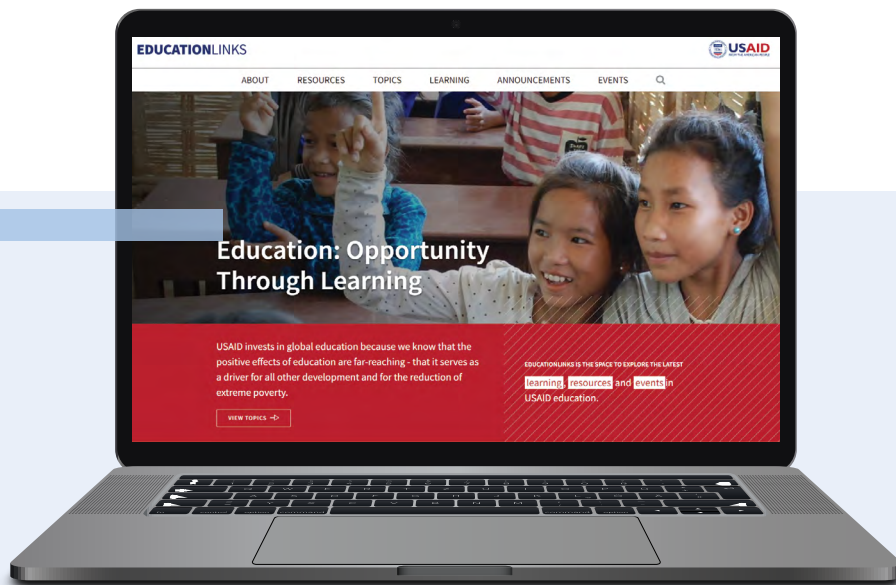
TAJIKISTAN The Read With Me (RWM) Activity and follow-on Learn Together Activity (LTA) leveraged ICT4E to ensure effective and sustainable in-service and pre-service teacher training in early grade reading. RWM established 15 methodological resource centers (MRCs) within higher education institutions to support faculty in creating lessons and training future teachers. Each MRC is equipped with electronic whiteboards, a document camera, a projector, and a computer. MRCs serve as venues for continuing professional development and communities of practice. RWM established an additional 42 school-based and six teacher training institution-based MRCs in rural districts. RWM created a digital platform (Bozomuzii Dastras or “accessible retraining”) where teachers can continue to learn and mentors can use data to guide teaching improvements. [Learn how these activities apply Principles for Digital Development and improve teaching and learning in Tajikistan.](#)



Photo: USAID/Kyrgyz Republic

KYRGYZ REPUBLIC USAID’s Time to Read (TTR) activity, completed in 2021, improved the reading outcomes of learners in 900 Kyrgyz and Russian language schools. TTR ensured sustainability and scale of its phased in-service and pre-service training modules by developing accessible web-based versions, with sample in-class materials and user instructions. The activity also developed, published, and distributed 1.5 million children’s story books and developed WordCalc, a first-of-its-kind text analyzer that ensures additional children’s books can also be appropriately leveled.

Additional Resources



Learn more about PSTE programming in the development field:

[Designing Effective Pre-service Teacher Education Programs](#)

[Selected Drivers of Education Quality: Pre- and In-service Teacher Training](#)

[How-to Guide for Pre-service Teacher Education](#)

[Literature Review on Pre-service Teacher Education for Primary Grade Literacy and Numeracy](#)



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