

TEACHERS IN CRISIS CONTEXTS

Promising Practices in Teacher Management, Professional Development, and Well-being



The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of members working together in humanitarian and development contexts to ensure all persons the right to quality, safe, and relevant education.

© Copyright 2019: INEE
Inter-agency Network for Education in Emergencies (INEE)
% International Rescue Committee
122 East 42nd Street, 14th Floor
New York, NY 10168
USA
www.inee.org

Front cover photo credits, left to right: FHI360; VSO/NRC; JRS Myanmar.

Suggested Citation for Case Studies:

Author(s). 2019. "Title of Case Study". In *Teachers in crisis contexts: Promising practices in teacher well-being, teacher management, and teacher professional development*, page numbers. URL.

This work is licensed under the Creative Commons Attribution-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.



This document has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of INEE and can under no circumstances be regarded as reflecting the position of the European Union.

Table of Contents

Foreword	1
Teacher Well-being	3
How do we know if teachers are well? Developing and evaluating the psychometric properties of a teacher well-being questionnaire using a sample of El Salvadoran teachers Fernanda Soares, Nina Cunha, and Paul Frisoli (FHI 360)	4
“Supporting the Supporters” – refugee teachers and teachers living in protracted conflict Camilla Lodi (Norwegian Refugee Council)	7
Developing Teachers’ Abilities to Create Trauma-Informed Classrooms and Teach Psychological Resilience-Building Using Cognitive-Behavioral Approaches Heidi Kar, Miriam Pahm, Alejandra Bonifaz, and Nancy Wallace (Education Development Center)	11
“Social emotional development for teachers”: An innovative program to improve teacher well-being in El Salvador James Hahn (FHI 360)	15
In their words: Teacher well-being amidst displacement and fragility in Uganda and South Sudan Danielle Falk, Daniel Shephard, and Mary Mendenhall (Teachers College, Columbia University)	19
Coaching – Observing – Reflecting – Engaging (CORE): A well-being and support intervention for teachers April Coetzee (War Child Holland)	22
Refugee teachers: the challenges of managing professional expectations with personal experiences Elizabeth Adelman (Harvard University)	25
Teacher Management	28
What policies and implementation strategies exist for the effective management of teachers in refugee contexts in Ethiopia? Stephanie Bengtsson and Helen West (UNESCO IIEP)	29
A systemic approach to teacher development – the UNRWA way Caroline Pontefract and Frosse Dabit (UNRWA)	33
Addressing Teacher Shortages in Conflict-Affected Kachin State, Myanmar: A Comprehensive Training Approach for Community Teachers Roselyn Kayah (Jesuit Refugee Service)	36

Stripping Away the Packaging: Continuous teacher professional development for scale and integration in Lebanon	
Lindsay Brown (Global Ties)	40
Moving teachers to Malawi's remote communities: A data-driven approach to teacher deployment	
Salman Asim (The World Bank)	43
Teacher Professional Development	46
Mapping the Expertise and Skills of the Displaced Syrian Teachers in Lebanon	
Hana Addam El Ghali and Anna Riggall (AUB and EDT)	47
Meeting the Academic and Social-Emotional Needs of Nigeria's Out-of-School Children	
Adane Miheretu (International Rescue Committee)	50
Teachers Professional Development: An inter-agency approach	
Casey Pearson (Volunteer Services Overseas and Norwegian Refugee Council)	54
Teachers' Experiences with Pakistan Reading Project's Three-Pronged Teacher Development Model	
Shahida Maheen (International Rescue Committee)	59
A Co-designed Blended Approach for Teacher Professional Development in Contexts of Mass Displacement	
Elaine Chase, Eileen Kennedy, Diana Laurillard, Mai Abu Moghli, Tejendra Pherali, Maha Shuayb (University College London and Lebanese American University)	63
Refugee Educator Foundations of Practice: Supporting Teachers in Host Countries & Resettlement Contexts to Meet the Needs of Refugee Students	
Julie Kasper (Carey Institute for Global Good)	67
Tawasol: A pilot project offering extended, online professional development for Syrian and Egyptian teachers in the Syrian informal learning sector in Egypt	
Aya Sa'eed and Julie Kasper (Plan International Egypt and Carey Institute for Global Good)	72
Jusoor Case Study: An Adaptive Management Approach to New Teacher Training in Crisis Contexts	
Suha Tutunji (Jusoor)	76
The Proof is in the Improvement: Using Continuous Quality Improvement to Engage Teachers in Lebanon	
Adham El Outa and Autumn Brown (International Rescue Committee)	79
Essence of Learning: a 4-day training and ongoing mentorship for educators of Rohingya refugee children	
Andi Coombes and Oriana Ponta (American Institutes for Research and Zurich University of Applied Sciences)	84
Supervision and Coaching Models in Conflict Zones	
Alaa Zaza (Syria Education Programme / Manahel, Chemonics)	87
Equipping and activating teachers in Honduras to address school-based violence and other crises	
Gustavo Payan (DAI Global)	91

ACKNOWLEDGMENTS

This compilation of case studies detailing promising practices in teacher management, teacher professional development, and teacher well-being was a truly collaborative effort. Numerous individuals from academia and civil society have dedicated considerable time and effort to select, review, and prepare the case studies in this publication.

First and foremost, the members of the Teachers in Crisis Contexts Roundtable organizing committee, Kiruba Murugaiah, Paul Frisoli, April Coetzee, Danni Falk, Helena Sandberg, Amy Parker, and in particular Mary Mendenhall and Charlotte Bergin, all contributed to case study reviews and were pivotal in providing the vision for this compilation, as well as the organizing framework focusing on teacher management, professional development, and well-being. Vidur Chopra, Marissa Wong, and Jamie Bowen of Teachers College, Columbia University, with Susan Hirsch-Ayari helped authors prepare their drafts for publication and copyedited final drafts. Jihae Cha of Teachers College was instrumental in organizing the call for case studies, communications, and coordinating the submissions of teacher profiles. Alison Doyle, also of Teachers College, provided invaluable support in the final review, copyediting, and formatting process of case studies. All of this was possible thanks to the amazing leadership of the co-chairs of the case study committee, Chris Henderson and Greg St. Arnold, who coordinated the case study reviews, selection, and editing, and brought the final submissions to publication.

The support and guidance of the Teachers in Crisis Contexts Roundtable partner organizations is also greatly appreciated. In particular, we would like to thank INEE, UNESCO, Oxfam, Education International, USAID, and the European Union.



FOREWORD

The global movement for educational quality and equity in crisis contexts requires increased and urgent attention on teacher well-being, teacher management, and teacher professional development. Evidence shows that qualified, skilled teachers are the strongest school-level predictor of student learning¹, and there is increasing recognition of the relationship between teacher well-being and students' social and emotional development². Without a concerted global effort, educational quality for the 65 million students whose schooling is disrupted by crisis each year³ will be further compromised.

While many promising initiatives and programs focused on delivering quality education in crisis contexts already exist⁴, there still remains an under-developed evidence base to help guide and inform contextualized policy and practice. As a result, new and current programs often struggle or fall short when it comes to making the transition from promising practice to achieving systemic, continuous, and ultimately transformative change.⁵ Teachers therefore continue to face numerous challenges, including inequitable recruitment and management policies, barriers to certification, a lack of sustained and relevant professional development opportunities, and unmitigated risks to their own safety and well-being.⁶

It is paramount that the Education in Emergencies sector shares and learns from promising policies, practices, and research approaches for supporting teachers in crisis contexts. For this reason, this publication provides donors, policymakers, practitioners, researchers, and teachers with compelling examples of programs and practices that positively influence improvements in teachers' work conditions and teaching practice.

1 Schwille, J., Dembélé, M., & Schubert, J. (2007). *Global Perspectives on Teacher Learning: Improving Policy and Practice*. International Institute for Educational Planning (IIEP) UNESCO.

2 Falk, D., Varni, E., Finder, J., & Frisoli, P. (2019). *Landscape review: Teacher well-being in low resource, crisis, and conflict-affected contexts*. Education Equity Research Initiative: Washington, D.C.

3 Nicolai, S. Hine, S and Wales, J. (2015). *Education in Emergencies and Protracted Crisis: Towards a Strengthened Approach*. London: ODI.

4 See UNHCR's Promising Practices Online: <https://www.promisingpractices.online/>

5 Mendenhall, M., Gomez, S., & Varni, E. (2018). *Teaching Amidst Conflict and Displacement: Persistent Challenges and Promising Practices for Refugee, Internally Displaced and National Teachers*. [Background Paper for the 2019 Global Education Monitoring Report].

6 Dolan, J., Golden, A., Ndaruhutse, S., Winthrop, R. (2012). *Building effective teacher salary systems in fragile and conflict-affected states*. Reading: Brookings; Burns, M. & Lawrie, J. (2015). *Where it's needed most: Quality professional development for all teachers*. New York: INEE; Mendenhall, M. et al. (2015). *Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings*. *Journal on Education in Emergencies*, 1(1), 92-130.

The case studies are organized by three thematic areas:

- **Teacher management** (i.e. teacher recruitment, supply, compensation, supervision, certification, etc.)
- **Teacher professional development** (i.e. training modalities that include face-to-face training, coaching, mentoring, distance, and/or online learning etc. for either pre-service or in-service approaches; teacher collaboration; coordination across providers; collaboration with national teacher training institutes), and
- **Teacher well-being** (i.e. including social, emotional, physical, intellectual, financial, cultural, and spiritual well-being; interventions to support teacher well-being).

They present a snapshot of promising research methods, evidence-informed policy making, and innovative approaches to program design and implementation from diverse regional and crisis settings, as well as diverse organizations and teacher profiles. For example, a case from El Salvador examines the development of tools for measuring teacher well-being in conflict areas (Soares, Cunha, and Frisoli, FHI 360); a mixed-methods study evaluates the impact of professional development programs for accelerated learning programs in northeast Nigeria (Miheretu, IRC); and a case from Myanmar describes a volunteer teaching program to address teacher shortages and a lack of employment opportunities in conflict-affected Kachin State (Kayah, JRS).

A number of case studies promote teachers' voices and the unique expertise teachers contribute to knowledge building and effective program design and implementation. Other case studies include teacher profiles that provide a human, personal reality to the crises in which the case studies have been produced. Alongside this publication, TiCC's Teacher Stories resource and our forthcoming TiCC Call to Action also prioritize the sharing and amplification of teachers' voices in crisis contexts. It is clear from these resources that the transformative power of teachers as change-makers in their classrooms and communities can no longer be ignored, and that teachers must be included in every stage of policy, programming, and research design if we are to achieve lasting improvements in educational quality and equity.

The case studies portray not only the complexity and intersectionality of teachers' work in crisis contexts, but from a community-level perspective, the authors also convey the limitations and challenges that prevent the scaling, sustainability, and impact of respective research, policy, and programs. It is our hope that the evidence collected here, across these three categories of teacher professional development, teacher management, and teacher well-being, translates to a greater commitment on the part of readers to advocate for and act on the key actions, as well as to dedicate adequate attention and resources to these and other programs that aim to improve support to teachers in crisis contexts.

Finally, this is a living, iterative document. The themes and contexts included in this first version are an important but limited summary of teachers' work and needs in crisis contexts. Over the coming months we will continue to collect, review, and support researchers and practitioners to develop case studies from under-represented regions. We therefore invite you to join the authors who have submitted case studies thus far, and contribute to the ongoing building of TiCC's evidence base on teacher well-being, teacher professional development, and teacher management.

Thank you to each of the authors and our colleagues who have volunteered so willingly and tirelessly to make this publication a reality.

Chris Henderson and Gregory St. Arnold

On behalf of the TiCC Case Study Committee



Photo: FHI 360

TEACHER WELL-BEING

How do we know if teachers are well? Developing and evaluating the psychometric properties of a teacher well-being questionnaire using a sample of El Salvadoran Teachers

Organization	FHI360
Authors	Fernanda Soares, Nina Cunha, and Paul Frisoli
Location	El Salvador
Teacher Profile	National teachers working in insecure settings
Topic	Teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

To inform policy and advance research in low-income and conflict-affected contexts about teacher well-being, we need measurement tools that are not only reliable, valid, comparable, and feasible, but also contextually relevant. For education systems, school districts, and school-based leadership to adequately support teachers, they first need to know if teachers are well. Several measurement tools for teacher well-being with strong psychometric properties have been developed and validated in developed and more stable contexts, but we do not know if they are adequate for collecting information about teachers' well-being in low-income and conflict-affected contexts. Oftentimes researchers and practitioners use measurement tools developed in the United States, England, Germany, and the Netherlands with little adaptation, raising questions over whether the content of the tool still captures the construct in a different context.

To advance in the study and understanding of teachers' well-being in low-income and conflict-affected contexts, instruments to assess teachers' well-being are needed. The purpose of this study is to develop, assess, and validate the psychometric properties of a teacher well-being questionnaire in El Salvador.

BRIEF OVERVIEW

El Salvador's current high levels of gang-related violence has a direct impact on education. Around 65% of schools are affected by gang presence and 30% face internal security threats from gangs. (MINED 2015) In a Rapid Education and Risk Analysis conducted by USAID (2016), teachers said that they experienced stress from working in an environment of intimidation and feel in need of psychological support. The study also revealed that teachers feel overwhelmed and under-equipped to handle the emotional needs of students, who come

to school burdened by violence, threats, and family difficulties. Teachers also reported feeling threatened and afraid to teach and discipline students who are, or are related to, gang members.

In light of the current issues, FHI360 is supporting the development of a teacher well-being measurement questionnaire, which will help meet the call for research and for an increased understanding of current levels of teacher well-being in El Salvador. As a first in this process, the research team conducted a literature review, which resulted in four key teacher well-being constructs identified: emotional regulation, emotional exhaustion, stress, and classroom management self-efficacy. The team then conducted an inventory of measurement tools available and selected the following scales to comprise the questionnaire: Emotional Regulation Questionnaire (Gross and John 2003); Emotional Exhaustion Subscale of the Maslach Burnout Inventory—educators' survey (Maslach, Jackson, and Leiter 1997); Perceived Stress Scale (Cohen et al. 1983); and self-efficacy for classroom management subscale of the Ohio State Teacher Efficacy Scale (Tschannen-Moran and Woolfolk Hoy 2001).

The questionnaire adaptation process consisted of two main phases: translation and cognitive interviews. First, the selected measures were translated from English to Spanish by one translator following the ITC Guidelines for Translating and Adapting Tests (International Test Commission 2018). Two additional translators verified the translation to ensure that items in the different scales held similar meaning as in the English language. The translation is a critical step, as items must be translated well linguistically to maintain comparison of responses across cultures (Beaton et al 2000) and to ensure they are capturing the underlying intended construct. In addition to a quality translation, items must also be adapted culturally to maintain content validity across different cultures (Beaton et al

2000). As part of the adaptation process, the research team conducted cognitive interviews with a sample of 25 local El Salvadoran teachers. Through cognitive interviewing it is possible to verify if “respondents are able to understand the questions being asked, that questions are understood in the same way by all respondents, and that respondents are willing and able to answer such questions” (Collings 2003, 229). Cognitive interviews provide additional evidence of content validity by assessing if respondents understand the items in the same way as intended by the original instrument. Adaptations to the questionnaire were made based on the results from cognitive interviews.

Data were collected through a self-reported paper-based questionnaire from a sample of 1,653 primary and secondary local teachers. An exploratory factor analysis (EFA) was conducted separately for each of the 4 measures identified for the toolkit in order to determine if the questions linked to each of the constructs showed the expected pattern. To further investigate the psychometric properties of each construct we calculated means, standard deviations, reliability coefficients, and total item correlation. We also conducted a concurrent validity analysis.

EVIDENCE AND OUTCOMES

The psychometric assessment completed in this study suggested that the Spanish version of the different measures that comprise the well-being questionnaire have good content and construct validity. The internal reliability for the different scales is also acceptable. Thus, the teacher well-being toolkit can be used as a tool to measure teachers’ well-being in El Salvador. As a good practice, it is suggested that additional translations and validations be conducted in order to provide an enhanced tool to measure well-being across different cultures and to examine possible relationships between well-being and the implementation of additional teacher supports (both pre-service and in-service).

Descriptive statistics under this study demonstrate that teacher well-being is generally positive in El Salvador. Teachers do not experience high levels of emotional exhaustion at work or overall perceived stress and they tend to have a high level of confidence in their ability to manage disruptive behavior in the classroom. The statistics show that although teachers employ cognitive reappraisal strategies, suppression

is also commonly used. This is concerning given that suppression has been associated with decreased well-being outcomes, such as depression and pessimism (Barsade and Gibson 2007; Côté and Morgan 2002).

The instrument also shows promise in aiding school administrators and practitioners in measuring teachers’ well-being in the El Salvadorian context. Administrators may find the instrument useful in determining teachers’ well-being as it relates to emotional regulation, perceived stress, emotional exhaustion, and classroom management self-efficacy. This information could be used by administrators to inform interventions, as well as measure the success of interventions. Additionally, the instrument could be used as a self-assessment tool by practitioners to highlight areas in which support, additional resources, and self-improvement can occur. Thus, future study in the utilization of the questionnaire is supported.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

One main limitation of this study is that it did not validate the teacher well-being measurement toolkit for program evaluation purposes. Further research is needed to determine if these tools are sensitive to program interventions of short duration and if they are able to detect change over time. Also, conducting a Confirmatory Factor Analysis (CFA) is highly recommended as a next step.

REFERENCES

- Beaton, Dorcas. E., Claire Bombardier, Francis Guillemin, and Marcos B. Ferraz. 2000. “Guidelines for the process of cross-cultural adaptation of self-report measures.” *Spine* 25, no. 24: 3186-3191.
- Cohen, Sheldon, Tom Kamarck, and Robin Mermelstein. 1983. “A global measure of perceived stress.” *Journal of health and social behavior* 24, no. 4: 385-396.
- Cote, Stephane, and Laura M. Morgan. 2002. “A longitudinal analysis of the association between emotion regulation, job satisfaction, and intentions to quit.” *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior* 23, no. 8: 947-962.

- Gross, James J., and Oliver P. John. 2003. "Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being." *Journal of personality and social psychology* 85, no. 2: 348.
- International Test Commission. 2018. *ITC guidelines for translating and adapting tests* (second edition). *Int. J. Test.* 18: 101–134.
- Maslach, Christina, Susan E. Jackson, and Michael Leiter. 1996. *Maslach burnout inventory manual* (Vol. 4). Palo Alto, CA: Consulting Psychologists Press.
- Tschannen-Moran, Megan and Anita W. Hoy. 2001. "Teacher efficacy: Capturing an elusive construct." *Teaching and Teacher Education* 17, no. 7: 783-805.
- USAID. 2016. "Rapid Education and Risk Analysis El Salvador." https://eccnetwork.net/wp-content/uploads/RERAEISalvador_Spanish.proof2_.pdf
- MINED. 2015. "Observatorio MINED 2015 sobre los centros educativos públicos de El Salvador." <https://www.mined.gob.sv/EstadisticaWeb/observatorio/OBSERVATORIO%20MINED%202015.pdf>

‘Supporting the Supporters’- refugee teachers and teachers living in protracted conflict

Organization	Norwegian Refugee Council (NRC)
Author	Camilla Lodi, Psychosocial Support & Social Emotional Learning Regional Adviser
Location	Jordan and Palestine
Teacher Profiles	Refugee teachers and host community teachers
Topic	Teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

The main crisis-specific challenge NRC seeks to address in their ‘supporting the supporters’ interventions under the Better Learning Program (BLP) programme is that children affected by crises in the Middle East and North Africa (MENA) region have heightened psychosocial support (PSS) and social and emotional learning (SEL) needs which are, largely, unmet by the existing education systems. As a result, there is demand for additional capacity building for teachers in both formal and non-formal education settings to address these needs:

- **Formal education in MoE/UNRWA schools in Palestine:** Formal school teachers who have limited professional support through the formal system and who are struggling with their own sense of well-being because of the protracted crisis and occupation;
- **Non-formal education programmes in refugee camps in Jordan:** Camp-resident staff who are well trained by NRC in SEL and PSS programming, but who have their own social, emotional, and well-being needs which are often unmet.

In both cases, ‘supporting the supporters’ mechanisms are needed to ensure adequate support for these educators, both in terms of professional development as well as building their capacity, resilience, and own well-being to be able to effectively meet the PSS needs of the children they work with.

BRIEF OVERVIEW

NRC’s response to the above challenges over the past years has been to establish comprehensive ‘supporting the supporters’ components for the teachers in its BLP programming. The components include both professional capacity development opportunities,

as well as mechanisms to address the well-being of the caregivers themselves. These components were created in response to:

1. Results of NRC’s external evaluation of the BLP in 2016 (Shah 2016) which showed that NRC was not adequately caring for its carers (such as counselors, teachers, parents and master trainers);
2. Regular structured feedback sessions carried out in After Action Reviews with staff through an internal counselling mechanism (explained further below), to tailor the specific support provided to PSS service delivery on its staff and partners as service providers;

Hence, in 2017 and 2018, NRC started to pilot ‘supporting the supporters’ initiatives in Palestine and Jordan, in tandem with teacher professional development opportunities.

The non-formal education programme in Jordan instigated the following components:

- **Establishment of a Monitoring and Support Unit (MSU)** which acts as an internal counselling department for BLP and PSS staff composed of camp resident staff (Syrian refugees). The team is trained in child protection and PSS techniques and has the specific mandate to monitor child protection issues and to identify children who are in need of additional PSS support, including whether they need internal or external referral. The MSU also provides technical advice, workshops, and capacity building to other staff who deliver BLP to children to better be able to cope with emotional burdens.
- **Regular professional debriefing and learning sessions** with teachers as an opportunity for teachers to unload, debrief, and recover after PSS delivery.

- **Regular subject-specific capacity development opportunities** for BLP staff, with technical staff consistently following up.
- **Opportunities for personal/professional growth** for staff, including being able to move away from delivering PSS and BLP interventions if required, and opportunities to take on more roles of responsibility within the programme.

In Palestine, these initiatives have been implemented by specialised local partners, namely the Palestinian Counselling Centre (PCC) and the Gaza Community Mental Health Program (GCMHP). Partners were selected based on their local expertise in this field. A series of meetings with NRC took place to define the objective of the proposed intervention, the strategy, and the methodology. The intervention focused on the following components:

- **Capacity building focusing on self-awareness and regulation techniques to deal with stress** including breathing and relaxation exercises;
- **Expressive arts therapy** including writing, drama, dance, movement, painting, and music;
- **Recreational games** to improve well-being and reduce stress in open air settings;
- **Phone hotline** made available where qualified operators can refer counselling requests or provide online counselling services aiming at delving deeply into the major stressors affecting teachers' personal and professional lives;
- **Provision of PSS materials** as part of a kit in tandem with capacity building to teaching and non-teaching staff to implement PSS related activities in schools.

EVIDENCE AND OUTCOMES

Providing PSS-based services to children in camps by guiding them through processes to deal with symptoms of trauma and distress, including sharing of horrible memories about war, can result in emotional and well-being burdens for the staff. Similarly, living under constant attacks in Gaza and violations of international humanitarian law (IHL) in West Bank, results in living constantly with high levels of stress. The main outcomes of integrating the 'supporting the supporters' mechanisms into the BLP include the following main results:

- **BLP teaching staff** overall, reported having an increased sense of personal resilience and well-being. Specifically, 74% (N=113) who were part of this initiative in West Bank reported that it was a source of support and 86% understood better the importance of practising self-care approaches in their personal and professional lives. 64% (N=57) in Gaza showed clear improvement in their ability to manage stress and 84% female teachers reported improvement in their daily work and in solving personal life problems. Overall in Gaza, 76% reported having improved their work deliverables by becoming more accurate and more motivated (Shah 2016). In Jordan, it was reported that staff were coping better with the stress of living in camps: 'I began practicing the content of BLP in my daily life. I started becoming calmer and my anger gradually faded away. I feel I'm a better teacher and person today. I have the knowledge and tools to change the way these children, and myself, view life. The students I work with continuously give me the motivation and encouragement to deal with my own problems' (Shah 2017).
- **Camp-resident refugee staff** in Jordan, have grown professionally covering now managerial positions in the NRC Learning Centres. They have been placed in charge of capacity development and performance of ten staff in each unit dealing with PSS support, outreach and community engagement, curriculum development, and quality control.
- **BLP service provision to children** suffering from trauma has strengthened as a result of having improved skills, practices, expertise, and motivation: 'We are now able to understand why children are being very challenging and aggressive, we understand now how much do they suffer and we were not considering that before'. In Jordan, data suggest that 80% of BLP students reported not having nightmares at all after the completion of the BLP individual sessions. A further 19% reported only having 1-2 nightmares per week (compared to on average 5 nights with nightmares/week at the start). A very small minority of students (less than 1%) continued to have 3 or more nightmares per week. Teachers reported stronger improvement on children' well-being as a consequence of teachers having greater skills and improved well-being themselves (Shah 2016).

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Jordan

- Camp-resident staff have their own traumas and social and emotional distress with few services in camps available.
- NRC camp resident staff (with a small number of exceptions approved by the Ministry of Interior) are not allowed to leave the camp. This limits the occasion for professional exchange.
- The camp management's cash for work policy includes a staff rotation system which has been one of the main challenges exposing NRC to the risk of losing expertise. NRC has advocated to limit the rotation only to certain positions, excepting those staff who are engaged in PSS/child protection and education and should not be considered under a cash for work scheme.
- Displaced populations in camps were a great resource in the management of the crisis and during this post-crisis phase. Camp management policies should encourage the strategy of engaging with displaced populations from the early stage of a crisis.

Palestine

- Protracted conflict and intensity of attacks in Gaza and violation of IHL in West Bank raise the level of stress and hopelessness, limiting the abilities of teaching and non-teaching staff to completely recover.
- Based on the pilot carried out in Palestine, it was suggested to increase the number of capacity building/training activities in order to increase the level of support and consistent follow-up and to have this initiative institutionalised in MoE schools.

REFERENCES

Shah, Ritesh. 2016. *Improving children well-being: an evaluation of NRC Better Learning Program in Palestine*. Norwegian Refugee Council.

Shah, Ritesh. 2017. *Most Significant Change Story Teacher at Zaatari Refugee Camp, After Action Review in Jordan*. Norwegian Refugee Council.

LINKS

- End the Nightmares: <https://youtu.be/vnx6OARQeYs>

TEACHER PROFILE

Story one: Resident staff Zaatari Camp

I am from, Syria- Duraa- Nawaa. I have been working with NRC for 6 years and the last 4 years I've been working in the Monitoring and Support Unit. NRC provided me with many professional development opportunities, this helped me both professionally and personally in re-adapting to the camp's life and facing difficulties. Supporting children who are traumatised made me being very proud both professionally and personally.

The professional development was very useful not only from the professional point of view. The camp environment was new for me and not easy. I learned how to support the community, children and other teachers. Children in camps are so different between each other and have different backgrounds and



MSU teacher. Photo credit Thilo Remini

conditions. Most of them when we started BLP3 (Fighting Nightmares and Sleeping Problems) were experiencing the symptoms of severe distress and were sharing horrible memories about the war. As part of my job I was also supporting the other teachers working at the Learning Centre. Teachers are dealing with different challenges and needs in working with children who are hyperactive, isolated and underachievers these are all symptoms of traumatic stress which we try to address under the Monitoring and Support Unit operations and using several relaxation techniques.

I like to provide assistance to those in need, sometimes is difficult because I am aware that this can affect my emotional well-being. Working and living in camp is not easy, the environment around doesn't help our emotional well-being, and sometimes when we don't manage to support properly all the children in need this might affect ourselves too. Continuous support with workshops and supervision sessions is needed. Sharing our experience with other MSU staff is essential and helpful both professionally and emotionally.

Story two: Formal school teacher in Gaza

S.M is a female Math teacher living in Rafah, in Southern Gaza Strip. She has been working as a teacher for more than ten years, supporting her family including her husband who is not working any longer.

S.M.'s home was demolished during the 2012 war and the family fled to her relative's home for a period of over six months. In 2015, her big brother died and she took care of his 5 children. During her first pregnancy, she was affected by cancer but managed to survive.

S.M. was selected to participate in the BLP 'Supporting the Supporters' program by her school principal due to the fact that she was showing signs of depression and stress, together with the fact that her performance at work had declined. After having participated in the program, S.M. reported the following: "My life has changed completely, now I am happy and I feel better because I practice the techniques I learnt, I manage to get rid of the past negative thoughts, and now I feel I can support the others, particularly my sisters when she goes through hard times." S.M.'s school principal recognized the change and recommended S.M. to cascade the skills and techniques learnt to her peer-colleagues.



Photos of Story 2 from Gaza

Developing Teachers' Abilities to Create Trauma-Informed Classrooms and Teach Psychological Resilience-Building Using Cognitive-Behavioral Approaches

Organization	Education Development Center
Author	Heidi Kar, Miriam Pahm, Alejandra Bonifaz, and Nancy Wallace
Location	Mindanao, Philippines
Teacher Profile	Host community teachers
Topics	Teacher professional development and teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Mindanao, in the southern Philippines, has in recent years experienced increased conflict and instability, worsened by challenging economic conditions, mistrust in government, and wider geopolitical conflict. The 2017 siege of the city of Marawi by the Maute group, an affiliate of the Islamic State of Iraq and Syria (ISIS), led to the displacement of over 300,000 people before the Philippine military regained control.

Within this context, the USAID Mindanao Youth for Development (MYDev) project aimed to provide vulnerable youth who are no longer in school with opportunities to earn a living, contribute to their communities, build resilience to violence and violent extremist activities, and thus support peace and stability in the region. Working with a range of national, regional, and local government agencies as well as with local NGOs, private sector and community organizations, MYDev engaged over 22,000 youth in soft skills and technical training, employment, leadership, and community development activities, building their basic education competencies, livelihood capacities, and life and leadership skills. MYDev worked in close coordination with government ministries, private technical and vocational training (TVET) institutions, businesses, and local NGOs.

Out-of-school youth are exposed to high levels of family and community violence and are at increased risk for recruitment into violent extremist groups. Educators working with out-of-school youth, in particular, can benefit from learning basic, evidence-based cognitive-behavioral skills, both for their own coping skills and to enable them to help the youth they work with cope with adverse situations and develop resiliency for the future.

Educators live and work within the same difficult community dynamics and are exposed to the same violence, and as such, can also benefit from learning positive coping and resiliency skills for their own mental well-being. Educators who can better control their emotions and understand how to adopt more flexible thinking patterns will be able to control their anger and not act out in physically or emotionally violent ways against students.

Our theory of change is that educators who are able to understand their own mental health needs and who have been trained in evidence-based psychological approaches which support positive mental health can be effective educators of these skills for youth. In addition, educators who have been trained in how to promote positive mental health and coping skills will be more effective and functional educators. This project, therefore, sought to teach life skills facilitators, TVET instructors, and mobile teachers key foundational psychological skills to support both their own and their students' mental and emotional health.

BRIEF OVERVIEW

A training-of-trainers program was developed to build educators' skills in trauma-informed, evidence-informed mental health interventions including positive coping skill activities and resilience-building approaches. Though much of the international community is focused on adapting Western psychological treatment manuals to conflict and post-conflict settings, too few are discussing the effectiveness of indigenizing foundational, evidence-based psychological approaches and theories of change to these contexts (e.g. Wendt, Marecek, & Goodman, 2014). In addition, while most focus resides in training lay community workers in psychosocial

support, educators have an untapped role to play in building the resilience of the world's youth. Though the project focused on educators in out-of-school systems, the approaches utilized are widely applicable to formal education systems. The curriculum is based on a combination of principles from cognitive-behavioral theory and incorporates an acceptance and commitment therapy orientation.

Cognitive-behavioral Theory (CBT) posits that our thoughts drive our emotional responses which, in turn, determine our behavior across all situations. As such, sustained changes in behavior demand that we change the ways we think about situations. CBT is the most well-researched, evidence-based psychological approach which has demonstrated efficacy in both preventing psychological disorders from forming and in treating psychological disorders (Daneil, Cristea, & Hofmann, 2018). Learning to change inflexible, rigid, and extreme thinking patterns is an essential aspect to rehabilitating violent perpetrators, treating post-traumatic stress disorder, and for treating depression and anxiety disorders. Acceptance and Commitment Therapy (ACT) is a specific CBT-orientation which helps human beings learn to differentiate between aspects of their life circumstance which they cannot control and those which they can. Individuals and communities who have experienced high levels of community violence and conflict will have experiences which, while difficult, need to be incorporated into their life story as opposed to being avoided. This acceptance of one's experiences combined with healthy cognitive and behavioral coping skills garnered through a CBT-approach has been demonstrated to lead to individual and community healing (e.g. Ruiz, 2010).

An example of a CBT-based coping skill applied through an ACT lens is that of helping a youth adopt the perspective that, while it isn't fair that their home was destroyed in the recent conflict, they can choose how they react to that reality. While they can continue to think only angry, revenge-focused thoughts, which may lead to intense anger and potential retaliation or joining of an extremist group, they have the choice of adopting a different perspective. They can choose thinking patterns that focus on finding ways to take more active roles in helping to make their community safer or in rebuilding the infrastructure of their community.

Evidence-based psychological principles were contextualized to the Filipino culture through in-depth testing of curriculum activities with educators and youth, incorporation of feedback on specific ways youth refer to certain feelings (i.e. hopeless vs. depressed) and the best ways to explain concepts, and focus on the specific issues that youth said were of greatest importance in their lives.

Utilizing a holistic, evidence-based approach to support peace and stability in conflict and crisis settings, the program was implemented across four regions within the south Philippines, some urban and some rural. Out-of-school settings ranged from a tent in the evacuation camps, to a room in the municipal buildings (for ALS classes), to more traditional classroom spaces.

This specific Resiliency Building Training-of-Trainers (ToT) curriculum entitled *Foundations of Resilience Module* was developed to enhance awareness of one's own mental health needs, vulnerabilities, and new psychological skills to support mental well-being. The curriculum has three main goals. The first goal is to raise awareness of the connection between thoughts, feelings, and behaviors and to reflect on how one's thinking drives behavior across situations. Interactive exercises and self-reflective activities facilitate this foundational learning. The second goal of the module focuses on helping teachers and youth understand the concept of coping skills. Once we know how we feel (e.g., sad, angry, scared, revengeful), we can then make the connection to the type of support and/or coping skills needed to think through the consequences of our actions. After learning how to both cope with negative feelings (including learning coping skills such as mindfulness and progressive muscle relaxation), teachers learn how to specifically address unhealthy thinking patterns and interrupt the warning signs that lead to aggression and violence. Finally, teachers are taught that in order to receive support from others, we need to know how to ask for the support we need.

Out-of-school youth who were enrolled in our accelerated, non-traditional educational program between the ages of 15 and 24 years old were included in the program. Following the initial TOT workshop, master trainers went on to train all teachers in the program in two-day workshops across the southern Philippines. Master trainers delivered the in-person workshops and remained available for questions or consultation while teachers delivered the 16-hour

curriculum to their own students. Over the course of six months, over 50 educators were trained and in turn, trained 5,000 youth.

EVIDENCE AND OUTCOMES

Impact evaluation data suggest that participation in the resiliency module for youth beneficiaries led to improved decision making, changed views on the acceptability of violence, promoted greater consideration of consequences of actions prior to reacting, and improved ability to manage anger.

Qualitative focus group discussions (FGDs) were held with four groups of youth (n=41) and two groups of teachers (n=16). The FGDs were conducted in English with a Filipino translator. Participants included, as much as was possible, one young woman and one young man from each community and one teacher from each community in which the project operated. Both youth and teachers reported changes in thought processes and in behavior indicative of improved resilience, healthy management of emotions, and improved coping skills for dealing with issues including depression, anxiety, and anger. The qualitative results showed that the most robust changes for students were seen in their ability to better manage their anger, their ability to make better decisions in life through the newly acquired skill of weighing the pros and cons in situations, acquisition of new coping skills which helped youth to calm down and think of solutions to problems as opposed to just reacting in the moment, and finally, the new awareness of their personal vulnerabilities, which helped many youth to make better decisions for themselves when presented with tempting offers to join extremist groups, join friends in doing drugs, etc. One female youth said, when asked what she learned, “we learned how to cope {with} problems in life. Everyone faces problems in life so we learned how to cope up and every individual has their own different way how to cope up. I also learned about managing our anger”. Focusing on her new skills in anger management, another female participant explained, {Prior to the training} “If I was mad or if I was angry then I just voiced out my anger at someone. I would just use violence and then words will hurt. But then after {going through the training} I realized that you as a person should not do it...{I should not show violence}. I found myself reading a lot to calm me down. Results from the two teacher-specific focus groups demonstrated that teachers felt confident and highly motivated to deliver

the curriculum after a one-time teacher training in the material. While teachers were eager for additional training on the topic of mental health, they expressed confidence and depth of understanding of the main concepts and communicated confidence that the youth benefited (and changed behavior) as a result of the training. During one of the teacher FGDs, a teacher demonstrated how she incorporated the key elements of the Acceptance and Commitment Therapy approach into her reaction to students by saying “we {were sometimes} shocked when facilitating the module because we {were} also learning from our participants the {range} of all the struggles and experiences that happen...we would explain to them that they are not the only ones to have challenges in life - just like myself, being gay, I have a lot of challenges in life and I share things with them so they realize they are not the only ones {experiencing challenges}.”

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Despite concern that the methodology (mental health expert trains master trainers who, in turn, train teachers in the materials) would not allow for significant transfer of knowledge to the youth, the evidence suggests otherwise. In fact, both the quantitative and qualitative data results support this model as one which can produce actual behavior change and in particular, enhanced resilience and coping with negative emotions. The initial training of master trainers was a three-day long process in which trainers were given a foundation in the key elements of cognitive-behavioral theory to help contextualize the actual curriculum activities and lessons. These trainers went on to train the educators of the youth. Focus group discussions conducted with the youth demonstrated that youth had obtained significant knowledge and many reported changes in behavior over time.

Interestingly, the main criticism or lesson learned was that the teachers thought they would have been even more effective in their approaches had they had more individualized training in the material and learned to apply the coping skills and cognitive-behavioral approaches to themselves. In fact, teachers communicated a hunger and eagerness for more training tailored specifically to their own needs, as a way to enhance their effectiveness with their students.

Educators are the key to delivering large-scale mental health interventions globally. While it is outside of their role and training to deliver focused, manualized psychological treatment for specific disorders, they are certainly able to deliver lessons based on basic, proven psychological principles which can help youth learn how to cope in healthier ways and think differently – both of which can improve mental health.

References

- Ruiz, Francisco J. 2010 “A review of Acceptance and Commitment Therapy (ACT) empirical evidence: Correlational, experimental psychopathology, component and outcome studies.” *International Journal of Psychology and Psychological Therapy* 10, no. 1: 125-162.
- Christopher, John, Chambers, Dennis C. Wendt, Jeanne Marecek, and David M. Goodman. 2014. “Critical cultural awareness: Contributions to a globalizing psychology.” *American Psychologist* 69, no. 7: 645.
- David, Daniel, Ioana Cristea, and Stefan G. Hofmann. 2018. “Why cognitive behavioral therapy is the current gold standard of psychotherapy.” *Frontiers in Psychiatry* 9: 4.

“Social emotional development for teachers”: An innovative program to improve teacher well-being in El Salvador

Organization	FHI 360
Author	James Hahn, Senior Project Manager
Location	El Salvador
Teacher Profile	Host community teachers
Topic	Teacher professional development and teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

In El Salvador, teachers (and students) face significant social and emotional challenges, including threats of gang violence and community insecurity that impact their psycho-social well-being, cause uncertainty about the future, and increase levels of stress. A recent study from the El Salvador Ministry of Health reported on the prevalence of chronic illnesses among teachers associated with stress and the need to identify and respond to physical and psychological signs of stress before the damage is irreversible (MINSAL 2017). Increased stress levels ultimately impact teachers' relationships with students, parents, and colleagues, which in turn impact teaching and learning.

To ensure that students receive quality education in this complex setting, teachers in El Salvador must develop social and emotional competencies that support their personal well-being, as well as the social-emotional needs of their students. When teachers learn to regulate and manage their own emotions, they are able to maximize their effectiveness in the classroom (Jennings 2015). As part of the Millennium Challenge Corporation (MCC)-funded Strengthening the National Education System Program, FHI 360 is building social-emotional capacity of teachers through targeted social-emotional learning strategies and mindfulness practices to reduce stress levels and increase effectiveness of classroom management.

BRIEF OVERVIEW

The “Social Emotional Development for Teachers” Program in El Salvador is being implemented from 2018-2019 as part of the Strengthening the National Education System (SNES) Program funded by MCC and implemented by FHI 360. Social Emotional Development for Teachers Program participants include over 3,000 primary and secondary teachers,

as well as principals who also have teaching duties. Approximately 65% of the teachers are women, about 70% live and work in rural settings, and the majority are over age 40. Baseline data collected from teacher participants showed that 32% of teachers experience high to moderate levels of perceived stress and that 38% tend to suppress their emotions, which has been shown to ultimately result in higher levels of stress.

The teachers work in 350 schools that form 45 school clusters. These 45 school clusters form the treatment group of SNES and were randomly assigned to the treatment group by an external evaluator commissioned by MCC. The teachers receive 120 hours of training, including 48 hours of in-person workshops (six 8-hour workshops), 48 hours of post-workshop application activities (including individual exercises, group activities, and classroom application with students), and 24 hours of virtual activities.

The Program integrates two evidence-based social-emotional frameworks to create a customized professional development opportunity tailored to the social-emotional needs of Salvadoran teachers. The Collaborative for Academic Social and Emotional Learning (CASEL) Five Core Competencies form the foundation of the Program's theoretical framework, as each of the six modules focuses on one or more of the five CASEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The Search Institute's 40 Developmental Assets, drawn from its Developmental Assets Framework (1997), have been mapped onto the CASEL core competencies and adapted for adults, resulting in 40 concrete skills that teachers in El Salvador can build to help them develop the five core competencies.

The content of in-person workshops and post-workshop activities is drawn from multiple evidence-based sources, including (1) mindfulness activities from

the book *Mindfulness for Teachers* and activities from the Colombian organization RESPIRA, (2) psychosocial support materials from INEE and War Child Holland, and (3) social-emotional learning resources from IRC and Save the Children. The program first develops teachers' intrapersonal social emotional competencies, before moving to interpersonal competencies and positive classroom strategies, as shown by the workshop sequence below:

1. Social and Emotional Well-being: An introduction to social-emotional well-being for teachers
2. Intrapersonal Mindfulness: Developing mindful awareness; identifying and managing our inner thoughts and emotions
3. Self-Care: Prioritizing self-care practices as essential for integrated development
4. Interpersonal Mindfulness: Fostering compassion, connectedness, and meaningful relationships
5. Positive Social Emotional Experiences: Promoting positive social and emotional experiences within ourselves and our students
6. Balanced Caring and Positive Classroom Environment: Understanding the importance of contribution and creating a balanced approach to caring for others, and cultivating and sustaining a positive classroom climate

To adapt and validate this content to the El Salvador context, the Program has taken the following steps:

1. The first part of the workshop design process involved reviewing the CASEL and 40 Developmental Asset frameworks with the FHI 360 team in El Salvador (composed entirely of Salvadoran nationals). The team reviewed the Spanish translation of the CASEL framework and did an exercise to adapt the 40 Development Assets Framework for adults, which was later reviewed and finalized by FHI 360's social-emotional experts. The El Salvador team then jointly designed the structure of the six workshops with the team of social-emotional learning experts. The workshop topics and frameworks were validated and approved by the Ministry of Education.
2. For every module, the design process has involved the following steps: (1) draft module developed

by FHI 360 social emotional learning experts, (2) modules reviewed by FHI 360 team in El Salvador, (3) module materials reviewed and edited by Ministry of Education, (4) facilitators trained in new module content, providing recommendations for final tweaks to content and/or implementation strategies.

EVIDENCE AND OUTCOMES

The El Salvador "Social Emotional Development for Teachers" program is still being implemented. To date, five workshops have been completed, with one workshop, school coaching visit, and the culminating activity remaining to be completed by early 2020. The program will be evaluated through a mixed-methods study employing both quantitative and qualitative methods.

The quantitative evaluation involves applying a survey to approximately 1,600 teachers who participated in the social-emotional development program and comparing the results to a control group that was established as part of an external randomized evaluation commissioned by MCC. This external evaluator randomized 147 school clusters, resulting in a treatment group of 45 clusters and a control group of 55 clusters. The remaining 47 clusters are not participating in the study.

The survey combines five existing reliable and valid scales used to measure social-emotional competencies that have been translated and contextualized to El Salvador through cognitive interviews with teachers and an initial pilot. Cognitive interviews are used to study how individuals mentally process and respond to survey questions and can therefore help to ensure that translated surveys have the intended meaning (Lavrakas 2008). In this case, we conducted cognitive interviews with a sample of 30 teachers in El Salvador to inform adjustments to the language used in the survey, ensuring that scales adapted from other contexts would make sense to teachers in El Salvador.

The survey will be applied during the sixth workshop and will measure the impact of the workshops on teachers' mindfulness, self-awareness, emotion regulation, positive affect, negative affect, stress, and teacher emotional burnout.

The qualitative portion of the evaluation will consist of individual interviews and focus groups with teachers to

gather additional data to complement the quantitative data.

While endline data has yet to be collected, preliminary results will be available by the start of November 2019. The project team in El Salvador has gathered testimonials and anecdotal evidence from teachers who have participated in the workshops. Teachers report applying mindfulness techniques regularly at home and at school to reduce stress and improve their own mental and physical well-being. They also report improved relationships and interactions with colleagues and students by applying strategies in active listening and positive communication, among others.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

A key challenge in implementing this program has been teacher attendance. This workshop series is one of approximately six training activities that have required teachers to miss classes with students. As a result, not all 2,700 teachers have participated in all social emotional workshops. This is problematic, as the workshops are designed to build upon one another. To address these issues, future adaptations and iterations of this program could include the following adaptations (advantages and disadvantages are discussed for each option):

1. Include less in-person training and more virtual activities. The advantage of this approach is that it would allow teachers to miss less class time with students and enable teachers to learn at their own pace. The disadvantage of less in-person training is missing the opportunity to learn from a trained facilitator and not being able to learn through as many interactions with peers.
2. Consider in-person training times that do not require teachers to miss classes (such as Saturdays or pre-established national professional development days). The advantage here is that teachers would miss fewer classes with students, but the disadvantage is that attendance may be lower on Saturday sessions. In fact, Saturday sessions could interfere with teachers' work-life-balance, which may be counter-productive for a teacher well-being program.

3. Strive to develop stand-alone modules that are less dependent on content from other modules. The advantage of this approach is that teachers who miss one session would be able to join additional sessions without being lost or confused. Additionally, stand-alone modules would allow for more flexibility in adapting and/or re-ordering modules to fit the needs of future PD programs. However, the disadvantage of having standalone modules is that (1) they may be very hard to design as much of the SEL content is interconnected, and (2) teachers may have a more disjointed (rather than integrated) PD experience and may fail to make connections on their own between content.

Another key challenge has been monitoring the completion of post-workshop activities by teachers. The initial plan was for all teachers to document their post workshop activities in their teacher guides, which have logs to register mindfulness activities, reflection questions for readings, attendance lists, and questions to respond to for group work. At the start of each new in-person workshop, teachers begin the session by discussing their post workshop activities while the facilitator circulates around the room to document who had completed the work and who didn't (teachers are asked to bring the previous teacher guide to the new workshop to show their complete work).

However, there have been two challenges: (1) not enough teachers are filling out the post-workshop activity pages in the teacher guide and (2) facilitators have not done a consistent job of documenting completion of post-workshop activities, as they struggle to find time to check-in with each participant during the workshop. It would have been ideal to digitize these post workshop activities to be able to track completion using technology. The Program made a decision to avoid online activities since not all schools have Internet connectivity, but in hindsight, it may have been best to develop online/digital activities for the majority of participants and to develop alternative "hard copy" activities for those without technology.

TEACHER PROFILE

Martha Palomo is a kindergarten teacher in the municipality of Usulután in El Salvador who has participated in the Social Emotional Development for Teachers workshops in El Salvador. Ms. Palomo shared that by participating in the workshops, she has learned to control her emotions in a more sensible way, begun to focus on the relation between her physical and mental well-being, and become more open-minded toward people with different opinions and perspectives.

Ms. Palomo has incorporated mindfulness techniques such as “three breaths,” “mindful eating,” and “mindful walking” in her daily life in order to relax and reduce stress. At the same time, she has shared these techniques with her students and has noted a positive change in her classroom environment. Ms. Palomo’s favorite part about being a teacher is spending time with students and their families and knowing that she can create welcoming environments that enable productive teaching and learning, along with the development of positive self-esteem in her students.

The greatest challenge that Ms. Palomo faces is a toxic work environment, largely due to colleagues who do not get along with one another and are not open to change. She has used strategies from the social emotional development workshops to channel positive energy into her teaching and has adjusted her mindset and practiced emotional regulation techniques when interacting with fellow teachers.

LINKS

- CASEL. 2019. “Core SEL Competencies.” <https://casel.org/core-competencies/>
- Lavrakas, Paul, ed. 2008. Encyclopedia of Survey Research. Thousand Oaks: SAGE Publications.
- Search Institute. 2019. “Developmental Assets Framework.” <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/> Search Institute has identified 40 positive supports and strengths that young people need to succeed. Half of the assets focus on the relationships and opportunities they need in their families, schools, and communities (external assets). The remaining assets focus on the social-emotional strengths, values, and commitments that are nurtured within young people (internal assets).

In their words: Teacher well-being amidst displacement and fragility in Uganda and South Sudan

Organization	Teachers College, Columbia University
Author	Danielle Falk, Daniel Shephard, Dr. Mary Mendenhall
Location	Palabek Settlement in Kitgum, Uganda; and Juba and Torit, South Sudan
Teacher Profiles	IDP teachers and host community teachers
Topic	Teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

More than 2.3 million South Sudanese refugees are seeking asylum in neighboring countries, including Uganda, which is currently hosting over 800,000 refugees from South Sudan (UNHCR 2019a). Within South Sudan, an additional 1.97 million are internally displaced (UNHCR 2019b). Young people make up a disproportionate number of those displaced, and many have missed years of school (UNHCR 2019b).

In an effort to address the educational needs of this population, Oxfam IBIS has organized an EU-funded consortium of partners called “Education for Life” in Uganda and South Sudan. The project includes multiple activities designed to help support the well-being and resilience of learners, teachers, and education systems. Our research focuses on the well-being of teachers and learners and how they interact with each other and with program components. Specifically, we focus on two main project activities: accelerated education (AE), which aims to support youth whose education has been disrupted, and teacher education professional development (TEPD), which helps to strengthen teachers’ competencies. There is a paucity of knowledge on AE, TEPD, and well-being in crisis and displacement contexts; yet, research suggests the central role education, and teachers in particular, play in supporting their learners’ achievement and well-being in these settings (Schwille, Dembélé & Schubert, 2011; Winthrop & Kirk, 2005). Our research aims to fill these gaps by generating evidence and learning for the project as well as for the broader field.

BRIEF OVERVIEW

Drawing on the *INEE Teachers in Crisis Contexts (TiCC) Training for Primary School Teachers*, the TEPD is led by the Luigi Giussani Institute for Higher Education and other implementing partners for AE in the four project

sites: AVSI Uganda in Palabek settlement, Uganda; AVSI South Sudan in Torit; Oxfam South Sudan in Juba; and Community Development Initiative in Kapoeta, South Sudan. These consortium partners follow the national AE policies and frameworks in their respective countries. Looking beyond academic achievement, the research team is examining the ways in which AE learners and AE teachers contribute to one another’s well-being and how teacher and learner well-being influence and/or are influenced by the broader community and the consortium’s interventions. The research aims to fill the prominent gap in knowledge on teacher and learner well-being and AE in crisis and displacement contexts.

This case study focuses on the research concerning teacher well-being. Many of the teachers have experienced displacement, either during previous conflicts in the region or during the current conflict. In Palabek settlement, the teachers are primarily Ugandan, with some South Sudanese. Given the protracted nature of the conflict in their country, the South Sudanese teachers in Palabek previously attended Teacher Training Colleges in Uganda while formerly displaced there. Meanwhile, a number of Ugandan teachers in Palabek are from the district or neighboring areas in northern Uganda, and grew up displaced or affected by local armed conflicts. In Juba and Torit, the teachers are South Sudanese. Many received training in neighboring countries (e.g. Kenya, Uganda) while formerly displaced, others are internally displaced and were previously trained in South Sudan, while still others have not received any formal teacher training prior to becoming teachers in South Sudan.

Our mixed methods study is taking place over four years (2018-2021), the same duration as the project. We have begun conducting qualitative research (semi-structured, in-depth interviews and classroom and school observations) in three project sites: Palabek

settlement, Uganda, and Juba and Torit, South Sudan. The goal of this initial research has been to better understand local definitions and experiences of well-being among teachers and learners. The team will continue to conduct qualitative research throughout the project, and in the third and fourth years of the study, the team will design, pilot, and implement a survey on well-being.

EVIDENCE AND OUTCOMES

Between August 2018 and August 2019, the research team completed a desk review of teacher well-being, conducted exploratory research to better understand local definitions of teacher well-being, and conducted the first round of in-depth qualitative research with AE teachers. From the desk review, we found the literature identified two important areas of well-being -- feeling and functioning -- and four central components of well-being -- social connectedness, self-efficacy, resilience, and stress and anxiety.

The exploratory research supported much of what we discovered in the desk review and added rich context-specific details. In this phase, we conducted 34 interviews and two focus group discussions (11 teachers) in Palabek settlement, Torit, and Juba. In addition to bolstering our findings from the desk review, these discussions uncovered important factors that contribute to teacher well-being, including access to basic needs, teacher professional development, and a sense of duty and obligation to the next generation. Further, the importance of one's environment on well-being highlighted the relevance of Bronfenbrenner's (1979) socio-ecological model, which recognizes the interrelated environments, interactions, and relationships that may contribute to well-being.

The second round of in-depth qualitative research in Palabek settlement and Juba, which drew on the first round, included two interviews with 29 AE teachers (total interviews = 58). The first interview focused on the teachers' experiences in the school, while the second focused on their life in the community. Emerging, select findings from these interviews suggest the important role education and teacher-student relationships play in helping or hindering well-being.

Regarding the role of education, teachers frequently discussed their motivation to teach in terms of the long-term impact it will have on their country through

their learners. In South Sudan, teachers talked about how education may be the only route to peace, and therefore, those who have gone to school have a responsibility to educate the next generation. As one teacher in Juba, South Sudan said when explaining why he became a teacher: "To make stability for this country, to be at permanent peace -- or to bring the permanent peace here -- let us go to school. If you have a knowledge, you go there and teach."

Regarding teacher-student relationships, teachers spoke of the pride they felt in seeing their learners excel in school as well as the additional roles they took on to ensure their learners' success. In Uganda, a female teacher shared that one of her learners had recently come back to school after having a baby. The teacher explained, "this one made me [feel] very proud because through talking to her, she has decided to remain in the school. And when she was doing the exams, we were the one taking care of the baby...I personally...was caring for the baby, giving her time to...sit for the exams." The teacher continued with an ear-to-ear smile that this learner had scored the highest in her class.

On the other hand, relationships with learners can also be a source of stress for teachers if they feel ill-equipped to handle the challenges their learners face -- especially when first beginning to teach in a displacement context. The same teacher shared, "if at times when my learners come to school and they are really sad, I feel also stressed. I feel I should find out the problem that learner is undergoing...Now when I ask and I find out that thing, it really stressed me. Because I always take their problem as mine [and] because at times, I cannot support them fully."

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Working with many partners in a consortium across two countries presents exciting opportunities and unique challenges. One challenge has been the coordination of project activities, some of which have been delayed. These delays may be attributed to different factors, such as a lack of clarity around who is responsible for specific project activities, or the time needed to secure approval by Ministry officials of the TEPD approach. Additional costs of conducting fieldwork (e.g. transportation costs, insurance premiums) required that we reduce the number of research sites and the

amount of time in the field. Importantly, this combined with connectivity issues required that we scale-back the participatory methodology initially envisioned, an approach we feel is particularly relevant to adopt when conducting research on holistic experiences such as well-being (explained more below).

From these challenges and opportunities, we have learned many lessons, three of which we would like to highlight: coordinating evaluation and research in a consortium, increasing the 'participatory' nature of the research, and contextualizing well-being.

First, as the research partner within a large consortium, it has been important to structure the research as independent from project implementation and evaluation. The European Union has heralded the need for research and supported such work through their Building Resilience in Crises through Education initiative. Yet, research does not replace monitoring and evaluation (M&E), and in a large consortium, it is important to coordinate M&E activities across various partners. It is necessary to adequately fund both research and M&E, and to consider them complementary but distinct.

Secondly, as researchers attempting to foreground the experiences of participants, our work has confirmed the importance of increasing the time with participants through: more time in the field, multiple interviews, and multiple field visits over time. Constant communication may be difficult given the constraints of working in crisis-affected contexts; however, prioritizing more points of contact over broader coverage is more likely to build the relationships and depth of knowledge necessary to foreground local perspectives and engage in more participatory approaches.

Finally, our emerging findings show the value of investing time in understanding the well-being of teachers early in an intervention, particularly as well-being will look different across various contexts, populations, and individuals. Although our research is independent, we have shared initial findings with the consortium in order to inform their ongoing work. We recommend building qualitative data collection and analyses of teacher well-being into routine needs assessment processes in order to help projects provide relevant, responsive support to teachers at every stage of their intervention.

REFERENCES

- Bronfenbrenner, Urie. 1979. *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Burns, Mary and James Lawrie. 2015. *Where it's needed most: Quality professional development for all teachers*. New York, NY: Inter-agency Network for Education in Emergencies.
- Schwille, John, Martial Dembélé, and Jane Schubert. 2007. *Global Perspectives on Teacher Learning: Improving Policy and Practice*. International Institute for Educational Planning (IIEP) UNESCO.
- UNHCR. 2018. "Global Trends: Forced Displacement in 2017." Geneva: UNHCR. <https://www.unhcr.org/5b27be547.pdf>
- UNHCR. 2019. "Operational Portal: South Sudan." <https://data2.unhcr.org/en/situations/southsudan#ga=2.207618003.1176360363.1565099734-964498883.1542646940>
- UNHCR. 2019. "South Sudan Regional Refugee Response Plan." Nairobi: UNHCR. <https://data2.unhcr.org/en/documents/download/67312>
- Winthrop, Rebecca and Jackie Kirk. 2005. "Teacher development and student well-being." *Forced Migration Review* 22: 18-21.

LINKS

- <https://uganda.oxfam.org/latest/image-story/building-resilient-learners-teachers-and-education-systems-south-sudan-and-uganda>
- https://ec.europa.eu/europeaid/projects/resilient-learners-teachers-and-education-systems-south-sudan-and-uganda_en
- <https://www.tc.columbia.edu/international-and-transcultural-studies/international-and-comparative-education/research/research---faculty-highlights/mary-mendenhall--understanding-teacher-and-student-well-being/>

Coaching – Observing – Reflecting – Engaging (CORE) for Teachers: A well-being and support intervention for teachers

Organization	War Child Holland
Author	April Coetzee, Senior Education Advisor
Location	Colombia and Occupied Palestinian Territories
Teacher Profiles	Refugee teachers, IDP teachers, and host community teachers
Topic	Teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Few evidence-based interventions are available to help teachers build the complex skill sets needed to effectively address the barriers and the multi-faceted demands they encounter in their professional lives (Hardman et al 2011). Those that are available traditionally treat teachers like production functions: inputs being in-service trainings focused on specific curricula, and outputs being gains in student learning, with little attention to helping teachers navigate the roles, expectations, and stressors they must balance at the nexus of students' lives and systems' accountability (Schwartz, Cappella, & Aber 2019). Research has shown that stress and burnout, particularly prevalent among the least experienced teachers, radiates to affect teacher attendance and attrition, pedagogical and classroom quality, and student outcomes, with cascading impacts on education systems (Hoglund et al 2015; McLean & Connor 2015; Wolf et al 2015).

War Child Holland is researching the effectiveness of a holistic teacher support program that provides individualised and scaffolded psychological care and real time support to teachers through a continuous quality improvement-based coaching model. Drawing inspiration from Jennings and Greenberg's (2009) prosocial classroom theoretical model, the aim of the *Coaching - Observing - Reflecting - Engaging (CORE)* intervention is to have a positive impact on classroom climate by providing teachers with the skills and knowledge to create an enabling, impactful, and safe learning environment.

BRIEF OVERVIEW

Colombia has seen more than five decades of armed conflict which has had a devastating impact on the education system in some departments of the country. The conflict has led to a breakdown of social norms

leading to increased psychosocial needs of children, violence in the classroom, and lack of engagement between teachers and children. In the Gaza Strip, the recurrent conflict has disrupted education services and impacted the psychosocial well-being of children and teachers leading to a deterioration in learning outcomes. Schools in Gaza are chronically overcrowded, resulting in student difficulties in focusing on their studies and heightened levels of violence in schools. In both of these settings, the project worked or will be working in formal schools with teachers who have had some pre-service training. As the project has a whole school approach, the demographics of the teachers in regards to years of experience, subject focus, age, gender, and pre- and post-service training will vary. The model is developed to work with individual teachers as much as possible, allowing for some adaptations developing on individual needs.

Through a whole school, real time, and continuous quality improvement-based coaching model, CORE will support the teachers to build skills in three main areas:

1. **Teacher social-emotional competencies:** Building teachers own SEL competencies: Based on CASEL's 5 core competencies, the coaches individually mentor teachers to build personal social-emotional competencies that directly relate to competencies that they wish to build in children.
2. **Teacher well-being:** Based on acceptance and commitment therapy (ACT), using a mindfulness and acceptance approach. Coaches support the building of knowledge and skills to equip teachers with the necessary tools to improve their self-care, manage their stress, gain emotional regulation, and create a positive classroom environment.
3. **Positive classroom management:** Focused on behaviour management and core classroom management and planning skills.

The development of this intervention has included:

- I. A scoping study of research and current teacher professional development (TPD) programming which contributed to the development of a theory of change;
- II. A formative qualitative study in Colombia with key education actors including teachers, school governing bodies, and ministry to inform the development of the intervention;
- III. A four-month proof of concept (PoC) which examined feasibility, user-experience, and acceptability of CORE; and
- IV. Adaptation of methodology based on findings from PoC.

The next steps planned in the development of CORE include establishing the research agenda, culminating in an effectiveness study. In particular, this will focus on the current context-relevant process pilot study in Gaza in partnership with Global TIES for viability and feasibility. This will provide an opportunity to fine-tune the research and program implementation protocols in preparation for impact evaluation.

EVIDENCE AND OUTCOMES

The assumption being tested is that CORE will lead to improvement in quality of education in three levels:

1. Our primary outcome is focused at the teacher level, including improving teachers' emotion regulation, mindfulness, and teachers' psychological well-being; reducing teachers' feelings of burnout/distress; increasing teachers' self-efficacy and engagement; and increasing teachers' knowledge and competency in classroom management and planning.
2. A secondary outcome, at the student level, is that we expect teachers' improved ability to directly model social-emotional skills and improve classroom interaction quality to lead to changes in student teacher engagement.
3. At the school level, as CORE coaches will work with all teachers in a school, we expect improvements in whole school climate and peer support.

While the PoC showed that some key elements of CORE were on the whole feasible, acceptable, and relevant

to the teachers, it also identified key ways of improving and adapting the methodology. These included;

1. To improve trust and acceptance of CORE in the school:
 - a. Coaches spend one week in the school assisting the teachers outside of their roles as a coach.
 - b. Ensure that the teachers understand the whole process of the intervention at the beginning.
 - c. A whole school approach ensures that there is not mistrust or fear as to why a teacher has been selected for the intervention.
2. To improve the content of the methodology:
 - a. Initial training of coaches is to be no more than three weeks with a focus on coaching skills and well-being training.
 - b. The remainder of coaching training is to be broken up at the start of each module.
 - c. Begin each module with a whole school information session to allow for clarity of the module's aim and provide a forum for teachers to share.
 - d. Reduce the amount of in-class support to one identified exercise per cycle and increase observations to two sessions per cycle.
 - e. Strengthen reflection and mindfulness support for teachers during individual support.
 - f. Provide examples of other activities for teachers to use in their practice.

The study will also outline key findings that informed the adaptation of the methodology and discuss the following data that informed the development of the intervention.

- Scoping review findings,
- Development of CORE theory of change.
- Qualitative and quantitative data from the proof of concept,
- Adaptation workshop and changes to methodology.

With few validated outcome measures in education, especially for teacher well-being and teacher social emotional competencies, further research on CORE will also discuss the identification of outcome measures and the process undertaken to ensure these tools are valid and effective to measure the assumed outcomes.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

The current research process for CORE has embedded periods of reflection and adaptation before the final effectiveness study. The process has yielded the following learnings and points of critical reflection which will inform forthcoming research:

- Challenges and considerations of ethical research in crisis affected contexts - We will outline the learnings from CORE, not only in the effectiveness studies but in all the WCH research agenda, to ensure that the research process is ethical and contextualized.
- Contextualisation process for a generalised intervention – CORE has not been developed for one specific country context; further study will outline the learnings from the contextualisation processes to ensure the acceptability and relevance, especially around themes of well-being and social emotional competencies.
- Critical reflections focused on scale-up and cost efficiency – the forthcoming research will outline some of the critical thinking WCH has been engaging in around the issue of CORE’s ability to scale and cost efficiency.

REFERENCES

- Hardman, Frank, Jim Ackers, Niki Abrishamian, and Margo O’Sullivan. 2011. “Developing a systemic approach to teacher education in sub-Saharan Africa: emerging lessons from Kenya, Tanzania and Uganda.” *Compare: A Journal of Comparative and International Education* 41 no. 5: 669-683
- Hoglund, Wendy, L. G. Hoglund, Kirsten E. Klinge, and Naheed E. Hosan. 2015. “Classroom risks and resources: Teacher burnout, classroom quality and children’s adjustment in high needs elementary schools.” *Journal of School Psychology* 53 no. 5: 337–357.
- Jennings, Patricia A. and Mark T. Greenberg. 2009. “The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes.” *Review of Educational Research* 79, no. 1: 491–525.
- McLean, Leigh, and Carol McDonald Connor. 2015. “Depressive Symptoms in Third-Grade Teachers: Relations to Classroom Quality and Student Achievement.” *Child Development* 86 no. 3: 945–954.
- Schwartz, Kate, Elise Cappella, and Lawrence Aber. 2019. “Teachers’ Lives in Context: A Framework for Understanding Barriers to High-Quality Teaching Within Resource Deprived Settings.” *Journal of Research on Educational Effectiveness* 12 no. 1: 160–190.
- Wolf, Sharon, Lawrence Aber, Jere R. Behrman, and Edward Tsiningo. 2019. “Experimental Impacts of the “Quality Preschool for Ghana” Interventions on Teacher Professional Well-being, Classroom Quality, and Children’s School Readiness.” *Journal of Research on Educational Effectiveness* 12 no. 1: 10–37.
- Wolf, Sharon, Catalina Torrente, Marissa McCoy, Damira Rasheed, and Lawrence Aber. 2015. “Cumulative Risk and Teacher Well-Being in the Democratic Republic of the Congo.” *Comparative Education Review* 59 no. 4: 717–742.

Refugee teachers: the challenges of managing professional expectations with personal experiences

Organization	Harvard University
Author	Elizabeth Adelman, Lecturer
Location	Lebanon
Teacher Profile	Refugee teachers
Topic	Teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

In settings of conflict and displacement, teachers are central to the possibility of education being protective and productive, rather than contributing to on-going harm. In addition to delivering academic content, teachers must ensure a safe learning environment, support children's emotional needs, foster social cohesion, and lay the foundations for peace and stability. The expectations held for teachers of refugees are significant. However, in many settings, the teachers teaching refugee populations are refugees themselves. Often these educators are navigating many of the same difficult circumstances their students face, including economic stress, emotional strain, and continued uncertainty about their futures.

Few studies consider the relationship between the personal and professional experiences of refugee educators and how tensions between these identities may influence teachers' work and their well-being. This research looks to build a deeper understanding of how being a teacher influences the experience of being a refugee and conversely, how the experience of being a refugee influences the teacher's role. Findings from this research suggest a need to rethink the types of support and training provided to refugee teachers in order to ensure success within the classroom.

BRIEF OVERVIEW

This research is situated in Lebanon and focuses on Syrian refugee teachers working to educate Syrian refugee students in non-formal schools. Lebanon is host to the greatest number of refugees per capita worldwide. Around 1 million Syrians and 450,000 Palestinians live within Lebanon, a combined population equivalent to one-quarter of the Lebanese population. The status of refugees in Lebanon is particularly complex as the Government of Lebanon is not signatory to the 1951 Convention Relating to

the Status of Refugees and does not consider itself an asylum country. In Lebanon, teaching is considered a 'protected' profession, meaning legally, only Lebanese citizens are eligible to teach in schools accredited by the Ministry of Education and Higher Education (MEHE). Syrian refugee teachers hoping to continue working within their profession can only work in schools not recognized by MEHE, referred to in this research as non-formal schools.

This analysis is informed by interviews with 42 refugee educators across four non-formal schools and 116 school and classroom observations. Schools were selected based on physical location and educational structure. Three schools were located in the rural governante of the Beqaa, where the majority of Syrian refugees in Lebanon reside. One school was located in the urban capital of Beirut, which is host to the second largest number of Syrian refugees. These non-formal schools followed the Lebanese curriculum using Lebanese textbooks, taught the same core subjects as Lebanese public schools, and had a set of structured academic goals for each grade level that students were required to pass. These schools were managed by non-government organizations with no religious or sectarian affiliation.

When possible, every teacher interested in participating in the research study was given an opportunity. Before interviewing any teacher, I first observed them teaching at least twice. During classroom observations, I took note of the number of students in the classroom, the physical environment and available materials, learning activities, classroom routines, and interactions among students and teachers taking place during the lesson. The goal of these observations was to develop an understanding of the teacher's pedagogical methods, the social and educational routines of the classroom, and to note how students engage with each other and with the teacher. I often referred to moments from these

observations during interviews to help situate questions and elicit grounded reflections from teachers. Teachers often appeared to feel more comfortable speaking with me after I had spent time in their classrooms as they knew I had observed the complexities of their work. In addition, these observations provided an opportunity to interact multiple times more informally. I conducted semi-structured interviews with participants that were approximately one-hour in length and focused on teachers' understanding of their role as educators supporting refugee students and their experience as refugees in Lebanon. Interviews were audio recorded, transcribed and, when necessary, translated. I wrote detailed memos after each interview, noting the major themes and patterns that arose in each interview as well as any divergent findings. From these memos, I developed a set of codes for analysing the data. To develop these codes, I also drew on findings from an earlier pilot study and was guided by literature around teacher identity. The final set of codes used for this analysis included codes such as 'personal journey', 'professional identity', and 'envisioning the future'. I coded the interview transcripts and field notes using the qualitative data analysis software Atlas.ti. In an effort to ensure internal consistency in regards to coding, I engaged in simultaneous coding with a research partner. In instances when our coding differed, we discussed these discrepancies and resolved them together. Using the classroom observation data, I created school profiles in which I noted patterns regarding student-teacher interactions, the classroom environment, and common pedagogical approaches.

EVIDENCE AND OUTCOMES

This analysis shows refugee educators struggling to balance obligations related to teaching refugees with the realities of living as refugees. Educators welcomed the opportunity to reclaim a professional identity through teaching. They saw themselves as playing an instrumental role in reconstructing the lives of their refugee students by supporting students to learn, grow, and dream about a better future. This responsibility provided a sense of purpose and accomplishment that motivated them to continue in their roles as educators, regardless of the continual challenges they faced in their classrooms. Teachers also saw their efforts as a concrete way to assist their own community and felt uplifted by the opportunity to extend care and support to their students.

However, in their personal lives, educators struggled with loss of hope, psychological exhaustion, and high levels of stress. Educators felt powerless to transcend the social, economic, and political barriers constructed around them in Lebanon. As refugees, these educators faced considerable challenges as they worked to re-establish their own lives, tend to their own psychosocial needs, and develop their own vision for the future. These challenges made the hard work of teaching even harder, especially as the conflict became protracted and future stability seemed far from reach.

This research suggests the need to provide teachers working in conflict-affected settings with opportunities within their schools to build community with fellow teachers to help mitigate the psychological stress educators experience. In addition, there is a need to integrate mechanisms into the school structure that allow teachers to collaboratively address complex challenges present in their classrooms. Teachers should also be provided with psychological support services and training regarding how best to help their students' social and emotional recovery. Finally, financial stability was one source of stress shared by all refugee educators. Ensuring teachers earn a salary reflective of their efforts and the financial reality of their current location is a necessary step to supporting and legitimizing the work of these professionals.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

While qualitative research allows a deeper understanding of a particular phenomenon, as a research method, it is not possible to draw broad generalizations from the findings. The research documented here reflects the experience of a select group of Syrian refugee teachers working in Lebanon. Their reflections are directly related to the conditions that they are facing, conditions that may be quite different from refugee teachers working in other countries or even in other settings within Lebanon. This research should be seen as simply a starting point to documenting the relationship between personal and professional experiences of refugee teachers. Expanding this research into a longitudinal study of the experiences of Syrian refugee teachers working in other locations across Lebanon could help provide both further evidence of the complexity of the personal-professional relationship as well as allow insight into

how these identities shift and develop overtime. Expanding this work into other countries and settings would also help provide a greater understanding of the different types of supports refugee teachers need to ensure their professional and personal well-being. While understanding the experiences of any refugee teacher would afford useful insight, one approach to extending this research specifically would be to consider Syrian refugee teachers in other host-country settings. For example, how do Syrian refugee teachers in Turkey, Jordan, or Germany make meaning out of the experience of being a refugee and being a teacher? Given the different social and political contexts, how do these understandings diverge and converge and what can they tell us about the types of support teachers need more broadly and what seems to be particularly contextual?

TEACHER PROFILE

Sana graduated from university in Syria with a degree in art. She taught in Syria from 2007 to 2013 until she was forced to flee to Lebanon to escape escalating violence. She soon began working in a non-formal school where she teaches Syrian refugee students in grades 2-4 across all subjects. Living in Lebanon has been very difficult for Sana as she and her husband struggled considerably to find jobs. Even with employment, it is hard to afford life in Lebanon. Sana has also found it difficult to build connections with the broader Lebanese community. However, she tries hard to remind herself and her students that “there are good Lebanese people and there are bad ones” and they should not judge all individuals based on a few negative experiences.

Sana feels extremely lucky to have found a teaching job in Lebanon as being an educator is a core element of her identity. “I have loved teaching ever since I was a child. I used to dream of becoming a teacher like my mother.” For her, returning to teaching was a “life-changing moment,” an opportunity that has been vital in her ability to manage the challenging and overwhelming situation of being a refugee. For Sana, working at a non-formal school has provided her with a place to call home within a country that has offered little, if any, welcome. She feels an extreme sense of purpose and the work itself keeps her motivated, despite how exhausting and demanding her role can be.

LINKS

This case study draws on research published in the *Journal for Education in Emergencies* under the title: *When the personal becomes the professional: Exploring the lived experiences of Syrian refugee educators*

Blogs that may be of interest include:

- <https://www.brookings.edu/blog/education-plus-development/2016/02/10/inside-syrian-refugee-schools-teachers-struggle-to-create-conditions-for-learning/>
- <https://www.brookings.edu/blog/education-plus-development/2016/02/24/inside-syrian-refugee-schools-in-their-search-for-a-destination-teachers-face-difficult-choices/>

Sana also points to the ways in which her teaching skills have expanded as a result of the professional development she has received in Lebanon. In Syria, Sana depended on rote learning techniques. Through trainings provided by her current school and by organizations like Right to Play, Sana has completely changed her approach to teaching. She has integrated more hands-on activities into class and uses interactive materials in many of her lessons. She has found ways to ensure that every child is engaged throughout an activity instead of having to wait to be called on to answer. Sana dreams about the day she can return to Syria so “I can apply the teaching methodology that I have learned” in Lebanon to teaching in Syria. Sana hopes for new opportunities to continue developing her pedagogy. She also would like the chance to build other skills that would improve her employability including learning English and how to use a computer.

Despite her dreams of return, Sana admits that the future feels very unclear to her as the conflict drags on in Syria. She does not want to stay in Lebanon as remaining here means continuing to struggle with the challenge of “not know[ing] what is going to happen” to herself and her fellow refugee community. In particular, Sana is concerned for the future of her children, who will soon graduate out of the non-formal school and enter Lebanon’s public education system, a system that she believes to be of poor quality. The lack of quality educational opportunities available to her daughter has made Sana think seriously of traveling abroad. “I have achieved what I aspire; now I have to think of my children.”



Photo: JRS Asia Pacific

TEACHER MANAGEMENT

What policies and implementation strategies exist for the effective management of teachers in refugee contexts in Ethiopia?

Organization	UNESCO International Institute for Educational Planning
Authors	Stephanie Bengtsson and Helen West
Location	Ethiopia: Benishangul-Gumuz, Gambella, and Tigray
Teacher Profiles	Refugee and host community teachers
Topic	Teacher Management

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Ethiopia is home to one of the largest refugee populations in Africa. An early adopter of the global Comprehensive Refugee Response Framework (CRRF), the country is known for its willingness to welcome and protect refugees, including in the education sector, where the government has committed to improving access for refugees.

While Ethiopia has plans to expand its out-of-camp policy, most refugees continue to reside in camps administered by the Agency for Refugee and Returnee Affairs (ARRA). ARRA is also primarily responsible for the delivery of several essential services within the camps, including primary education, making Ethiopia a unique research setting, as there are two different governmental agencies responsible for primary education: the Ministry of Education (MoE) for host-community schools and ARRA for refugee camp schools.

The strengths and weaknesses of both the MoE and ARRA's ways of training, recruiting, and retaining teachers to staff their respective systems need to be carefully analysed to support teacher management policies benefiting both refugees and the host communities in which they live. Through in-depth policy analysis, this research aims to break down this boundary between host and refugee and produce meaningful, relevant, and practical guidance for the Ethiopian government and other key stakeholders.

BRIEF OVERVIEW

Most refugee children will spend their entire childhood in exile. Responding to their educational needs will require innovative policy solutions that put teachers at the centre, not just because teachers are often the only educational resource available to learners during crisis,

but because teachers are themselves rights-holders as members of affected communities. To help advance this search for innovative policy solutions, UNESCO International Institute for Educational Planning (IIEP), together with EdDevTrust, has launched a multi-country research project on teacher management policies in refugee contexts, with a pilot study in Ethiopia supported by UNICEF Ethiopia.

For the purposes of this research, the core aim of effective teacher management policy is **to nurture and sustain a thriving body of great teachers who facilitate quality teaching and learning for all** by:

1. Providing meaningful opportunities for intra- and interpersonal and professional growth
2. Improving employment and career conditions

The research uses an iterative, collaborative, mixed methods approach to explore how teacher management policies are being developed, communicated, interpreted, mediated, struggled over, and implemented at national, regional, and local levels. Our research partners included PRIN International Consultancy and Research Services (an Ethiopian company), IPSOS Kenya, master's students from the McCourt School of Public Policy, and two independent consultants. During the whole research process, the research team worked closely with key stakeholders from Ethiopia including ARRA, MoE, UNHCR, and UNICEF.

Data collection in Ethiopia was undertaken in three phases between September 2018 and May 2019. During Phase I, an understanding of the policy landscape was built through a literature review, an analysis of policy documents and EMIS data, and semi-structured interviews with key stakeholders at the federal level. Phase II involved interviews with government and international agencies at regional,



Photo 1: PTA focus group



Photo 2: Teacher focus group

zonal, and woreda (district) levels, interviews and focus group discussions with teachers at refugee and host-community schools, and a teacher survey from a mix of schools in refugee-hosting woredas. During Phase III, we conducted stakeholder consultations and follow-up interviews with participants from Phase I and II to discuss and validate preliminary findings, interviews with key stakeholders not interviewed in earlier rounds, and one-day case studies at selected schools in each region.

EVIDENCE AND OUTCOMES

In addition to a thorough policy document review, this study has generated rich qualitative data capturing a range of stakeholder perspectives on policies related to teacher status, well-being, personal and professional growth, and working conditions. Comprehensive survey data have been collected from 351 Ethiopian and refugee teachers in refugee and host schools in refugee-hosting woredas in Benishangul-Gumuz, Gambella, and Tigray.

Key findings emerging from the data analysis suggest that while Ethiopia has developed promising policy texts for the effective management of teachers in refugee-hosting communities, problems with communication, interpretation, and implementation remain. These problems stem from underdeveloped relationships between stakeholders, particularly at regional level, and a lack of clarity around roles and responsibilities.

These issues are compounded by significant contextual variations. While Tigray's economy is relatively strong,

and relationships between Eritrean refugees and host communities relatively good, Benishangul-Gumuz and Gambella are emerging regions facing major resource constraints, and refugees from South Sudan and Sudan have less in common with host communities.

Barriers to meaningful opportunities for intra- and interpersonal and professional growth

One major challenge we identified was how the lack of teaching qualifications amongst refugee teachers meant that, regardless of other qualifications, they did not know the basics of pedagogy, teaching methodologies, or pedagogical content knowledge (PCK). In response to this, an upgrading programme has been launched in two regions, funded through the Education Cannot Wait fund. This programme consists of summer training at Colleges of Teacher Education (CTEs) over four years, after which the refugee teachers will graduate with a diploma. So far 350 refugees have completed two summers of study.

Inconducive employment and career conditions

However, through our research it also became apparent that challenges remain around progression and compensation for refugee teachers. Until the recent Refugee Proclamation, refugees have been unable to legally work in Ethiopia, meaning that they are paid a small 'incentive' funded by UNHCR rather than a salary. All refugees earn the same small amount (less than 20% of what their Ethiopian colleagues at refugee schools earn). There are no opportunities to progress or to be paid more – even the refugee vice-directors of schools earn the same as other refugee teachers. Linking this

to the example of professional development above, it means that even those refugee teachers who will graduate from the CTEs with a diploma will not return to a higher paid or promoted position.

We also found that a significant factor which negatively affects the working conditions of refugee teachers is the overcrowding in refugee schools and subsequent high pupil teacher ratio (PTR). Whereas most host community schools visited reported a PTR of around 40:1, within the standard Ethiopian guidelines, the PTR at refugee schools was extremely high, from between 80:1 to 120:1. This was partly due to refugee primary schools admitting students of any age and partly due to the instability of the region as a whole, which resulted in influxes of refugees. At one school visited there were over 6,000 students on roll with one head teacher and a total of 69 teachers; a total PTR of 89:1 and a PTR of qualified national teachers to students of 280:1. The high PTR had a profound effect on the quality of teaching that teachers felt able to provide, with it being reported that even taking the register took up to 15 minutes of a 40-minute lesson.

Implications for well-being and motivation

Poor compensation and tough working conditions have implications for motivation; to both work as a teacher and to undertake additional study. Although the majority of refugee teachers cited a sense of commitment to the community as a reason to teach, we found that in some reasons there were challenges in recruiting refugee teachers due to the workload teaching entailed. With all other jobs available to refugees in the camps paying the same amount, even refugees who had qualified as teachers in their home country were, at times, reluctant to teach in a camp due to the additional preparation and marking time to which they needed to commit. Basically, they could do an 'easier' job for the same amount of money.

Historically, policy development and planning have been undertaken separately for refugees and host communities, but there is an increasing recognition of the importance of joint policies and planning that are responsive to the local context. In the words of one UNHCR representative, "We need to work together so that such disparities can be avoided, and that is only when we have the data that show the disparities" (Interview, March 2019).

Our findings on Ethiopia will be published as a policy brief and in-depth case study, including a set of practical policy recommendations, which have been revised based on inputs from ARRA, MoE, UNHCR, and other stakeholders. In keeping with our iterative approach, we shared preliminary findings with key stakeholders, and these will feed into the development of Ethiopia's new Education Sector Development Plan.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Overall, an iterative, collaborative approach involving multiple field visits allowed for the generation of rich data. However, we faced challenges, which will be considered as research continues:

1. Our research proved timely, commencing just as Ethiopia started rolling out the CRRF and overhauling teacher management policies. However, analysing policy frameworks and policy networks while these policies are being developed and revised has proven challenging.
2. While Ethiopia is relatively stable, security issues did arise, which meant that some schools could not be visited during our fieldwork.
3. Developing policy guidance that can be used by a range of stakeholders is a challenge, but one we have tried to mitigate by soliciting feedback throughout the process.

LINKS

- [Teachers of refugees: A review of the literature:](#) This document, co-authored by IIEP and EdDevTrust, laid the groundwork for the study. It found that relatively few data are available about teacher management in refugee contexts, other than limited statistical data suggesting that qualified teachers are in short supply. The review also concluded that there are few studies on teachers' perspectives on key policy issues.
- [An article about the policy study's launch in Ethiopia](#) authored by Stephanie Bengtsson, Programme Specialist, IIEP-UNESCO.

- [What We Know and What We Need to Know: Identifying and Addressing Evidence Gaps to Support Effective Teacher Management Policies in Refugee Settings in Ethiopia](#), an article authored by Stephanie Bengtsson, Katja Hinz, Ruth Naylor, and Helen West, published in the NORRAG Special Issue: Data Collection and Evidence Building to Support Education in Emergencies

A systemic approach to teacher development – the UNRWA way

Organization	United Nations Relief and Works Agency for Palestine Refugees (UNRWA)
Author	Dr. Caroline Pontefract, Director of Education, and Frosse Dabit, Senior Education Programme Specialist
Location	Gaza, Jordan, Lebanon, Syria, and the West Bank
Teacher Profile	Refugee teachers
Topics	Teacher management, teacher professional development, teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

The context in which UNRWA provides education in each of its five Fields of operation presents both generic and specific challenges which have to be taken into account in its planning. In Gaza, the situation remains volatile, with recurrent hostilities and an ongoing blockade entering its twelfth year. In the West Bank, refugees continue to experience difficult socioeconomic conditions, often due to occupation-related policies and practices. In Syria, UNRWA estimates that the ongoing conflict has left 95% of Palestine refugees in critical need of sustained humanitarian assistance. Lebanon too has faced the challenges of an influx of Syrian and Palestine refugees from Syria (PRS), with Palestine refugees having high rates of poverty, limited employment opportunities, and being deeply dependent on UNRWA services. More recently, weeks of political upheaval and demonstrations has led to UNRWA, and Governmental school closure. In Jordan, Palestine refugees suffer from the high costs of living, high poverty levels and overcrowding in the camps. Throughout these challenges UNRWA, however, has ensured the provision of education for Palestine refugee students.

Although the UNRWA Education Programme had achieved a good reputation, likely reflecting the support of UNESCO from the early 1950s, an independent external review of the UNRWA Education Programme in 2009 highlighted the need for change. It described a teaching model that was didactic, with teacher-based classroom practices unlikely to support the development of students' 21st century skills. This review further highlighted the need for strengthening the professional development of teachers and ensuring the provision of ongoing professional support to both teachers and school leaders. Moreover, the lack of agency-wide policies, strategies, and evidence-

based approaches were considered to be negatively impacting on the potential of the education programme to support the learning needs of all UNRWA students. This evaluation served as a springboard for the UNRWA Education Department to lead an Agency-wide systemic programme reform from 2011 to 2016.

BRIEF OVERVIEW

The Education Reform sought to strengthen the UNRWA education system and to this effect it addressed three key levels – policy, strategy/structural, and individual capacity development. Interrelated but defined programmatic areas were also determined relating to teachers, curriculum, student assessment, student inclusion and well-being. Strengthened planning, monitoring and evaluation, and measurement of impact underpinned the whole reform and throughout the role of the teacher was central.

To explicitly address this central role, an UNRWA Teacher Policy was developed; this provides a framework for teacher management, their professional development, career progression, and well-being. In so doing, the policy seeks to strengthen both the day-to-day, and the longer term professional support system. Teacher toolkits, such as those for Inclusive Education and Human Rights and Conflict Resolution and Tolerance, and the flagship School-Based Teacher Development (SBTD) and Leading for the Future (LftF) programmes help teachers better cope with the challenges they face. The reform approach to teacher development was innovative in that it enabled teachers to learn in situ, alongside their peers and have the overall responsibility for their own development. However, they are supported throughout to reflect on their own practice, learn about new pedagogies and their impact on children's learning, and try out new ideas and approaches.

Another key area of the Teacher Policy is career progression, with successful completion of substantive professional development programmes, alongside other key criteria (years in profession and overall performance evaluation), now leads to staff 'grade' enhancement. Teacher management and support was also strengthened through Field-based professional structures, i.e. the Strategic Support Units and these are the Quality Assurance Unit, the Assessment Unit, and the Professional Development and Curriculum Unit.

In this way the Teacher Policy and its different strands have directly impacted teacher well-being through career progression and better professional support, but also through the Communities of Practice that have developed as teachers undertake professional development together. In Syria for instance, the UNRWA teachers were determined to move forward with the study of the SBTD programme despite the conflict. They reported later that the peer discussions played a key role in helping them cope better with the impact of the conflict on their work.

EVIDENCE AND OUTCOMES

Reflecting the broader Education Reform and its emphasis on monitoring and evaluation of the Education programme as a whole, the progress and impact of the Teacher Policy is continuously measured at both system and programmatic level. At the system level, UNRWA monitors, evaluates, and measures progress and achievements through the Agency-wide Common Monitoring Framework (CMF). Within the CMF there are universal education indicators at both Outcome and Output levels. At 'outcome' level, a Classroom Observation study was developed and implemented with a partner university; this looks at the nature of teaching and learning practices in classrooms. At the 'output' level, indicators measure the prevalence of human rights culture and practices in classrooms and the overall equity of educational learning outcomes.

Evidence of the impact of the holistic focus on teachers through the reform, and now the UNRWA Medium Term Strategy, is indicated by these student learning outcomes which have improved in all grades and subjects and across all domains (content, cognitive, and higher order thinking skills). The percentage of students reaching the "Achieved" or "Advanced" levels in grade 8 Maths increased by 35% over this period. Similarly,

the Perceptual Survey showed improvement in teachers' enjoyment of teaching, teacher motivation, and stakeholders' perceptions of classroom practices.

The newly established UNRWA School Quality Assurance process was developed once the reform was in place. It focuses on measuring the performance of the schools and its teachers with regard to all aspects that had been addressed over the previous years, from student well-being to parental engagement.

There has been recognition of the quality and innovation of the UNRWA Education Reform by the Host countries, the region, and even at a global level among education stakeholders. The World Bank 2014 report, "Learning in the Face of Adversity", describes the strong results of the UNRWA Education Programme in terms of its quality, inclusiveness, and equity. The UNRWA Education in Emergencies approach was showcased as a "promising practice" in refugee education in the initiative led by UNHCR, Pearson, and Save the Children at a side event at the UN General Assembly in 2017. More recently, an external performance assessment commissioned by several top donors, through the Multilateral Organisation Performance Assessment Network (MOPAN), commended the agency for its systemic reform in education and said that it is "characterised by a high technical competence," efficiency, and quality (MOPAN 2019, 7).

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

A holistic, overarching approach to teacher development, teacher management, professional development, career progression, and well-being is what makes the difference with regards to a quality education system.

There have been some challenges with regard to the implementation of this holistic approach. These could be said to be of a financial, administrative, political, and professional nature. The instability of the operating environment continues to impact the implementation of the Teacher Policy; the recurrent financial challenges that the agency faces has led to an increase in class size, a reduction in education posts, and an increase in daily paid teachers. These various challenges have also led to uncertainty among the Palestine refugee community, not only because of the threat they pose to the provision of quality education by UNRWA, but

also for what they see as the wider implications with regard to the future of the agency and themselves as Palestine refugees.

Despite these challenges UNRWA and the UNRWA education continues to strive for quality, inclusive, and equitable education by investing in its teachers.

REFERENCES

Multilateral Organisation Performance Assessment Network. 2019. *MOPAN 2017-18 Assessments United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)*.

World Bank. 2014. *Learning in the face of adversity: the UNRWA education program for Palestine refugees (English)*. Washington, DC : World Bank Group.

LINKS

- The UNRWA Education Reform Strategy, UNRWA (2011 - 2015) - <https://www.unrwa.org/who-we-are/reforming-unrwa/education-reform>
- The UNRWA Teacher Policy, UNRWA (2013) - <https://www.unrwa.org/resources/strategy-policy/unrwa-teacher-policy>
- The UNRWA School Based Teacher Development, UNRWA (2013) - <https://www.unrwa.org/sbtd>
- The UNRWA Annual Operational Report, UNRWA (2018) - <https://www.unrwa.org/resources/reports/annual-operational-report-2018>
- Learning in the Face of Adversity: The UNRWA Education Program for Palestine Refugees, World Bank Group (2014) - <https://openknowledge.worldbank.org/handle/10986/20667>
- MOPAN Assessment; The United Nations Relief and Works Agency for Palestine refugees in the Near East (UNRWA) Of 2017- 2018 - <http://www.mopanonline.org/assessments/unrwa2017-18/UNRWA%20Report.pdf>
- Promising Practices in Refugee Education: The UNRWA Education in Emergencies Programme - Save the Children, UNHCR, and Pearson (2017) <https://www.promisingpractices.online/unrwa/>

Addressing Teacher Shortages in Conflict-Affected Kachin State, Myanmar: A Comprehensive Training Approach for Community Teachers

Organization	Jesuit Refugee Service (JRS) Myanmar
Author	Rosalyn Kayah, Country Director
Location	Myitkyina, Kachin State, Myanmar
Teacher Profiles	IDP and host community teachers
Topic	Teacher professional development and teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

New Generation Teacher Training Center (NG-TTC) is a joint partnership between the Catholic Diocese of Myitkyina's Diocesan Commission for Education (DCE) and the Jesuit Refugee Service (JRS) to address the lack of skilled teachers in Kachin State, Myanmar. NG-TTC combines pre-service training, field-based practicum, and two years of continuous professional development for volunteer teachers in IDP camps and communities in conflict-affected areas.

Internal conflicts have resulted in over 401,000 people being displaced within Myanmar. Though a Nationwide Ceasefire Agreement was signed in 2015, several ethnic armed organizations (EAOs) have not signed the document and continue to engage in conflict with the Burmese army.

Kachin State is divided between government-controlled areas (GCAs) and non-government-controlled areas (NGCAs) controlled by EAOs. Access to quality education is limited in these remote areas; according to a 2017 UN report, 35,525 people lacked access to education. Furthermore, each NGCA has its own unique education system and challenges. There are significant teacher shortages across all school levels. Government teachers are often reluctant to go to GCAs due to their remoteness and proximity to ongoing conflicts, and they are barred from entering NGCAs. Humanitarian agencies face similar barriers to service-delivery in NGCAs.

Church-based organizations, such as DCE, have recruited and sent volunteers to remote and conflict-affected schools in Kachin for many years over the course of the decades-long conflict. However, NG-TTC is unique as a comprehensive preparation and in-service training program in Kachin – previously, the training period for volunteer teachers before

deployment lasted anywhere from one week to one month. In light of this, the Diocese and JRS embarked on the NG-TTC partnership to enhance the training program and improve the overall quality of education.

BRIEF OVERVIEW

NG-TTC began in 2014 as a collaboration between JRS Myanmar and the Diocesan Commission for Education-Myitkyina (DCE). Each year, DCE recruits and selects volunteers from host and IDP communities through the local church network to serve as teachers in IDP camps and communities in community-based schools managed by DCE and ethnic armed groups. Most of these volunteers (88%) come from Kachin State; 28% are IDPs themselves, while the remainder come from areas that are conflict-affected but have not experienced displacement. Most volunteers are female (77%), and the average age is 21 years. The level of education among volunteers varies: 17% are university graduates, 32% have passed secondary matriculation exams and continue to higher education after their teaching service, and 49% have not passed secondary matriculation exams. Several factors drive volunteers' motivation to teach. Mostly they are motivated by a desire to contribute to long-term development of the area. Some volunteers also see school as an important tool by which to prevent children's recruitment into armed groups, and therefore see teaching as a form of peacebuilding.

During their term of service with NG-TTC, trainees receive the following supports:

Seven months of pre-service training

Before placement, teachers attend seven months of classroom-based training. Sources for the training curriculum include TiCC Teacher Training Package, Myanmar's Teacher Competency Standards

Framework, and JRS' global Teacher Formation Package, among others. The training curriculum addresses issues facing children in Kachin, including youth migration, human trafficking, mine-risk education, environmental awareness, and peacebuilding and reconciliation. A Basic English Course was introduced in 2017 to help improve teaching in English classes. Trainees live in community in a boarding house, learning cooking and cleaning skills they will need during their teaching placements in remote areas. As many of the trainees are themselves adolescents, this structured programme provides important personal value formation in addition to learning the practical independent living skills they will need to thrive while teaching in remote areas.

Two months of teaching practicum in IDP camps

Trainees are placed in an IDP camp near the training centre, where they plan and deliver a summer course for students.

Two-year placements in IDP camps and community schools

Teachers are placed by DCE in coordination with parish priests and local officials. Teachers receive safety briefings before placements, and are accompanied to their placements by DCE staff, where they are introduced to camp and school leaders. The local community provides housing and in-kind food support for the teachers.

Continuous school-based monitoring during volunteers' two-year placements

DCE and JRS staff conduct joint monitoring visits to different geographic zones, where they conduct observation and feedback of each teacher's classroom practice. The remoteness of placements makes this model time-consuming, and monitoring visits can last up to one month. Also, teachers only receive this observation/feedback twice per year, which isn't enough to impact their practice. Therefore, while joint monitoring visits continue, a new approach has been introduced to train head teachers to conduct more frequent observation/feedback at their schools, combined with a teacher self-evaluation to provide a more holistic picture of teacher practice. This

has made the process more efficient and involving the head teacher in the monitoring has improved feedback, since they know individual teachers' skills and attitudes better than external monitors. However, this requires more robust training of head teachers to properly conduct observation/feedback cycles. It also places additional demands on head teachers, who also have regular teaching duties themselves.

Ongoing in-service training during school holidays

NG-TTC staff provide in-service training for volunteer teachers and their community teacher colleagues. These sessions are based on data from staff monitoring visits. The sessions also provide a forum for teachers to come together, share experiences, and provide both instructional and psychosocial support to one another.

Structured On-Ramp to Government-level Teacher Competency

Since 2018, JRS and the NG-TTC have worked with Fordham University to implement a standardized Teacher Professional Development Competency Framework (TPDF) aligned to the Myanmar Teacher Competency Standards Framework for Beginning Teachers. The framework defines a learning pathway for teachers working in an emergency context, including the knowledge, skills, and dispositions evident, in five levels of proficiency based on criteria (Lester, 2005). The TPDF draws from the national framework to define its standards, minimum requirements, and indicators. The first phase of development of the TPDF included focus-group discussions with teachers and teacher-educators in Kachin and Kayah state, Myanmar, as well as other key education stakeholders. A comparative analysis was conducted, looking at Myanmar's national teacher competency framework as well as eight other national and supranational competency frameworks to augment the emergency-specific competencies. Finally, an analysis was conducted of the TiCC Teacher Training Package and Competency List, as well as existing professional development frameworks utilized within the project and by JRS globally. Findings from the FGDs and analysis informed the development of the TPDF, which is now undergoing validation by a wider collection of teachers, teacher-educators, and JRS education staff.

EVIDENCE AND OUTCOMES

Since its inception, JRS has regularly monitored the NG-TTC, collecting data on teachers' progress throughout the pre-service curriculum and their teaching service. In 2018, a mixed-method external evaluation utilizing focus groups, informant and participant interviews, and a desk review of project data found that since 2014, NG-TTC enrolled a total of 88 students for its pre-service training, 81 have completed their training and at least one year of teaching service. The average term of service for teachers in placement schools was two years.

Volunteer teachers described the experience of teaching in remote areas as very positive, citing factors such as being able to adapt and be creative with the resources available in their schools, learning the real-life situations and struggles in those areas, and becoming advocates for these marginalized communities. Annual requests for NG-TTC teachers consistently exceed supply, with NG-TTC able to fill roughly 20% of positions. Current volunteers and alumni reported that the most important areas of pedagogical training were lesson planning, strategies to motivate and engage students, and child-centred and active teaching methods. Alumni also noted the role their volunteer experience played in their own future career development. Some cited the personal growth and skills gained during their teaching placement: greater self-awareness, self-confidence, and social skills. Some teachers have stayed beyond their placement, and others have continued to other educational roles: government teacher (those few with university degrees), private tuition teacher, or pursuing higher education. JRS has partnerships with two higher education partners in Yangon to which it can refer some NG-TTC alumni who wish to pursue further studies, but the cost of living and studies in Yangon is prohibitive for many. A small number of spots in local education institutes have also been negotiated for NG-TTC alumni to pursue certificate/diploma programs.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

- Through the Catholic Church, NG-TTC can reach areas where others cannot due to conflict, including UN agencies and INGOs. One implication is that faith-based networks are active partners in providing quality education in places where formal authorities may be fragile.

- NG-TTC does not have formal certification. Partnership with a certifying institution is desired, but volunteers lack the prerequisites for such programs: passing the 10th grade matriculation examination, and in private institutes, possessing strong English language skills.
- Many alumni wish to become government teachers, but presently there are no pathways or government policy that grants them recognition for their years of service through NG-TTC. This is an ongoing point of advocacy between the government and NGO partners. The government's National Education Sector Plan (NESP) notes several areas for ongoing teacher education reform, including: "An 'open system' of pre-service teacher education provision, whereby different TEIs, potentially including private sector institutions, offer different degree specializations" (GoUM NESP 2016, 146).
 - "An 'open system' of pre-service teacher education provision, whereby different TEIs, potentially including private sector institutions, offer different degree specializations" (GoUM NESP 2016, 146).
 - "An improved system for the deployment of teachers working in rural and border areas... to attract experienced and qualified teachers to them...include[ing] recognition of prior learning, so that teachers who have taught in different educational contexts (for example, in monastic schools and in refugee camps) can have their qualifications recognised in Myanmar" (GoUM NESP 2016, 144).

REFERENCES

- Government of the Republic of the Union of Myanmar Ministry of Education. 2016. *National Education Strategic Plan 2016-2021*. http://www.moe-st.gov.mm/wp-content/uploads/2018/01/NESP_20Summary_20-20English_20-20Final_20-20Feb_2023.pdf
- Lester, Stan. 2005. "Novice to Expert: the Dreyfus model of skill acquisition." <http://devmts.org.uk/dreyfus.pdf>

TEACHER PROFILE

Ja Awng is an IDP and a volunteer teacher trained and supported by NG-TTC. She teaches at Middle School in the village of N Hkwang Pa.

What do you enjoy most about being a teacher?

I am most happy that I can share the education I have with students who are starving for education in the IDP camp in Non-Government Controlled areas (NGCAs) and seeing the smiles on the students' faces when they are in the classrooms.

One good practice I introduced at my previous school was singing and dancing at the last period on every Friday for KG to Standard 2. The kids were very happy and enjoyed a lot. I believe this boosts their well-being.

What are the biggest challenges you face as a teacher?

The biggest challenge I face is communication. The schools I teach in are in the border areas between China and Myanmar and students speak different Kachin dialects and accents, not just the common Kachin language, Jinghpaw. How I adjusted was, I tried to listen to them attentively and learned the language from children and other teachers.

In addition to this, high inflation rate and huge different value of currency between Kyats and Yuan is also a big challenge for us serving as teachers. We receive our small stipend in Kyats, yet we have to spend it in Yuan to buy the food where we are serving. Without the generous support from the community, particularly the parents, simple, decent daily meals are not sure.

What would you like the rest of the world to know about your life and/or work as a teacher?

When I first served as a volunteer teacher, I was just 19 (I joined NG-TTC when I was 18) and I did not know much about life at that time. But the first year of voluntary service in Hpum Lum Yang IDP camp allowed me to grow more and starting to be aware and think about the lives of IDPs in the camp and the education of the IDP children in those area as I, myself am an IDP.

What changes to programs/policies would you like to see?

For me, I want both governments (national and local) to use the same curriculum. It would be great if the

national government recognizes education in the NGCAs.

To address the teachers' shortage nationwide, to promote mother-tongue based multilingual education and to promote peace in our country, the Myanmar government should develop a policy and pathway for community teachers who received training and who served for years to become government recognized/certified teachers and can work in government schools as a career.

Lastly, but not the least, to stop civil war! Education disruption, psychological effects, negative coping and risks to drug abuse and human trafficking, etc. are all consequences of the war....

What are some of the topics/skills that you wish to learn in a professional development program?

Child psychology. Subject teaching methods (I would like to be skillful in the subject that I am teaching such as Maths and Science. For example, Science, we do not have labs where the students can experience hand on exercises such as the laboratory experiments)

Study visit to explore/observe how teachers in other areas/countries are teaching in emergency or protracted or post-conflict areas.



Photo: Ja Awng with a group of children in N Hkwang Pa

Stripping Away the Packaging: Continuous teacher professional development for scale and integration in Lebanon

Organization	Global TIES for Children
Author	Lindsay Brown, Research Director, 3EA
Location	Lebanon
Teacher Profile	Host community teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Ensuring high-quality formal schooling at scale is difficult under the best of circumstances. In the case of Lebanon, a country dealing with a large influx of refugee children affected by violence and conflict - resulting in the doubling of the student population within four years - such a task presents a near-insurmountable challenge.

In response to this unprecedented influx of refugees, billions of dollars and hundreds of international humanitarian agencies and NGOs have flowed in to Lebanon. While many beneficial programs have been implemented within the education sector, efficiency in providing quality education has suffered from fragmented coordination both within and across agencies. In addition, many NGOs' solution of utilizing pre-packaged, trademarked curricular packages—optimized to implement quickly, under crisis conditions—hinders programs' integration into the existing educational frameworks in more protracted crises.

The education in emergencies field, where there are great needs for efficient and rapid provision of effective services, needs to move from fragmented service provision of pre-packaged, inflexible curricula to evidence-based “essential ingredients” of educational interventions that can be easily adapted and integrated into multiple contexts. Our study investigates a teacher and coach professional development approach that is flexible, easily integrated into existing school curricula, and agnostic with regard to curricular approach.

BRIEF OVERVIEW

Actors, partners, context, target population:

In the 2019-2020 school year, the Lebanese Ministry of Education and Higher Education (MEHE), with the

support of the World Bank (WB) and TIES/NYU, will mount a randomized field experiment to test the impact of their new teacher professional development program on Syrian refugee and vulnerable Lebanese students. Specifically, partners will work with first-shift, middle-grades (4-8), English, Science, and French subject coaches in the Department of Scholastic and Pedagogical Guidance (DOPS).

All English, French, and Science (Biology) coaches who work with teachers in grades four through eight will participate in the study, pending consent. Within each subject area, coaches will be randomized to the treatment or control condition. Coaches assigned to the control condition will continue their “business as usual” coaching practices. Coaches assigned to the treatment condition will undergo training in the focal core practices and coaching strategies described in the program section below.

Methodology, approach and duration:

In most countries, there is no coherent infrastructure for teacher professional development, but rather a “patchwork of opportunities—formal and informal, mandatory and voluntary, serendipitous and planned” (Wilson & Berne 1999, 174). Such a patchwork often provides conflicting signals to teachers about priority classroom instruction and goals while limiting opportunities to practice and apply content and pedagogical skills. This is particularly relevant in Lebanon, where there are both historically autonomous departments within the education system and a multitude of international actors providing professional development services outside of it.

In addition to the fragmented approach, lack of attention to teacher professional development presents a major challenge in providing quality education. Typical program delivery models often operate with an assumption that teachers are

equipped with competence in core teaching practices to implement a new concept or curriculum. However, it is often the case that teachers in crisis settings lack basic training and skills, impeding their ability to successfully implement interventions. For example, we found in our multi-country initiative (inclusive of Lebanon) designed to test the effectiveness of low-cost, targeted social-emotional learning activities that a critical part of the intervention's theory of change was either omitted entirely or poorly-performed by teachers across all country contexts due to lack of teacher comfort with core instructional practices such as conducting classroom conversations (3EA, 2018). Utilizing a flexible and adaptable approach—one that can endure as curricular approaches shift and change—this study seeks to find educational solutions to crisis contexts that can integrate at scale.

The program

We focus our study on the development of a set core teacher practices: high-leverage practices that (1) occur with high frequency in teaching, (2) cut across different curricula or instructional approaches, (3) are research-based, and (4) have the potential to improve student achievement (McDonald, Kazemi, & Kavanaugh, 2013).

In Lebanon, a set of pilot teacher practices (Instructional Dialogue, Critical Thinking, and Metacognition) were derived from the existing Lebanese Teacher Competency Framework by a subset of DOPS Coaches and Coordinators. The working group then utilized video captured from Lebanese classrooms to create a quality spectrum (i.e., an observation tool) of each pilot focal practice, to be used as the foundation of classroom observations and feedback for the duration of the study. The utilization of this DOPS-developed tool is both to create a shared vision and language of teacher instruction within DOPS as well as to encourage a more coherent and standardized professional development experience for teachers across content areas and grade levels.

Existing DOPS coaches within the eligible grade levels and subject areas in the treatment condition will attend a total of seven days of training on the use of the DOPS observation tool and pedagogical/coaching strategies for each focal practice. Trainings are co-constructed and co-facilitated by DOPS subject area coordinators, in order to increase institutional ownership, contextual fit, and sustainability of the program. Trained coaches

will hold monthly coaching sessions with teachers, focusing on the pilot core practices and utilizing the newly-developed observation tool.

EVIDENCE AND OUTCOMES

In the U.S. and other developed contexts, research has demonstrated that teachers' instruction is responsive to professional development on core practices (Cohen et al. 2016) and that teachers who perform core practices at higher levels increase student gains on rigorous assessments (Grossman et al. 2014). However, to our knowledge, there has been little to no research on whether these effects extend to emergency or LMIC contexts.

The current study focuses on experimentally assessing the impact of a core-practice based professional development approach at the coach and teacher level, given: (1) coaches' pivotal role in supporting teachers; (2) the dearth of research on how to support effective coaching; and (3) the challenges coaches face in providing quality services to teachers, particularly when coaching services are scaled to the systems level (Kraft et al. 2018).

Primarily, the research will test the causal impact of an improved teacher professional development coaching system based on contextualized, flexible core practices compared to the business-as-usual condition. Specific outcomes include coach satisfaction and content knowledge, observed teacher instructional practice, and student perceptions of teacher quality. Two observation tools will be utilized in the study to understand the critical role of classroom processes: the validated Protocol for Language Arts Teaching Observations (Grossman et al. 2013), as well as the newly-developed DOPS-created tool. Utilizing both data sets together will allow us to investigate the psychometric properties of the DOPS tool.

Data on coach attendance at trainings, frequency of teacher coaching sessions, and utilization of core-practice based activities/strategies will be collected to understand the critical importance of implementation quality and quantity, including its potential downstream effects on impacts. In addition to this quantitative data collection, focal groups will be held with coaches and teachers to better understand participants' experience with the new coaching system, inclusive of its affordances and constraints.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

One challenge has been the historical separation of mandates within the government of Lebanon. In-service teachers' trainings are led by the Center for Educational Research and Development (CERD). However, CERD does not have the mandate to provide follow-up support to teachers in schools; that is in the mandate of counsellors from the DOPS. Thus, coaches are often not aware of the content of trainings and do not have access to resources to reinforce the goals thereof. This creates considerable misalignment within the teacher professional development system.

A second challenge has been the sheer quantity and competing interests of multiple agencies working with the MEHE. In the absence of planning and coordination within the sector, teachers and coaches are over-extended, unclear about priority practices, and struggle to find the time and space to implement them with quality. These competing priorities have reduced the availability of DOPS coaches and subject coordinators for trainings and workshops as well as the intervention period as a whole. Though research indicates that teachers require approximately 50 hours of professional development to acquire new practices (Yoon et al. 2007), the combined hours of training, practice, and supported implementation will likely fall short of that threshold in this intervention.

REFERENCES

- Cohen, Julie, Lorien Chambers Schuldt, Lindsay Brown and Pamela Grossman. 2016. "Leveraging observation tools for instructional improvement: Exploring variability in uptake of ambitious instructional practices." *Teachers College Record* 118 no. 11: 1-36.
- Education in Emergencies, Evidence for Action: 3EA. 2018. *Classroom Observation Scores*. Unpublished raw data.
- Grossman, Pamela, Susanna Loeb, Julia Cohen, and James Wyckoff. 2013. "Measure for measure: The relationship between measures of instructional practice in middle school English language arts and teachers' value-added scores." *American Journal of Education* 119 no. 3: 445-470.
- Grossman, Pamela, Julie Cohen, Matthew Ronfeldt, and Lindsay Brown. 2014. "The Test Matters: The Relationship Between Classroom Observation Scores and Teacher Value Added on Multiple Types of Assessment." *Educational Researcher* 43, no. 6: 293–303.
- Kraft, Matthew A., David Blazar, and Dylan Hogan. 2018. "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence." *Review of Educational Research* 88, no. 4: 547–88.
- McDonald, Morva, Elham Kazemi, and Sarah Schneider Kavanagh. 2013. "Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity." *Journal of Teacher Education* 64, no. 5: 378–86
- Wilson, Suzanne M. and Jennifer Berne. 1999. "Chapter 6: Teacher Learning and the Acquisition of Professional Knowledge: An Examination of Research on Contemporary Professional Development." *Review of Research in Education* 24, no. 1: 173–209.
- Yoon, KwangSuk, Teresa Duncan, Silvia Wen-Yu Lee, Beth Scarloss and Kathy Shapley. 2007. *Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007-No. 033)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

Moving teachers to Malawi's remote communities: A data-driven approach to teacher deployment

Organization	World Bank
Author	Salman Asim, Senior Economist
Location	Malawi
Teacher Profile	Host community teachers
Topic	Teacher management

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Extreme variations in staffing between schools in urban areas and those in remote areas are common in sub-Saharan Africa. This leaves schools in remote areas, including many serving refugee and IDP populations, facing severe and chronic shortages of teachers and other education personnel, a key contributor to Africa's learning crisis.

Malawi is an extreme example: Malawi spends more than 80% of its basic education budget on teacher salaries, but its 61,000 primary school teachers are very unevenly distributed between schools. Within a single district, school pupil-teacher ratios (PTRs) can vary from below 10 students per teacher to above 1,000 in extreme cases. Remote schools also typically have fewer facilities and poorer students, and these staffing gaps exacerbate existing inequities in the system.

Nathenje zone, near the capital city of Lilongwe, demonstrates how PTRs can vary enormously within a small area. Nsanjiko primary is based in a small village, 10km up a dirt road from Nathenje town. The village boasts a handful of small shops, but lacks electricity, piped water, or health facilities. Two of the school's teachers live on site; the remainder travel to school on foot or by bicycle either from Nathenje or along a back road from Lilongwe itself.

The school has contended with understaffing since 2013, when four female teachers were allowed to transfer away after experiencing crime while cycling to the school from Lilongwe. The headteacher granted permission for the four to leave on the condition that they be replaced, but no replacements were made available. Since then, new teachers have arrived but others have left owing to marriage or medical issues. The school's PTR is 94, well above the Malawi average of 68.

"Our environment at this school doesn't meet the requirements of some teachers, particularly female teachers," says the headteacher, Dickson Kachamba. "Teachers arrive at Nathenje and see the conditions here, and immediately start to try to transfer to the schools in the trading center. Recently one came and was here for only a week before transferring to a nearby school to be near his wife." By contrast, at Mwatibu school, on the outskirts of Nathenje village, the PTR is just 34.

BRIEF OVERVIEW

Until recently, data on the whereabouts of teachers was fragmented and inconsistent between government agencies. As a result, teacher allocation policies have been broad, malleable, and inconsistently enforced. All schools with a PTR above 60 – three in four schools – have been eligible to receive new staff each year, so teachers are not effectively targeted to the neediest schools. A hardship allowance scheme, intended to reward a minority of teachers working in remote schools, is received by more than 80% of teachers, rendering it ineffective as an incentive. While schools in remote areas struggle with a lack of teachers, those with a legitimate need to work closer to urban areas – for example, those with medical conditions requiring regular treatment – do not always succeed in obtaining transfers. One teacher transferred schools three times, attempting to obtain a less remote position, before arriving at Nsanjiko ten years ago.

"I have asthma. I want to be near the hospital," he says. "The last two times I transferred I provided a medical certificate. I said I wanted to be in town but they said that at Nsanjiko there is understaffing, and if I came here, maybe they could help me in a few years. But I'm still here. I don't know why they are ignoring my views; others have left for town after working here for two-three years, but not me."

Working with central- and district-level officials, a team at the World Bank developed the first up-to-date, accurate, and comprehensive database of all Malawi's primary school teachers and their current school postings. They then identified and analyzed the driving factors behind PTR variation. The analysis confirmed that the aspects of remoteness identified by teachers as key sources of hardship in remote postings are highly predictive of PTR variation. These were the distance of the school from the nearest trading center (meaning a village or settlement with commercial businesses, but not necessarily the district center); but also the availability of basic amenities at the school, such as electricity and a road that is accessible even during the rainy season; and the availability of particular facilities at the trading center, such as a bank, hospital or clinic, and piped water and electricity. The fact that PTR varies according to these factors provided evidence that teachers are able to exercise considerable influence over placements, meaning that staff shortages are most severe where teachers do not want to be placed.

Through focus group discussions and political economy network mapping, the team identified the channels through which teachers exercise this influence. District Education Managers (DEMs), Headteachers, village chiefs, and other stakeholders contributed to the discussions, developing a picture of how teachers apply pressure through formal and informal channels to avoid being placed in remote schools. Officials struggle to adopt a firm line in the face of this pressure, particularly when well-connected teachers convince a political figure or high-ranking official to intervene on their behalf. "People want their friends to be at a school they feel is not remote," said one DEM. "You have to be strong and be prepared to create enemies."

Using these findings, the team developed a new three-level A-C classification of school remoteness, capturing not only physical location but also school-level and trading center facilities. It provides a simple and accurate categorization that captures the key factors that influence teachers to lobby for or resist placement in schools. Using this new, more nuanced categorization, the team developed two policy reforms designed to rapidly reduce disparities in teacher numbers without any additional costs. First, the annual deployment of 5,000 new teachers is now being targeted to Category A and B schools, those deemed the most remote. This method should prove much more effective than

the previous policy in allocating new teachers to the neediest schools.

Second, reforms are underway to the hardship allowance scheme to achieve the original goal of providing a meaningful bonus to teachers working in the most remote schools. The improved scheme will provide a monthly allowance of \$35.00 (equivalent to roughly one-third of an average teacher's salary), targeted to the 20% of teachers who work in the most remote schools, with a reduced amount for teachers in moderately remote schools. This is expected to lessen the pressure from teachers to avoid remote postings, and to incentivize them to stay in or move to hardship schools. The new policy is expected to be rolled out in 2020.

EVIDENCE AND OUTCOMES

The new categorization was introduced for the first time in 2017 to guide the deployment to schools of 4,570 new teachers. DEMs were instructed to prioritize schools in the 'most remote' and 'remote' categories over those in the 'not remote' category. A series of regional-level workshops introduced district officials to the new categorization and the rationale for the change. Many district officials were very successful in allocating almost all their teachers to remote schools. Nationwide, 76% of the new teachers were allocated to schools which were in either the 'remote' or 'most remote' categories. 42% were sent to the most remote category of schools, an important step in rebalancing the distribution of teachers towards these most needy schools.

Improved targeting of teachers is now becoming a central aspect of Malawi's teacher management system. In 2018, a further 7,000 new teachers were deployed to schools. Almost half (49%) of these teachers were deployed to schools with more than 100 pupils per teacher, a huge improvement in the ability of the system to target teachers to the schools with the greatest need.

Moreover, the dialogue around evidence-based policymaking in Malawi is moving from reliance on simplistic 'headline figures' to one based on credible, detailed and reliable data. Malawi is piloting high-frequency, tablet-based collection of data on key school indicators, and conducting a large-scale, nationally

representative longitudinal schools survey collecting a wide range of data on conditions, practices, and outcomes in Malawi's primary schools. These new forms of data will support the government in creating additional rules-based frameworks for decision-making, and equip the government to measure the impact of reforms and projects.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Despite the success of the effort to improve initial allocations of teachers to schools, embedding the second aspect of the planned reforms – improved hardship allowances for teachers in remote postings – has proven more difficult than expected. In order for the planned reform to be revenue neutral, it is required to retract the allowance from teachers who currently receive it despite being in non-remote schools. However, this has proven politically unpalatable, leading to delays in implementation of the planned reforms. At present, the task team is investigating potential sources of development partner finance to support the introduction of the revised allowance scheme as an additional allowance without requiring the removal of the existing, low-value allowance from current recipients. This is expected to be resolved allowing the allowance to be introduced during 2020.



Photo: VSO/ NRC

TEACHER PROFESSIONAL DEVELOPMENT

Mapping the Expertise and Skills of the Displaced Syrian Teachers in Lebanon

Organization	American University of Beirut & Education Development Trust
Author	Dr. Hana Addam El Ghali and Dr. Anna Riggall
Location	Lebanon: Beqaa, Beirut and North regions
Teacher Profile	Refugee teachers
Topics	Teacher professional development and teacher well-being

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Lebanon has succeeded in extending its support to refugees while maintaining levels of access to and quality of services for Lebanese students with the support of the international community. It is estimated that approximately 60% of Syrian refugees between the ages of 3-18 are out of formal schooling. A number of factors have contributed to the challenge of enrolling and keeping children in school, among which is the limited number of teachers. Non-governmental organisations have been key to efforts to reach children outside the scope of the public-school system.

Teachers within the public-school system have received training to help them cope with the challenge of working with refugee children through professional development. As well as coming from diverse professional backgrounds, teachers within NGOs, particularly Syrian teachers, do not necessarily have any structured professional development. This situation is far from ideal. Current policy innovations advocate raising teaching performance as the most likely factor to lead to substantial gains in student learning (OECD 2005; OECD 2009). Displaced refugee teachers working in the non-formal sector could be a vital resource for stretched education systems in protracted crises – in Lebanon and elsewhere.

BRIEF OVERVIEW

Purpose

In this collaborative study, Education Development Trust worked with the American University of Beirut (AUB) to examine profiles of displaced Syrian teachers working in Lebanese non-formal education settings in Beirut, Beqaa, and the North region. The intention was to build a profile of the teachers and to understand the main challenges they faced. We also wanted to assess

the skills and development needs of the teachers and to see what opportunities, if any, there have been with regard to their own professional development.

Methodology and methods

The study included a combination of semi-structured interviews, focus group discussions, a survey, and Participatory Action Research (PAR). In the PAR work, teachers assumed the role of research partners and worked with the research team in order to identify the key issues they believe are critical to understanding their stories, professional experiences, and professional development needs. The data collection was conducted in two main rounds:

1. **First round:** focus group discussions with Syrian teachers, survey administration, PAR activities;
2. **Second round:** individual semi-structured interviews with Syrian teachers who participated in the PAR, first round focus group discussion sessions, and NFE representatives.

This study focused on the Beqaa, Beirut and North regions in Lebanon. The research reached a large number of participants, including:

1. 70 teachers who participated in the PAR (organised in 12 working groups);
2. 30 teachers who participated in the focus group discussions;
3. 24 individual interviews (5 NFE representatives; 19 Syrian teachers); and
4. 130 teachers who responded to survey questions.

An event was also held at AUB where the teachers were able to present their PAR findings to an international audience. It was the intention that the short-term beneficiaries of this research would be the teachers

themselves, the pupils they teach, and the whole Syrian refugee community in Lebanon.

The analysis of qualitative data (individual interviews and focus groups) included (a) transcription and coding using NVIVO, and (b) inductive and deductive thematic analysis. The examination of quantitative data (survey) was conducted by running descriptive statistics and distribution analysis. The software used for this purpose was STATA.

The outcome of this project will include a report, policy brief, and two videos; an infographic and a short documentary.

EVIDENCE AND OUTCOMES

Profile of the teachers

- The majority of the teachers were male (70%).
- In total, 90% of the teachers were educated to degree level in a range of subjects, such as Arabic (20%), Mathematics (10%) and English (16%). Just 5% of the teachers held a postgraduate qualification and among this number, less than a fifth had any previous teaching experience. Out of those with an undergraduate degree, two thirds had some teaching experience.
- Overall, 39% of the Syrian teachers had no previous teaching experience at all, which is not uncommon in NFE settings. The other 61% were working in the teaching profession in Syria before the war.
- The average amount of teaching experience held by these participants is nine years. On average, female teachers have almost eight years' experience, whereas the male teachers have six years.

Professional development

- Syrian teachers had attended training opportunities, some of them were directly related to teaching (e.g. class management, time management, leadership, English, etc.), and others complementary to teaching (e.g. Stress Management, Human Rights, Film Making, etc.). Almost 85% of the survey sample has undertaken

professional development activities in the last 18 months, including professional development training or reading professional literature. Only 15% of the sampled teachers have not taken part in any professional activities.

- The majority of the training is delivered internally by civil society organisations (CSOs) for whom they work (65.19%) or by other organisations: international organisations (20%) or other CSOs (34.84%). Conversely, the number of training opportunities delivered by the Lebanese Government is limited (9.63%). Our analysis of data from the survey suggests the contents of the training is in line with key recommendations and evidence coming from existing literature. Indeed, the great majority of Syrian teachers (55.56%) are trained on emergency related pedagogical approaches and the 45.19% of them receive training on emergency related topics. This implies relevance and appropriateness of some professional development.
- The data about training in line with traditional subjects and pedagogical strategies suggest that few Syrian teachers receive training on teaching traditional subjects (13.33%) and traditional pedagogical approaches (26.67%). This result is in contrast with the main recommendations coming from the literature and the background information of the teachers. Indeed, the 38.52% of teachers started their career as teacher after 2011, as a consequence of the displacement and do not possess the necessary knowledge about the subject they teach and traditional pedagogical methodologies. Additionally, 36.30% of the Syrian teachers are currently working in an area of specialization different from their education, meaning that they would need support in the new teaching area.
- The need for further training on how to address socio-emotional issues was highlighted by the teachers.
- Teachers called for training to be relevant to their needs. They wanted more specific workshops for facing emergency-specific problems (crowded, mixed age classes, resource poor learning environments, language of instruction, etc.).

The personal situation of refugee teachers:

- Interviews showed clearly that many of the concerns of the participants were not about their professional lives, but more about their personal lives outside their work.
- The main concerns included residential and legal status in the host country, financial security and being able to provide even the most basic things for their families and children, and their own personal safety as well as the safety of their families.
- Teaching with NGOs has offered some income which has helped support families and is seen as an opportunity.

The Syrian refugee crisis has resulted in unprecedented social and economic challenges in Lebanon. There are nearly a million school-aged refugee children in the country who need access to education. Despite the efforts of the Lebanese government to accommodate these children within their formal education system, there are not enough places. The alternative for many children has been to attend non-formal schools and classes established by other organisations.

The backgrounds of those who teach in these settings varies considerably, with a mixture of experienced and qualified teachers and those who have no previous teaching experience. Despite the importance of refugee teachers in emergency contexts, there is a distinct lack of attention paid to the professional needs of refugee teachers and those who teach in non-formal education settings. Our research has tackled this issue head on. We have worked with refugee teachers directly and provided them with a platform so that their stories can be heard. The full study (to be published in early 2020) will be of interest to a wide audience, including UN agencies, the donor community, and other organisations who are taking an active interest in the Syrian refugee crisis or other examples of protracted crises.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Resources limited the number of teachers we could involve in the study. There were also issues with attrition of participants. It was difficult to locate all the teachers after the first round of interviews. We know that some teachers also found it challenging to join the meetings and fieldwork due to family commitments.

There were challenges relating to the delivery of some research methods, such as the PAR approach, which are harder to control once 'live' in the field. The priority of some research themes was amended which, if reflective of the true issues and challenges faced by participants, is useful. The researchers had to be responsive to the things that participants wanted to tell us and this was not always in line with our questions. Given our initial desire to understand the professional development needs, this resulted in less depth within the data than we would have liked.

LINKS

- Our response to the Syrian refugee crisis: <https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/our-response-to-the-syrian-crisis>
- Teachers of refugees: a review of the literature: <https://www.educationdevelopmenttrust.com/our-research-and-insights/research/teachers-of-refugees-a-review-of-the-literature>
- Education in emergencies: Who teaches refugees?: <https://www.educationdevelopmenttrust.com/about-us/news/education-in-emergencies-who-teaches-refugees>
- Who teaches refugees?: <https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/who-teaches-refugees>
- Educating refugees: <https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/education-in-emergencies-educating-refugees>
- English language teaching in the Middle East: <https://www.educationdevelopmenttrust.com/our-research-and-insights/case-studies/english-language-teaching-in-the-middle-east>

Meeting the Academic and Social-Emotional Needs of Nigeria's Out-of-School Children

Organization	International Rescue Committee
Author	Adane Miheretu, Senior Program Coordinator
Location	Northeast Nigeria: Borno and Yobe states
Teacher Profiles	Host community teachers and national teachers working in insecure settings
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

More children are out-of-school (OOS) in Nigeria than any other country (UNICEF 2019). This educational crisis is particularly intense in the regions hardest hit by the Boko Haram insurgency, which has displaced 1.9 million Nigerians and destroyed or forced the closure of nearly 3,000 schools (OCHA 2017). 10.5 million OOS children across Nigeria have been denied their human right to an education and approach adulthood without the literacy, numeracy, and social-emotional skills they need to thrive and lead stable, independent lives.

As part of their response to this crisis, with the support from UK Aid, the International Rescue Committee (IRC) and Creative Associates International developed the Accelerated Learning Program (ALP) model in Nigeria. ALPs are flexible, age-appropriate educational programs which aim to address the needs of OOS children and youth by preparing them for entry or re-entry into the mainstream educational system. By enrolling these students, ALPs strive to make up for lost time and shore up the essential skills these students may have never developed or lost after their educations were derailed.

BRIEF OVERVIEW

These ALPs currently serve 35,500 children aged nine to 14 years old in the Yobe and Borno states of Northeast Nigeria. An estimated 75% of all children in Yobe and Borno are OOS. These programs prioritize the development of essential academic and social-emotional skills of children who have been OOS for more than two years or never attended school at all. ALP support is provided at 400 non-formal learning centers (NFLCs) across this region.

Since the beginning of the Boko Haram insurgency, more than 2,295 teachers have been killed and an estimated 19,000 have been displaced (EiE WG Nigeria

2017). This has worsened the broader educational crisis in Nigeria and exacerbates school access issues. In response to this shortage of certified teachers in Northeast Nigeria, these ALPs recruit local community members to work as learning facilitators (LFs).

ALP administrators equip these LFs with the content knowledge and pedagogical skills they need to effectively teach OOS children foundational literacy, numeracy, and social-emotional skills. LFs are provided professional development opportunities that include face-to-face training, on-site coaching visits by officials from local ministries of education and monthly Teacher Learning Circles (TLCs).

ALPs provide class sessions that run for three hours per day, three times a week over the course of nine consecutive months. The organizing objective of these ALPs is that, upon their conclusion, enrolled students will have developed the literacy, numeracy, and social-emotional skills necessary to transition into the formal school system. By identifying the best practices for meeting these essential needs of children in Yobe and Borno states, the ALPs in that region hold the promise of offering useful strategies for the broader crisis facing OOS children across Nigeria.

EVIDENCE AND OUTCOMES

The IRC conducted an impact evaluation based on a mixed-methods, longitudinal randomized controlled trial with two treatment arms receiving either ALP or ALP plus coaching support, and one wait control group of students, all enrolled at NFLCs in Northeast Nigeria.

This impact evaluation focused on several considerations: the cost-effectiveness of the basic ALP approach on OOS children's academic and social-emotional skills; the added value and standalone effect of providing on-site coaching to LFs; and the experiences of children, LFs, and coaches involved with

the ALP. The evaluation also examined how the effects of the ALP vary for different subgroups of children differentiated by sex, socio-economic status (SES), home literacy environments, displacement (IDP), and disability status.

The quantitative sample of this assessment worked with a research sample of 2,244 OOS children attending 80 NFLCs across the Yobe and Borno states. It focused on student learning outcomes. These children were selected through a two-stage process, which randomized 80 NFLCs to the two treatment conditions (basic ALP and ALP plus coaching) and then randomized children to treatment and wait control groups within each NFLC.

This quantitative assessment was complemented by a qualitative assessment involving 79 participants in the broader study: 48 children, 15 LFs, eight coaches, and eight community members, all drawn from 15 NFLCs across Yobe and Borno. This sample was selected to include NFLCs where high, average, and low levels of program impact had been observed.

The evaluation found that the basic ALP treatment is a cost-effective approach with a positive impact on learning outcomes. At a cost of £66 per child, the basic ALP treatment led to statistically significant improvements in language fluency and reading comprehension, statistically significant improvements in seven of eight Early Grade Math Assessment (EGMA) subtasks, and a statistically significant reduction in children's orientation toward the use of aggressive conflict resolution strategies.

Adding coaching increased costs by £42 per child. Results from the impact evaluation show that over and above ALP alone, coaching produced small, negative, and statistically significant impacts on letter identification skills, five of eight EGMA outcomes, a decrease in children's self-reported levels of anger dysregulation, and an increase in their orientation toward the use of aggression.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Learners, LFs and coaches reported that social-emotional learning (SEL) is valuable and has improved students' behavior and LFs' ability to manage behavior in the classroom. However, the gap between

established curricula for SEL as a formal concept and indigenous understandings of the skills SEL entails has been a challenge. Because the formal idea of SEL is unfamiliar, participants find it difficult to master. Learners, LFs, and coaches reported that it was the hardest subject to teach and learn, and requested additional training and teaching and learning materials to support SEL. Perhaps, as a result, the ALPs have yet to make meaningful progress in reaching numerous key SEL outcomes.

Professional development supports were found to be useful and valuable. However, as noted above, the impact evaluation showed that students in schools where learning facilitators who only received face-to-face trainings and TLCs were able to learn more than students in schools where learning facilitators also received on-site coaching. In fact, coaching produced small, negative, and statistically significant impacts on literacy, numeracy, and social-emotional skills. This suggests the current coaching model is not cost-effective and should be overhauled, a dynamic with potential ramifications for the humanitarian and education sectors in and beyond Northeast Nigeria.

The qualitative assessment explored LF and coach experiences with different elements of teacher professional development. LFs reported that trainings were useful, but insufficient, and found TLCs to be the most helpful professional development support, as they provided LFs with an ongoing opportunity to learn, exchange and provide support to peers, and share best practices. Coaches struggled to provide effective support to LFs given their limited training, lack of expertise in subject matter areas, and workload. LFs reported that coaches established friendly and respectful relationships, but did not visit consistently. While some LFs considered coaching useful, others indicated that coaches lacked the experience and ability needed to be effective.

Based on these findings, the IRC has adapted its programming, reduced coaching, and pursued opportunities to improve and evaluate its teacher professional development approach. The IRC is also undertaking a new project to localize SEL content and resources through a rigorous testing process, in collaboration with Nigerian stakeholders.

The IRC created a research steering committee that involved policy makers in the process of building

evidence about what works. From the early stages of the research design, policy makers provided input and feedback on the research process. The IRC also organized a research findings dissemination event in Abuja on July 30th, 2019 to share the learning from the research to key government stakeholders and policymakers from State and Federal education ministries, INGOs, and the donor community. Key recommendations presented include:

- Invest in education programs in crisis and conflict contexts designed to achieve outcomes, not simply outputs, and require grantees to monitor progress towards these outcomes.
- Invest in complimentary, quality ALP programs with pathways to the formal system for OOS children in crisis contexts to support learning and transition outcomes.
- Invest in the design and contextualization of teaching and learning materials of SEL as well as the identification of indigenous practices to promote SEL skills, and conduct implementation research to understand acceptance, relevance, and engagement of both teachers and students.
- Invest in high-quality research to better understand what works, for whom, at what cost, and under what conditions in conflict and crisis contexts by funding impact evaluations coupled with costing data, implementation data from monitoring systems, and qualitative data from interviews and focus groups
- Ensure resources for education in crisis contexts are directed to girls and boys equally, and prioritize children displaced by violence, living in poverty, and with a physical disability.

TEACHER PROFILE

Musa Abdullahi is a learning facilitator (LF) from Maiduguri in Borno State. He has been an LF for more than a year and works as a teacher at a secondary school. He has engaged in professional development activities that include face-to-face trainings, teacher learning circles (TLCs), and coaching. He believes he has benefited greatly from learning about SEL through the coaching he receives and the experience gained teaching children from a range of disadvantaged backgrounds.

Abdullahi likes the ways that serving as an LF has burnished his abilities as a teacher and specifically cited how the concept of SEL, which is new to him and many in the region, has furthered his professional development. An expression of gratitude for the opportunity to enhance one's professional skill set and learning to understand SEL were common themes during interviews with other LFs.

At the same time, Abdullahi struggles with a variety of challenges cited by numerous LFs. These include teaching through a language barrier, as many students and LFs are still learning how to speak Hausa. He also believes his students would be well-served by the provision of more exercise books and other instructional materials, and he would like to see more learning centers opened, as his students live across a dispersed area and many have trouble reaching school.

Hassana Imam serves as an LF in Potiskum in Yobe state. Working as an LF is her first professional role. Like all other LFs, she has participated in face to face trainings, teacher learning circles and coaching. Like Abdullahi, Imam believes she has benefited professionally from learning more about SEL and claims this knowledge helps her maintain composure while teaching and managing a classroom. She also likes the respect and stature in the community that teaching children has afforded her.

Similar to most LFs, Imam also grapples with a lack of essential supplies and warns that without instructional materials, it becomes much harder to engage and educate the children. The challenge of educating children who have experienced severe adversity also weighs on Imam and she believes further training in SEL could help address that.

In addition to access to additional instructional materials, Imam would like to see program administrators spend more time researching the barriers that stop children from attending formal schools in the first place. She believes this understanding could help motivate students and LFs. She would also like to see a transportation stipend provided to those traveling to monthly teacher learning circles, a suggestion offered by numerous LFs who described the cost of traveling as a barrier to professional development.

REFERENCES

- EiE Working Group Nigeria. 2017. *Joint education needs assessment northeast Nigeria*. https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/27092018_nga_jena_report.pdf
- OCHA. 2017. *Humanitarian Response Plan - Nigeria*. New York, NY: Office for the Coordination of Humanitarian Affairs.
- UNICEF. 2019. *Education – The Challenge*. New York, NY: UNICEF.

Teachers Professional Development: An inter-agency approach

Organization	Volunteer Service Overseas (VSO) hosted by Norwegian Refugee Council
Author	Casey Pearson, Primary & Accelerated Learning Specialist International Volunteer
Location	Kakuma Refugee Camp and Kalobeyei Settlement, Kenya
Teacher Profile	Refugee teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Eighty-nine per cent of the teachers in Kakuma and Kalobeyei are refugees without any pre-service training (European Union Trust Fund 2018). During a preliminary data collection survey in April 2019, it was found that of its 874 Primary School teachers, only 16 percent were formally qualified. There are 13 key education actors working across Kakuma and Kalobeyei, many providing their own variations of teacher training, ranging from two-day workshops to nine-month training programmes.

Mostly donor or project led, the provision of teacher training has previously been provided without collaboration throughout the education actors. This has resulted in a lack of equal and consistent training for teachers as well as limited accurate targeting of teachers in need. The Teachers in Crisis Context (TiCC) introductory training pack, was developed and piloted in Kakuma by Teachers College, Columbia University as part of their involvement with the Inter-agency Network for Education in Emergencies' (INEE) Teachers in Crisis Contexts Collaborative. Through the Teachers for Teachers project, which began in 2016, many teachers were trained using TiCC materials which meant that there was already some awareness of TiCC during the creation of the inter-agency working group. However, due to the high turnover of NGO staff, most of the awareness was with the teachers within the camp, rather than the members of the inter-agency working group that was developed.

The inter-agency approach aims to both harmonise and streamline basic introductory training for primary school teachers across the camp through: identifying professional development pathways, creating a cross-cutting teacher database, and further contextualising the TiCC introductory training pack by engaging different education actors to lead on specific modules.

BRIEF OVERVIEW

Kakuma refugee camp (operational since 1992) and its neighbouring Kalobeyei settlement (operational since 2015) in northwestern Kenya are host to 188,513 registered refugees and asylum seekers from 21 different nationalities; the largest populations in the camp hail from South Sudan and Somalia (UNHCR 2019). Some 60% of refugees in Kakuma camp and Kalobeyei settlement are children, and education remains a major need for children and youth.

The inter-agency approach aims to focus on the need to link humanitarian and development efforts so that teaching quality is improved systematically. Integrated, continuous teacher professional development (CPD) is therefore a priority, rather than disconnected and intermittent one-off trainings. The aim of the inter-agency working group is to develop and implement a systemised approach to strengthen existing structures and programmes. The working group was developed in March 2019 and it is still currently in progress; priorities and actions are continuously being developed and worked on. However, this case study will provide a critical review of its implementation so far.

There are eleven members of the working group (Quality Assurance and Standards Officers from the sub-county Ministry of Education, UNHCR, Lutheran World Federation, Finn Church Aid, Norwegian Refugee Council, Humanity and Inclusion, Jesuit Refugee Services, Waldorf, Windle International, and Voluntary Service Overseas) who are all working collaboratively to provide structured professional development to all primary schools teachers across Kakuma and Kalobeyei.

The working group has held 8 meetings. Initially a Terms of Reference was created, key objectives outlined, and a commitment to collaboration was agreed. The initial focus of the group was to identify the development training needs of primary teachers and to map out the

existing training programmes being delivered. Once data was collected, this was used as an initial needs assessment in order to identify those schools and teachers who were a priority in terms of training.

The Teachers in Crisis Contexts introductory training pack was identified to be used as the primary tool to train teachers. This decision was made as a result of the success in its previous implementation, as well as the commitment from UNHCR in 2017 to use it as induction training for all teachers working within the camp. Through the inter-agency working group, this induction training was then further adapted by subdividing it across specialist agencies to meet the needs of the context. For example, Kenya is currently rolling out its new competency based curriculum, therefore an 'Introduction to Competency Based Curriculum' module was developed by the sub-county quality assurance officer from the Ministry of Education. Humanity and Inclusion also adapted and provided facilitators for the inclusion module to incorporate more context specific strategies and expertise. It was also agreed that within the child protection module,

sexual and gender-based violence and prevention of sexual exploitation and abuse was to be added. This was developed by a specialist from UNHCR who also trained a team of 'expert' facilitators to deliver these sections.

EVIDENCE AND OUTCOMES

A teacher professional development (PD) register has been developed which captures the training levels and needs of all primary school teachers and a standard operating procedure was created outlining the professional development pathways for newly recruited teachers. The contextualised TiCC training pack has been piloted with 40 teachers. Post-training surveys showed that 'Introduction to Competency Based Curriculum' and 'Child Protection, Positive Discipline' were the most beneficial modules. So far, 162 teachers have been trained and 15 agency staff have been trained as trainers. Peer-to-Peer mentoring is happening across five schools involving 44 teachers, but this is still in its initial phases.



Inter-agency working group

Focus group discussions with five teachers (four male and one female) with regards to them receiving different modules by different actors reflected that, “mixing of agencies helped with the mixture of needs in the school because Sexual Gender Based Violence, Special Needs, and Competency Based Curriculum are all relevant in our schools so it was good that it was all done together.”

Key informant interviews with six education stakeholders were held. Main benefits of the inter-agency approach that were highlighted included: the opportunity to share expertise from different agency personnel, the reduction in duplicate workload (in terms of sharing training materials, facilitators and costs of workshops), and the harmonised, more standardised approach to training. The Education Coordinators for Lutheran World Federation and Finn Church Aid, who are the two main implementing partners, both commented on how the PD registers helped them ‘quickly identify how many of [their] teachers had been trained’ and more easily ‘track [their] teachers training records.’ UNHCR Education Officer said that the inter-agency approach will change his work beyond the working group as “such collaborative effort will in future be used to develop a comprehensive teacher management and development system that looks at the whole spectrum around teacher recruitment, retention, remuneration, training, and support.”

Further focus group discussions with teachers and education actors are planned to take place later in the process to find out what impact they have seen in terms of how the professional development register has been used to target training as well as how using the training pathways has changed their practise. Agencies will also reflect on how the data collected through the registers can be analysed and used to inform research to create a clearer picture on what the training needs are in a given context, thus allowing for more accurate programme design regarding teacher training.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Currently the working group is chaired by a VSO volunteer and co-chaired by the sub-county quality assurance officer. However, for sustainable impact there needs to be a further shift to the ministry representative to lead the working group. Ongoing challenges also include the high turnover of agency

focal persons attending the working group. While Competency Based Curriculum training is of high priority across schools in Kenya and is also a focus for training within the camp, considerations and adaptations still need to be made to meet the specific training needs of unqualified teachers operating in such extreme circumstances. Working to get the TiCC training pack certified and made compulsory for unqualified teachers within the camp would be extremely beneficial to this process. Also, raising awareness of the inter-agency approach at the programme design and donor levels would further strengthen the success in proactive participation in working in such a way. It also would have been beneficial to hold key stakeholder meetings at the beginning of the process as well as align each agency’s work plans to complement the overarching inter-agency training plan.

The potential for teachers who received the TiCC introductory training to grow and develop to become peer coaches and lead future facilitation demonstrates clear opportunities for sustainability. A particularly useful tool emerging from the inter-agency working group at the moment is the use of the professional development register to identify training gaps and target schools and individuals more accurately. The inter-agency approach to teacher training also allows for the TiCC training pack to fit within the existing education projects to both strengthen and standardise the quality of training. It has helped provide a more coordinated response to teacher professional development.

TEACHER PROFILES

Teacher Profile 1:

Seme is a 24 year old South Sudanese Upper Primary school teacher who arrived in Kakuma in 2016. With no previous qualifications or training, other than completion of secondary school in South Sudan, he began teaching in June 2018. He teaches in a congested classroom comprising of 80 learners. Through teaching he enjoys ‘empowering learners - changing someone from nothing to something’. However, from facing ‘not knowing anything’ at the start of his job to the ongoing challenges of the high work-load and low remuneration, teaching can be difficult for him.

The first training Seme received was one month after starting. It was for five days on Special Needs

education, delivered by Humanity and Inclusion NGO - "the training was good but not all resources are there in the classrooms." Further training, in chronological order, included;

- a five day Competency Based Curriculum training (CBC is the new reformed Kenyan curriculum currently being rolled out across the county),
- a one day, Special Needs Education Introduction training,
- a two day appraisal training

Finally receiving the five day TiCC introductory training in July 2019.

Seme stated that CBC training was "beneficial as it has specific directives where the procedures of teaching methods are about the learner being at the centre instead of (the teacher) lecturing." He felt the TiCC training has had an impact on him as 'previously I had the knowledge for teaching but not the strategies.' He feels the TiCC has given him classroom management strategies which he feels positive about using to improve his teaching.

When reflecting on his teaching professional development journey and the impact and sequence of his training, he commented that "TiCC should come first because it (covers) the methods of teaching that the teacher needs to put in place, (where as) the CBC focuses on the curriculum. You need to have a basic understanding (of teaching) before going deep into understanding the curriculum."

Seme's journey highlights the need for the harmonisation and coordination happening within the inter-agency working group, as well as proactive use of the teachers professional development register which has been developed to accurately target teachers development needs.

Teacher Profile 2:

Aguer arrived in Kakuma from South Sudan at age four. He achieved a scholarship to attend both primary and secondary school in Nairobi. After being unable to further his education onto University he began looking for a job within the camp as a teacher. He completed his first seven months in the role without receiving any training. In January 2017, Aguer was one of the first cohorts of teachers to receive the TiCC introductory

training pack through the Teachers for Teachers project and states, "this was very helpful to me as the content matched lots of the experiences and challenges I had in my class." From this, he went on to become a peer coach, and in 2018, Aguer was one of the core-team of facilitators and program implementers for the expansion of Teachers for Teachers in Kakuma and Kalobeyei. During this time, he also self-applied to Masinde Muliro University and completed an eight month primary education certification. Now, age 25, he is a focal protection primary school teacher who lead facilitates TiCC training to untrained teachers.

During the mapping and evaluation process of training in the inter-agency working group, Aguer, among a small group of others, was identified as a strong participant to lead in facilitation of future TiCC trainings. In 2019, alongside VSO and the inter-agency group he co-facilitated the updated contextualised TiCC training, giving inputs for recommendations and adaptations. Most recently, from supporting a TiCC training of trainers workshop, he was a lead facilitator in delivering training to 30 untrained teachers.

"I really appreciate the TiCC with changes, they are very good adaptations. (The) changes are very good because of the new curriculum, teachers need to understand this shift. Humanity and inclusion issues, sexual gender-based violence and prevention of sexual exploitation and abuse are really happening in our schools so it is very useful, especially on knowing how to report them," comments Aguer when reflecting on the contextualization. Utilising different partners to lead on specific modules, Aguer says, "it helps us as facilitators gain more knowledge. They are experts in the areas and have lots of knowledge on each subject."

He talks about how the need to target individuals accurately to meet their training needs is important and that "facilitators/implementers need follow up on who is being selected, head teachers need to understand that training is to benefit the learners rather than those they work with."

"Handling conflict both with learners and with adults in the community" is one of the areas Aguer feels the TiCC has helped him both in the classroom and beyond.

REFERENCES

- European Union Trust Fund (EUTF). 2018. *Mid-term review of the EU Trust Fund Regional and Protection Programme in Kenya: support to the development of Kalobeyi Final Report*.
- UNHCR. 2019. *Kakuma & Kalobeyi Population Statistics 31 January 2019*. <https://data2.unhcr.org/en/documents/details/67812>. Last accessed 14 August 2019.

LINKS

- Preliminary data collection and analysis survey: <https://drive.google.com/drive/folders/1wcPD5SpdTRps2E9E3v0IVn1UBBFUyEap?usp=sharing>
- TiCC Contextualised Introductory Training manual: https://drive.google.com/drive/folders/1DRQJU5vSRO6WNZmyoq5SSc84n_odwlgg?usp=sharing

Teachers' Experiences with Pakistan Reading Project's Three-Pronged Teacher Development Model

Organization	International Rescue Committee
Author	Shahida Maheen, Director, Supplementary Resource Development, PRP
Location	Pakistan
Teacher Profile	Host community teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

In recent years, multiple national reading assessments in Pakistan have shown that an alarming number of primary school students are not learning to read. According to the 2013 ASER, 49% of third grade children could not read sentences in their language of instruction (LOI) and 45% of fifth grade children were not able to read a second grade story. These surveys demonstrate a full-blown literacy crisis in Pakistan. Learning to read can be challenging for children in the best of circumstances, but many school children in Pakistan experience complications in their daily lives that leave them at a disadvantage when it comes to their education, particularly in boundary provinces such as Khyber Pakhtunkhwa (KP). In these areas, security challenges resulting from the Afghan War and terrorist activity are especially acute and work against efforts to provide Pakistani children with safe and high quality education. In many border schools, classes are comprised of internally displaced (IDP) students and students from low-income families. In addition to struggling to meet the needs of diverse learners in large classes, teachers often face challenges communicating with displaced families from language backgrounds different than their own. Moreover, cultural gender norms often make it difficult for girls and female teachers to access schools. Additionally, children find themselves in classes with teachers who do not have sufficient training.

Prior to Pakistan Reading Project (PRP) interventions, one third of teachers and half of coaches interviewed in KP had not received pre-service and in-service training (Pakistan Reading Project 2018).

Consequently, the vast majority of Pakistan's rural and urban school teachers have had little to no exposure to early grade reading methodologies, either as

students themselves or in their pre-service training. In-service professional development opportunities for Pakistani teachers are highly limited, underfunded, and hindered by logistical challenges. Against this challenging backdrop, high rates of illiteracy amongst Pakistani children is a problem in and of itself and has repercussions in other realms of their education. Research shows that if children struggle with basic reading skills in the early grades, they are significantly more likely to have trouble with other key academic skills in the future (Abadzi et al. 2005).

PRP is addressing this challenge via a holistic approach that aims to improve literacy outcomes by elevating support for reading in classrooms, education systems, and communities in KP and six additional regions across Pakistan: Balochistan, Gilgit Baltistan (GB), Sindh, Azad Jammu and Kashmir (AJK), Islamabad Capital Territory (ICT), and the Federal Administered Tribal Areas (FATA).

BRIEF OVERVIEW

Since 2014, PRP has reached 26,623 teachers and 1.6 million students in Grades One and Two, with the specific goal of improving the students' literacy skills and teachers' instructional practices. Teacher professional development (TPD) is a core pillar of PRP's approach. Teachers participate in a three-pronged model during a two-year intervention cycle. PRP's TPD model includes face-to-face trainings (FtF), monthly Teacher Inquiry Groups (TIGs) and school support visits.

Teachers from the intervention areas begin with one five-day FtF session, followed by a refresher three-day session during those teachers' second year in the program. FTF sessions focus on healing classroom techniques used to address vulnerable populations as well as developing the discrete skills of teachers with an emphasis on how they should use the teaching and learning materials provided by PRP.



Photo credit : Sidrah Amin, Communications Officer-KP

TIGs are made up of groups of four to eight teachers who meet once per month to discuss reading instruction modules, share classroom experiences, and reflect on successes and challenges they have encountered. These sessions allow teachers to collaborate around best practices and identify aspects of the daily lesson plans that are particularly effective or challenging.

School support visits foster application of training from the FtFs and TIGs by providing coaching from school support associates, mentors, and government academic supervisors. During these visits, mentors observe, give feedback, support teachers with reading instructional practices, and assist with assessments of the needs and progress of students.

TPD is particularly important given the on-going obstacles confronting the entire Pakistani education system. By establishing a new standard for TPD in Pakistan, programs like the PRP fill a critical gap in teacher support.

EVIDENCE AND OUTCOMES

The impact of PRP on student reading outcomes and teacher instructional practices has been documented via a quasi-experimental study that compared reading outcomes of two cohorts of students who received PRP intervention in Cohorts 1 and 2 (treatment) with the outcomes of students who had not participated in the program, but were waiting to receive the intervention in Cohort 3 (wait control).

The study collected baseline, midline, and endline data from a cross-sectional sample of 192 schools (132 treatment, 60 control), 344 teachers (233 treatment, 111 in control), and 5,523 students (3,767 treatment, 1,756 in control) in five provinces of Pakistan using an Early Grade Reading Assessment (EGRA) to measure students' reading skills and a classroom observation tool to capture teachers' instructional practices. Researchers used a difference-in-differences approach to identify the learning gains observed in students and teachers in the treatment (Cohorts 1 and 2) and control (Cohort 3) groups, which could be attributed to the intervention.

The data indicated that PRP had positive, statistically significant effects on students' reading outcomes. Students in first grade who received one year of intervention showed small non-significant gains on their reading skills, but second graders who received two years of intervention showed statistically significant, moderate-to-large learning gains. The study also found that PRP had positive, moderate-to-large, and statistically significant effects on teachers' instructional practices in the classroom.

Currently, PRP is conducting a mixed-methods experimental design with four treatment arms to understand the cost and effect of different ingredients of professional development on students reading outcomes and teachers' instructional practices: 1) face-to-face trainings, 2) TIGs, and 3) on-site mentoring (vs. full treatment). A baseline qualitative study that was conducted as part of this impact evaluation in November 2018 in KP, collected data from three focus groups discussions with 13 coaches, six FGDs with 23 Grade Two teachers and 81 FGDs with 484 second grade students.

The analysis of data from teachers and coaches indicates that while no participant recalled negative early experiences reading at home, few actually reported positive experiences and feelings. Teachers and coaches' early reading experiences were mostly associated to male figures who read the Quran or helped with Urdu lessons, but not with female figures or recreational materials. Teachers also reported that when they were children, they had limited exposure to recreational reading materials, and learned to read with the help of instructors who used traditional methods such as writing on the board and asking students to repeat the lesson after them without focusing on letter sounds or word recognition. Other findings:

- **Beliefs about how to support students to read:** Teachers and coaches believe that to effectively promote reading, students need to be exposed to active pedagogical techniques and have access to recreational reading materials that will develop their interest in reading. They also believe in the importance of providing students with differential supports to promote learning according to their needs. Teacher and coach respondents were able to effectively identify some strategies to support students with different needs.

- **Beliefs about supporting teachers to effectively teach reading:** Coaches believe that the best way to support teachers in their work is to ensure they use materials and lessons plans, and to provide them with on-going, individually tailored feedback about their instruction. However, coaches did not reflect on the importance of using a variety of questions to encourage self-reflection and growth among teachers.

In addition, preliminary findings from the midline quantitative study show that the provision of on-site coaching is the only component that is having positive effects on student reading outcomes and teachers' instructional practices. IRC is currently analysing midline qualitative data. By November, we will have richer information on teachers' and coaches' experiences and the way in which access to these professional development supports influenced their engagement with the program.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Research findings demonstrate that PRP is effective and low cost, can be implemented at scale, and has sustainable effects. Despite the encouraging results, Pakistani teachers need more help with TPD and mentoring. Primary educators need opportunities for training that, in addition to providing guidance in how to teach foundational reading skills, help them better understand and address the needs of vulnerable populations such as IDPs, those who face tenuous security contexts, multilingual learners and the challenges of gender biases in education. Mentors need additional skills in guiding teachers in self-reflection about how to improve the quality of instruction.

Carrying out interventions and collecting the necessary data to assess and enhance programming has also posed a significant challenge in far-flung districts of Pakistan. In these areas, educators and project staff face long travel times and security risks. In addition, difficulties involved in obtaining permission from the relevant authorities to carry out implementation in the field have complicated project efforts.

A crucial lesson has been learned in cultivating trust, collaboration, and ownership for reading reforms and research at all levels of the system - national, regional,

provincial, and district education officials. The efforts of PRP staff in continuously engaging stakeholders through consultation meetings and capacity building throughout the life of the project has bolstered the capacity and confidence of stakeholders to invest in continuing reading reforms.

REFERENCES

Abadzi, Helen, et al. 2005. "Monitoring Basic Skills Acquisition through Rapid Learning Assessments: A Case Study from Peru." *Prospects* 35: 137-156.

Annual Status of Education Report: ASER-Pakistan. 2013. *Islamabad: South Asian Forum of Education Development, 2013*. Accessed November 14, 2019.

Diazgranados, Silvia. 2018. *Lessons from Research in the Pakistan Reading Project*. Islamabad: TKTK.

A Co-designed Blended Approach for Teacher Professional Development in Contexts of Mass Displacement

Organization	University College London – RELIEF Project, Centre for Lebanese Studies – Lebanese American University
Author	Dr. Elaine Chase, Dr. Eileen Kennedy, Professor Diana Laurillard, Dr. Mai Abu Moghli, Dr. Tejendra Pherali, Dr. Maha Shuayb
Location	Lebanon
Teacher Profiles	Refugee teachers and host community teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Teachers in contexts of mass displacement respond to unique needs of learners, and observe and experience situations that require responses beyond teaching and learning activities. In addition to the lack of resources and poor infrastructure, learners and teachers in crisis contexts deal with a variety of difficulties: psychosocial problems, language of instruction, dilemmas about accreditation, and hostilities in host communities. Teachers need professional development (TPD) opportunities tailored to deal with these challenges. Teachers are often required to manage complex needs with few opportunities to learn from other teachers in similar situations. They are often unfamiliar with the complexities of the situation and are rarely trained to respond appropriately (Burns & Lawrie 2015). This initiative aims to involve refugee educationalists in Lebanon in co-design cycles to develop collaborative educational practice, combining digital spaces in a

massive open online course (MOOC) and face-to-face campus-based training to selected participants.

BRIEF OVERVIEW

Building on previous experience of creating blended learning sessions, (Kennedy and Laurillard 2019), we collaboratively designed the course by conducting participatory workshops with stakeholders. Curricular materials were produced drawing upon empirical data and filming teachers in their own settings, demonstrating effective practices. Teachers from the community became teacher-educators via MOOC. The rich video resources and collaborative activities designed encouraged other teachers to test new ideas in their own educational spaces.

We worked with teachers at different phases: from February to May 2018, we conducted several co-designing workshops in Beirut and Biqa'a to identify

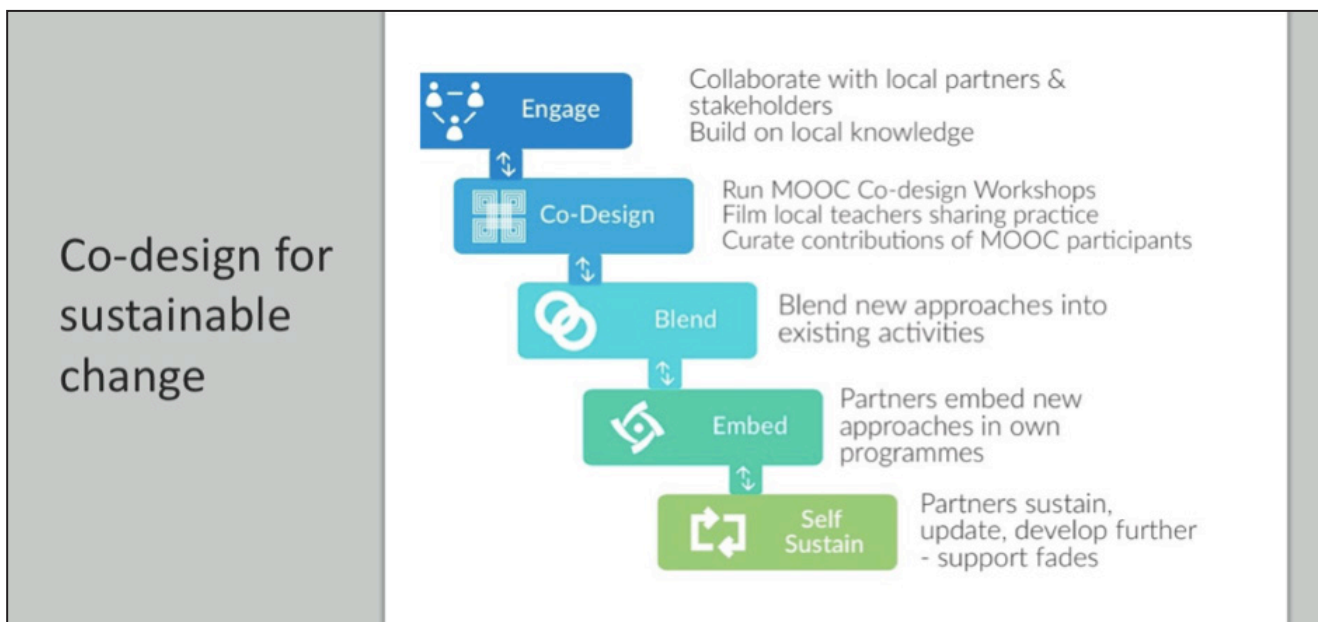


Figure 1: The co-design process including the engagement of partners in Lebanon on each level and how this process contributes to sustainability.



Figure 2

teachers' needs, scout locations for filming, and develop the initial design of the training course. In August 2018, we conducted a two-day workshop with 12 education specialists working at the Ministry of Education, UN agencies, (I)NGOs, academia and CBOs to operationalise the content, structure, and design of the training course. Once the content and structure of the course were finalised collaboratively, we produced and launched the MOOC in English and Arabic in June 2019.

The teachers who took the course, who are overstretched, have little time, and little access to campus-based opportunities, appreciated the additional value of the blended learning model, in which the MOOC was embedded in a campus course. We explored this model by creating a face-to-face (f2f) course in collaboration with the Lebanese American University and the Lebanese University. It was timed to take place concurrently with the MOOC: 29 teachers graduated from this blended learning TPD course. The f2f course consisted of three (3) two-day sessions: one session before, one during, and one after the MOOC. The f2f sessions were designed to provide further learning opportunities such as presentations, group discussions, and activities using the tools introduced in the MOOC. The f2f sessions focused on ensuring that education practitioners were comfortable with using the online platform and tools (e.g. Padlet, Mentimeter) and were able to engage in the online discussions. In terms of content, we focused on dealing with controversial issues in the classroom, such as discrimination and gender based violence. We also focused on learning design.

EVIDENCE AND OUTCOMES

Outcomes of the Programme

- Content
 1. **Sixteen subtitled videos and transcripts of teachers' experiences and examples of good practice in both Arabic and English.** The MOOC took place over four weeks and covered diverse issues that emerged from our research workshops with refugee teachers, followed by consultations with education specialists in Lebanon. Issues covered included how educators create change with limited resources, dealing with trauma in the classroom, linking the experience of children with the content presented in the learning space, use of technology in the learning space and designing lessons, dealing with controversial issues, and how to respond to students' aspirations.
 2. **Rich materials on the MOOC (Arabic and English) including theoretical texts on teachers and transformative learning, follow up exercises, lesson plans, and examples of good practice.** All these materials including academic articles and summaries of theories are also downloadable. The MOOC participants added to this material by sharing their lesson plans and models of good practice.
 3. **Digital tools used in the classroom - exercises on Mentimeter, Padlet and Word Cloud.** Teachers were introduced to tools that could be used in

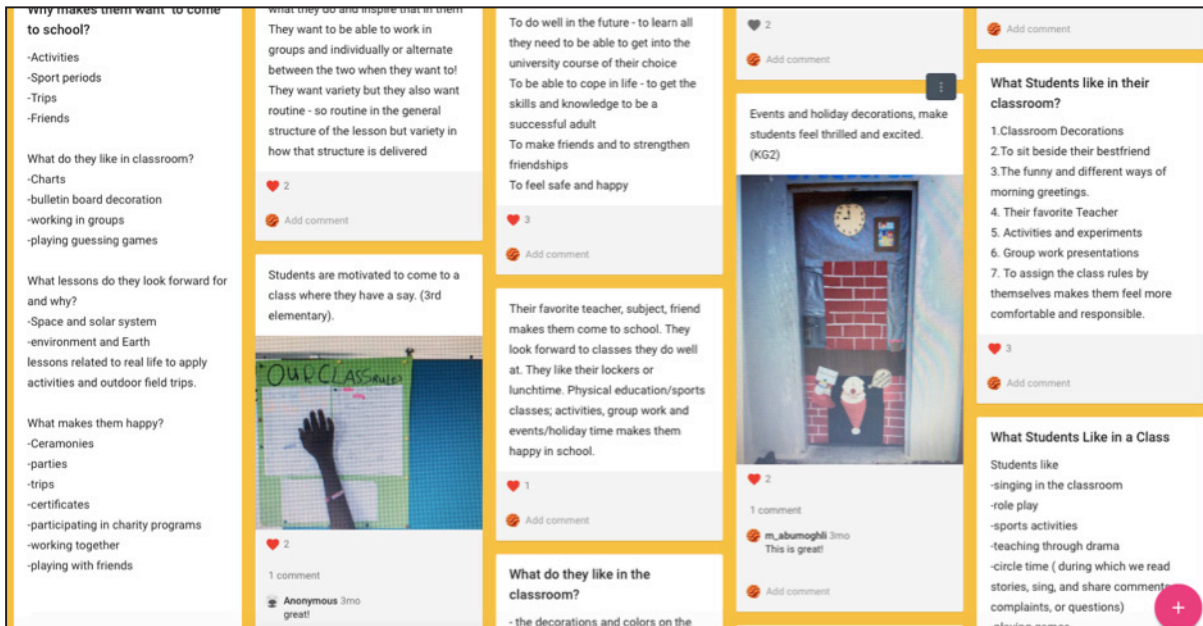


Figure 3: A Padlet exercise where teachers shared their practice. The exercise, entitled: 'getting learners' perspectives', asked the teachers to share the perspective of their students on: *what makes them want to come to school? What lessons do they look forward to and why? What do they like in the classroom? What makes them happy in school?*

the classroom to improve the quality of learning. The MOOC participants worked with these tools and exchanged ideas in the discussion on the online forum - exploring ideas about how to adapt them in their own practice.

- Production and dissemination of knowledge and good practices based on teachers' experiences through assigned tasks.** For example, participants were asked to share their experience as transformative teachers. This was a peer reviewed activity and the participants described their ideas providing scenarios of a challenging classroom situation and applying various approaches to learning: hegemonic, accommodative, critical, and transformative. Finally, they were asked to suggest which is more appropriate for the situation they described.

- Policy and Sustainability

- Ministry of Education, Lebanese American University, the Lebanese University, and UNHCR are preparing to integrate the MOOC into their TPD training (pre-service and Continuous Education Programme).

Research and Evidence: Evaluation was an integral component of the pilot.

- Evaluation Methodology

- Two questionnaires were filled by MOOC participants for each platform, English (N=82) and Arabic (N=1209).
- Post course questionnaires were filled by teachers who attended the f2f course (N=29)
- Focus groups conducted with all 29 teachers who attended the f2f course
- Individual interviews were conducted with teachers who attended f2f course (N=9) and with teachers who only participated in the MOOC (N=7).

- Findings

- Teachers' needs for TPD particular to contexts of mass displacement:** The following specific needs were identified: differentiated classrooms (language, ability, and ages); psycho-social support; advanced use of technology to design lessons, content, and methodology .
- Sharing best practices:** Best practices identified included the importance of building empathy, understanding different social networks in the school that promote students' positive behaviour and how they engage with them, the value of sharing teaching ideas, documenting

teaching processes, and the importance of networking with other teachers.

3. **Best practice related to use of digital technology:** Those identified included embedding digital tools into lesson plans, adapting already tested templates and exercises, and being prepared and having backup plans in case the technology does not work.
4. **Experience of the blended approach:** The physical presence of the educators (the f2f component) accelerated the learning process and provided an opportunity to interact with them to clarify theoretical concepts and develop an understanding of digital tools.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Time and resources: The co-design process is demanding in terms of expertise, time, and finances. It requires field visits, numerous workshops, and creating relevant educational videos and exercises built around them. However, the MOOC takes away the need for repetitive presentation of ideas, enabling the classroom sessions to focus on discussion and critical reflections around the practical application of the ideas and tools. The already developed MOOCs will be re-run with a minimal financial cost.

Co-design: Open and positive participation requires in-depth knowledge of the context from the core team members. Developing and maintaining positive partnerships with various institutions, organisations, and individuals in a context that is highly competitive and sensitive to issues of status, partnerships, resources, funding and visibility, is also challenging.

Complex, dynamic and politically sensitive context: Full participation in the f2f component was affected by a number of selected participants having to withdraw due to safety and authorisation barriers. This highlights that the stand-alone MOOC approach is an important alternative TPD option, despite it not being as effective as the full blended course.

REFERENCES

- Burns, M. and Lawrie, J. (Eds.). 2015. *Where It's Needed Most: Quality Professional Development for All Teachers*. New York, NY: Inter-Agency Network for Education in Emergencies.
- Kennedy, E., & Laurillard, D. 2019. "The potential of MOOCs for large-scale teacher professional development in contexts of mass displacement." *London Review of Education* 17 no. 2: 141–158. doi:<https://doi.org/10.18546/LRE.17.2.04>

LINKS

- <https://www.ucl.ac.uk/ioe/news/2019/jun/ioe-collaboration-launch-online-course-transforming-education-refugee-children-and-youth>
- <https://www.relief-centre.org/future-education>
- <https://www.ucl.ac.uk/bartlett/igp/news/2019/jun/relief-centre-launches-new-mooc-transforming-education-challenging-environments>
- <https://gtr.ukri.org/projects?ref=ES%2FP008003%2F1>
- <https://www.norrag.org/nsi-02-data-collection-and-evidence-building-to-support-education-in-emergencies/>
- <https://www.lebanesestudies.com/online-and-blending-learning-support-to-teacher-professional-development-in-lebanon/>

Refugee Educator Foundations of Practice: Supporting Teachers in Host Countries & Resettlement Contexts to Meet the Needs of Refugee Students

Organization	Carey Institute for Global Good
Author	Julie Kasper, Refugee Educator Academy Program Manager
Location	USA
Teacher Profile	Host community teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Research indicates that high-quality teachers in every classroom are a key factor in children’s learning (Darling-Hammond 2000). This is especially true for refugee children resettled to a third country or living in a neighboring host country, who are often behind in grade-level knowledge, are working to master a new language, and are tasked with healing from past trauma while also acclimating to a new country and culture (Taylor and Sidhu 2012). Exacerbated by a current shortage of about 110,000 teachers in the United States (VOA 2019), many refugee students find themselves in classrooms with poorly prepared or underprepared teachers. Most U.S. educators have little or no specialized training to work with refugees. The Carey Institute for Global Good seeks to address this gap by creating a community of practice, an intentional and dynamic learning space for dialog, reflection, and exchange of resources and practices for U.S. educators focused on refugee education (Storchi 2015; NCTE 2011).

BRIEF OVERVIEW

The Refugee Educator Foundations of Practice pilot is a grant-funded US-based project currently being implemented in three diverse US states: Arizona, New York, and Washington. While all three of these states have received large numbers of resettled refugees over the past decade and are currently facing teacher shortages, educational funding and policy structures create unique contexts for teaching and learning in each state (see Table 1 below) providing for useful comparative analysis of project impact and scalability. These states were selected for their diversity of refugee communities, student outcomes, and teacher professional learning needs.

The target population for the project is educators of refugee students, primarily classroom teachers but also including paraeducators, classroom aides, and instructional coaches. The Carey Institute is working with a total participant group of 315 teachers, divided into three cohorts of approximately 105 educators each for the 2019-2021 pilot study. An outside evaluator is helping to track outcomes and impact over this duration.

The project consists of two phases: a 12-week facilitated online course followed by six months of continued dialog and coaching within a community of practice. Refugee education experts, chiefly classroom teachers themselves, are selected from each state for each of the three cohorts to facilitate the course and offer coaching after the course. These facilitator/coaches participate in an online coaching course and a face-to-face workshop prior to leading their cohort. They are supported through biweekly discussions with each other and the Refugee Educator Academy Program Manager at the Carey Institute. The course and coaching provide educators with space and structure to reflect on practice, share resources, and critically engage with content in order to increase their competence, confidence, commitment, and connectedness in their role as refugee educators.

Utilizing the Carey Institute’s Sustainable Learning Framework, we aim to support educators in:

- understanding foundational concepts such as culturally relevant and responsive pedagogy, social-emotional learning, trauma informed practice, curriculum and materials design, scaffolding, and differentiation as they relate specifically to working with refugee students and families;
- demonstrating growing competency through reflective dialog, micro-credentialing and building of e-portfolios;

- making use of effective, research-based strategies and methods in their classrooms (or teaching/learning context);
- feeling increased confidence and self-efficacy specific to their work with refugee students; and
- developing a sense of belonging to a community of educators committed to meeting the academic and social-emotional needs of refugee children/youth.

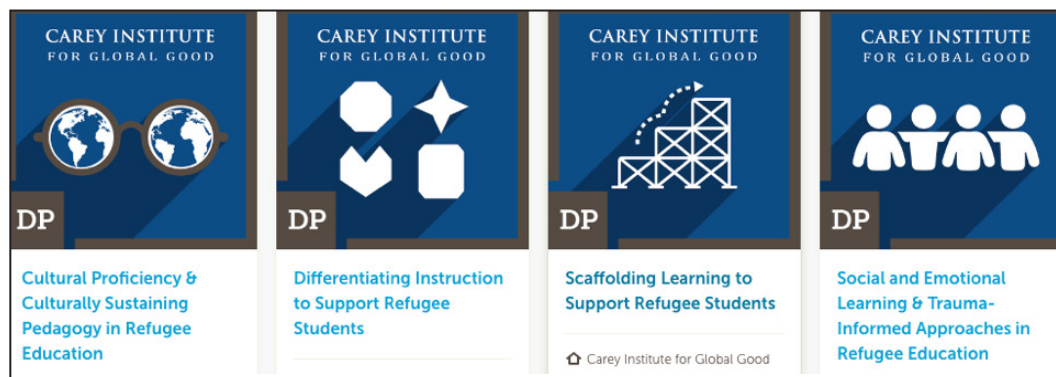


Figure 1: Micro-credential badges. There are currently four available teacher micro-credentials in the refugee educator stack created by the Carey Institute for Global Good.

Table 1. U.S. Educational Contexts for Refugee Education

State	Number of refugees resettled since 2008 ¹	2018 average per-pupil spending ²	Newcomer / English Learner Programs & Structures	English Learner Graduation Rates (Sanchez 2017)
Arizona	29,839	\$8,131	Prior to Fall 2019, 4-hour Structured English Immersion (SEI) program mandated for all English Learners; very few newcomer programs or schools; bilingual education programs severely limited by state law	18%
New York	39,376	\$18,665	Program options include bilingual, dual language, and English as a New Language (ENL); additional programming for SIFE (Students with interrupted formal education); ENL program includes a co-teaching model with classes co-taught by an ENL and content area teacher, but also incorporates push-in and pull-out approaches in many contexts	37.1%
Washington	27,056	\$10,395	Program models include dual language, bilingual, sheltered instruction, English as a Second Language (ESL), and newcomer programs	53.8%
USA (total)	663,674	\$12,526 (national average)	Language proficiency testing required for students with home languages other than English and appropriate provision of services based on assessment results mandated, but services vary by state (no federally mandated or preferred programs)	63%

¹ Data for the period from October 1, 2008 through September 30, 2019 (Refugee Processing Center 2019)

² Data retrieved from Education Week (2019). Note on site: "As part of each state's overall school finance grade, *Quality Counts 2018* looks at per-pupil spending adjusted for regional cost differences across states. It captures factors such as teacher and staff salaries, classroom spending, and administration, but not construction or other capital spending."

EVIDENCE AND OUTCOMES

Currently, the project's first cohort has 100 educators participating from more than 70 schools or district offices. We will have final qualitative and quantitative data to share in 2021, with data analysis and reporting from our external evaluators who are using a mixed-methods approach to document both short-term and longitudinal outcomes of the initiative. Primarily, we will be looking for shifts in attitudes and practices related to refugee education specifically around aspects of culturally responsive pedagogy, trauma-informed practices, psychosocial development, and curriculum and assessment. This fall we are gathering preliminary data including quantitative data generated by our learning management system and gathered from discussion posts, meetings, surveys, and micro-credentials as well as qualitative data from feedback surveys, assignments, e-portfolios, community discussions, interviews, and focus groups.

Although it is premature to present conclusive findings, within our inaugural cohort we see a high engagement rate with 589 original posts in discussions and 144 resources shared during the first six weeks of the course. Platform statistics indicate that 88% of enrolled participants are progressing through course pages, videos, and quizzes. Facilitators report regular attendees at online and face-to-face meetings, and participants indicate value added and note the ways they are using and sharing information from this community of practice in their classrooms, schools, and districts. For example, one participant posted, "I always thought that I had a good relationship with my students but after watching the videos I can only say I am missing a lot. I need to slow down. I have an EL (English Learner) student who pops into my class three times a week who I had last year. I feel bad for I really don't know much about him. The questions in the modules are some I will be taking with me next I see him." Another participant reported in a feedback survey: "I liked the articles shared about funds of knowledge and I collected them to share with teachers and staff at my school."

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Challenges include competing demands on teachers' time. While we have worked with each of the three states to ensure accredited professional development

hours for required continuing education requirements and secured stipends for teachers in one Arizona district, we continue efforts to secure resources to incentivize and sustain engagement.

Additionally, we are working to better differentiate the program for our diverse participant group. Participants include novice and experienced teachers, teachers with expertise in working with culturally and linguistically diverse students, those without formal training in this area, and those working in pull-out, inclusion, and mainstream classroom settings. While we have offered a variety of materials and a variety of pathways to meet these differing learners' needs, we are learning with cohort one and plan to revise the course for cohort two. This is truly an iterative and responsive project.

REFERENCES

- Darling-Hammond, Linda. 2000. "Teacher quality and student achievement: A review of state policy evidence." *Education Policy Analysis Archive* 8 no. 1: 1-44. <https://epaa.asu.edu/ojs/article/view/392/515>.
- Education Week. 2019. "Quality Counts 2018." (2019, September). <https://www.edweek.org/ew/collections/quality-counts-2018-state-finance/map-per-pupil-spending-state-by-state.html>.
- National Council of Teachers of English. 2011. *Communities of Practice: A Policy Research Brief produced by the National Council of Teachers of English*. Urbana, Illinois: NCTE. <https://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0212nov2011/CC0212Policy.pdf>
- Refugee Processing Center. 2019. Interactive Reporting (2019, September). <https://ireports.wrapsnet.org/>
- Sanchez, Claudio. 2017. "English language learners: How your state is doing." (2017, February). nprEd. <https://www.npr.org/sections/ed/2017/02/23/512451228/5-million-english-language-learners-a-vast-pool-of-talent-at-risk>
- Storchi, Paola. 2015. *Online Communities: Connecting online to improve a shared practice and to spark innovation*. New York: UNICEF. https://www.unicef.org/knowledge-exchange/files/Online_Communities_production.pdf

Taylor, S., & Sidhu, R. K. 2012. "Supporting refugee students in schools: What constitutes inclusive education?" *International Journal of Inclusive Education* 16 no. 1: 39-56.

VOA. 2019. "Study: America's teacher shortage is a bigger problem than thought." *Voice of America Learning English* (2019, April). <https://learningenglish.voanews.com/a/study-america-s-teacher-shortage-is-a-bigger-problem-than-thought/4859004.html>.

LINKS

- Website: <https://careyinstitute.org/programs/education/refugee-educator-academy/>
- Introduction video for the course: https://www.youtube.com/watch?v=K_4JjEie6Qg
- Project related micro-credentials: https://microcredentials.digitalpromise.org/explore?page_size=24&page=1&organization_name=Carey%20Institute%20for%20Global%20Good

TEACHER PROFILES

Profile 1

One of the teachers who has been most active and outspoken in the community thus far is an English as a New Language high school teacher in Phoenix, Arizona. This educator has been a classroom teacher working with refugees for more than 15 years and holds a master's degree. She has also served as an English Language Fellow through a U.S. State Department Program for nine months in Peru. Retired once, she has returned to the classroom to work with English language learners. Despite her extensive experience with culturally and linguistically diverse students, she noted on an introductory survey that she feels only "somewhat" prepared to teach refugee students. She indicated her top three reasons for enrolling in this project as a (1) desire to reflect on her work as a refugee educator and improve outcomes, (2) develop

skills and/or create materials to support this work, and (3) increase her knowledge regarding refugee education. Six weeks into the course she posted:

"...these modules are so eye-opening and cause me to think and reflect greatly. I believe, as a district, we do not have enough in place to help teachers understand Social Emotional Learning and Trauma. Being located at a campus with a high refugee population, I see a need for more training of our teachers...I am sending articles and information from this course to our new district coordinator and pleading for our PD to focus more on education of refugees next school year... Fortunately, she is willing to look into this..."

Clearly, this educator seeks to advocate for refugee students and improve programmatic offerings and teacher preparation at both her school and in her district to better meet refugee student needs.



Photo 1: Washington state refugee educators collaborating during a face-to-face workshop

Profile 2

Another participant in our first cohort offers quite a different profile. This individual serves as a paraeducator in a large, diverse high school outside of Seattle, WA. She has been at the school for two years, and she supports refugee students in math and English classes as a teacher aide. Fluent in Arabic and originally from Iraq, this educator is an asset to her community and a role model for the students at her school. She serves as a bridge between home and

school for many families, and loves what she does. Currently she draws from her own personal experience and from her knowledge of local communities as she does not yet have much formal training or coursework in education. Her aspirations include returning to school to become a teacher one day, and she is very glad to be part of this pilot project which affords her a unique learning opportunity alongside her teacher colleagues. She is driven by knowledge that “education enlightens refugees, gives them knowledge and skills to live productive and independent lives.”



Photo 2: Washington state refugee educators collaborating during a face-to-face workshop

©CareyInstitute/Julie Kasper

Tawasol: A pilot project offering extended, online professional development for Syrian and Egyptian teachers in the Syrian informal learning sector in Egypt

Organization	Plan International Egypt and Carey Institute for Global Good
Author	Aya Sa'eed, Tawasol Project Manager and Julie Kasper, Program Manager
Location	Egypt
Teacher Profile	Refugee teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

In order to provide every child with primary and secondary education by 2030, 69 million new teachers are required (Global Partnership for Education 2019). Meanwhile, the world witnesses the largest number of displaced individuals in human history, with challenges to recruitment, training and retention of teachers in emergency contexts. Refugee children are most acutely impacted by current teacher shortages and are five times more likely to be out of school than non-refugee children (UNHCR 2016).

After the arrival of a large number of Syrian refugees in Egypt in 2011, a presidential decree equated the treatment of Syrian refugees in Egypt to that of Egyptian citizens with regards to education and health services. Significant progress has been made since then towards improving enrolment rates. However, some barriers related to access and quality of education remain in the public school system, including overcrowded classrooms, depleted resources, dialect barriers, and long distances required to reach schools. In addition, the number of education personnel available to support the diverse needs of refugee learners is insufficient. As a result, many Syrian refugee children in Egypt use a combination of public and community-based schools to realize the best possible education. In 2018, Plan International Egypt (PIE) received funding from DG ECHO for *Tawasol: Learning Coexistence*, a project responding to the education and child protection needs of the most vulnerable girls and boys among the Syrian refugee community and Egyptian host communities in six areas across Greater Cairo, Alexandria, and Damietta.

BRIEF OVERVIEW

Through *Tawasol*, PIE committed to supporting 14

Syrian-led learning centres (SLCs) across the country, many operating with minimal resources and without highly-qualified teachers. Consultations were held with a representative sample of 166 educators out of the total target of 255 who received the face-to face trainings in the SLCs, including 14 head teachers/academic supervisors. Sample respondents confirmed an almost balanced stress on needs for training on psychosocial support (PSS) and social emotional learning (SEL), classroom management, and managing large classes. Next were requests for training on lesson planning, child protection, the Egyptian curricula, and code of conduct. Many educators confirmed willingness to explore distance learning, alongside access to and skills to use ICT.

A face-to-face *Primary School Teachers in Crisis Contexts-Introductory Training Pack* (TiCC-ITP) training, developed by the Inter-agency Network for Education in Emergencies (INEE), was conducted for five days in each location during January 2019. This was intended to build basic teaching competencies for new or inexperienced educators. The TiCC-ITP is comprised of an introductory training as well as four core modules on:

- Teacher's Role and Well-being;
- Child Protection, Well-being and Inclusion;
- Pedagogy; and
- Curriculum and Planning.

Following PIE's face-to-face TiCC-ITP training, a pilot online course (also called *Tawasol*) was developed and implemented by Plan International and the Carey Institute for Global Good's Center for Learning in Practice (CIGG-CLP), aiming to extend learning and deepen conversations around well-being, inclusion, social and emotional learning, lesson planning and assessment. The pilot course was designed around TiCC core competencies using TiCC-ITP content, and

CIGG’s Sustainable Learning Framework.

A six-week facilitated course and community of practice was designed for Syrian educators and host-community educators in Egypt. Participants were provided with relevant materials in Arabic, including videos and activities for practice, and had opportunities to dialogue with each other and a team of facilitators, guided by CIGG’s Center for Learning in Practice instructional team. All content and facilitation was delivered in Arabic on a mobile learning platform to support participation. The entire *Tawasol* pilot course can be thought of as a blended learning endeavour; incorporating face-to-face and online platform components.

Tawasol pilot course set out to develop and test a blended learning professional development program that capitalizes on, as well as refines, understanding of local assets and capacities of Syrian refugee and host-community educators in Egypt.

Tawasol pilot course focused on the following objectives:

- Develop a Community of Practice within learning centres to foster collaboration and sharing of resources, cultivate teacher leadership, and build sustainable professional learning models.
- Enhance educators’ knowledge and skills to develop positive classroom cultures, build safe and productive learning environments, and increase student academic achievement and well-being.

Fourteen participants were enrolled in the online learning platform from all SLCs: ten representatives

from Damietta SLCs, two from Greater Cairo, and two from Alexandria. Of those, eight completed the entire course. The other six had variable levels of engagement on the platform.

Blended learning allows focused, flexible learning whereby participants can access structured content as best suits their schedules and available technology, while support and discussion around topics and materials presented on the online platform are available.

The online component of *Tawasol* was delivered in four modules across six weeks reflecting TiCC-ITP, including a one-week introductory foundation, a two-week module on the concepts of well-being and SEL, a two-week module on lesson planning and types of assessment, and a concluding/further professional development planning module in the final week. (Figure 1).

The pilot was delivered through the CIGG-CLP online learning platform, with weekly MeetUps facilitated by a team of Arabic-speaking volunteers with varied and complementary areas of educational expertise using Zoom platform.

EVIDENCE AND OUTCOMES

Surveys were a key feedback source during this pilot and were administered at the beginning, middle and end of the course. Participants confirmed that *Tawasol* pilot course was a success as they self-reported increased confidence and growth across their pre- and post-training survey results. (Figure 2).

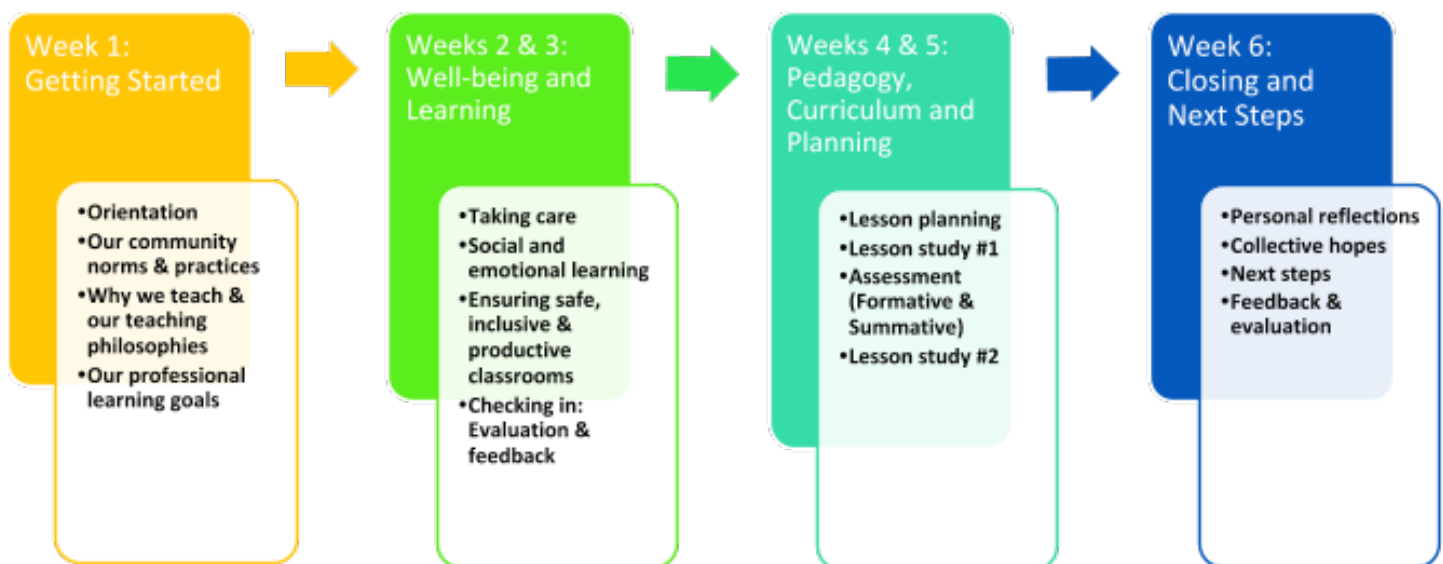


Figure 1: *Tawasol* Pilot Online Course Modules

Overall the *Tawasol* pilot project was considered a success. Participant and facilitator feedback was overwhelmingly positive and both self-reported data and facilitator assessments indicate growth and progress along key indicators for the project.

The teachers working in the learning centres are highly motivated and eager to engage in professional learning communities. The teachers in this context are struggling with issues of bullying among students, providing psychosocial support for students, and building trauma-informed systems at their learning centres and within the community. They are overwhelmed by these concerns and prioritize learning and support in these areas. Offering a blended learning opportunity was a creative new idea. It allows for focused learning and discussion around topics and materials presented in the online course. The weekly Meet Ups are a critical component of building community and sharing concerns and resources in real time. Having multiple facilitators allows for needed scheduling flexibility, anchors the learning in the varied expertise of the facilitators, and provides a strong network of support.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Challenges identified included:

- difficulties with translation and identification of quality multimedia resources in Arabic;
- inadequate on-boarding for participants, highlighting the need for a face-to-face kick-off event;
- a lack of adequate technological resources and competencies among participants; and
- problems scheduling synchronous meetings for participants from multiple learning centres.

Recommendations and lessons learned related to the implementation of future blended courses include:

- taking into consideration different work schedules and time zones during course planning;
- not underestimating the need for, and power of, synchronous and face-to-face gatherings or Meet Ups;
- organizing an in-country kick-off event with all participants and facilitators is ideal, if feasible;

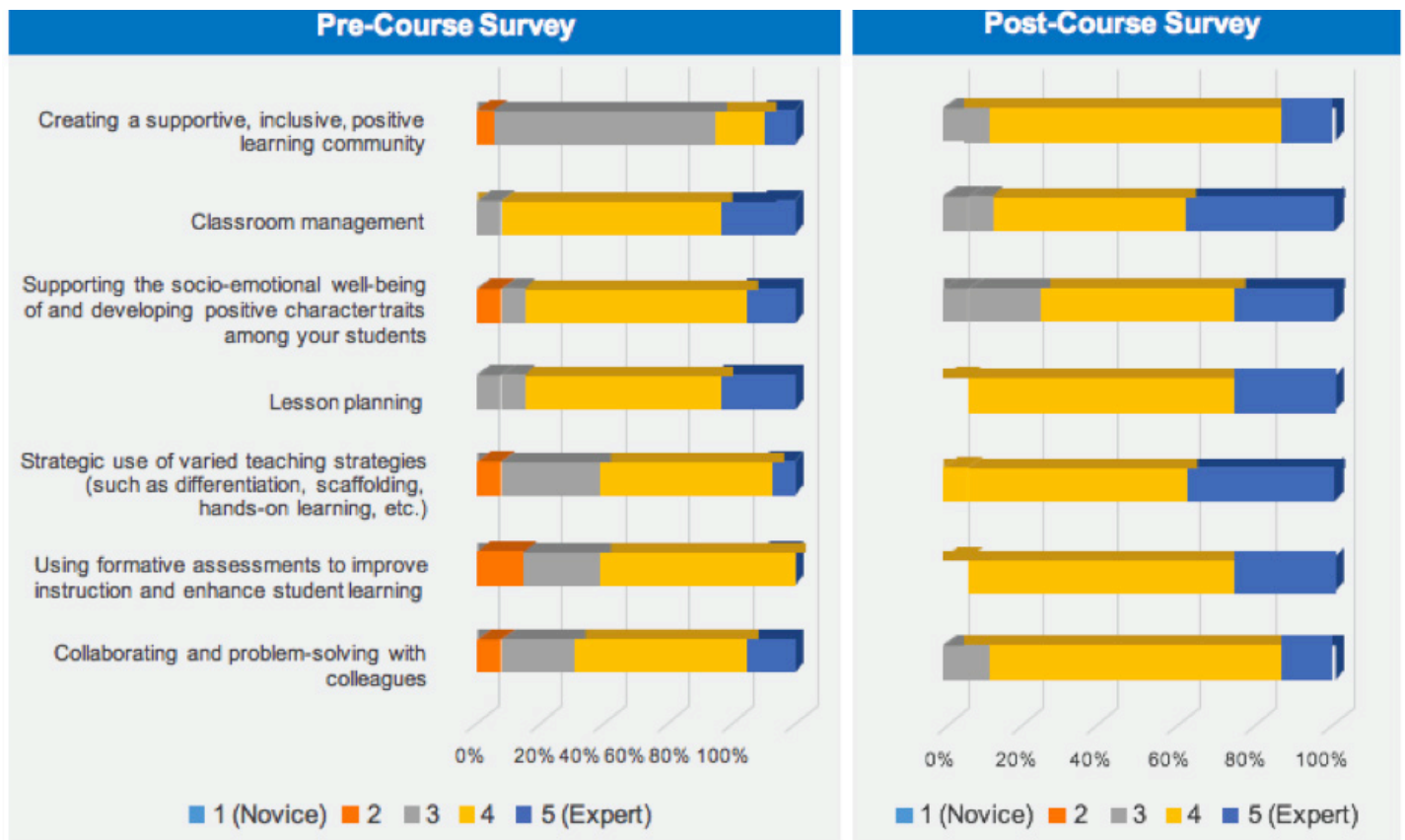


Figure 2: Tawasol Pilot Pre- and Post-Course Survey Data

- keeping in mind different communication styles and participant needs;
- maintaining digital spaces for community to gather after the course or “official” activity ends, and planning to keep discussion forums and other communication channels open after the course ends for ongoing support and dialogue; and
- ensuring that teachers understand and feel comfortable with the technology that will be used including registering, posting messages, communicating with each other and the facilitators.

Recommendations and lessons learned related to the course design, curriculum, and pedagogy include:

- inviting teachers to express their learning needs and goals through pre-course surveys and throughout the course in dialog with facilitators and learning coaches;
- finding online material in the respective language (Arabic) can be challenging, therefore investing adequate resources for identification of linguistically appropriate materials and for translation is critical;
- simplicity of course design is key;
- experts in social and emotional learning should be included on the facilitation team and/or in the course “guest speaker” schedule;
- designing reflective assignments and engaging in reflective discussions is highly important for a sustainable knowledge construction (i.e. online material is just a trigger for further skill development and knowledge construction); and
- providing support and follow-up to sustain knowledge building and professional relationship building during and after the course.

REFERENCES

- Global Partnership for Education. 2019. “Education Challenges.” <https://www.globalpartnership.org/education/education-challenges>
- UNHCR. 2016. “Missing Out: Refugee Education in Crisis.” September 2016. <https://www.unhcr.org/57d9d01d0>

LINKS

- Carey Institute for Global Good - Center for Learning in Practice: <https://learning.careyinstitute.org>
- Teachers in Crisis Contexts Introductory Training Package: <https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>

Jusoor Case Study: An Adaptive Management Approach to New Teacher Training in Crisis Contexts

Organization	Jusoor
Author	Suha Tutunji, Academic Director
Location	Lebanon
Teacher Profile	Refugee teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

The United Nations High Commissioner for Refugees (UNHCR), the United Nations Children’s Fund (UNICEF) and the World Food Program (WFP) (2018) estimate that 1.5 million displaced Syrians now reside in Lebanon, with 54% under the age of 18. Lebanon’s Syrian displaced community faces poverty and political marginalization (around 20% of all families reside in informal tented settlements). As of 2019, the school-aged Syrian refugee population, ages 3 to 18 years, totals 488,000 (estimated), yet only 48% of the school-aged refugee population are enrolled in formal education (UNHCR, UNICEF and WFP 2018). Jusoor’s Refugee Education Program aims address this enrollment gap for displaced Syrian children.

Jusoor, founded in 2011 by members of the Syrian diaspora, aims to provide a brighter future for Syria’s youth. Jusoor’s Refugee Education Program operates three primary schools, teaching kindergarten through Grade 8, in Beirut and Beka’a Valley, serving over 1,200 displaced Syrian children annually. The mission of Jusoor’s Refugee Education Program is to serve as a bridge for Syrian students to enter Lebanon’s schools.

When the Refugee Education Program began in 2014, Jusoor’s Academic Director spearheaded a teacher recruitment process within the displaced Syrian communities in Beirut, Central Beka’a, and West Beka’a. Within the applicant pool, 60% of candidates lacked teaching experience. Of the 40% with teaching experience or an education degree, few demonstrated skills in child-centered learning or teaching in emergency education contexts.

These recruitment challenges were particularly acute in light of the challenges of working with refugee children and youth. Refugee children face three main barriers for their learning and recovery: (1) challenges to psychosocial well-being, (2) struggles with a new

language of instruction, and (3) limited capacity to catch up without targeted support (Save the Children 2018). The majority of children that matriculated at Jusoor had been out of school for an extended period of time or had not attended school. Further, some children suffered from psychological trauma and fatigue due to displacement.

BRIEF OVERVIEW

To maintain a safe and vibrant place for primary-aged Syrian children to succeed academically, Jusoor needed to devise a strategy to recruit, to train, and to retain qualified teachers amongst the displaced Syrian community. Further, Jusoor needed to ensure that these teachers were equipped with skills to teach in emergency education contexts and to meet the specific needs of children and youth displaced by war.

Jusoor adopts an adaptive management strategy to the recruitment, training, and retention of qualified teachers for Jusoor’s three schools. Jusoor maintains a forty-plus person staff of teachers and administrators across schools, serving around 1,200 children on an annual basis.

To accomplish this strategy, Jusoor relies on continuous needs assessments, beginning with a preliminary needs assessment in 2013 and a pilot training program in 2014-2015. These needs assessments are conducted by Jusoor’s Academic Director and school principals on a semi-annual basis. Further, Jusoor uses three approaches to assess training impact and to continuously adapt training to ensure that Jusoor’s training best meets student needs: (1) classroom observations, (2) peer learning communities, and (3) teaching learning communities.

Jusoor’s teaching training program provides two annual modules to our forty-plus teaching staff across three schools. The training program focuses on the

Inter-agency Network for Education in Emergencies' (INEE) core competencies for primary school teachers in crisis contexts.

EVIDENCE AND OUTCOMES

Our training approach relies on published research by Save the Children, INEE, and the Harvard Graduate School of Education regarding the importance of child-centered learning in refugee education. Save the Children reports that “teachers may adopt a teacher-centered or authoritarian approach to instructing refugee learners.”

After completing hiring in our first year, we conducted a pilot evaluation. Three members of our team – the Academic Director, the Principal, and our School Counsellor – conducted classroom observations. We identified the prevalence of the teacher-centered approach and designed training programs to shift pedagogy. In particular, we focused on three areas:

- need for differentiated learning;
- need for training on psychosocial support for students;
- training on hands-on materials in the classroom.

Regardless of how experienced the teacher is, he or she is given initial training in emergency education methodology, based on the INEE Minimum Standards for Emergency Education, and best practices to teach core competencies, adapt available materials and resources, prepare constructive activities, and evaluate learning outcomes.

In addition to initial training for teachers, Jusoor uses three approaches to ensure continuous teacher professional development:

Classroom Observation: Classroom observations remain an integral part of our community of practice. Teachers are usually observed by one of three people: the Academic Director, the Principal, and the Counsellor. Teachers receive training on classroom observation during annual trainings to ensure that the observation is not intimidating to the teacher or disrupts the course. Each usually observes with a different objective in mind, and Jusoor has designed a toolkit aligned with each objective. Our Principals and Academic Director designed a rubric to assess student

engagement and classroom management in Jusoor's classroom. Our Counsellor designed a rubric designed to assess student psychosocial well-being at our schools. There are two kinds of classroom observations: the walk-in observations, which are short pop-in visits, and whole class observations. Observations are based on how trainings are being implemented or if a teacher requests help in a specific area.

Peer Learning: Some members of our teaching staff face tremendous personal constraints and must leave us during the school year. For example, some staff members choose to relocate to a third country. Therefore, we sometimes must on-board staff members mid-year to fill the gap. We identify top performers amongst our skill areas and have the on-boarded teachers shadow these staff members. These outstanding teachers also serve as trainers during our training. This technique allows us to maintain quality standards despite teacher turnover.

Teacher Learning Community Program: Beginning in 2017, Jusoor initiated a new community of practice technique in partnering with Education Development Trust: the Teacher Learning Community (TLC) Program. The program provides a community of practice, in which teachers meet on a monthly basis to reflect on three core elements: (1) teacher well-being, (2) curriculum training, and (3) language training. A teacher video tapes her/his class and the show a part of it to the rest of the teachers. Then a facilitator takes on the lead to discuss what was observed. All teachers have been trained on the TLC protocol.

Evidence on Student Outcomes

According to our key performance indicators (KPIs), 72% of our students show significant improvement in their numeracy and literacy rates. All of the students who are 12-14 years old who come to school illiterate where able to acquire a level of Grade 1. Furthermore, 66% of the students who have enrolled in public schools have not dropped out.

Jusoor continues to refine its evaluation techniques. We also carry out qualitative interviews with teachers at private schools where our students have matriculated. According to a teacher interview at a private high school in Beqaa, Jusoor students stand out among the others because they come well prepared and truly engaged in the learning process.

Teacher Testimonies

Jusoor’s staff complete evaluation forms after each training. This helps our organization to better understand teachers’ needs and collect feedback for future programs. Three testimonials are included below:

Suzanne, teacher, Jurrahiya Campus: “There is a big difference between how I used to teach in Syria and the methods I have learnt at Jusoor. I hope to be able to use them when I go back to Syria.”

Sarah, principal, Jurrahiya Campus: “When I go back to Syria my dream is to start a training centre for teachers and train them in the way we have been trained here.”

Samer, former teacher, currently relocated in Canada: “The training I did at Jusoor helped me get a job here as a teacher for refugees in a small community center.”

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Turnover: While Jusoor’s training model aims to address the challenges posed by high turnover, turnover nonetheless still remains an important challenge. Many of Jusoor’s talented staff members relocate to third countries due to political or familial issues that are out of Jusoor’s control.

Trainers and Language Barriers: Jusoor recognizes the wealth of resources available for education in emergencies and has actively sought partnerships with local, national, and international NGOs. Yet, most of our teaching staff only has Arabic reading, writing, and spoken language competencies. Therefore, the translation and facilitation of international partners in English can prove challenging.

Certification: Jusoor offers no formal certifications with its teacher training. While many Jusoor teachers have found other teaching opportunities when they are relocated away from Lebanon, having a professional certification would facilitate professional growth. Student certification is less of a concern – Jusoor runs a “homework club” to help students prepare for the Brevat exam to enter into the Lebanese public school system.

Workshop Travel: Jusoor has partnerships with many NGOs and working relationships with universities, both in Lebanon and the United States. Many partners invite

Jusoor staff and teachers to participate in workshops, yet the costs to travel can be prohibitive. This even includes providing transport from our Beka’a locations to Beirut for the entire teaching staff.

REFERENCES

- Save the Children. 2018. *Hear it from the Teachers: Getting Refugee Children Back to Learning*. Washington, DC: Save the Children
- UNHCR, UNICEF, and WFP. 2018. *Vulnerability Assessment of Syrian Refugees in Lebanon*. Beirut, Lebanon: UNHCR, UNICEF, & WFP



Teachers working in groups in a Jusoor workshop

The Proof is in the Improvement: Using Continuous Quality Improvement to Engage Teachers in Lebanon

Organization	International Rescue Committee
Authors	Adham El Outa, Monitoring and Evaluation Manager, and Autumn Brown, Research and Measurement Technical Advisor
Location	Lebanon: Akkar and Bekka
Teacher Profile	Host community teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Achieving a high level of program quality is the ultimate aspiration of all practitioners, but improvement is too often slow, inconsistent or undocumented. Improvement rarely relies on evidence, or such evidence takes years to result in improved implementation. Meanwhile, our teachers and staff strive to do the best they can, but without the tools to help them turn their aspirations into reality.

The International Rescue Committee's (IRC) multi-pronged approach to teacher professional development in Lebanon consists of five to ten days of face-to-face training, monthly teacher learning circles (TLCs), and monthly coaching visits. Research shows that continued support is more effective than one-off trainings (McEwan 2012) and teachers improve best through instructional coaching (Knight 2007), as well as with added opportunities for peer learning (Orr 2012). However, as the IRC strives to build teachers' capacity, the tools to help them be agents for improving overall program quality are lacking. We rely heavily on lessons learned and anecdotal best practices to improve program quality on a continuous basis. Our monitoring systems are becoming more responsive as we digitize attendance and other crucial course-correction metrics, but we still lack the mechanisms to activate a system for finding solutions to the barriers to quality implementation.

In an effort to close this gap between quality programming and fidelity of implementation, we are combining our existing robust professional development and our monitoring systems with the methodologies of CQI (Continuous Quality Improvement/Improvement Science). This strengthens our potential to achieve high program quality on a continuous basis through empowering all actors in the system, especially teachers, by giving them the tools

they need to be their own agents in improvement and experiential learning.

CQI, as a methodology and a set of tools, adds rigor to the process of improving program quality and puts the impetus for change in the hands of those closest to the challenges of implementation —the teachers themselves.

BRIEF OVERVIEW

Improvement science is a methodology, process, and a set of tools that was developed originally in the field of manufacturing to lower costs and improve quality. The method then moved to the healthcare sector where it is now a widespread part of how hospitals improve outcomes for patients. It has only been in the last decade that improvement science has been adapted to the education sector, but it is showing promise across a wide variety of educational contexts. (Bryk 2015) The IRC is the first implementer to test the methodology in a fragile context.

CQI provides the tools and resources necessary to rapidly mobilize all actors in the system-- particularly teachers in the case of education -- towards improved outcomes. As a methodology, CQI consists of developing theories around improvement, testing these changes in rapid, safe-to-fail cycles, collecting data to verify whether these changes are resulting in improvement and then sharing the changes with relevant stakeholders in networked communities.

The IRC piloted the integration of CQI methodologies into our support model for remedial teachers in northern and eastern Lebanon. The pilot lasted eight months and consisted of training six IRC staff coaches and 30 Lebanese teachers in improvement science by integrating it into existing coaching and teacher trainings. Then, protocols for TLCs and coaching visits were adapted to reflect the CQI methodologies and to

use CQI tools. For every third scheduled TLC, the IRC would host a larger TLC for training and consolidation of learning purposes. The first CQI-focused TLC, for example, focused on teachers identifying their goal and planning which changes to test. For example, teachers in Akkar wanted to improve French language comprehension. They chose to how many children in their classrooms could correctly pronounce all letters of the French alphabet. Teachers got together and developed a common theory around what they thought were the crucial drivers to improving these outcomes for students. IRC subject matter experts also provided information for teachers to use and combine with their experience and expertise. After developing the theory, teachers focused on two specific drivers—behaviour management in the classroom and ensuring students attended regularly. The teachers were guided in a series of activities to develop “change ideas” or small, safe-to-fail practices that they could test in their classrooms over the course of a day or week and teachers planned when they would test these changes. Teachers would collect data around the driver they were trying to improve, such as using a behaviour management chart in the classroom to collect data. They would then get together during the TLCs to discuss the changes they had tested and use data to guide the conversations.

The pilot aimed to create a culture where teachers felt empowered to participate in self-reflection and improvement. It also aimed to generate suggestive evidence around the outcomes of different teaching practices and to develop a knowledge base around how to better incorporate CQI into the IRC’s teacher professional development model in Lebanon and globally.

EVIDENCE AND OUTCOMES

The purpose of the pilot was to see how this method would work if integrated into existing structures and how it would be received by coaches and teachers. To understand this, we took a two-pronged approach: (1) we varied the intervention by region to see which was most successful; and (2) we conducted routine surveys and, at the end of the program, focus group discussions with teachers and coaches.

1. We varied the intervention by region to see which was most successful.

We varied the intervention by levels of autonomy

vs. independence in the two regions. We wanted to balance giving teachers enough autonomy to make sure they were focused on improving an area of primary concern, thereby harnessing the power of the approach to be motivating and self-directed. At the same time, the need to provide significant guidance given the overall newness of the methodologies was recognized. In Akkar, teachers had the same aim and a list of change ideas were provided to which teachers could add, but the change ideas were largely prescribed. In Bekka, teachers chose their own aims and we made the use of change ideas more flexible.

We found that the common aim was crucial to success. It allowed the sharing among teachers to be more fruitful as they could confidently compare across their classrooms. It also made the data collection and visualization much easier for our M&E staff as they were collecting similar data from every teacher. In Bekka, because the aims were not universal, the data management burden was larger and it was harder for the teachers to work together—however, teachers were very motivated and created a lot of really interesting change ideas. For example, one teacher created behaviour tracking sheets for every student that scored the student on a variety of positive behaviours and was sent home weekly to share with parents.

2. We conducted routine surveys and, at the end of the program, focus group discussions with teachers and coaches.

For the satisfaction surveys, we surveyed teachers at the end of each learning session. Teachers were asked what they learned and to rate the usefulness of the information in terms of its immediate applicability in their classrooms. At the end of the intervention, 100% of teachers said they wanted to continue doing CQI in the upcoming school year.

Focus group discussions were held with groups of both teachers and coaches in each region. Teachers reported finding the approach useful and were especially excited about being involved in the process of generating and testing new ideas. Teachers openly shared their data with one another, a behavior that was originally approached cautiously.

Reinforcing the encouraging response by teachers, coaches who participated in focus group discussions reported that the majority of teachers were motivated



Photo 1: teachers with their dashboards in Akkar

and energized by the approach and that CQI helped structure TLCs. Specifically, coaches reported that the protocols for reviewing changes and outcome-level data during the peer learning enhanced conversations around quality practice and drew teachers into deeper conversations and sharing.

In both Akkar and Bekka, teachers who tried the change idea of praising students throughout the day for good behavior saw a surprising spike in the data related to positive behaviour of their students. Given that the behaviour management measure was self-reported by the teacher, it isn't clear if behaviour actually improved or the practice of praising students all day made teachers more likely to record good behaviour.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Teachers struggled most with the collection and interpretation of the data. Data interpretation is a skillset we will need to build over time and also we will need to work on presenting the data in easy-to-read ways. Stronger data collection instruments and systems are needed to more accurately assess which changes result in improvement and automate the

process so as to not create an additional burden on the staff. They also found that the remedial program cycle (four months) was too short to generate meaningful evidence.

Given that having the same aim was found to be more beneficial in Akkar, in the upcoming school year, IRC will integrate CQI into the curriculum where all teachers will follow the same schedule and track progress of students at the same points in time. This will be done with all remedial teachers and some of the Basic Literacy and Numeracy teachers. Alignment on aims will help teachers collaborate more effectively as they will be able to compare changes over time. Teachers suggested that in the upcoming year students get involved with CQI by helping develop change ideas themselves (especially for behaviour management) and help track the data. Data collection will align with existing tools in order to begin the process of merging monitoring and improvement data and lessening the data management burden.

By consolidating our learning from this pilot over the past year, we hope to continue mobilizing teachers and all actors in our system towards improving learning outcomes for children in Lebanon.

TEACHER PROFILE

Rim Omar has been teaching with IRC for the last 3 years in the remedial program in the Bekaa area of Lebanon. She works in a community-based classroom in Baalback in Hawsh Barada.

Rim is 23 years old and Lebanese. She holds a degree in Accounting. As part of her IRC-supported professional development, she has received face-to-face training, coaching, and participated in Teacher Learning Circles (TLCs).

Rim participated in the pilot of CQI. She was a particularly good candidate as she had already received the traditional package of support from the IRC over the last three years.

When identifying aims, Rim stated that her main challenge was managing her students' behaviour during class and teaching a class that had many different levels and student needs. She is keenly aware that her students have been through years of stress and wants to use positive techniques to keep her class organized and all students able to pay attention and learn.

Given her goals, Rim worked with her coach to develop different ideas on changes she could test out in her classroom. She wasn't forced to implement any specific strategy, but given several strategies and told to try each for a week and see how she felt they worked. She was also taught to track data around her

specific goals for her classroom so she would know which changes resulted in her desired improvement.

Rim attended three learning sessions, which are larger TLCs, to receive additional training around CQI tools. She learned how to conduct Plan-Do-Study-Act cycles to test and analyse her ideas.

Rim struggled at first with the theoretical explanation of the CQI process, but after having another practical session with examples of change ideas, she began to understand and grew excited about being able to test new ideas.

She noted that “teaching multi graded classrooms was the main challenge that faced me in my teaching journey and the ability to deliver the lesson plan for multi graded students. However; when I started using CQI I became able to found several ways to deliver my lesson tackling all my learners’ styles.”

By the end of the program, Rim mastered the tools and created some of her own to track data around her ideas. She created her own run chart in a notebook, in which she tracked how frequently she tested different ideas and the results these tests generated. She approached CQI like a scientist, observing her environment for changes. Afterwards, she was able to bring this approach to learning sessions and show other teachers what she had discovered.



Photo 1: Rim Omar in her classroom



Photo 2: Rim Omar's adapted behavior management data collection tool. She would put the overall behavior for the day in one of three slots and then take a picture of it and send it to an M&E staff member who recorded it.

Rim said "I hope that we can use CQI in our public and private schools because it is not a task added to our effort, but it is a way of thinking that help us in our daily and work life."

Additionally, Rim started using the approach in her personal life to improve herself. She also began using it to test different ideas to help her son with his math skills.

Rim's experience shows how CQI is more than a methodology. It can also serve as a focused way of thinking that can help any individual improve the quality of their work and personal life.

REFERENCES

- Bryk, Anthony S., Gomez, Louis M., Grunow, Alicia, and LeMahieu, Paul G. 2015. *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge: Harvard Education Press.
- Knight, J. 2007. *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks, California: Corwin Press.
- McEwan, P.J. 2012. "Improving Learning in Primary Schools of Developing Countries: A Meta-Analysis of Randomized Experiments." *Review of Educational Research* 20, no. 10, 1-42.
- Orr, D., Westbrook, J., Pryor, J., Durrani, N., Sebba, J., Adu-Yeboah, C. *What are the impacts and cost-effectiveness of strategies to improve performance of untrained and under-trained teachers in the classroom in developing countries?* London: EPPI-Centre, Social Science Research Centre, Institute of Education, University of London. Technical Report published July 2012. <http://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Untrained%20teachers%202012Pryor%20protocol.pdf?ver=2012-12-18-151345-673>

Essence of Learning: a 4-day training and ongoing mentorship for educators of Rohingya refugee children

Organization	American Institutes for Research (AIR) and Zurich University of Applied Sciences
Author	Andi Coombes, AIR, and Oriana Ponta, Zurich University of Applied Sciences
Location	Rohingya Camp, Cox's Bazar, Bangladesh
Teacher Profile	Host community teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Around 900,000 Rohingya refugees, approximately 60% of whom are children, currently live in settlements in Cox's Bazar, Bangladesh. UNICEF estimates that around 300,000 children have access to education in close to 5,000 learning facilities, leaving 16% of children ages 3-14 and 81% of adolescents (ages 15-24) without access to education (ReliefWeb 2019). These gaps necessitate the development of a scalable approach to quality education.

As the primary entity that provides education for Rohingya refugees, UNICEF has struggled to implement an approach that reaches all children and provides key elements of an education in emergencies approach, such as hygiene and nutrition-related services (UNICEF Evaluation Office 2018). As of the end of 2018, other challenges to education in Cox's Bazar included a lack of learning materials and teachers as well as a lack of emphasis on socio-emotional activities that address psychosocial trauma and encourage resilience.

In addition to an array of other organizations, Caritas aimed to help address these challenges, opening six Child Friendly Spaces (CFS) in Cox's Bazar shortly after the most recent influx of Rohingya refugees. The Caritas CFS provide educational activities that are grounded in socio-emotional learning and incorporate elements of hygiene, nutrition, and psychosocial support. The program aims to address the lack of resources by encouraging the use of recycled materials for learning, and the lack of teachers by using a training method, called Essence of Learning, designed to be accessible to educators who either lack formal education or have limited teaching experience.

BRIEF OVERVIEW

Essence of Learning (EoL) is a pedagogical approach developed by Caritas Switzerland that aims to provide

psychosocial and educational support to children in crisis situations. EoL follows a routine offering targeted, sensorial activities which employ recycled materials that are accessible to children in their environment. The program enables educators to teach a typical curriculum through relaxation and play to support children as they recover from traumatic events and restore their ability to learn.

The basic concepts of the EoL program are taught to educators in four days, which ensures a quick start-up that focuses on addressing students' immediate needs in an emergency context. The teacher training – as implied in the name of the program – seeks to convey the essence of high-quality education through practical exercises that draw from the Steiner, Montessori and Reggio Emilia pedagogies. The training uses limited written materials to cater to an array of educator backgrounds, including those who lack formal education training. Educators are also supported through a mentorship component that begins immediately following training. Mentors observe and support educational activities two times a week, until the educator gains sufficient confidence in her ability to deliver the program (based on program monitoring indicators). At that point, mentors' visit frequency decreases, but peer-to-peer feedback continues throughout the program.

Caritas Switzerland and Caritas Luxembourg partnered with Caritas Bangladesh in late 2017 to begin implementation in response to the Rohingya refugee crisis. Although Caritas Bangladesh has been implementing EoL in and around Dhaka since 2013, EoL implementation in the Rohingya settlements began in April 2018. Six Child Friendly Spaces (CFS) were constructed with UNHCR funding to serve the children of 1100 families up to 12 years old. Caritas works with Jesuit Refugee Service (JRS), who supports psychosocial case management.

In the Rohingya settlements, Caritas offers EoL in morning and afternoon shifts. Each child attends the program for two sessions (three hours each) per week, ideally for one year. Educators in the CFS are from the host community. Most educators in the first cohort had formal education training, but little classroom experience. Ongoing support for educators includes four reflection trainings throughout the cycle, bi-weekly mentoring, and peer-exchange. Educators are also supported in the classroom by refugee assistants, who do not attend the full training. Finally, Caritas hosts sensitization workshops for parents and caregivers during the program, and provides healthy snacks for children.

EVIDENCE AND OUTCOMES

AIR and Caritas collected qualitative data on the program throughout Bangladesh in July 2018. Findings from training observations, focus groups, and a post-training survey of educators and mentors indicated that educators found the EoL training useful and felt equipped to work with children using the pedagogical approach after the 4-day training, which focuses on practical instruction. Results indicated that despite the need for more guidance on activities, practice, and feedback, the short training – accompanied by ongoing mentoring from a well-trained peer mentor – can provide educators with a toolkit to deliver education in emergency settings. These results were especially strong in locations around Dhaka, where educators had received a high-quality initial training and had been implementing for four years.

The collected data shows that EoL trainers' and mentors' practical experience in the classroom is a key success factor. When training and mentoring was performed by individuals with a management background rather than a teaching background, more gaps in the understanding of the methodology were reported by training participants. The continuous and high-quality mentorship is essential to the program and is especially effective when mentors can provide a range of development-appropriate activities and practical classroom strategies. Educators reported that it was challenging to continuously develop contextually appropriate materials and lessons after only recently learning the approach. Educators also requested written documentation to accompany the training and reference throughout the program.

Data indicated another challenge to mentoring teacher practice: some mentors were distracting in the classroom during monitoring, using their authority to interrupt educators to correct them and in some cases, take over classroom practice. While educators unanimously stated that mentors play an important role in developing their educational skills and more generally in supporting their work in the classroom, it is key that they do not take the lead while the lesson is ongoing. The risk is that by doing so they might undermine educators' confidence as well as the children confidence in their leadership.

Community leaders and mothers said they noticed children creating toys from recycled materials or making drawings in the sand since they began attending EoL sessions, indicating that the methodology is enabling children to be creative outside the CFS environment. In addition, community leaders and parents positively valued the CFS community meetings – which bring together parents and the CFS committee – as a positive and sustainable approach to co-creation, acceptance, and engagement. For example, the meetings gave mothers an opportunity to voice requests, such as that their children have umbrellas and identification related to the CFS. The meetings similarly allowed parents to provide suggestions on topics of interest and ask questions about how to supplement children's learning at home.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Though a concise, high-level training that lays the foundation for educator-led curriculum is ideal for an emergency setting, emphasis on the ongoing investment in high-quality mentorship is essential for programme success. Though trained in EoL, mentors in Cox's Bazar had not taught EoL themselves, and had misunderstandings of classroom practice. In addition, the mentorship component in Cox's Bazar was seen as top-down as opposed to collaborative. The mentorship component is strongest in cases where mentors have previous classroom experience (as was the case in the learning centres in and around Dhaka) and an existing understanding of education methods. This finding is consistent with the literature on mentorship and classroom practice (e.g., Popova, Evans, & Arancibia 2016).

Educators were overwhelmed by having to continuously develop their own lessons; they requested more examples and practice as training tools, as well as increased peer and mentor engagement and guidance. Ideally, educational activities should require only minimal preparation by the educators, in order not to further increase their workload. Educators also suggested various options for ongoing collaboration, which could include an online community group or other online sharing mechanism, educator meetings, or ongoing group mentorship meetings. Collaborating with other educators in UNICEF or other CFS as part of a comprehensive approach to learning (UNICEF Bangladesh 2019) could also enhance practice and enable the sharing of ideas central to EoL.

Educators emphasized the need for a clear, structured approach to training that links EoL theory to the lessons and developmental stage. From this foundation, teachers could more effectively develop their own lessons and ensure teaching is appropriate based on the age of the children. Despite having seen the benefits of the training approach in non-emergency settings through teacher practice over time, an emergency setting necessitates more guidance that

enables educators to feel more equipped to implement the methods immediately post-training. Such written guidance could also facilitate the integration of an EoL training for educators in EiE generally, who may benefit from training on play-based education and using local materials to encourage children to translate learning outside the classroom.

Finally, though the teaching methods support psychosocial development, the psychosocial support component should be substantially strengthened by specifically linking learning development to psychosocial targets, and by providing clear, evidence-based steps for following up with children who need extra support, including children with disabilities. This finding is aligned with evidence gap on the effects of education programmes on psychosocial outcomes (INEE 2016). Inter-sectoral linkages and employing a specialized psychosocial support specialist in each location to run those elements of the programme would help maximize the effectiveness and legitimacy of this programme component. Formalizing the psychosocial support would also enable educators to focus on classroom activities and learning.

REFERENCES

- Caritas Switzerland. 2014. "Essence of Learning: An approach to foster and sustain children's ability to learn in times of crisis." Case Study from Gaza. https://static1.squarespace.com/static/583af1fb414fb5b3977b6f89/t/59bdb99332601ee818d16242/1505606037471/12_PromisingPractices_Caritas_WEB.pdf
- ReliefWeb. 2019. "Cox's Bazar Education Sector Infographic." https://reliefweb.int/sites/reliefweb.int/files/resources/190728_edsector_5w_ma.pdf
- Evans, David and Anna Popova. 2015. "What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Findings in Systematic Reviews." Policy Research Working Paper 7203. Washington, DC: World Bank.
- INEE. 2016. "Psychosocial support and social and emotional learning for children and youth in emergency settings." Background paper. https://inee.org/system/files/resources/INEE_PSS-SEL_Background_Paper_ENG_v5.3.pdf
- Popova, Anna, David K. Evans, and Violeta Arancibia. 2016. "Training teachers on the job: What works and how to measure it." The World Bank. <http://documents.worldbank.org/curated/en/122031474915232609/pdf/WPS7834.pdf>
- UNICEF Evaluation Office. 2018. "Evaluation of UNICEF's Response to the Rohingya Refugee Crisis in Bangladesh." https://www.unicef.org/evaldatabase/index_103442.html
- UNICEF Bangladesh. 2019. "Beyond survival: Rohingya refugee children in Bangladesh want to learn." UNICEF Advocacy Alert. Reliefweb. <https://reliefweb.int/sites/reliefweb.int/files/resources/UN0336024.pdf>

Supervision and Coaching Models in Conflict Zones

Organization	Syria Education Programme/Manahel (Chemonics International)
Author	Alaa Zaza, Quality Education Lead, Manahel
Location	Northwest Syria
Teacher Profile	Host community teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

Over 1.9 million school-aged children are displaced in northwest Syria and schools often struggle to absorb IDP students. As a result, it is often a challenge to address students' psychological trauma and help them catch up if they have missed periods of schooling. One in eight children in Syria have psychosocial needs requiring specialized interventions, and in some areas of Syria, over half of children with mental and physical disabilities do not have their education needs met at all. The barriers preventing Syrian children from accessing quality education are complex and include a wide range of protection and socioeconomic issues extending beyond the education sector. However, high-quality teaching that is sensitive to teachers' and students' well-being can still heavily contribute to positive student outcomes (INEE 2013, 29). Integrity Group's (2019) Research to Improve the Quality of Teaching and Learning Inside Syria in 2019 indicates that while Syrian education staff typically have technical knowledge and are well trained in education, they do not apply evidence-based best practices to their work. This includes effective lesson planning, active and dialectic learning, differentiation, and the use of assessments for learning (Integrity Group 2019). Furthermore, the stressful nature of the teaching profession is amplified in crisis and conflict-affected contexts where teachers often work without professional development support, certification, or compensation (Falk et al. 2019). A 2017 study of the education systems in Syria found that 87% of teachers were being paid irregular stipends from different local providers and INGOs (Assistance Coordination Unit 2017). Another study that looked at teachers' morale found that teachers' primary concerns included limited teaching and learning materials, low salaries, insecurity, transportation to and from learning spaces, and limited skills to deal with children's stress. In the same study, anecdotal evidence suggested that one

element of poor teaching practice is poor teacher well-being. Thus, teachers should not always be expected to be performing to standard even if they are supported professionally. These challenges raise the question of how we can better support education staff and improve their well-being and practice to address the needs of all students.

Brief Overview

Manahel is a three-year project funded by the U.K. Department for International Development (DFID) and the European Union that provides access to safe, inclusive, and quality learning opportunities to children in Syria, while strengthening education actors to effectively manage education. In the 2018/2019 academic year, Manahel supported 9,866 school staff that work with 270,177 students in 1,125 primary and secondary formal schools within northwest Syria (opposition-held areas in Idleb and Aleppo provinces). Of these students, 48.8% were female. Manahel's work in Syria is performed in active coordination with Syrian NGO partners: Bousla Center for Training and Innovation, the Hurras Network, and Orange. As part of the programme's efforts, Manahel places significant emphasis on teacher well-being, not only for the sake of the teacher, but also due to strong evidence that teachers have a significant impact on student achievement.

Manahel has been improving education staff practices by ensuring that support and supervision mechanisms function effectively for teachers with different educational backgrounds, because teachers in this operating environment have a range of secondary and tertiary educational experience. These supervision mechanisms include strengthening the instructors' role in follow up¹, as well as strengthening the

¹ Education Instructors are education directorate staff that are assigned the responsibility to supervise, monitor and support 10 schools.

accountability of lead instructors², lead teachers, and students to ensure quality feedback mechanisms and continued learning and development.

Manahel has helped to restructure the formal education supervision system to a five-step cascade model (Figure 1) in which lead instructors and instructor support lead teachers³ and about 2,400 teachers. After an initial capacity assessment at the beginning of each semester, this assessment looks at the supervisee’s attitude, knowledge, and skills specific to his or her role and job description. The results of the assessment identify targets that would be addressed in multiple activities including monthly learning circles,

2 Lead Instructors are the supervisors of instructors, each 8-10 instructors have 1 supervisor that provide administrative, development and staff care to supervisees.

3 Lead teachers are school staff who support 10-12 teachers in planning, delivery, and evaluating lessons.

weekly individual meetings with their supervisor, and shadowing and learning observations of other education staff. These activities help to identify areas for professional development, and instructors create tailored support, which is reinforced through continued monitoring during learning circles and meetings to further encourage professional development.

Maintenance of the model requires little support outside of the existing education systems. For instance, this academic year, instructors maintained and generalized the use of supervision tools to staff and schools not supported directly by Manahel. Manahel starting testing the model without NGO coaches, which are the only external technical input, and the initial observation suggests that activities are continuing with the same quality. As a result, we expect that Manahel’s impact will be sustained beyond the project’s three-year intervention.

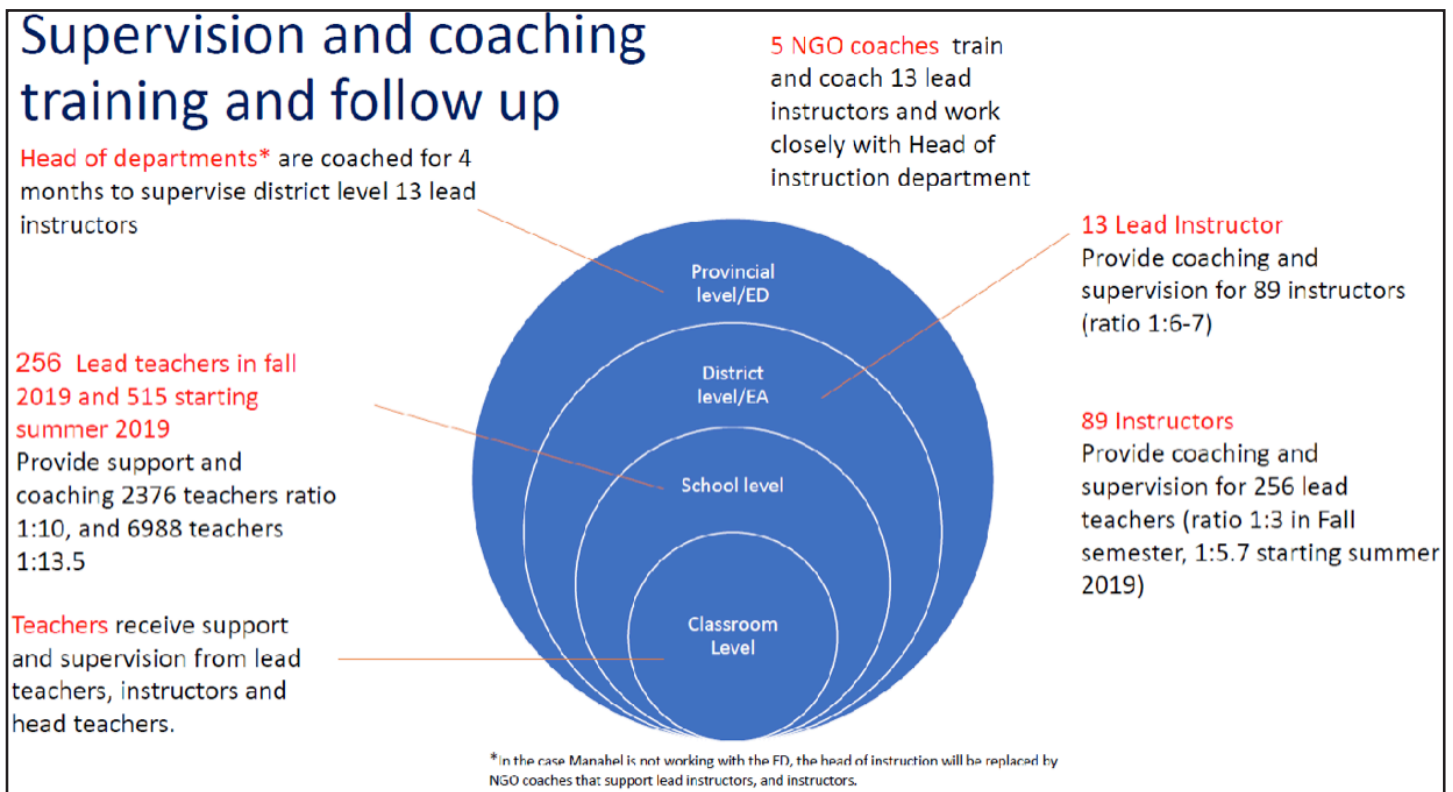


Figure 1: Five-step supervision and coaching cascade model

EVIDENCE AND OUTCOMES

Manahel is currently engaging in data collection and evaluation to determine the impact of the supervision and coaching approach on teachers and students in northwest Syria, with results anticipated by November 2019. Data collection includes comparisons of lesson observation and individual supervision, as well as various feedback sessions over different points of

time to capture any changes in teachers’ practice as they relate to the clear targets set by their supervisors. Manahel is planning to use Stallings Snapshot to look at a cohort of teachers over time. The data collected will help us identify how teachers are using their instructional time and where they can improve. It will show how effectively teachers are keeping students engaged, how much time teachers are spending on classroom management, and what activities and

learning materials teachers are using.

In the process of assessing initial data, Manahel and its implementing NGO partners have observed that the utilization of the coaching and supervision model has increased engagement among instructors, lead teachers, and teachers. Interviews with beneficiaries demonstrate positive perceptions of this model among participants.

A teacher in Samman, Aleppo noted:

“The relation between the teachers and instructors was weak and limited, but now it’s a fraternal relationship, continuous and interactive, it gave us a space to discuss and express and encouraged me to point out educational issues and find a solution for them.”

A principal interviewed by Manahel’s NGO partner staff in Aleppo said:

“The level of my teacher is getting better and better because of the communication channel which was created by instructors, and that’s

what made our school a renewed factory of expertise. I notified new methods and strategies created by teachers and supervision of instructor on dealing with students the way I am not used to. These strategies have received wide social resonance. In addition, the new supervision methodology has pushed the teacher forward and encouraged him to master his work and love it.”

While a full analysis of this system is pending, these initial qualitative data demonstrate shifts in beneficiary attitudes and a positive relationship between the coaching and supervision model and teacher engagement.

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

The primary challenge found under Idarah (the predecessor project) to the coaching and supervision intervention was initial resistance by both education directorates and lead instructors to change how they

Summary of supervision and coaching tools

Learning circles. Peer learning networks to assess and promote teacher wellbeing and skill building that enable improved teacher professional development. Structured learning circles are short and repetitive professional development opportunities that allow staff to reflect, share good practices, and acquire new knowledge. They create a community of learning and practice among teachers and other staff, allowing them to share concerns and challenges in a structured setting. Learning circles also provide a cost-effective on-the-job training mechanism that does not disrupt teaching and learning and has become part of the supervisory system and routine. Learning circles will be held once per month.

Individual supervision sessions. A regular one-on-one session between the lead teacher and teacher, and the instructor and lead teacher. Sessions address all 3 functions of supervision and be held every two weeks.

Lesson observation. The quality of lessons is monitored through formal lesson observations conducted by instructors who will be shadowed by lead teachers. Following these observations, the instructors will share specific feedback with teachers to help teachers reflect on and improve their teaching. The lesson observations include three steps: 1) the teacher completes a self-reflection sheet; 2) the instructor conducts the observation; and 3) the instructor and teacher meet to discuss feedback about the lesson.

Learning walks. Ongoing classroom visits by lead teachers intended to gather data about teaching and learning through observation and interaction with students. Learning walks are designed to support the professional learning for teachers focused on their practice in teaching numeracy and literacy and encourage collegial conversations. This form of repetitive learning walks that happens once every month for each teacher has the potential to facilitate powerful teacher reflection, inform educational practice and support improved student learning outcomes.

Shadowing. A lead teacher attends a face-to-face interaction between an instructor and a teacher while conducting a formal lesson observation. The purpose is to meet the lead teachers’ learning and development needs by modelling good practice. After the session, the lead teacher has the opportunity to reflect and ask questions about the quality indicators of a lesson and teacher’s practice. Shadowing will occur at least once per academic year and could increase depending on the learning needs of lead teachers.

Capacity assessment: Each supervisor will conduct capacity assessment to the supervisees once every academic term. Specific objectives are identified, supervisees are supported using the above tools to meet them throughout the term until the next assessment is used to evaluate the progress and set new targets.

were previously providing training and supervision to teachers. In addition, the supervisors' preparation for visits and coaching was uneven and unrealistic due to a lack of access to some areas, and the limited number of supervisors to instructors (3:120 in Idleb) further hindered the delivery of coaching support.

To address these issues, Manahel and its partners worked with education staff at all levels to ensure their buy-in throughout the process. Staff had the opportunity to share their concerns and gain an understanding of the benefits of supportive supervision on a professional and personal level. Under the mentorship of qualified and highly motivated NGO coaches, staff were able to customize their individual approach and overcome barriers; and gradually, they were able to see how the new mechanism added value to their work. Manahel also provided structured opportunities for education staff (including those who initially resisted the approach) to reflect on the progress made under the model and increased the supervisor-instructor ratio to 1:12. Manahel collected evidence to compare the quality of work before and after use of the model, including the impact on supervisees and children.

REFERENCES

- Assistance Coordination Unit. 2017. "Schools in Syria." Thematic Report, May 2017.
- Falk, Danielle, Emily Varni, Julia Finder Johna, and Paul Frisoli. 2019. Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings. Washington, DC: Education Equity Research Initiative.
- INEE. 2013. INEE conflict sensitive framework: Strategies for Conflict Sensitive Teaching and Learning. New York: INEE.
- Integrity Global. 2019. Research to improve the quality of teaching and learning inside Syria. London: Integrity.
- Physical Rehabilitation Working Group on Disability and Access to Healthcare in Syria: Western Aleppo, Idleb & Ar-Raqqa. 2018.

LINKS

- HNO Syria 2019: <https://hno-syria.org/>
- UN Sustainable Development Goal 4C: <https://sustainabledevelopment.un.org/sdg4>
- INEE Conflict Sensitive Education Framework: https://inee.org/system/files/resources/INEE_CSE_Guidance_Note_EN.pdf
- Guidance Note: Gender Equality In and Through Education: https://inee.org/system/files/resources/INEE_Guidance%20Note%20on%20Gender_2019_ENG.pdf
- Stallings Snapshot: <https://www.worldbank.org/en/programs/sief-trust-fund/brief/the-stallings-classroom-snapshot>

Equipping and activating teachers in Honduras to address school-based violence and other crises

Organization	DAI Global
Author	Gustavo Payan, Deputy Chief of Party and Senior Technical Advisor
Location	Honduras
Teacher Profile	Host community teachers
Topic	Teacher professional development

DESCRIPTION OF CRISIS-SPECIFIC CHALLENGE

The teacher professional development program in this case study helps teachers recognize and talk about their context. It gives them skills to be conflict-sensitive and gain a better understanding of the challenges related to violence—including gender-based violence (GBV) and other crises and how they intersect with education. It promotes social-emotional learning (SEL) and restorative practices that increases their sense of agency and helps them deliver education more effectively.

Education in Honduras faces many challenges. The country is facing very high dropout rates (27% of Honduran youth neither study nor work); low achievement scores, and some of the highest rates in Latin America of illiteracy and inequity. (Inter-American Dialogue 2017) According to data from the Honduran Education Observatory, school enrollment in the two most populous departments (states) of the country has been declining in recent years—from 172,126 students in 2014 to 157,662 in 2019, a decrease of over 8% in enrollment (Moncada 2019). Poor education outcomes are the result of various complex challenges, but have been largely affected by community violence. The Inter-American Dialogue and other studies have found correlation between homicide rates and migration as well as school enrollment. Children and young people (both males and increasingly more females) are targets of gangs that seek to engage them in illicit activities such as extortion and drug trafficking, which allows for community violence to permeate into the schools. A recent internal study by the *Asegurando la Educación* project found that students and teachers experience high levels of insecurity in school premises and on their way to or from school. Over 60% of female students, for example, report perceptions of insecurity in the school

restrooms. Teachers have reported “being afraid of some students” which impedes appropriate delivery of education. Further, the migration crisis affecting Central America is leaving many schools with record number of abandonment rates. An internal census conducted by the *Asegurando la Educación* project last July with principals from 90 schools in the country found that just this year, some of the schools have lost 15% of their student population due to irregular out-migration.

Additionally, 2019 has proved to be particularly challenging for the education sector in Honduras. In April 2019, teachers went on strike in most of the cities where this project operates. Strikes lasted between two and four months in different cities. Thousands of schools remained closed during the strikes as teachers were on the streets often clashing with governmental security forces.



This program gives teachers the tools to promote social-emotional learning and helps them develop restorative practices, increasing their sense of agency.

BRIEF OVERVIEW

Docentes por la Paz (“Educators for Peace”, in Spanish) is an empowering and innovative five-module professional development program for public school teachers in Honduras that increases their capacity to provide quality education in contexts of crisis and conflict, and fosters safe learning environments within the education system. This participatory program responds to the need to support teachers as they navigate contexts marked by generalized conflict, violence, and irregular migration and displacement. While the program was originally developed for use in Grades 4 to 9, many schools have expanded it to include teachers from Grades 1 to 3 and Grades 10-12 as well.

The program is part of the USAID- and UNICEF-funded *Asegurando la Educación* project and is based on INEE’s TiCC Framework. Modules are workshop-based, delivered through a cascading method that begins with pedagogical experts from the Ministry of Education’s Directorate General of Professional Development (DGDP) and the district principals, and eventually reaches teachers. While the program has been co-developed and is co-implemented with the DGDP, the project is still working with the Ministry of Education to offer curricular value for teachers in the form of a certification. The project expects this to happen in 2020, which would be an important milestone to mainstream the program. Further, the Pedagogical University has expressed interest in the program as part of their pre-service curriculum.

EVIDENCE AND OUTCOMES

Outcomes of this program are promising, but evidence is still limited due to ongoing rollout and challenges described to implement the program. Overall, teachers have found *Docentes por la Paz* to be a relevant professional development program that helps them better navigate the challenges in their context (school-based violence, community violence, and other crisis) and consider the program to be of high quality.

USAID’s Monitoring and Evaluation Support for Collaborative Learning and Adaptive (MESCLA) Activity conducted a rapid assessment (which included surveys, focus groups and key informant interviews) of *Docentes por la Paz* reporting the following summary of findings:

Module I. The educator’s role: the educator as a leader in contexts of conflict or crisis (e.g. violence and irregular migration); conflict-sensitive education; psycho-social wellbeing to foster access, retention, and quality in education.

Module II. Rights, violence, and gender: competencies to identify and categorize the types of violence that can affect education, based in a framework of human rights, child protection, and gender-based violence prevention.

Module III. Social emotional learning: educational approach based on fostering social-emotional competencies: a) self-awareness, b) self-management, c) social awareness, d) ability to relate, and e) responsible decision making.

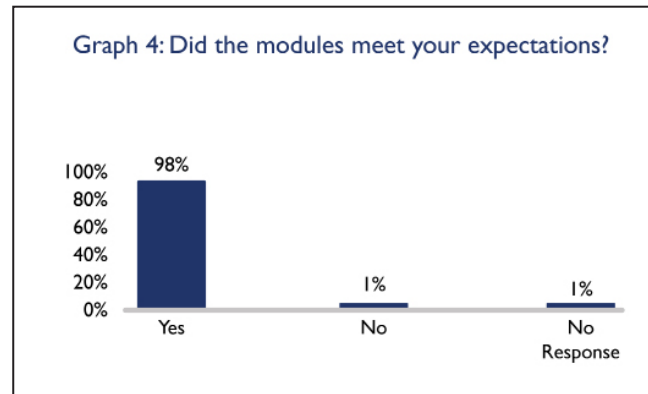
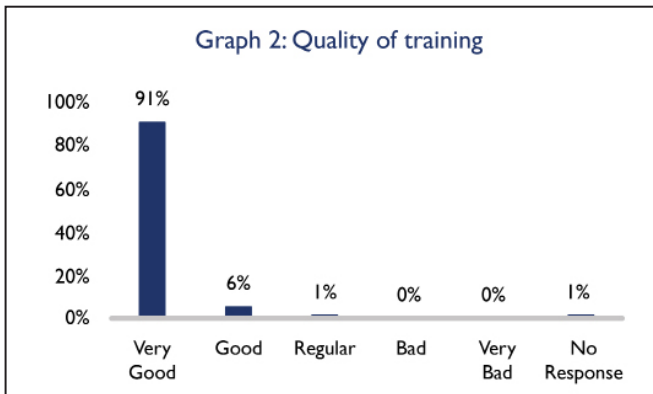
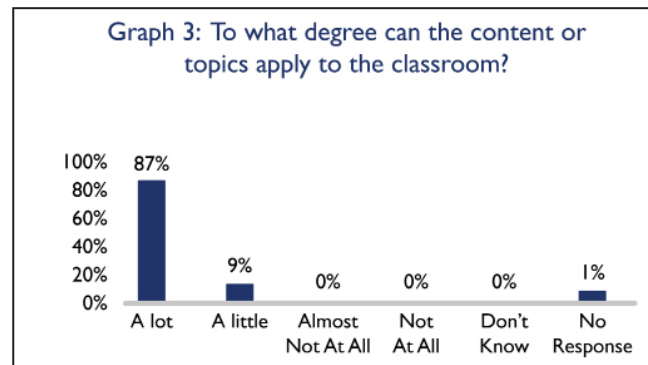
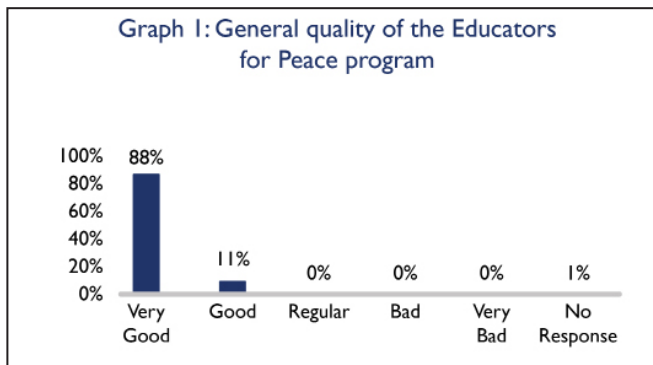
Module IV. Inclusive Education and Migration: knowledge and tools for teachers to actively support students and families to mitigate school dropout due to irregular migration and successfully re-engage student returnees and families.

Module V. Restorative pedagogy: applications of restorative approaches to prevent, manage, mediate and resolve conflicts in the school taking students’ developmental stages into account and reinforcing emotional connection.

The Docentes por la Paz program consists of 80 hours (16 hours / module) and is designed to be delivered in one school year. The interactive training method engages participants actively and is complemented with techniques such as learning circles, action research and, “application in the classroom” commitments.

The results from the assessment show that the training was well received, with 88% of respondents indicating that overall the program was “Very Good” (see Graph 1), and 91% rating the quality of training as “Very Good” (see Graph 2). The responses to the interviews and focus groups highlighted a number of patterns regarding the quality of the Module 1 and Module 2 training. For instance, adapting the training activities and content examples to the specific contexts of their schools allowed the Master Trainers to engage their colleagues/peers more directly—for example, having a safe space for teachers to discuss experiences related to gang threats and strategies to prevent or mitigate them.

With regards to the program’s content and perceived impact, the survey and responses from interviews and focus groups suggest there have been provisional



benefits from the first two modules. In general, 87% of teachers responded that the content or topic applied to the classroom (see Graph 3) and that almost all of the teachers' expectations were met regarding the content (see Graph 4).

Most reported that teachers learned strategies from which to better discern the types of conflict and violence, while others said they benefited from the opportunity to openly discuss such topics among colleagues. Another pattern found in responses was that there were personal changes in attitudes among teachers, yet obstacles did impede the full potential of the program's implementation

LIMITATIONS, CHALLENGES, AND/OR LESSONS LEARNED

Below is a brief summary of key challenges to date related to design and evaluation:

1. **Design.** For the first two cohorts of teachers trained in the first two modules, materials developed only included a facilitator's guide, a dense document with key concepts and theories embedded within. For the third cohort of teachers trained, the project identified the need to develop a "Theoretical Framework" to complement the facilitator's guides, which, then, became much more user-friendly. Trainers were

also given additional resources to learn further from specific topics about which they may not be experts (e.g. conflict-sensitive education and gender-based violence). An additional challenge was finding expertise in-country to develop some of the modules. Some of these approaches are new to the country's education system (e.g. SEL or restorative practices), so there is no local expertise. Additional funding could help build sufficient local capacity to support a wide-scale implementation of a program like *Docentes por la Paz* and provide the right levels of technical support to hundreds of school districts and thousands of schools.

2. **Evidence and evaluation.** The data collected to date point mostly to perceived quality and value added of the training, but do not yet extend to impact on key education outcomes such as enrollment, retention, and learning. Evaluating the program has forced us to ask challenging questions, such as "How do we measure changes in the classroom?" and "Is it valid to measure comprehension of new concepts as a proxy for improved teaching?" The project does not have the resources to conduct a thorough evaluation of changes in the classroom so we are conducting only a post-test which is more focused on changes in teachers' knowledge. We remain interested in better understanding the program's impact in the classroom.

One key recommendation is to evaluate the impact of *Docentes por la Paz* at the classroom, school, and community level, especially as it relates to specific contextual challenges. In this case, data from the project's school safety study conducted in 135 schools can serve as baseline. Evidence of impact could help rally key education stakeholders (Ministry, donors, NGOs) behind *Docentes por la Paz* in order to scale up its implementation both for in-service and pre-service training.

While *Asegurando la Educación* is conducting another rapid assessment of *Docentes por la Paz* in October-November 2019, US government funding restrictions for Central America in 2019 limited the ability of the project to conduct a more rigorous impact evaluation. This case study presentation represents an opportunity to call other funders to support the necessary research for *Docentes por la Paz*, which would have implications not only for Honduras but for the region as well.

REFERENCES

Inter-American Dialogue (2017). "Educational Challenges in Honduras and Consequences for Human Capital and Development." <https://www.thedialogue.org/analysis/educational-challenges-in-honduras-and-consequences-for-human-capital-and-development/>

Moncada, Gerardo. "Situación Educativa del Tercer Ciclo." Presentation to Asegurando la Educación staff. May, 2019. Presentation can be found here: https://drive.google.com/file/d/1ZY9G4T3GkS3hijZu00vyM_9WgFoQWYDM/view?usp=sharing

LINKS

- *Docentes por la Paz* Program Brief (2-pager): <https://drive.google.com/file/d/1O-xCmmnFCC0q-YOqb3UOhsF4TGs6GVH/view?usp=sharing>
- About the *Asegurando la Educación* project: <https://www.dai.com/our-work/projects/honduras-securing-education>



Teachers who participate in the program typically report learning strategies from which to better discern the types of conflict and violence present in the classroom

TEACHER PROFILES

Teacher Profile 1

Name: Wendy Azucena Hernández. The preliminary video of her interview can be found here.

General Information: Teacher of 8th grade and Academic Coordinator of “Desarrollo Juvenil” School (located in the community Villafranca, which is dominated by the 18th Street Gang) in Tegucigalpa, Honduras (capital city). She’s been a teacher for 15 years.

How the program has helped: *“Docentes por la Paz has come to strengthen the education triangle that we have: teachers, parents and students.”*

Ms. Hernández was trained as a “Teacher Trainer” in Docentes por la Paz. In addition to strengthening the relationship between key school stakeholders, she believes the program has helped teachers in her school because:

1. It provides a safe space for teachers to talk about topics that are not discussed otherwise
2. Issues discussed help them to be more able to deal with some of the students with challenging behavior
3. It is a way to refresh and gain new knowledge
4. Teachers are now more aware of their own biases and behaviors—she cited an example of another teacher who didn’t get involved with students and has now developed a more nuanced understanding of the context in which students live in and develop empathy.

What she likes the most about being a teacher is: the daily contact with students and being in a position to create positive change. To this, Wendy says “One of the things I love the most about being a teacher is that I know that what I do today with that student is leaving a footprint for what he or she will be able to do with his or her life.”

What she likes the least is: how the teaching profession is undervalued/underappreciated by many in and outside the school, including parents.

Main challenges: “I work in a very unsafe community with large presence of youth who belong to [gang] groups. One of the greatest challenges is how our

youth are “captured” [recruited by gangs]”

What she would change: Wendy thinks the National Basic Curriculum should be re-structured, take the context into account, and be more practical. The curriculum should prepare students for life and offer more hands-on skills.

Teacher Profile 2:

Name: Javier Enrique Ramos

General Info: Teacher of 7th grade in “Justo Rufino Spilbury” School, located in La Ceiba, Honduras (northern coast)

How the program has helped: *“I’ve learned techniques and strategies to better cater to the needs of the children in my classroom, paying special attention to students who display aggressive and violent behavior.”*

In addition to techniques that help Mr. Ramos engage students with aggressive behavior, he reflects on the following benefits of *Docentes por la Paz*:

1. It is motivating to discuss about the “role of teachers in our context” and learn more about other topics such as “children’s rights” and “violence and gender.”
2. He has learned techniques to be a more effective teacher e.g. being more patient and empathic, more effectively engage the family of the student.
3. He is much more aware of children’s rights, particularly to education, which has helped him to be more intentional in his efforts to be inclusive and promote equity in the classroom.

What he likes the most about being a teacher is: teaching students and shaping human lives; sharing my experience with others

What he likes the least is: excessive administrative burden (e.g. reports and documentation) imposed by the education authorities

Main challenges: some students’ behaviors (aggressive and violent) which stems from lack of parental supervision and discipline; family disintegration; poverty and unemployment

What he would change: getting textbooks from the Ministry of Education and getting the Docentes por la Paz materials from the project