



**INEE Guidance Note on Teacher Wellbeing in Emergency
Settings**
Domain 3 - Teaching and Learning

Kakuma Refugee Camp Contextualization

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August 2022

About the Context: Teaching and Learning in ECD, Primary and Secondary Schools in Kakuma Refugee Camp, Kenya	3
Contextualizing the Guidance Note	4
Teacher Wellbeing in Kakuma	4
Principle 1: Promote Teachers' Access to Mental Wellbeing	5
Principle 2: Create Enabling Work Environment for Teachers	7
Principle 3: Enhance Teacher Voice, Agency, and Leadership	11
Strategies to support teacher wellbeing in Domain 3	13
Domain 3: Teaching and Learning	13
Standard 1: Curricula	14
Challenges related to curricula	15
Standard 2: Training, Professional Development, and Support	21
Challenges related to training, PD and Support	22
Standard 3: Instruction and Learning Process	25
Challenges related to instructions and learning process	26
Standard 4: Assessment of Learning Outcomes	30
Challenges related to Assessment of learning outcomes, their impact and recommendations	31
Other Areas:	34
Annex 1: Methodology	36
Introduction	36
Context	36
Our Team	37
Methodology	37
Phase 1: Understanding the purpose and goal of contextualization purpose	38
Phase 2: Planning	38
Phase 3: Information Gathering	38
Focus group discussion	39
Interviews	39
Phase 4: Discussion and Drafting Deliverables	40
Timeline	40

About the Context: Teaching and Learning in ECD, Primary and Secondary Schools in Kakuma Refugee Camp, Kenya

More than 12 million children are refugees residing outside of their country of origin, most in neighboring countries that struggle to meet the educational needs of their own citizens (UNHCR, 2019a; Mendenhall, Russell, & Buckner, 2017). The Kakuma refugee camp was established in 1991 and is located near the border between Kenya and South Sudan adjacent to Lake Turkana. It is administered by the United Nations High Commissioner for Refugees (UNHCR) and falls under the jurisdiction of the Kenyan government. The refugee camp is home to 160,000 refugees (January 2021) from South Sudan, Sudan, Somalia, the Democratic Republic of the Congo, Burundi, Ethiopia, and Uganda. The camp is located in Turkana County, one of the poorest counties in Kenya. The camp's area is defined by harsh environment in a remote location, coupled with poor infrastructure and low access to essential services, in addition to other underlying causes of poverty. The Education Programme in Kakuma Refugee camp currently has 13 pre-schools, 21 primary and 5 secondary schools which have enabled approximately 56% of pre-primary, 92% of primary and 6% of secondary eligible children to enroll. The refugee camp is an extremely challenging place to teach and learn, according to (Mendenhall, 2017); the class sizes frequently reach over 200 students and consist of mixed age groups, and students from multiple linguistic and educational backgrounds, with varied psychosocial needs. Teaching and learning materials in the camp are sparse and teachers receive limited professional development opportunities or support for their own well-being (Mendenhall et al., 2015; Mendenhall, 2017).

Contextualizing the Guidance Note

To contextualize Domain 3: Teaching and learning of the guidance note, we administered a questionnaire to 127 teachers, which gave us insight on the challenges that affect the wellbeing of teachers living in emergency settings, as well as the strategies they use to take care of themselves and their own wellbeing. We then conducted focused group discussions with teachers and interviews with school administrators. The focused group discussions

enabled us to gain a deeper understanding of how teachers actually conceptualize their well being, and the various methods that would be used to support them. Interviews with school administrators further pointed us to possible strategies and recommendations that could be considered in designing programs and policies to support teachers' wellbeing in such settings.

The process was conducted by a team of three consultants consisting of one lead consultant who oversaw the logistics of the whole process, while the other two consultants were teachers teaching in the camp. The team administered the questionnaires, conducted the focused groups discussions and interviews. See the Methodology for further details.

Teacher Wellbeing in Kakuma

In the context of Kakuma refugee camp, the term “wellbeing” is not commonly used and therefore not well understood. We used phrases such as “being well” and “being capable and confident”, to express the concept of wellbeing. We based this on the fact that teachers experience self-efficacy and job satisfaction when they are able to do their jobs well and with confidence, and also teacher wellness is not only related to teachers' physical health but also to steadiness in schools, teaching effectiveness and student achievement.

To get the meaning of wellbeing, we asked the teachers to write the words they would use in their mother tongue to talk about “being well” and “being capable and confident”.

Majority of teachers gave the meaning of being well in their mother tongue as being safe physically, emotionally, socially, and mentally stable. While majority of teachers gave the meaning of being capable and confident at one's job in their mother tongue as having relevant competencies in terms of knowledge, skills and attitude to perform tasks of the teaching profession such as instruction, interaction with students and parents, collaboration with other teachers, or cooperation with the principal (e.g., Collie, Shapka, Perry, & Martin, 2015, 2016; Cook et al., 2017).

We operationalized the term wellbeing to include: stress, fear, anxiety, trauma, insecurity, economic hardship, lack of confidence, and dissatisfaction

To adapt the advice in this Guidance Note to each teacher's circumstances in Kakuma camp, We based our advice on three principles of teacher wellbeing in emergencies namely;

1. Promote teachers' access to mental wellbeing
2. Create enabling work environments for teachers
3. Enhance teacher voice, agency and leadership

The three Principles are interrelated. For instance teachers need a safe and secure work environment (Principle 2) to support their mental health and wellbeing (Principle 1), and they should be involved in decisions regarding (Principle 3) how they can be supported best, to ensure relevance, effectiveness, and satisfaction of such actions. The opposite is also true: teachers can only take up the lead and engage in co-creation processes (Principle 3) if the work environment compensate them fairly to do so (Principle 2), and they must be psychologically well to contribute meaningfully (Principle 1) (INEE, 2021: p.5).

Principle 1: Promote Teachers' Access to Mental Wellbeing

Mental wellbeing involves processes, approaches, and interventions that promote and protect teachers' wellbeing and holistic teaching practices. Teachers with mental health conditions and psychosocial challenges need mental health and psychosocial support (MHPSS) services that fit their circumstances and help them to understand themselves. Specifically these teachers must be provided with support to learn about, foster, and maintain their own mental health and psychosocial competencies such as social and emotional competencies. Addressing mental wellbeing enables teachers to take better care of themselves, and in turn improve their capacity to teach, and create positive learning environments, manage job stress and prevent burnout, and foster work-life balance (INEE, 2018; Falk et al., 2019)

In the survey conducted among 127 teachers in Kakuma; the most pressing body and mind challenge experienced by teachers was stress due to workload and time constraints as cited by 55.91% (71) of the teachers, this was followed by physical health challenges (e.g. headaches, pains, nausea) which was cited by 51.97% (66) of teacher, while challenges due to Lack of access to water, sanitation and hygiene supplies or facilities was cited by 50.39

(64), and lack of food/not having enough to eat was cited by 43.31% (55) of the teachers. Also the most pressing work-related challenge cited by majority 81.1% (103) of the teachers was overcrowded classrooms and learning spaces, which was followed by Low pay or economic hardship cited by 69.29% (88) of teacher, while challenges due to student behavior was cited by 63.78 (81), and lack of training opportunities or opportunities to upgrade was cited by 59.06% (75) of the teachers.

From the focus group discussions held with teachers, they said that students had guidance and counseling sessions offered by qualified counselors hired by agencies such as Windle international Kenya and IRC, also by their teachers in the guidance and counseling department, while the teachers did not have such services. Teachers also pointed out that lack of guidance and counseling support for teachers had caused a teacher teaching in one of the primary schools to take his own life due to depression.

From the focus group discussion with teachers and interviews conducted with head teachers, mental wellbeing in Kakuma camp can be addressed in the following ways

- Having regular sessions of sharing information on mental health and psychosocial wellbeing with teachers
- Engaging in team building activities aimed at building trust between leadership or organizations and teachers
- Offering guidance and counseling to teachers
- Organizing social and emotional competencies training sessions for teachers
- Provision of training given in form of seminars, capacity building workshops and scholarships to aid them further their careers
- provision of monetary incentives to cushion them against the hard economic time
- having a supportive administration that creates a conducive working environment,
- Participating in a spiritual or religious activities such as praying, attending a church, mosque, or other religious center
- Exercising or engaging in other outdoor activities
- Having time for a hobbies such as cooking, playing music, reading, and watching movies

Principle 2: Create Enabling Work Environment for Teachers

This principle focuses on teachers' work environments which include; the material for instruction and learning process, policies, structures, the students they need to teach, and other people. In the survey conducted among 127 teachers in Kakuma, the most stressful work-related

issues cited by the majority of teachers include;

- overcrowded classrooms and learning spaces
- Low pay
- High workload
- Students' discipline
- Inadequate teaching and learning resources, and
- Lack of training opportunities

For instance a teacher explained: *"we have very large classes, the teacher to learner ratio in many instances being a teacher to over one hundred learners, and the resources that we use to implement the curriculum are also very strained. In my case, I teach a subject that has only three course books to a learner ratio of a hundred and seven (107). So you can imagine, if we are reading a passage in class, then I have to write the whole passage on the chalkboard, and this makes it rather difficult and takes more time than the required 35 minutes for one lesson"*. Teachers also explained that it is hard to focus on individual learners given the numbers in class.

Teachers also explained that there was a delay in replacing teachers who had either transferred, resigned, died or were sick, leaving the workload to the colleagues who already have a heavy workload. In some instances teachers are asked to teach subjects they did not learn in college, which puts a lot of pressure on them. Also due to the high population shifts are used, where some learners attend morning school and others afternoon school. There are teachers who teach across both shifts which are very tiresome and stressful.

The teachers noted that the COVID 19 pandemic forced both them and learners on a prolonged break, which has resulted in a compressed curriculum schedule to catch up with the lost time. Therefore teachers are experiencing permanent burnout as they adhere to post-COVID-19

readjustment where they work up to weekends and the official term break is 2 to 7 days. A school term runs for approximately 10 to 12 weeks and then a break for both teachers and learners. The teachers further noted that their school administration was not supporting them in coping with burnout and dissatisfaction.

On challenges of low pay, teachers explained that the majority of them have families and due to the high workloads, they spend a whole day in school and cannot be involved in anything else that would bring in extra income. When they are underpaid, or given too little pay to support themselves, they end up lacking basic needs such as food and therefore go to class on empty stomach, which affects their focus on teaching the learners.

Teachers explained that some students are very hostile because of the backgrounds that they came from. More often teachers deal with learners who are ex-soldiers and all they know is to respond to everything by fighting. Also some students with behavioral problems due to trauma from their home experiences, project their emotions on teachers who are usually fought while trying to address them, and many times teachers are exposed to accidents, and cannot afford to go to hospital for the treatment due to the low salary. Teachers also observed that some students' lack motivation and commitment and often report one week late after the reopening of schools and usually start their weekends on Thursday, while others are absent in school for a long time. However there is no serious follow up to ascertain the reasons why a student has been absent for long, and teachers are not allowed to investigate or punish any student. This absenteeism affects syllabus coverage which leads to poor performance of learners in the camp. This in turn pulls down the efforts of teachers and demoralizes them. Teachers requested to be protected in their workplaces especially from learners who are very indisciplined or disrespectful. They explained that some teachers are harassed or sometimes beaten by learners, but no measures are undertaken against such learners.

Teachers explained that the short training of three to five days offered to them is not adequate to enable them to gain knowledge and skills required to effectively implement the curriculum. They also noted that many times, trainees who attend these trainings are not given transport or even lunch. The concerned organization requests teachers to use their

own means to get to the training center/venue, and then promises to reimburse them. However they said in most cases the organizations delay to reimburse back their money or the allowances for sometimes, which stresses them because this may be the only amount of money left. They also pointed out that, the majority of teachers are taken for training during school time which causes them not to cover the syllabus as planned, therefore they experience a lot of pressure from the administration to create time and ensure the syllabus is covered. They further observed that some content of the training is not directly related to the current needs they have, due to lack of contextually relevant training content. They pointed out that teachers are not prepared for teacher professional development, and their inputs are ignored by concerned bodies. They further noted that the agencies training them rarely issues them certificates at the end of the training, which leaves them dissatisfied.

Another challenge teachers experience is in terms of selection of those to undergo training. They explained that the selection process is discriminative against some of them because not everybody who qualifies for the training is eligible for the training. For instance one agency that is offering training for teachers at diploma level has set a criterion which it uses to select the teachers for this course. The criterion set works against the host community and the locals, as it is only the refugee teachers who have a chance to train. Teachers feel they are all (whether a refugee, an asylum seeker, a host community or a national) working in the camp and do not understand the reason why a certain group should be favored when the candidates for these trainings are being selected. They further pointed out that some teachers are trained on the same thing more than four times while in the same staffroom, there is a teacher who has never attended the training.

Teachers explained that agencies employ high school leavers without any training on teaching to teach. One teacher explained that: “do you imagine going to a class knowing that you are not trained on what you are going to do? Definitely you cannot get the required confidence to deliver. Not being trained does not only affect your wellbeing but it does affect also the wellbeing of the learner and it affects the entire system/curriculum”.

Another teacher explained that in order to implement inclusive education in our classes, we need the pre-requisite training of diploma in teacher education, and are trained on special

needs education so that we can communicate to children who cannot speak, those who are mentally impaired, and visually impaired.

Teachers pointed out that there were no follow ups after the training. The implementers do not follow up teachers to see whether or not the skills acquired from the training are being implemented. Also they lack support from the school administration in terms of provision of teaching learning resources, to enable them apply the knowledge and skills acquired from the training.

Finally the teachers explained that some agencies hire them on contracts that are termly based, which creates a lot of anxiety and fear of job loss among them. They explained that when the end contract approaches, these teachers are worried that their contracts may not be renewed and this causes them to reduce their focus on helping the learners.

To ensure that teachers are equipped with the relevant knowledge, skills, and resources to be able to perform their job effectively and with confidence, is crucial in promoting their physical, emotional, social, and mental stability, relevant agencies can achieve these, through provision of:

- structured training opportunities for certification or upgrading of skills (in use of positive classroom management strategies, pedagogical approaches, and subject content knowledge),
- teaching and learning resources such as textbooks, supplementary materials, laboratory equipment for the sciences
- monetary incentives through better remuneration
- building trust between leadership and teachers through team building activities
- safe schools, and safe transportation to and from schools
- Review policies on award of contract to guarantee job security
- forums where teachers can air their grievances

Principle 3: Enhance Teacher Voice, Agency, and Leadership

Principle 3 looks at three key areas: teacher voice, agency, and leadership. It encourages asset-based approach to teacher policy and programming, in a way that builds on teachers' strengths and sees them as skilled professionals who can manage themselves, work independently, and make decisions over their own practice. This principal emphasizes on according teachers opportunities to share their thoughts on policies and programs that affect them because:

- they are the experts on teaching, learning, and their own wellbeing
- they know their students best
- they feel more committed to policies when they plan and make decisions about them
- their input into decisions is important and
- Their leadership improves teacher wellbeing and strengthens education systems.

From the focused group discussions teachers suggested that they wanted to be involved in decisions regarding:

- Selection of teachers to attend trainings
- Procurement of learning resources
- Training needs assessment on choices of relevant topics to be offered in TPD
- Choice of subject to teach especially at primary level
- Setting of examinations
- On the duration of a lesson in their context

Strategies to support teacher wellbeing in Domain 3

“In my case, when I have learners who do not understand the language of instruction used in the classroom, I normally pair them with learners who have mastered the language of instruction so they can translate the same to them.”

Teacher interview.

Domain 3: Teaching and Learning

Our findings from the survey and focused group discussion with teachers in Kakuma camp, identified many challenges that impact teachers' physical, emotional, social and mental stability, as follows;

- Overcrowding/ large classes
- High workloads for teachers
- Students indiscipline
- Inadequate teaching and learning resources
- Inadequate opportunities for training
- Low pay
- Language barrier

We then situated these challenges, their impact on teachers' physical, emotional, social and mental stability, and recommendations on strategies that can be used to mitigate these challenges, and shared them according to each standard (D3S1. Curricula; D3S2. Training, PD, and Support; D3S3. Instruction and Learning Processes; D3S4. Assessment and Learning Outcomes), under Domain 3.

Standard 1: Curricula

Teachers plan lessons and make daily decisions using the content and learning objectives in a curriculum. When the teachers are asked to implement a curriculum that is outdated, unaligned to the cultural or cognitive needs of their students, and does not include supplementary materials and teaching and learning resources required to implement it, they experience stress and job burnout.

Kenya is undergoing curriculum reforms from the ongoing 8-4-4 system, where learners study for eight years of basic (primary) education, four years of secondary education and four years of university education to a new system of 2-6-3-3-3, comprising of two years of pre-primary, six years of primary (three years lower and three years upper primary), six years of secondary (three years junior and three years senior) and three years of university education. The 8-4-4 system is a rigid, prescriptive curriculum with limited flexibility and focuses more on content, summative assessment and competition. The rollout of the new curriculum, the Competency Based Curriculum (CBC) began in June 2017, and focuses on acquisition of the desired competencies to enable the learner to cope with life challenges. It is flexible with opportunities for speciation to different pathways, and emphasizes a balance between formal and summative assessment. The language policy for the early years states that the language of instruction (LoI) in pre-primary (PP1 and PP2) and grades 1–3 (G1, G2 and G3) shall be the language of the school's catchment area until Grade 4, after which English shall be the main LoI (KICD 2017). Consequently, teachers are expected to provide the democratic environment, materials, activities and guidance to learners at this level using the language of the catchment area or Kiswahili for schools with pupils with a mixed ethnic background (KICD 2017).

Teachers in Kakuma are implementing 8.4.4. Curriculum which is being faced off and the competency based curriculum (CBC). From our findings, teachers indicated that they did not have relevant knowledge and skills to teach the competency based curriculum which advocates for learner centered approaches, because they had either not been trained or the training attended was not adequate. It is therefore important to consider the individual needs of teachers and prepare them with relevant skills for emergency response, such as social and emotional competencies, psychosocial wellbeing, hazard awareness, disaster risk

reduction and 21st century skills. Integrating these aspects into the curriculum will cultivate a more open, welcoming, and thoughtful learning space that can improve the physical, emotional, social and mental stability of teachers

To contextualize *Domain 3: Teaching and Learning* of the Guidance Note for teachers to the context of Kakuma refugee camp. We held focus group discussions with teachers and had interviews with head teachers to understand the following from their own perceptions;

- a) What is curricula?
- b) What are the challenges related to implementation of the curricula?
- c) How does the implementation contribute to promoting the physical, emotional, social and mental stability of teachers?
- d) What recommendations can be used to overcome the challenges?

Challenges related to curricula

What are the challenges related to curricula in Kakuma?

Challenges Related to implementation of Curricula	How does implementation of curricula affect teacher wellbeing in Kakuma	Recommendations on strategies to overcome the challenges Related to Curricula
<p>Overcrowded classes, with a teacher to student ratio of one teacher to more than a hundred students. It is hard to focus on individual learners and for a learner to access the teacher. Teachers lack skills of handling large classes</p>	<p>A teacher is forced to shout too much to be heard. This causes anxiety and stress for teachers</p>	<ul style="list-style-type: none"> -Use shifts where some learners attend school during the morning shifts and others in afternoon -train teachers on how to manage large classes and use positive classroom management strategies -embrace assistant teacher especially in compulsory subjects like Mathematics, Kiswahili and English. The assistant teacher assist in handling discipline of learners and making follow-up as the main teacher teaches - Equip teachers with knowledge and skills on ICT integration through training. -Provide ICT devices such as projects and computers (laptops) and necessary infrastructure e.g. electricity to enable teachers integrate ICT in the learning process - Construct more classrooms and hire more

		teachers
Heavy workloads for teachers occasioned by other agencies giving them additional tasks of projects they are implementing in schools and require them to write reports. For example AAR Japan deals with life skills and counseling; Danish Refugee Council deals with gender issues and protection while LWF with sports and talent	Teachers have to work throughout the day without rest and therefore experience permanent burnout	<ul style="list-style-type: none"> -Agencies implementing other projects/ programs in schools, should hire teachers to carry out their project activities. This personnel can help in easing workload by teaching some subjects -Give incentives for additional work - Motivate and encourage volunteerism to reduce the workload
Inadequate human resources occasioned by delay in replacing teachers who either died, transferred, resigned or are sick. Teachers are assigned to teach subjects they did not study in college.	This causes stress for teachers, as they are not comfortable preparing lessons in subjects they did not learn in college.	<ul style="list-style-type: none"> - Agencies to lobby for more funds and hire more teachers to fill the vacant positions

<p>Some subjects are not taught in some Camp schools such as Physics, Geography, computers, and some optional languages. Form One learners do seven subjects instead of eleven due to Inadequate funds.</p>	<p>Teachers who have their children learning in the camps, worry about the limitation their children face in pursuing STEM related courses</p>	<p>Agencies to lobby for more funds and provide</p> <ul style="list-style-type: none"> - The necessary infrastructure, equipment such as laboratory equipment for science, and resources to teach all subjects in the curriculum. - technology (like assistive devices and eReaders), and human resources (like special education teachers, sign language interpreters) to teach and adapt the curriculum for all learners
<p>Students' indiscipline (some due to trauma from their home experiences) projects their emotions on teachers who are usually fought while trying to address them.</p>	<p>This causes teachers stress and anxiety, as administration is unable to provide support to them in this area</p>	<ul style="list-style-type: none"> -Provide adequate resources for guidance and counseling department. Empower the teachers concerned by reducing their workload - Provide resources for peer mentorship programs, where alumni and motivational speakers can be invited to talk to students -Engage and sensitize parents on their roles (some learners come to school drunk and in dirty uniform)

		- promote extra-curricular activities such as games, clubs , got talents and cultural days in school
Inadequate teaching/learning resources such as chemicals & materials, textbooks, supplementary materials and ICT integration devices.	Teachers skip teaching topics involving practical or experiments due to lack of learning resources, causing learners to fail examinations. Teachers feel guilty and this causes stress.	-Concerned agencies to provide a) adequate teaching and learning resources and supplementary materials such as textbooks, and teacher guides to help teachers teach; b) Provide data bundles or wifi so that teachers can access and use open education resources -Encourage teachers to improvise from locally available resources
The language of instruction is different from that used by education systems in some refugee home countries.	Instruction in the new language puts a lot of pressure on teachers as they figure out how to use the language to deliver the content.	Organize instruction language reinforcement outside the normal learning for new comers

Some cultural and religious beliefs hinder active participation between learners and teachers (for example, the distinction between female and male duties)	Teachers feel helpless, because they do not know how to handle such cases in class	Train teachers on gender responsive pedagogy
Most teachers are employed after completing high school, and lack relevant knowledge and skills to implement the curriculum. Lack of adequate ICT integration facilities and related proper trainings as well.	Teachers lack confidence which causes them anxiety and stress	Train teachers to gain knowledge and skills on positive classroom management strategies, pedagogical approaches, and subject area knowledge -Initiate mentorship programs where experienced teachers mentor the young teachers on preparation of professional documents and actual teaching in class -
teachers find it difficult to teach competency based curriculum which advocates for learner centered approaches, because they have not been trained adequately	Teachers worry about the quality of their teaching which causes anxiety	-Give teachers ongoing school based TPD to improve their teaching skills, using the teachers trained on CBC as trainers - Organize regular forums where teachers can connect and share their experiences on lesson

		planning, peer lesson observation, and co-teaching
Alcoholism, child marriage, and early pregnancies among learners are another challenge to curriculum implementation.	Teachers feel helpless when they see their learners dropout of school due to pregnancy and drug abuse	<ul style="list-style-type: none"> -Sensitize the community on dangers of drug abuse because the drug peddlers live among them -Educate community leaders on the importance of educating girls - Provide resources for peer mentorship programs for girls, where alumni and other role models are invited to talk to students

Standard 2: Training, Professional Development, and Support

What are training, Professional Development (PD) and support, and how do they promote teacher physical, emotional, social and mental stability?

Providing teachers with high-quality school-based and continuous teacher professional development (TPD) is important in giving them the essential skills and knowledge they need to do their job well and manage challenges within their work environment. This is directly linked to the physical, emotional, social and mental stability of teachers, and helps them to develop social-emotional competencies and skills for managing burnout and stress. Nonetheless, making teachers participate in TPD

that are not relevant to their needs or not connected to teachers' cultures and experiences can worsen the teachers' stress, anxiety, and dissatisfaction.

We held focused group discussions with teachers to understand the following from their own perceptions;

- a) *What is training? What is professional development? What is support?*
- b) *What are the challenges related to training, professional development and support?*
- c) *How does participation in training, professional development and support contribute to promoting the physical, emotional, social and mental stability of teachers?*
- d) *What recommendations can be used to overcome the challenges?*

Challenges related to training, PD and Support

What are challenges to training, PD, and support, their impact and recommendations for teacher physical, emotional, social and mental stability efforts in Kakuma?

Challenges Related to Training, Professional Development, and Support	Impact on instructor Wellbeing in Kakuma	Recommendations Related to Training, Professional Development, and Support
Teachers are offered training during school days which interrupts the learning process and affects syllabus	Teachers are put under pressure by their supervisors to complete the syllabus, which stresses them.	Training should be scheduled in such away that it does not interfere with the lessons.

coverage		
Teachers are not involved in creating training needs assessment for TPD. Therefore trainings provided to teachers focus on topics that relevant in normal set ups and not directly related to their current needs	Teachers lack skills to handle students in emergencies. This makes them to feel helpless	<ul style="list-style-type: none"> - Involve teachers in decisions regarding their training needs, and design TPD programs that address these needs - Conduct surveys among teachers to assess what sort of training and professional development they want
Lack of guidance and counseling services for teachers in school, as the counselors hired by agencies majorly deal with students	Teachers lack support and mechanism to cope with stress, anxiety, and other challenges they are facing.	<ul style="list-style-type: none"> - organize peer-to-peer networks and forums in school, where teachers can discuss stress, anxiety, and challenges they facing with other teachers -Agencies to hire a qualified counselor for teachers in each school
Teachers are not prepared for training and professional development, because the concerned agencies randomly organizes training	Teachers are not prepared psychologically to attend the training, which leaves them dissatisfied.	<ul style="list-style-type: none"> - Trainings should be planned for in good time and teacher notified well advanced so that they can make prior arrangement to attend

		-Provide transport and lunch for teachers participating in the training
Teachers experience discrimination in the process of selection of those to attend trainings and professional development opportunities	Teachers think a lot about why a certain group is favored in selection, and this demoralizes them cause's dissatisfaction.	-maintain a database of staff on training each teacher has attended. Give priority to those who have not been trained on specific aspect -Head of school to have regular meetings with teachers and share with them on selection criteria used for each training
TPD is offered for three to five days, which is not adequate to enable teachers gain knowledge and skills required to effectively implement the curriculum	Teachers lack relevant knowledge and skills to implement the curriculum. This makes them to have low self-efficacy which causes anxiety	- Give teachers ongoing school based TPD to improve their teaching skills,

Standard 3: Instruction and Learning Process

What are instruction and learning processes and how do they contribute to teacher physical, emotional, social and mental stability?

Teachers teaching in Kakuma and Kalobeyi refugee camps are expected to provide quality and inclusive learning opportunities for their learners. But they often work in unfavorable environments that have many challenges including limited teaching and learning resources, overcrowded classrooms, language barriers among refugee learners and teachers, lack of knowledge and skills of managing large classes, high workloads resulting in lack of time to prepare lessons, and students' indiscipline.

Therefore supporting the teachers' instruction and pedagogical processes is critical in promoting their physical, emotional, social and mental stability.

We held focused group discussions with teachers to understand the following from their own perceptions;

- a) *What is instruction and learning process?*
- b) *What are the challenges related to instruction and learning process?*
- c) *How does facilitation of instruction and learning process contribute to promoting the physical, emotional, social and mental stability of teachers?*
- d) *What recommendations can be used to overcome the challenges?*

Challenges related to instructions and learning process

What are the challenges to instruction and learning process, their impact and recommendations for teacher physical, emotional, social and mental stability efforts in Kakuma?

Challenges Related to Instruction and Learning Process	Impact on instructor Wellbeing	Recommendations Related to Instruction and Learning Process
<p>lack of adequate teaching and learning resources causes teachers to resort to teaching theoretically or resorting to skipping topics</p>	<p>Teachers feel helpless when they spend so much time trying to help learners understand concept theoretically</p>	<p>Concerned agencies should provide</p> <p>a) adequate teaching and learning resources and supplementary materials such as textbooks, and teacher guides to help teachers teach;</p> <ul style="list-style-type: none"> -Provide bundles or Wi-Fi to enable teachers access open education resources -Encourage teachers to improvise from locally available resources -Schools through BOM to involve parents to support the schools in procurement of teaching learning resources -Use of electronic learning resources for instance uploading textbooks <p>The institution should provide teaching materials including textbooks, instructor guides, or curriculum framework for curriculum development</p>

<p>Teachers teach in overcrowded classes of learner with different levels and learning needs. The crowded classroom does not allow the teacher's movement in class and makes it difficult to monitor group work. Therefore learners make noise that prevents others from concentrating and being attentive.</p>	<p>teachers do not have the skills or support to manage the learners, which causes stress and burnout</p>	<ul style="list-style-type: none"> -provide teachers ongoing school based TPD to improve their teaching skills on ICT integration, how to manage large classes and use of positive classroom management strategies - Use shifts where some learners attend school during the morning shifts and others in afternoon -Provide ICT devices such as projects and computers (laptops) and necessary infrastructure e.g. electricity to enable teachers integrate ICT in the learning process
<p>Teachers find it difficult to communicate with some learners due to language barriers. Some learners don't understand the languages of instruction (English and Kiswahili). The only language they speak is Arabic and their mother tongue (vernaculars), which makes the learning process challenging.</p>	<p>The teacher grapples with how to engage the learner in the learning process, and this stresses him/her.</p>	<ul style="list-style-type: none"> -pair learners with language barrier with the those learners who have mastered the language of instruction, so that they can translate teachers' instruction - Encourage teachers to use multiple languages in the class so that students can understand and participate effectively

		- Organize instruction language reinforcement outside the normal learning for newcomers
Students absenteeism- occasioned by lack motivation and commitment. Some students report one week late after the opening of schools and usually start their weekends on Thursday, while others are absent from school for a long time. This absenteeism affects syllabus coverage which leads to poor performance in examinations	Student absenteeism demoralizes and discourages teachers.	- Involve parents and guardians in solving absenteeism cases - Reinforce peer-counseling and regular class meetings to discuss the challenges facing learners
Reduction of lessons in some subjects like English and Mathematics from the stipulated 8 to 7, because of the number of lessons that can be accommodated in a day	Teachers are under pressure to cover a lot in a short time which intensifies their burnout	Allow teachers to focus on learning and development of the learners, instead of content coverage
Teachers lack skills of handling large classes and do not know how design teaching and learning activities that	Teachers are helpless on how they handle large classes	train teachers on how to handle large classes and us of positive classroom management

support the social and emotional satisfaction of students		
Teachers teach some students who lack foundational skills of reading and writing. The teacher has to help the specific learners to learn how to read and write, besides teaching the whole class the planned lesson.	This gives teachers extra work which is stressful for them	-Set up a remedial program or an individualized education program (IEP) and teach the specific learners how to read and write
Students 'indiscipline is a challenge during instruction, as one indiscipline learner may end up wasting the whole thirty-five (35) minutes for lesson, as the teacher attempts to correct the behavior of learners	This causes teachers stress and anxiety, as administration is unable to provide support to them in this area	-Use positive discipline where you give extra work to fast learners to avoid disturbing the time takers - provide teachers with ongoing school based TPD to improve their teaching skills on how to manage large classes, and use of positive classroom management strategies
Most learners have difficulties in paying attention to the instructions given by the teacher during the learning process, and	Teachers lack skills on how to design teaching and learning activities that support social and emotional	Train teachers on Social and emotional learning.

this affects achievement of learning outcomes	satisfaction of their learners. This causes stress for teachers	
Teachers have high workloads of over 20 lessons, and are given additional tasks by other agencies which require them to write reports. Therefore they lack time to prepare lessons plans	Teachers go to class unprepared, which affects them psychologically	High more teachers to reduce the workload

Standard 4: Assessment of Learning Outcomes

What is assessment of learning outcomes and how does it contribute to promoting physical, emotional, social and mental stability of teachers?

Teacher effectiveness is often seen through lenses of improving student learning. We therefore need assessment tools and approaches to measure if teachers are performing their jobs well. When student assessments are not aligned to curricula, or do not consider students’ diverse needs, this may lead to poor assessment results, which ultimately gives a perception that teachers are underperforming. In emergency settings teachers deal with many challenges, which increases pressure on them, and heightened tension and stress, and potentially job dissatisfaction.

We held focused group discussions with teachers to understand the following from their own perceptions;

- a) *What is assessment of learning outcomes?*
- b) *What are the challenges related to assessment of learning outcomes?*

- c) *How does assessment of learning outcomes contribute to promoting the physical, emotional, social and mental stability of teachers?*
- d) *What recommendations can be used to overcome the challenges?*

Challenges related to Assessment of learning outcomes, their impact and recommendations

What are the challenges to Assessment of learning outcome, their impact and recommendations for teacher physical, emotional, social and mental stability efforts in Kakuma?

Challenges Related to Assessment of Learning Outcomes	Impact on Instructor Wellbeing	Recommendations Related to Assessment of Learning Outcomes
<p>Overcrowded classes constitute a barrier to effective assessment. Teachers are unable to mark assignments due to the large number of students in a class. They resort to use of oral questions such as asking students whether they have understood the content. Fast learners may respond and the teachers may assume that all learners have understood the concept.</p>	<p>This causes teachers to feel guilty and dissatisfied</p>	<p>-Use of group work where the teacher gives assignments, and learners work in groups, and then groups report in the plenary</p>

<p>Language barrier experienced by some students blocks them from understanding the instructions and test items/ questions, leading to poor performance</p>	<p>The poor performance of learners demoralizes teachers and damages their self-efficacy</p>	<p>Adapt tests and assessments to learners needs</p>
<p>Teachers' have very high workload, therefore giving assignments, setting examinations and marking is a big challenge to them</p>	<p>Teachers endure very tiresome invigilation and marking of examinations, which heightens their stress level.</p>	<p>- Give teachers test banks and assessment tools -Agencies to embrace use of technology, where a teacher gives a learner's homework or assignment on digital platforms that automatically grades, and gives data and insights on the learners strength and weakness, which helps the teacher to plan how to help the learners. Example of such platform is Prostudy</p>
<p>Some teachers lack knowledge and skills on setting a balanced assessment test or examination that caters for all abilities of learners in their class,</p>	<p>This causes stress to teachers because they worry and think a lot about the fairness of the assessment test</p>	<p>Offer teachers TPD on how to develop formative and summative assessment tools such as play-based assessment and authentic assessment. Also include how to</p>

		adapt tools to students' needs
Teachers lack appropriate facilities to give tests or examinations that caters for the differently abled students.	This causes stress to teachers because they cannot cater for all students.	Agencies to provide appropriate technology like assistive devices and eReaders), and human resources (like special education teachers, sign language interpreters) to adapt assessment to these group of learners

Other Areas:

Other Challenges	Impact on Instructor Wellbeing	Recommendations
Reduction of food ratio by UNHCR has led to increased incidences of indiscipline and dropout rates of learners.	Teachers have to grapple with challenges of learners indiscipline and drop out, which demoralizes them	-Restore the food ratio in order to avert this trend - Provide lunch for students, so that they can remain in school
Teachers face financial and mental stress due to low pay/salaries they receive from their employers Refugee teachers are classified under one category by the employer, and	Teachers feel demoralized and dissatisfied because they can hardly meet their needs due to hard economic times	-Consider job groups when employing teachers so that they are paid as per the job group - Have a policy on annual increment of salaries

<p>paid the same amount regardless of the years of teaching experience</p>		<ul style="list-style-type: none"> - Provide meals (breakfast and lunch) for teachers as an incentive -Provide transport (to and fro)as an incentive for teachers when school closes and open -Give refugee teachers a medical insurance cover to cushion them against the hard economic time
<p>Refugee teachers are not entitled to leaves as the counterparts (national staff)</p>	<p>This causes refugee teachers to be dissatisfied</p>	<p>Harmonize leave so that the refugee teachers are entitled as the national teachers</p>

Annex 1: Methodology

Introduction

The Guidance Note for Teacher Wellbeing is written in general terms and provides generic guidance on how to support teacher wellbeing in emergency settings through the framework of the INEE Minimum Standards. In order to be applicable and usable in any context, the guidance note needs to be contextualized to each context and situation.

This Contextualization Plan outlines the approach we used to contextualize Domain 3 of the Teacher Wellbeing Guidance Note. In this document, we understand contextualization as: the process of engaging relevant stakeholders, in discussing, building consensus and agreeing upon the meaning of global guidance in a given local situation, so as to make the content appropriate and meaningful to the given circumstances.

We carried out the process of contextualization on Domain 3, of the Guidance Note for Teacher Wellbeing in the context of Kakuma refugee camp in Kenya.

Context

More than 12 million children are refugees residing outside of their country of origin, most in neighboring countries that struggle to meet the educational needs of their own citizens (UNHCR, 2019a; Mendenhall, Russell, & Buckner, 2017). The Kakuma refugee camp was established in 1991 and is located near the border between Kenya and South Sudan adjacent to Lake Turkana. It is administered by the United Nations High Commissioner for Refugees (UNHCR) and falls under the jurisdiction of the Kenyan government. The Kakuma refugee camp is home to 178,204 and Kalobeyei camp has 44,043 refugees (February 2022) from South Sudan, Sudan, Somalia, the Democratic Republic of the Congo, Burundi, Ethiopia, and Uganda. The camp is located in Turkana County, one of the poorest counties in Kenya. The camp's area is defined by harsh environment in a remote location, coupled with poor infrastructure and low access to essential services, in addition to other underlying causes of poverty. The Education Programme in Kakuma Refugee camp currently has 13 pre-schools, 21 primary and 5 secondary schools which have enabled approximately 56% of

pre-primary, 92% of primary and 6% of secondary eligible children to enroll. The refugee camp is an extremely challenging place to teach and learn, (Mendenhall, 2017); the class sizes frequently reach over 200 students and consist of mixed age groups, and students from multiple linguistic and educational backgrounds, with varied psychosocial needs. Teaching and learning materials in the camp are sparse and teachers receive limited professional development opportunities or support for their own well-being (Mendenhall et al., 2015; Mendenhall, 2017).

We worked with teachers and school administrators to contextualize the Teacher Wellbeing Guidance Note. In Kakuma camp the teachers are categorized into three as follows; nationals, incentives and interns. The national and intern teachers are Kenyan citizens while incentive teachers are from the refugee community.

Our Team

In order to contextualize the Teacher Wellbeing Guidance Note, we put together a team of three consultants. Two members of our team are teachers teaching in Kakuma camp while one member is a teacher trainer working at the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA). The teacher trainer was the lead research for the contextualization process.

Methodology

Our team contextualized Domain 3 of the Teacher Wellbeing Guidance Note to Kakuma refugee camp context in four phases:

- Understanding the purpose and goal of the contextualization process
- Planning
- Information Gathering
- Discussion and Drafting Deliverables

Phase 1: Understanding the purpose and goal of contextualization purpose

In the preparation phase, we held two virtual meetings lasting 2 hours each. In the first meeting we discussed the concept of contextualization. After the meeting we agreed that each consultant reads Domain 3; Teaching and Learning of the draft Teacher Wellbeing Guidance Note that had been shared with us. In the second meeting we discussed how to approach the contextualization process of Domain 3, of the Teacher Wellbeing Guidance Note. We agreed on the following;

- Use a survey to help us understand the demographic information, challenges & work related needs, and strategies teachers and school administrators use to take care of their wellbeing in Kakuma refugee camp.
- Conduct focus group discussions with teachers to gain deeper understanding of how teachers actually conceptualize their well-being, and the various methods that would be used to support them
- Interview school administrators on strategies and recommendations that could be considered in designing programs, and policies to support teachers' wellbeing in such settings.

Phase 2: Planning

We held a series of virtual meetings to plan for the following;

- sampling of teachers who would participate in the survey and head teachers to be interviewed
- Preparation of teacher questionnaire
- Logistics for administering questions,
- Preparation of interview schedules for head teachers,
- Preparation for focused group discussions with teachers

Phase 3: Information Gathering

Through a survey the lead researcher developed a questionnaire that was divided into three sections:

1. Demographic information (Part A)
2. Challenges (Part B)
3. Tools and Strategies to Support Wellbeing (Part C)

The questionnaire was discussed in a virtual meeting attended by the three team members and adopted. The questionnaire was then shared with INEE members who gave valuable inputs, which were added. The questionnaire focused on the three principles of the Teacher Wellbeing Guidance Note; promote teachers' access to mental wellbeing, create enabling work environments for teachers, and enhance teacher voice, agency and leadership. We administered the questionnaire to 127 teachers, which gave us insight on the challenges that the wellbeing of teachers living in emergency settings, as well as the strategies they use to take care of themselves and their own wellbeing.

Focus group discussion

We held four focus group discussions with teachers and each focused on a different standard within Domain 3 of the Teacher Wellbeing Guidance Note. The discussions enabled us to gain deeper understanding of the challenges teachers experience in implementing each standard, how these challenges contribute to promoting teachers wellbeing, and the possible recommendations that can be used to overcome the challenges. The two consultants residing in the Kakuma refugee camp held four focus group discussions with 12 teachers teaching in secondary and 12 in primary school. Each focus group discussion was held by a consultant who took the role of discussion facilitator and at the same time recording the discussion. The focus group discussions lasted up to 60 minutes and were conducted in English and Kiswahili, where possible in Arabic and French. The consultants transcribed the discussions and translated them into English.

Interviews

We held interviews with six head teachers in secondary, and six in primary schools. The interviews were held virtually, and focused on getting their views on the challenges sighted by the teachers and the possible strategies and recommendations that could be used to mitigate against the challenges and support teachers' wellbeing. The interviews were

conducted by the lead researcher, who took the role of discussion facilitator as well as recording the discussion and lasted 30 minutes with each head teacher.

Phase 4: Discussion and Drafting Deliverables

In the fourth phase of our contextualization process, our team analyzed the findings from the surveys, focus groups discussions and interviews, which formed the basis of our contextualized Domain 3 of Teacher Wellbeing Guidance note.

Timeline

Date	Action step	Time	Responsible
2 nd May,2022	Team meeting: Understanding Contextualization	2 hours	Full team
4th- 6th May, 2022	Preparation of questionnaires	8 hours	Lead researcher
6th May, 2022	Review and revise survey questions Sampling of the population	6 hours	Full team
23rd -25th May, 2022	-Team meeting to discuss administration of questions -Administration of questionnaires	2 hours	Full team
26 -31 st May, 2022	Analysis of responses and writing a report	10 hours	Lead researcher
2 nd -3 rd June, 2022	Use focus group discussions with teachers to discuss D3S1: Curricula	1 hour	Two consultants

6 th -7 th June, 2022	Use focus group discussions with teachers to discuss D3S2: Training, PD, and Support	1 hour	Two Researchers
8 th -9 th June , 2022	Use focus group discussions with teachers to discuss D3S3: Instruction and Learning Processes	1 hour	Two Researchers
10 th -13 th June , 2022	Use focus group discussions with teachers to discuss D3S4: Assessment and Learning Outcomes	1 hour	Two researchers
14 th – 17 th June 2022	transcribing the discussions and translating them into English	8 hours	Two researchers
21 st -26 th June	Conducting interviews with the Head teachers	6 hours	Lead researcher
27 th June 2022	Team meeting: Discuss the analysis process	2 hours	Full team
28-29 th 2022	Team meeting: Share analysis and discuss	2 hours	Full team
30 th June 2022	Team meeting: Discuss reports	2 hours	Full team