

# Teachers Professional Development: An inter-agency approach

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<b>Location</b>	Kakuma Refugee Camp and Kalobeyei Settlement, Kenya
<b>Teacher Profile</b>	Refugee teachers
<b>Topic</b>	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 Kalobeyei Final Report*.

UNHCR. 2019. *Kakuma & Kalobeyei 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](https://drive.google.com/drive/folders/1DRQJU5vSRO6WNZmyoq5SSc84n_odwlgg?usp=sharing)
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