Teacher Professional Development in Crisis Edited Series:
Annotated Bibliography

Prepared for
Inter-Agency Network for Education in Emergencies (INEE)

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This annotated bibliography was produced for a forthcoming publication by Mary Burns,
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Introduction

This annotated bibliography reflects the results from a review of the literature regarding teacher professional development (TPD) in conflict, post-conflict, fragile, and developing contexts. The scope of the literature includes aspects of TPD such as specific models and approaches, information and communications technologies (ICT), teacher management, theoretical frameworks for strategic TPD, and the impact of TPD on a variety of outcomes.

This scoping exercise relies on resources accessible through conventional internet search engines and also through the Stanford University Library system. The literature focused on here consists primarily of research studies, working papers, and organizational publications. Altogether, the annotated bibliography contains 52 articles.

Originally, I included the terms teacher, development, training, and professional in the scoping exercise. This produced a significant amount of articles, including literature focusing on TPD in developed contexts such as the U.S. or Western Europe. These articles concentrated on TPD in developed contexts were excluded from the annotated bibliography. Of the remaining results, many of the articles fit within the framework for this publication; those that focused specifically on TPD in fragile, conflict, and post-conflict contexts were included. Because of the limited available literature specific to these contexts, however, articles that discussed TPD in developing countries were also included. To delimit the scoping exercise, additional clarifying terms such as conflict, post-conflict, developing, crisis, emergency, disaster, fragile, refugee, and reconstruction were included and successfully narrowed the scope of the search.

Four databases proved to be the most useful in accessing the relevant literature: Academic Search Premier, PsycInfo, JSTOR, and Social Science Research Network. Other databases were trialed but either offered limited access or produced search results similar to the currently employed databases. Additional sources were identified using the bibliographies and reference sections from previously reviewed articles in this annotated bibliography. Furthermore, several articles referenced by contributing authors in the INEE TPD in Crisis discussion series were also included.

The inclusion of additional terms and phrases as well as the use of additional search engines might strengthen the exploration of TPD within certain specified contexts. In addition, this search included only articles published in English and does not reflect the publications of non-English sources. These limitations represent a gap in this annotated bibliography.

Thematic Groupings

This work uses emergent outcomes to determine thematic groupings. Themes were not determined beforehand and emerged upon reflection on the part of the author throughout the
search process. The review of the literature will be presented in three sections. First, article
citations from the annotated bibliography are presented alphabetically. Full annotations will be
presented in the second section of this document. Following the annotations, the articles are
grouped according to thematic categories. These categories are:

1. **Teacher Professional Development**: articles that describe approaches to TPD in
   various contexts or the specific components of effective TPD
   a. School-based
   b. Mentoring, coaching and modeling
   c. Empowerment and teacher perception
   d. Principles of strategic TPD
   e. Relationship between TPD and female enrollment

2. **ICT and Teacher Training**: articles that describe the use of ICT in TPD, focusing
   specifically on:
   a. Computers, television, and radio
   b. Distance learning

3. **Teacher Management**: articles that discuss the impact of teacher management on TPD
   and teacher outcomes

4. **Theory and Practice**: articles that provide theoretical frameworks or standards for
   effective TPD
   a. Theoretical frameworks
   b. Standards

5. **Meta-Analysis**: articles that conduct either a review of the literature or a meta-analysis
   of a large body of literature related to TPD
   a. Meta-analysis
   b. Literature review

6. **Employment and Economic Development**: articles that describe the impact of
   teacher training on future employment outcomes or national economic development

7. **Action Research**: articles that rely on action research methodology to investigate the
   development or impact of TPD

8. **International Literature**: articles that describe TPD more broadly using cross-national
   data including developed and developing contexts
List of Keywords

For conventional internet search engines, as well as for all of the academic databases used, a keyword search was conducted using combinations of the following terms:

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>EVENT</th>
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<tbody>
<tr>
<td>conflict</td>
<td>teacher training</td>
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<td>crisis</td>
<td>professional development</td>
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<tr>
<td>post-conflict</td>
<td></td>
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<tr>
<td>reconstruction</td>
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<tr>
<td>disaster</td>
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<td>emergency</td>
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<td>fragile</td>
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<td>developing</td>
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<td>refugee</td>
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To begin, primary search processes included a term from categories titled “CONTEXT” and “EVENT.” These term sequences combine to represent 18 different searches with unique combinations. For example:

- conflict AND teacher training
- conflict AND professional development
- crisis AND teacher training
- crisis AND professional development
- post-conflict AND teacher training
- post-conflict AND professional development
- reconstruction AND teacher training
- reconstruction AND professional development
- disaster AND teacher training
- disaster AND professional development
- emergency AND teacher training
- emergency AND professional development
- fragile AND teacher training
- fragile AND professional development
- developing AND teacher training
- developing AND professional development
- refugee AND teacher training
- refugee AND professional development
Criteria for Including Studies

The following criteria were used to assess the appropriateness of the available literature produced by the searches:

- International literature
- English language publications
- Focused on developing, conflict, post-conflict, reconstruction, or fragile settings
- Employed empirically-based quantitative, qualitative, or mixed-methods analysis of a particular teacher-training intervention from a relevant context OR
- Described standards or theoretical frameworks of TPD OR
- Discussed relevant policy on teacher professional development

Some meta-analyses and reviews of the literature were also included in order to obtain a general view of the field and to acquire references for additional and relevant peer-reviewed publications not produced by the keyword searches.

No grey literature was included in this bibliography.

Databases Searched

Searches for peer-reviewed articles and published reports were conducted using conventional internet search engines as well as the following databases:

- Academic Host Premier
  - (EBSCO Host)
  - restricted to full text available, peer reviewed references only, 1987-2013
- Social Science Research Network
  - (EBSCO Host)
  - restricted to full text available, peer reviewed references only, 1987-2013
- Educational Resources Information Center
  - (EBSCO Host)
  - restricted to full text available, peer reviewed references only, 1987-2013
- PsycInfo
  - (Ovid)
  - restricted to full text available, peer reviewed references only, 1987-2013
Reference List


Annotated Bibliography


Ongoing conflict has devastated the Afghani education system and its teaching force. This work provides an overview of the 2004 Afghanistan Teacher Education Program, an initiative designed to produce a long-term plan for teacher education, develop immediate-term TPD projects, and establish teacher-resource centers. The purpose of this research is to describe the organizations supporting TPD and to highlight the major issues surrounding the development and implementation of teacher-training programs in Afghanistan. Using data gathered from personal interviews and evaluations, the author arrives at several important conclusions. First, many teacher-training programs were based on anecdotal evidence of poor teaching practices and emphasized rote methodology. This, in turn, contributed to a general lack of understanding of the learning process among teachers. Training programs also paid little attention to pacing. In addition, teachers lacked incentives to improve their teaching methodology. Teachers also demonstrated poor classroom management skills. Importantly, teachers also exhibited a general lack of responsibility towards the wider teaching community and instead focused on their responsibility to their students; this impeded collaboration among teachers. The author recommends an increased focus on concrete uses of instructional materials and a broader focus on the entire school system rather than on prescribed teacher behaviors. Areas for further research include a qualitative investigation of teacher competencies and student learning achievement, an overview of organizations working engaged in teacher training, and the accumulation of data on teacher training at the provincial level in Afghanistan.


Professional development’s failure to produce significant gains in student achievement has prompted some policy makers to abandon their faith that TPD can measurably improve student outcomes. In this conceptual analysis of professional development, the authors discuss professional development at the U.S. district level in order to construct a more strategic framework for professional development that acknowledges the wide range of complexities inherent in TPD. Professional development often occurs only on a short-term basis and is sometimes disconnected from policies for teacher recruitment, assessment, retention, support, and compensation. To address these issues, the authors make several recommendations. Professional development should be grounded in a broader vision for teachers within the district. It should also be vertically aligned with district policies and horizontally aligned with other human resources strategies.
Professional development should also promote teacher effectiveness using a differentiated approach that is monitored for quality using classroom-level data. Finally, professional development should be tailored to the specific needs of teachers. Through these approaches, schools might create a more relevant set of professional development options that address a central school improvement strategy and improve instructional and curricular content.


This article focuses on school-based TPD in post-dictatorship Chile. In this setting, teachers have received little support and often lack motivation to improve their practice. The Programme for the Improvement of the Equity and Quality of Secondary Education (MECE) began in 1994 and created Teacher Professional Groups (TPGs) as a mechanism to improve teaching and learning outcomes. This article describes the implementation of TPGs and conducts a case study of two specific Chilean schools implementing TPGs as a professional development strategy. The research team conducted observations of group meetings and carried out interviews of teachers and supervisors at 47 locations in 1995 and 1996. They also gathered data on the two case study schools. Data analysis specifically focused on the operation of groups, the content of discussions, the perceptions held by teachers about the value of TPGs, and the structural constraints (personal, social, and professional) that impeded the success of professional development. In schools with positive professional climates, teachers (both motivated and unmotivated) found the TPGs helpful, while teachers at schools with a more negative professional climate did not report increased confidence and self-esteem. Teachers generally discussed personal gains, but they qualified these gains with references to structural constraints at the school level that limited improvement. TPGs produced social gains such as stronger collegiality among teachers and increased collaboration among staff members. Professionally, the workshops highlighted new ways of conducting TPGs. They also improved teachers’ and students’ vision of the linkages between area subjects. Finally, teachers noted the value of being confronted with materials and ideas that were not immediately familiar but that proved useful as strategies in the classroom. Pressures at the school level, including time, school context, and conflicting pressures in the education system limited the success of TPGs. Ultimately though, the authors conclude that even “contrived collegiality can lead to a culture of collaboration” (Avalos, 268).


The technological revolution has impacted education around the world. Within this changing global educational landscape, African nations have attempted to capitalize on
newly available teaching methods by using a blended learning approach. This research conducts a case study on a blended learning approach to TPD. It explores the extent to which ongoing TPD interventions impact teacher practice in Botswana. This case study investigates an in-service program (INSET) from the University of Botswana that provides TPD for secondary school science teachers. INSET was designed to provide high-quality ICT instruction for math and science teachers. The researchers used a design-based research methodology to analyze the use of specific technologies in particular contexts in order to explore the complexities surrounding their use. One fundamental shortcoming of previous ICT interventions in TPD was that teachers had received little support to implement newly learned knowledge and skills in their classroom practice. In addition, several conditions such as lack of enthusiasm, limited time for collaboration, and geographical separation between participants and trainers typically hindered effective implementation of ICT in the classroom. To address these shortcomings, INSET constructed an online platform for digital collaboration blended with the traditional aspects of TPD like personal interaction and printed materials. After several months, however, little activity on the online platform had occurred. This lack of engagement in the online collaboration platform reflected constraints in the workplace (limited internet access, time constraints, and other technical issues) and was also rooted in the wider policies of the Botswana Ministry of Education. These national policies have failed to provide adequate ICT infrastructure in schools. The authors recommend that national policies should address this issue through the development of participatory TPD and the provision of stronger ICT infrastructure at the school level.


This research describes the cognitive and motivational elements that impact a teacher’s ability to adopt and implement an early childhood education program. It addresses a gap in the literature that ignores these elements from a teacher perspective and accordingly attempts to give voice to teachers themselves. The author conducts semi-structured interviews with four classroom teachers who had implemented the early childhood education program in their own classes. The findings were triangulated with student interviews and classroom observations. Overall, the teacher’s cognitive understanding of the primary aspects of the program significantly impacted their motivation to adopt the program. Other intrinsic and extrinsic elements also influenced the degree of implementation. Teachers suggested that additional time allowances, monetary incentives, collaborative learning opportunities, and public recognition should be provided to enhance implementation.

In Malawi, the expansion of free primary education in 1994 created a high demand for new teachers. The Malawian government responded with an emergency training program called the Malawi Integrated In-Service Teacher Education Programme (MIITEP), a four month college-based training program with 20 months of follow-up supervision for newly qualified teachers in schools. The purpose of this 1998 research is to better understand three aspects of the program: the qualities of those teachers participating in MIITEP, their experience of the training program, and the characteristics of the trainers and curriculum. It also analyzed the supply, demand, and cost issues associated with the program. The researchers employ a wide array of data collection strategies, including quantitative survey questionnaires and qualitative field-work (including observations, interviews, focus group discussions, and analysis of curriculum materials). The researchers acknowledge that factors such as shortcomings in the data, the extreme challenges that complicate teaching in Malawi, and the limitations in training and supervisory capacity were important factors that impeded the observed outcomes of MIITEP. On average, entrants in the program had high average ages, diverse socio-economic backgrounds, and low levels of previous academic achievement. The training curriculum combined content knowledge and pedagogical content knowledge; while it promoted learner-centered pedagogy, however, it ultimately relied on didactic methods to deliver the training. The scheduled supervisory support also failed to occur for the most part, and the delivery of the curriculum lacked support and consistency. The deteriorating quality and infrastructure at the university level exacerbated the reduced quality of the training delivered by MIITEP. The researchers estimate the recurrent costs of the training to be $590 per two-year trained teacher (in 1990 dollars) but that these costs could be reduced to sustainable levels through cost-saving techniques. The paper concludes with recommendations for cost reduction and for a more focused approach to improving quality.


To confront the pressing need for qualified teachers, many nations have adopted fast-track or minimal training alternatives to replace traditional courses offered at teacher training institutions. Due to the limited follow-up support for fast-track programs, however, it remains unclear whether they significantly improve teacher practice. The Teacher Preparation and Continuing Professional Development in Africa (TPA) research project focused on the impact of TPD on primary school reading and math instruction in Ghana, Kenya, Mali, Senegal, Tanzania, and Uganda. Specifically, it sought to isolate the
factors that improved classroom practices and that translated into increased pupil outcomes. Furthermore, it explored possible barriers that prevented teachers from improving their own practice and, subsequently, the learning of their students. The case-study research design gathered qualitative data (through focus groups, interviews, and observations of teaching practices) and quantitative data (through close-ended questionnaires) in order to better understand teacher knowledge and teacher improvement following TPD. The researchers supplemented this primary data collection by analyzing program documentation from each country in order to construct a better picture of particular training programs in each specific context. Ultimately, they hoped to analyze both what teachers were expected to know following teacher training and also what practices they actually demonstrated during their classroom practice. They found that greater attention to content knowledge did little to improve teaching practice and that formative and diagnostic assessment appeared only rarely in their observations. Teachers themselves reported lack of time as a structural barrier that limited their practice. There were also significant discrepancies between what was required of them in their practice and what was taught during their training. In addition, the researchers found that trainees replicated the fashion in which they themselves had been trained. The authors found that teacher training centers typically employed lecture-style training methodologies; this approach, in turn, was replicated in the classrooms of trainees. As a result, trained teachers rely on highly structured approaches learned in fast-track training programs that often fail to address the complex needs of learners.


Teachers and teacher management are key elements in the pursuit of the 2015 Dakar objectives. With 18 million teachers required in expanding school systems, however, developing countries often lack the resources necessary to staff schools with qualified teachers and administrators. This study focuses on the human resource element of education management (including teacher recruitment, deployment, retention, compensation, training, and evaluation). Relying on data collected from 13 developing countries as well as on national-level data, this study presents a synthesis of the literature alongside case studies from these 13 countries that illustrate important aspects of education management. Poor management was found to limit teacher-training options. It also neglected to address regional and gender imbalances in the recruitment or deployment of teachers. VSO’s Valuing Teachers management program, a particular education management system, did positively influence student and teacher outcomes. The authors hypothesize that it could be successfully adapted to additional contexts and cultural settings. Elements of the VSO approach include decentralization of TPD, improved teacher participation in school management, equitable teacher distribution and
recruitment, and improved salaries and working conditions for teachers. In addition, a strong management system can improve teacher training through improved pre-service or in-service workshops or through utilization of cluster approaches to TPD. The authors point out that limited notions of outcomes that focus only on achievement without considering education management provide an incomplete vision of school quality.


Open Educational Resources (OER) promise to play an integral role in the expansion of education and the pursuit of quality schooling, especially among developing nations. Their availability on different devices as well as their free and open content enables teachers and learners to harness an incredible selection of educational materials and resources. This book presents an overview of four specific themes of OER: OER in academia, OER in practice, diffusion of OER, and the production, sharing, and use of OER. These themes provide insight for a wide range of stakeholders interested in the creation, use, or study of OER. In order to investigate each of these themes, the editors present peer-reviewed articles from diverse authors in order to illustrate how OER have expanded and altered the teaching and learning process. Furthermore, case studies of OER programs from three continents are included to highlight best-practices, achievements, and challenges encountered in the implementation process. These case studies focus specifically on issues such as the localization of OER and the need for continuous development of content. The editors then present reflections on the diffusion of OER and the ways in which OER are released to the world. The final chapters of this book discuss design issues related to the informal or formal use of OER.


The purpose of this study is to explore the unique role of the specialist in continuing professional development (CPD) programs. The authors specifically investigate the positive impact of CPD on student outcomes (in terms of achievement, attainment, and motivation) as well as on teacher outcomes (in terms of attitudes, beliefs, and motivation). This meta-analysis adopts a systematic mapping methodology. Of the original 76 studies, 22 studies met the inclusion criteria and 19 studies were ultimately synthesized into the analysis and report. The meta-analysis began with a broad mapping of the studies and eventually progressed towards in-depth analysis of the included studies. They also assessed the quality of the studies and weighted the evidence from each article. CPD generally demonstrated positive outcomes in terms of student learning and achievement as well as in terms of teachers’ affective development (attitudes towards
learning and self-reported self-esteem). Teachers generally benefited from CPD focused on learning theory, content and pedagogical knowledge, teaching strategies, use of ICT, and educational policy. Specialists in the CPD process supported teachers on school premises by conducting observations and providing feedback. External specialist involvement also occurred through modeling, workshops, coaching, and planned or informal meetings with teachers. Specialists also promoted increased participation, peer support, and teacher leadership of CPD programs. Effective specialists possessed a number of diverse skills that promoted improved teacher practice. CPD that was supported through the involvement of specialists was associated with positive outcomes among teachers and pupils. Effective CPD, on the whole, shared common elements across different settings but also integrated context-specific approaches that addressed unique teacher challenges and cultural complexities.


This study conducts a meta-analysis of empirical research that demonstrates a positive and significant relationship between TPD and student outcomes. The authors conclude that in general, TPD in math is positively and significantly associated with improved outcomes for primary and secondary students. This paper used a logic model to identify potential studies. It then determined their eligibility for inclusion, coded the data, and reported on the outcomes. Of the original 416 studies that were identified for pre-screening, 16 documents were ultimately included in the synthesis of the literature. Documents dated from 1990 to 2009 and they utilized various sampling and measurement methodologies. These documents included in the analysis inform the central research questions which explore the effects of content-focused TPD on student achievement and also the root cause of a particular approach to TPD’s effectiveness. Results of the meta-analysis suggest that most effect sizes of TPD are relatively modest and that variation in the effect size largely reflects the time and duration of the intervention. TPD interventions generally lasted six months and had mean duration of 91 hours. When TPD took place for over 100 hours in a given year, effect sizes tended to be quite large. They also found evidence of multiple methods of TPD, including coaching, mentoring, internships, professional networks, and traditional in-service or pre-service approaches. Programs typically addressed content knowledge in a single subject area or focused on pedagogical knowledge. TPD programs also provided strategies for effective instruction. In general, studies using experimental designs and randomized control designs found higher effect sizes than studies using other research designs. Studies focusing on primary schools also found larger mean effect sizes than studies of secondary schools. At both levels, content-based TPD exhibited strong effect sizes on student outcomes. Specifically, 16 studies found significant effects of TPD on student achievement.
Distance education plays an important role in pre-service, in-service, and continuing professional development for teachers (and especially teachers in developing countries). Distance education assumes several diverse forms. These include audio-based, televisual, computer-based multimedia, web-based, and mobile models. These models possess diverse characteristics, apply to different audiences, address different aspects of TPD, and often converge and blend with other models. This publication examines each of these models individually. It relies on four primary data sources: EDC’s extensive experience providing distance education, a review of the literature on distance education and professional development in the United States, Africa, and Asia, interviews with the diverse stakeholders in distance education, and the author’s own involvement in distance education for teachers and teacher-trainers. Rather than concentrating on the administrative aspects of distance learning, the author focuses on how distance education can support the teaching and learning process. This publication differs from previous analyses in several important ways. Among these are its focus on a wider range of distance learning models (including emergent approaches like mobile technologies) and its attempt to provide clear working definitions for complex technologies and distance education methodologies. In the first section of this publication, the author establishes a common vocabulary for the terms and concepts in distance education; in addition, Section I discusses the strengths and weaknesses of each individual model of distance education. The second section describes best-practices, specific distance education methods, and reflections on the complexities of distance education in specific contexts and programs.


The expansion of educational access in developing countries and the subsequent recruitment of untrained and underqualified teachers to staff these new schools brought to issue of teacher quality to the attention of NGOs, governments, and aid agencies. These stakeholders have attempted to improve teacher quality through a variety of approaches, including pre-service, in-service, subject-specific training, and curriculum-reform programs. This review of teacher training programs in developing countries highlights the current strategies to improve teacher performance, explores the success or failure of each program, and examines factors that contributed to these outcomes. While there have been studies that examined these programs in singular contexts, no systematic review of these teacher training programs has been conducted. This review also examines the cost-effectiveness of various teacher training programs. To better understand the impact and cost-effectiveness of teacher training strategies in developing countries, the authors
investigate particular interventions with untrained or under-trained teachers in the Middle East, Africa, Asia, Oceania, Latin America, and the Caribbean. This review investigates this central research question through a variety of approaches. First, it consults with an advisory e-user group in order to gather input throughout the review. The authors also identify the relevant empirical literature for the review using inclusion/exclusion criteria and delimit the results using a more rigorous set of criteria. Included studies were then weighted and assessed based on their internal consistency and applicability to the research question. Researchers and policy-makers were also identified through snowball sampling and contacted for recommendations on additional unpublished or locally available literature. Included studies were then coded to inform the central research question. Finally, the data was synthesized to combine the relevant studies and report on the major findings based on the foundation of evidence contained in the review.


Following the end of the Apartheid-era in South Africa, education assumed a major role in the reconstruction effort. The aim of the Imbali Guidance Project was to empower teachers to actively identify the needs in their schools and collaboratively create contextually relevant interventions to address those needs. This was a joint-initiative between five township schools in KwaZulu Natal. In each school, the project sought to address areas such as school management, development planning, capacity building, curriculum development, and community involvement. While the interventions were carried out by teachers themselves, teachers received guidance from the psychology department at the University of Natal. The researcher collected data using action research methodology. It was collected in the form of field notes, teachers’ reflection diaries, reflections from outsiders and workshop presenters, and independently conducted interviews with participants. To interpret the data, the researcher employs the lens of the community psychology approach; this is an ecological perspective that views problems as interrelated with their surrounding environment. There was a unanimous consensus that the project was successful and worthwhile. Participants appreciated the open and respectful facilitation of the project. They also appreciated how the project avoided traditional notions of the “expert” and instead embraced cultural differences. Teachers felt supported both by facilitators and by their fellow teachers. They also reported satisfaction and personal empowerment at having developed the program to meet their own school-based needs. On a professional level, teachers felt better equipped to address learning and psychosocial needs in the classroom and in the wider school context. Because the program progressed quickly and successfully in each school, however, it met resistance from other stakeholders who resented its fast rise compared to other school programs. Despite these feelings, though, the model continued even after the gradual
withdrawal of the facilitator. While it is unclear whether the success of this project could be scaled up to meet broader educational needs in South Africa and while it did not address more root structural issues such as poverty and oppression, it provides a working model for schools to empower teachers to adopt constructive and creative solutions to complex problems.


This theoretical exploration of teacher motivation and professional development proposes that professional development should take place in a particular sequence of stages. Traditionally, professional development begins with an attempt to change the beliefs and attitudes of teachers before implementing a particular approach and monitoring its results. This traditional approach, however, generally fails to demonstrably alter the attitudes of teachers themselves. This paper argues that it is the experience and accumulation of evidence of improved learning outcomes derived from the classroom experience itself that truly alter teachers’ beliefs about particular instructional approaches. Thus, professional development programs should provide evidence of improved outcomes in order to alter teacher attitudes. Furthermore, these outcomes should broaden their scope beyond student achievement to include other indicators like student behavior and attitudes. The author provides support from ethnographic studies, case studies, and large-scale analyses of professional development programs to support this alternative model. Based on this evidence, the author argues that professional development should consider three important aspects of an effective intervention. First, change is gradual, contextual and difficult for teachers. Second, policy makers must ensure that teachers receive consistent feedback on student outcomes. Third, teachers should receive continued follow-up support. Areas for future research should investigate more creative ways to help teachers implement theoretical concepts into concrete practices. Studies might also explore more efficient and effective ways of providing teachers with feedback and assessment of student outcomes. The authors conclude with the recommendation that schools should focus on improving management systems and promote a more flexible monetary policy for management of the teachers.


This paper presents the results of a pilot project assessing the feasibility of supporting learner-centered instruction in Zambia through the use of Open Educational Resources (OERs) and ICT. All participants incorporated OERs into their math lessons and received training on interactive and collaborative learning approaches. The study was conducted
over four months with eight experienced teachers in three primary schools serving low-income communities in Zambia. Prior to the training, the participants possessed only limited ICT skills. The training focused primarily on math instruction and occurred during a five-day, hands-on workshop. The data was gathered by recording classroom practice and assessing participants’ reactions and learning. All participants exhibited a substantial increase in their use of technology in their classroom and adopted inquiry-based approaches to learning using ICT. Communication skills among teachers also improved following the intervention. Teachers were able to use OERs to improve curriculum development and lesson planning as well as to share experiences with other teachers. Teachers were also able to combine several OERs within a single lesson. In addition, they reflected more often on their own teaching methods. Two major obstacles to effective ICT use were the time it took for teachers to load a resource on classroom computers and also logistical challenges such as frequent loss of power. The paper concludes with recommendations for longer-term and contextualized professional development as well as suggestions for a review of ICT in teacher college curricula.


This analysis of teacher training explores the role of ICT in TPD. The document discusses best practices, essential teacher supports, and the complex relationship between ICT, TPD, and classroom practice. It also discusses the advantages and disadvantages of particular approaches to ICT and teacher training in numerous case studies. The authors employ a qualitative methodology, conducting a critical review of the literature, analyzing cases in Namibia and Guinea, and relying on the authors’ own experiences as teachers and trainers using ICT in developing countries. The complete work addresses a significant gap in our understanding of the impact of computer technology on learning achievement in developing countries. Overall, the authors identify three aspects of ICT in teacher training: the delivery system (pedagogy and content), the focus of study (computers, etc.) and the catalyst for new forms of teaching and learning (active-learning, collaborative pedagogies, etc.). The delivery of ICT-focused TPD typically occurs through a cascade-model, through site-based interventions, or through self-directed initiatives. To be effective, TPD must address concrete teacher and student needs, be long-term and ongoing, model learner-centered instruction, and use formative and summative evaluation methods. In general, ICT in teacher training occurs in several forms: computers, radio, television, video recording, and online distance learning. Each of these approaches varies in its capital and recurrent costs as well as in its particular impacts and barriers to implementation. The authors identify the advantages and disadvantages of each approach and examine them in the context of Namibia and Guinea.
Recognizing the vital role of teachers in ensuring quality and protective education, the Guidance Notes on Teacher Compensation address the poor payment of teachers and the lack of policies or guidelines for teacher remuneration in fragile, conflict, and post-conflict contexts. The Guidance Notes present a new framework for teacher compensation in order to support teachers more fully and prevent the loss of teachers that often results from poor teacher pay. This framework is organized around three themes of teacher compensation: policy and coordination, management, and teacher motivation in the form of non-monetary compensation. The Guidance Notes are intended for education staff at the national, county, and district levels as well as for staff of donor agencies, UN agencies, community-based organizations, and NGOs involved in education in emergencies. The Guidance Notes were developed for local adaptation rather than for wholesale implementation. They contain illustrative points for consideration as well as examples of good practices for use by diverse stakeholders.

The INEE Minimum Standards, originally developed in 2004 and updated in 2010, represent the collaboration of national authorities, practitioners, policy-makers, academics, and educators. This widely consultative approach included stakeholders from diverse backgrounds through a participatory process that involved over 2,250 individuals from the local, national, and regional level in more than 50 countries. The Minimum Standards Handbook contains 19 standards and accompanying guidance notes and key actions. The Minimum Standards focus on education-specific issues related to quality, safe access to learning, and accountability in the provision of humanitarian services. The Minimum Standards also address issues of coordination and collaboration in order to promote a sustained and cohesive approach that effectively bridges the gap between humanitarian aid and development assistance. This 2010 updated version represents the work of over 1,000 individuals from around the world working towards incorporating feedback from the original standards and consolidating each domain of standards. The 2010 Minimum Standards have built upon the 2004 version in three areas: context analysis, the inclusion of key actions rather than key indicators, and a revision of the first domain from “Standards Common to all Categories” to “Foundational Standards.” The Minimum Standards consist of five essential domains: foundational standards, access and learning environment, teaching and learning, teachers and other education personnel, and education policy. These sections provide effective elements and important considerations of each specific domain. The Minimum Standards are available for use by all
stakeholders involved in education in emergencies and should be adapted to the local context in which individuals and organizations work.


While access to education has considerably improved since the Dakar World Education Forum in 2000, quality education presents a challenge in most developing and fragile contexts. The Guidance Notes on Teaching and Learning build upon the INEE Minimum Standards and reflect a widely consultative process involving diverse stakeholders involved in providing or coordinating education in emergencies. They provide additional practical guidance on the teaching and learning domain of the Minimum Standards. The Guidance Notes on Teaching and Learning reflect a cyclical notion of the instruction and learning process that involves three elements: curricula, training and professional development, and assessment of learning outcomes. The Guidance Notes provide key points to consider in addressing major issues in the teaching and learning process. Furthermore, the Guidance Notes emphasize the need to focus on learners, outcomes, and issues of access. Each section provides minimum standards and key actions, an overview of the standard, key points to consider, and processes for monitoring and evaluation. The Guidance Notes are designed for use by national governments, policy makers, and staff of implementing organizations. They also serve as a resource for donors, curriculum developers, researchers, training institutions, teachers’ unions, and community organizations.


The Guidance Note on Conflict Sensitive Education begins with the premise that a “bidirectional and complex relationship” exists between education and conflict. While the literature typically focuses on education’s ability to promote peace, transformation, and inclusion, education can also contribute to conflict or serve as a target during war. This Guidance Note is designed to support and expand on the Minimum Standards Handbook and provide a reference tool for conflict sensitive education strategies and resources. The Guidance Note is specifically developed for practitioners and policy makers in the field of education in emergencies and working in conflict-affected and fragile contexts. The strategies within the Guidance Note are not normative prescriptions but rather ideas that should provoke thought and that should be adapted to individual contexts. The Guidance Note may also aid governments, development agencies, and humanitarian workers to develop conflict sensitive strategies and policies in education as well as in other sectors of humanitarian aid. The Guidance Note is organized into three sections: the guidance note and key concepts, strategies to implement conflict sensitive education programs and policies, and a compilation of helpful resources (including activities, tools, and case
Two helpful resources also accompany the Guidance Note: The Diagnostic Programme Tool for Conflict Sensitive Education and the Guiding Principles to Integrate Conflict Sensitivity in Education Policies and Programming.


The Pocket Guide to Gender builds upon the notion that addressing gender inequality in education, even in fragile and emergency contexts, is possible and is a crucial element of quality and equitable education. This guide provides principles for a gender-responsive approach to education and responds to common misconceptions about gender-responsive education. It focuses specifically on the relationship between education and gender in emergency contexts where it often seems like a distant and unreachable objective. The guide goes on to offer practical ways to promote gender equality in practice across the domains of education in emergencies, including teaching and learning. It concludes by providing helpful resources to develop a gender-responsive strategy in education. The guide is designed for use by anyone working in education in fragile contexts, whether they are involved in providing, managing, or supporting responses. It was developed with education practitioners and coordinating working groups in mind, but its principles apply to other diverse stakeholders of a humanitarian response as well.


The purpose of this paper is to consolidate the relevant literature on teacher professional learning and document TPD’s relationship with student outcomes. Teaching is a complex activity that is strongly associated with positive student outcomes. In order to improve teaching quality, professional development must provide tailored instruction that is appropriate to the context in which the teacher works. An important aspect of contextualized TPD is its focus on teacher engagement. Teacher engagement depends heavily on an educator’s experience of the positive impact of professional development on student outcomes. Thus, professional development programs should demonstrate their impact on student achievement in addition to their impact on teacher practice in order to improve teacher engagement. Overall, the literature indicates that context-specific programs and interventions have greater impact on teachers than fixed programs that apply across a range of settings. The author also argues that professional development needs to more effectively bridge the gap between theory and practice. The author concludes by presenting a circular model whereby professional development challenges current assumptions by demonstrating an effective alternative practice, providing teachers with new skills, making small changes in their practice, observing positive results, and engaging again in the process of professional development.

This document is meant to inform Liberian stakeholders and international policy-makers about the impact of teachers and the quality of their training on economic reconstruction efforts. Furthermore, it explores both the self-perceptions of teachers and also the support-structures that reinforce teacher well being. The study relies on data collected over eight months in 2006 through semi-structured interviews, focus groups, and document reviews. The participants consisted of teachers from a wide array of Liberian schools (public, private, missionary) across nine counties. Ultimately, the study found that few teachers find current compensation to be supportive. The study identifies a reciprocal relationship between perceived areas of well being that are negatively affected by poor compensation and the quality of instruction. Overall, teachers were particularly concerned with their own welfare. Several consequences of poor compensation were identified. First, unmet needs contributed to a decreased number of teachers in the teaching force. Second, unmet needs fostered increased corruption and professional misconduct. Third, teachers’ inability to provide for their families and personally invest in professional development negatively impacted their own psychosocial health. Finally, the impact of poor investment in teachers was heightened by the lack of teacher participation in policy and curriculum development, ultimately contributing to a lack of teacher participation in their schools.


This online manual describes a psychosocial training seminar for educators in Kosovo. It discusses diverse aspects of the training, including the basic principles of training teachers working in regions of armed conflict, a profile of the program itself, a description of the trainers and the seminar, and an analysis of the program outcomes. The psychosocial seminar consisted of a lecture-style component that addressed ongoing school issues and promoted an increased teacher awareness of knowledge and skills. The lecture also established a solid foundation for follow-up small group workshops. These workshops provided a forum for teachers to share their experiences and best-practices in a more intimate environment. This manual differs from previous overviews of training interventions as it describes, in detail, the Training of the Trainers aspect of this particular psychosocial program. Both the Training of the Trainers segment and the psychosocial training program more broadly embrace notions of active learning and empowerment as they attempt to promote psychosocial care in conflict-affected schools. This manual is designed to be contextualized to diverse settings as well as to encourage the development of similar manuals in the future.

Often, Northern and Western educational practices are exported to impoverished Southern African contexts. This piece seeks to construct an account of African teachers’ practices that will be more relevant to the actual experiences of science teachers working in Southern Africa. In addition, the authors set out to improve resource allocation in future TPD projects by informing the current research on pedagogy. In order to accomplish this end, the research project focuses on a cooperative program between science teacher advisors from Western Cape Education Department, science teacher trainers at Peninsula Tehnikon in Bellville, and science teacher trainers at King’s College in London. This collaboration began in 1999 to address the needs of 7-9 grade instructors in disadvantaged South African schools. Overall, the findings show that Northern and Western educational models transferred more effectively to schools with more resources (Model C schools). These interventions typically tried to change teachers’ attitudes towards pedagogy. The increased success in wealthier schools may reflect the greater freedoms enjoyed by Model C teachers or the unequal distribution of professionalism in South Africa. The new model proposed in this article suggests that three environmental components influence teacher practices: physical environment, symbolic classroom elements (i.e. syllabus, exams), and social influence. The authors propose that the environment, rather than teacher attitudes, dictates a teacher’s selection of pedagogical practices and that training alone cannot change practice unless corresponding changes occur in the classroom environment. These suggestions are grounded in the Selection View, a conceptual framework that acknowledges that teachers know more pedagogic strategies that they actually display. They select certain strategies based on their perceived structural constraints and the normative behaviors in their immediate environment. As a result, the authors suggest that policy makers must account for the impact of environmental selection when developing TPD. Policy-makers should select modest steps such as changes in examination structure in order to introduce changes that fit within the broader norms of a current school environment.


Female enrollment rates in Afghanistan have increased dramatically; still, roughly 60% of girls remain out of school. This paper explores a home-based primary schooling program in Afghanistan. It uses interviews conducted with 19 teachers trained in the IRC Healing Classrooms Initiative. It also includes data from research conducted on USAID’s EQUIPS 2 program. The authors find that the majority of teachers were asked to teach by a shara and that many teachers are women or mullahs. They also find wide variation in educational levels of teachers. In general, it was more desirable among community
members to have female educators, but male teachers were also perceived as trustworthy so long as they came from that community. Local teachers typically understood community issues, values, and attitudes more fully than teachers from outside the community. Teachers generally relied on traditional, teacher-centered approaches to instruction. The authors cite several challenges that persist for the home-based schooling movement. Among these are its lack of sustainability, the poor working conditions, and the lack of resources for instruction. Given these findings, the authors recommend a policy focus on home-based schools when they are the last available option. They also recommend the development of mechanisms that recognize and accredit alternative qualifications of home-based schoolteachers.


Teachers are a vital link between education and psychosocial care for children. Yet a severe shortage of teachers in post-conflict settings exists. As a result, many active teachers have received little professional development or teacher training. These untrained teachers rely on methodologies that threaten to marginalize students. Relying on the IRC Healing Classrooms Initiative model, this research assesses two constructs: initial teacher self-perceptions and teacher perceptions of their professional development over a five-year span. The authors use a mixed-methods approach gathering data from student interviews, questionnaires, playground and classroom observations, and follow-up assessments. They relied on Fowler’s notion of “learning for leverage” as a theoretical framework. They focused on Eritrean Kunama refugees in Northern Ethiopia attending a fully accredited 1-10 primary school in 2004. Overall, the results indicate a generally low-quality education for students. Inexperienced teachers received little specialized training on learner-centered or play-based methodologies. They also found that teachers held contradictory attitudes towards teaching, since many had little education and wouldn’t otherwise have entered into the teaching sector. Even with training, teachers still expressed uncertainty about their status as a teacher. Follow-up findings show that teachers possessed “alternative qualifications” such as community knowledge and comprehension of children’s needs. Most importantly, teachers expressed interest in formal certification. As a result, the authors recommend the administration of teacher-centered, context-specific approaches to TPD. They also suggest the provision of opportunities for teachers to complete their own education and attain formal recognition of teacher training. Areas for further research include an exploration of the conceptual notions of “tentative,” “spontaneous,” and “alternatively qualified” teachers.

These standards provide an overview of the effective characteristics of professional learning. They describe the expectations for appropriate professional learning in order to promote equity and excellence in the professional development of educators. Developed based on research and evidence-based practice, these standards articulate expectations for several components of professional learning. They focus on learning communities, leadership, resources, data collection, learning designs and implementation, and monitoring of outcomes as essential components of strong professional development. They also list four prerequisites for effective professional learning: commitment to all students, educators’ readiness to learn from the experience, the focus on collaborative inquiry, and the recognition that professional learning occurs in different ways and at different rates. These standards are available for individual, school-wide, and system-wide use in the development, implementation, or evaluation of TPD.


While professional development typically relies on in-service training models, teacher training at the university level plays an important role in determining the quality of instruction in the classroom. This qualitative inquiry conducts a case-study on ten teacher educators at the university level in the Netherlands. The authors focus specifically on the pedagogical methods, content knowledge, and organizational skills that teacher educators model and explain to students. In this way, they explore the importance of modeling by teacher educators as well as the specific ways in which modeling occurs. They assess modeling behaviors through observations of teacher educators working with students. The authors differentiate between implicit modeling and explicit modeling that uses meta-commentary to explain to students both the choices that they make and why they make those choices. This explicit modeling helps students to understand how to integrate these modeled behaviors into their own practice. The authors found that only six out of the ten teachers employed explicit modeling and that among these six, only four also attempted to help students incorporate these behaviors into their own practice. Most alarmingly, not one teacher sought to link public theories of learning and instruction to actual classroom practice. The level of experience among teacher educators did not necessarily lead to increased use of explicit modeling. In the end, the authors reaffirm the importance of modeling (particularly of explicit modeling) and the need to bridge the gap between theory and practice.


In order to address the link between TPD and learning outcomes, this paper explores the relationship between the Integrated Quality Management System (IQMS) and TPD
programs in South Africa. The sample was drawn from primary and secondary schools in one highly urbanized province. The researchers use quantitative methods to better understand the ways in which teachers perceive TPD programs offered to them. Specifically, the researchers administer a close-ended questionnaire to fifty randomly selected schools. This survey accumulated data on teachers’ experience in TPD programs as well as on their experience teaching in their particular school. In general, teachers considered TPD to be extremely important; those who were exposed to IQMS, however, placed higher value on TPD. Teachers at schools with poor attendance considered TPD less important than teachers at schools with excellent attendance, potentially due to the demanding nature of some TPD programs that emphasized team learning. In addition, teachers who spoke native African languages rated the benefits of TPD higher than English-speaking or Afrikaans-speaking teachers. This may be due, in part, to the desire among African language speakers to improve their practice or due to the practice among many traditional African cultures to prioritize the group over the individual. Finally, teachers speaking African or Afrikaans preferred group work more than individual activities. Given these findings, the authors recommend that TPD be developed centrally but that schools become involved in the individual implementation at the school level.


Since the 1980s, reflective approaches to training have occupied a central role in the construction of professional development programs in developing countries. This article explores the 3 year in-service education and training (INSET) program that attempted to transfer reflective approaches developed in western countries into the training of Namibian unqualified and underqualified teachers. In Namibia, 67% of teachers are unqualified and 24% are unqualified. The author relies on Elliot’s (1991) action research model in order to better understand the issue of transfer from developed to developing contexts. The author also explored the success of the INSET program and the relevancy of an action-research approach in assessing teacher training. This research design collected data from 99 lower primary teachers and 46 secondary teachers in 31 schools through observations, interviews, assessment of learners’ work, and examination of INSET documents. The INSET training program used a circular and continuous training model occurring over four separate six-month training circuits to improve the teaching force in Namibia. The researcher presents the findings according to the stages of the action research cycle and suggests that the reflective approaches to training that were developed in western countries are inappropriate for the reflective capacity of teachers in developing contexts. The reflective capacity of those teachers, however, could be enhanced through a structured reflective approach. Given this finding, the researcher concludes that with more resources and time, a structured reflective approach could
significantly improve the professional development of teachers and learning outcomes of students. Furthermore, action research proved to play an important role in analyzing the complexity of transfer from western to developing contexts. The author recommends that stakeholders in the professional development process should consider the capacity and characteristics of teachers in the INSET program during the development of the reflective process.


TALIS is an international instrument surveying the working conditions of lower secondary teachers and administrators in 24 countries. It focuses on issues in school leadership, teacher assessment, TPD, and teacher beliefs and attitudes. In each country, it includes 200 representative schools and within each school, 20 teachers and administrators are randomly selected to complete school questionnaires. Preliminary results highlight important patterns in TPD, teacher practices and attitudes, school evaluation procedures, school leadership, and school learning environments. While 80% of teachers reported participating in TPD, most also indicated that the amount was insufficient. They also suggested that TPD should better address issues such as ICT use, the needs of diverse learners, and classroom management strategies. Teachers typically saw students as active participants in the learning process. Collaboration towards active-learning pedagogies, however, usually took place through the simple exchange of ideas rather than through team teaching or other collaborative avenues. School evaluation and teacher feedback positively influenced teacher practice and motivation. Strong evaluative mechanisms and effective incentive programs, however, were lacking in many countries. School administrators were identified as having either instructional leadership styles or administrative styles. Instructional leadership-style administrators were more likely to promote innovative teacher practices, adopt professional development programs for weaker teachers, and engage in collaboration with colleagues. Finally, more effective classroom discipline was associated with positive student outcomes. Teachers trained in constructivist methods reported improved classroom discipline and classroom management skills. These outcomes of constructivist training, in turn, contributed to improved feelings of teacher self-efficacy.


In 2005, Outcomes-Based Education and Curriculum was adopted in South Africa to reform the national curriculum. Despite this reform package, however, significant gaps persisted between the policy aims and the training of teachers to implement these aims in the classroom. The reform program used the cascade model, but critics pointed out that even district trainers often failed to understand the new curriculum, leading to a
“watering down” of the actual curriculum. In order to address this gap, which was especially prevalent in math and science, the Japanese International Cooperation Agency (JICA) collaborated with the Mpumalanga Department of Education and the University of Pretoria to initiate a school-based in-service program designed to improve the quality of math and science instruction. The intervention employed the Japanese Lesson Study model where teachers investigate teaching and learning within the context of a single classroom, document the lesson, and collaboratively interpret the results. The program finished with 313 participating schools by the end of 2002. One major issue that arose during the program was that criticism from presenters during the debriefing session contributed to tension and reduced the potential for constructive criticism. After the intervention, lesson study was not practiced again until 2007; as a result, the authors conclude that the intervention was not successful in institutionalizing lesson study in the schools. Several obstacles such as the lack of time to meet regularly and the lack of perceived benefits likely contributed to the unsuccessful institutionalization. In one case, however, a teacher from the 2006 program implemented lesson study in his cluster and reported positive results. In general, though, teachers who participated in the program seemed more concerned with the mere completion of the new curriculum rather than the effective implementation of that curriculum in their daily practice. As a result, the authors recommend that schools should reserve time for TPD during regular working hours. They also suggest that teachers should be empowered to share their expertise and knowledge with other schools as well as with teachers in their own schools.


While ICT has occupied a prominent role among TPD programs, many educators are still reluctant, hesitant, or unable to effectively use ICT in their own practice. This paper describes a three-year action research project exploring the impact of an ICT TPD intervention that came to be known as Technology Together. The research project attempted to develop a holistic approach to ICT training that would improve the capacities of primary and secondary teachers. To accomplish this end, the project adopted five objectives: document metacognitive determinants of a teacher’s use of ICT, determine the effect of this metacognitive approach to ICT learning, improve the practical implementation of this program, better understand the role of the school executive in incorporating ICT in TPD, and develop resources to support the implementation of ICT in TPD programs. The research occurred in two cycles over two years (in seven schools in 2005 and in nine different schools in 2006). The results reflected data gathered from survey questionnaires, a wide variety of qualitative methods, and a closeout meeting with participants. Results were interpreted using a dual conceptual framework of metacognition theory and complexity theory. Technology
Together occurred in the following sequence: facilitation of the process, goal setting, mentoring and support, reflection, and celebration of achievements. The program acknowledged teachers’ different starting points and promoted collaboration. While teachers reported positive perceptions of the programs, issues arose when school culture clashed with this new approach to TPD. The success of the program ultimately hinged on the timing of the intervention, the contextual relevance of the program, the available technological resources, and the strength of the facilitators. External accountability was also viewed as a major component of success, although some schools downplayed its importance. Teachers demonstrated improvements on all survey measures except anxiety, attitude, learning, and independence. Of all the components of the program, teachers found release time and the principal’s support for the program to be the most valuable.


Rwanda developed the Education Strategic Sector Plan (2003) to address the issue of unqualified teachers in schools. The Ministry of Education provided teacher training to improve teacher knowledge, skills, methodology, and qualifications of untrained teachers currently serving in schools. The plan, administered by the Kigali Institute of Education, targeted science and language teachers over a four-year time span. A specific component of the plan, the Rwandan Teacher Development and Management (TDM) policy, specifically attempted to improve teachers’ image, motivation, and retention by increasing teacher pay and training incentives. TDM emphasized school-based teacher training approaches. In addition, TDM promoted greater teacher ownership over professional development. Lack of supervisory and mentoring capacity, however, limited the successful implementation of the policy. Based on their analysis of this policy, the authors recommend that teacher training should occur at the school level and that policy makers should encourage communities of practice that contribute to an improved professional image of teachers.


Following a 17-year IRC teacher-training initiative occurring in Guinean refugee camps (1991-2008), this research traces repatriated refugee teachers to assess the impact of their training on future employment. This research also explores the current status of individuals who received training but who are not currently employed within the education sector. This paper pays particular attention to gender issues in the teaching force. The authors use Stromquist’s (1995) model of four dimensions as a conceptual framework to interpret the outcomes of the training program. They collected 640 interviews (with females comprising roughly 18% of the sample). Roughly 2/3 of the
sample was still working as educators. Those teachers cite factors such as their love of their work, their desire to contribute to community development, or a lack of other options as the primary reasons for continuing to teach. Teachers generally expressed an appreciation for the training and for the feeling of empowerment following their training in the camps. Of the females in the sample, only a limited number had continued to work as teachers; this was due primarily to structural barriers to employment. Yet female educators, on average, also went on to receive more education following repatriation and were more likely to work for NGOs.


While training plays an important role in promoting high student achievement, research shows that teachers often fail to implement their training into daily classroom practice. This paper proposes that weekly seminars (in the form of peer coaching) would enhance teachers’ ability to implement the principles of teacher-training seminars. Peer coaching establishes teams that allow teachers to collaboratively develop skills, transfer concepts conveyed through training, and enjoy collegial partnerships. The authors provide a historical overview of peer coaching, they outline effective principles of peer coaching, and they discuss recommendations to improve the culture of professional development in schools. They authors argue that successful peer coaching hinges on several components: all teachers must participate, verbal feedback should be omitted (as it compromises the spirit of collaboration), collaborative platforms should be provided in various formats and structures, and monitoring of implementation and impact on students should be conducted by coaching teams themselves. Future research should explore the ways in which schools can promote atmospheres that are conducive for collaboration, coaching teams, and school-wide improvement.


While slightly outdated, this review of the relevant research on professional development provides a comprehensive analysis of the various dependent and independent variables used in nearly 200 TPD studies over the course of 27 years. They use conventional search engines to identify between 80-90% of all studies focused on TPD between 1960 and 1987. The authors present an in-depth outline of the following professional development variables across the literature: teacher characteristics, school and school system characteristics, staff development programs, and student characteristics. In their analysis, they find a number of important trends. First, while teachers are able to assume important roles in the governance of professional development programs, this governance does not significantly change the outcomes compared with professional development provided by an educational management agency. Second, the site of training is not significantly
associated with training outcomes. Third, the time schedule on which training is held does not appear to impact the results of the training. Fourth, the identity of the trainer (either teacher or expert) does not impact the outcomes as much as the substance and design of the training. Fifth, volunteering for training does not automatically generate teacher buy-in. Instead, improved student-outcomes foster increased commitment. Based on these findings, the authors recommend that increased attention should be paid to the implementation of teaching strategies rather than simple teaching skills and that research should focus more on cognitive and intellectual aspects of teaching than on visible behaviors. Teachers require an understanding of theory as well as social support (in the form of expert or peer coaching) in order to implement effective strategies into their practice.


Effective TPD relies on strong leadership in order to identify needs and provide appropriate interventions. This article focuses on the role of teachers and administrators in the Continuing Professional Development for Teachers (CPDT) program, which is part of the larger South African President’s Education Initiative. CPDT promotes improved conceptual knowledge and skills among teachers through TPD. This research used a qualitative research design; the authors purposively sampled four South African schools with wide variation in their characteristics. The researchers conduct focus group interviews with post level one teachers, heads of departments, and deputy heads. Using a social constructivist approach, this paper focuses on the subjective experience of teachers. Overall, teachers agreed on the importance of TPD and that principals were vital in creating spaces for teacher development. There was also agreement, however, that the TPD programs ultimately did little to impact the practice of teachers at the school level. This is due in part to the use of repetitive instructional practices and also the lack of understanding of the teaching context among the trainers. Teachers also expressed concerns about the point accumulation system in the CPDT program; reactions to this point system ranged from doubts about the policy all the way to threats to leave the profession altogether. Only those in management positions expressed positive views about CPDT. While the controversial point system reflects international trends in TPD, the authors recommend that the focus should shift towards teacher growth rather than point accumulation. For the program to be successful, it will require strong leadership, active teacher buy-in, and contextual sensitivity to the lived realities of teachers.

A severe shortage of teachers exists worldwide and specifically in Sub-Saharan Africa. Because of this shortage, increased attention has been afforded to the role of ICT and Open Educational Resources (OER) in increasing the capacity of the teaching force and improving the connections between theory and practice. This work describes a particular project, the Teacher Education in Sub-Saharan Africa (TESSA) project and specifically examines its implementation at the University of Fort Hare in South Africa. TESSA was designed to improve the quality of and access to university-led primary school teacher education. It was initiated in 2005 and currently exists in 18 institutions. TESSA has been adapted to nine different country contexts and as of 2009, over 200,000 teachers had planned to engage with TESSA’s OER in those nine countries. These OERs assume three different forms: highly structured, loosely structured, and guided use. The authors found a wide variety of influences that impact the utilization of OERs in distance learning programs. But while some professionals expressed opposition to the OERs in their curriculum due to contextual irrelevance or the norms of institutional culture, OERs were widely shared, even beyond the scope of the university system. They provided the foundation for the formation of communities of practice where educational resources could be generated, shared, adapted, and implemented. These communities existed within and across institutions as well as across national contexts. OERs were described as the “constant” around which these communities were built. Ultimately, they were found to be cost-effective means of supporting a transition from traditional teacher-centered methodologies to more learner-friendly approaches. Critical factors for success include access, adequate resources, support, alignment with cultural practices, and sustainability. The authors recommend further investigation into the ways that communities of learning could be supported through the use of OERs and other technologies.


This comprehensive review of the literature on international TPD uses a case-study approach to portray the available options for TPD across different contexts and to show the variety of TPD models that exist. In general, the literature review seeks to identify what TPD is, why TPD is important, and how models aside from traditional in-service and pre-service TPD have been used in various contexts to improve teacher quality and student outcomes. Since the review of the literature was conducted in the United States, the geographic location limited access to international literature and contributed to the overrepresentation of the U.S., Canada, Australia, and Europe as well as of English and Spanish-speaking publications. It provides an overview of current international trends in the development of teacher skills, pedagogy, and content knowledge. In general, the review of the literature supports the existence of a relationship between teaching methods and student outcomes. Furthermore, it advocates for TPD that promotes life-long learning among teachers.

Mass educational expansion in Africa has highlighted gross inequities in the distribution of learning opportunities between urban and rural students. Specifically, variance in teacher quality contributes to a significant disparity between learning outcomes of rural and urban youth. This booklet attempts to demonstrate patterns and challenges to quality education in rural African schools (with a focus on teacher recruitment and retention) and provide relevant statistics and indicators on the issue of quality education in Africa. Teachers in rural African schools face significant challenges. They lack status, receive little preparation or in-service support, and experience poor working conditions. Rural schools generally lack quality teachers, appropriate funding, and mechanisms to monitor success. Other complications such as the threat of HIV/AIDS and the instability of academic calendars further complicate the teaching and learning process, particularly among rural schools. The authors present several strategies to address these challenges. Specifically, they highlight the potential impact of improved working conditions, financial and non-financial incentives (such as the provision of housing), and career development for teachers on the quality of the teaching force in rural Africa. They also recommend policy initiatives that provide supervision and support for rural schools, promote community participation, improve the general recognition of teachers, and target teachers with specific backgrounds and proficiency levels to teach in rural schools. Finally, the authors advocate for improved training in multi-grade instruction and use of ICT, since combining grades in under-attended and cost-inefficient rural schools is a common practice to reduce operating costs.


This chapter provides an overview of the current status of teachers around the world. It uses data drawn from the UIS database, UIS Special Survey on Teachers, World Education Indicators Programme data, surveys of reading and math teachers in Southern and Eastern Africa, and other survey data on teachers across grade levels in 106 different countries in 2002. It reveals that primary school teachers are generally required to attain upper secondary education levels, but that minimum qualifications are typically lower in Sub-Saharan Africa. In countries with higher minimum qualifications, however, few teachers possess these qualifications (only \( \frac{1}{4} \) in Guinea, for example). In many countries, female teachers possess lower or insufficient qualifications, leading to fewer opportunities for female advancement. Minimum qualifications tend to be higher for lower secondary teachers than for primary teachers. Upper secondary level teachers usually require some level of tertiary education. Across all levels, roughly one half of all teachers possess the minimum qualifications in most developing nations. Variations in qualifications exist, however, especially in rural and developing areas. While some
nations have implemented policies to equalize teacher quality, opportunities for TPD are still limited in rural areas compared with urban areas.


This paper focuses on an Indian participatory teacher in-service program called the Teacher Empowerment Program (TEP) in Madhya Pradesh and Uttar Pradesh. It relies heavily on feminist theory to interpret the effects of the program. This teacher-training initiative adopted a child-centered approach that is “joyful and experiential.” It also focused on interactive participation and decision-making by teachers. This research used a case-study approach, studying two female primary school teachers who participated in the TEP training and who are now teachers in Uttar Pradesh. Findings indicate that a gender-neutral approach failed to acknowledge larger societal inequalities. Also, structural constraints (such as the distance of teacher-training sessions from home) limited female participation in TPD. There is also a clear and strong relationship between the number of female teachers and their sense of empowerment. Finally, the participatory teacher training sessions helped to break down gender barriers, improve relations between male and female teachers, and reinforce gender equality. As a result, the author recommends greater attention to the lived realities of females in teacher training in order to support women, empower female educators, and promote gender parity.


To address teacher shortages in Africa, many policy makers have turned to distance learning models in order to train the necessary teachers to staff expanding education systems. This paper explores why technology has not been used more widely or more effectively in Africa and also what factors determine the successful implementation of teacher training in Africa. While a number of ICT interventions exist in Africa, few have delivered on their promises to improve the delivery of education and teacher training. This is due, in part, to their top-down, supply-led nature and their failure to actively involve teachers in their own development. Some approaches, which are described in this article, attempt to move beyond traditional programs or the introduction of ICT into teaching and learning. Yet even among these interventions, poor technological infrastructure limited the capacity of schools to maintain these TPD programs. For instance, the author uses the example of computer labs which have maintenance costs far above the typical African school budget and which rarely lead directly to profound educational changes. The author goes on to list six principles of good practices in ICT and teacher training: integration of ICT in education, integration of ICT across the curriculum, combination of in-service and pre-service teacher training, the need for relevant and locally produced content, and the need for real partnerships to promote
sustainability. To accomplish these principles, the author recommends several urgent priorities for teacher training such as strong leadership, local ownership, alignment with national ICT strategies, the shaping of ICT in accordance with infrastructure allowances, and the establishment of strong in-service and pre-service ICT training programs.


This review of the literature investigates the complex relationship between teachers and quality education and focuses on two areas: quality education and teacher learning. Teachers were found to be essential in promoting quality instruction and learning outcomes. TPD also proved to be essential in improving student learning and teacher preparedness. This paper also explores the meaning of quality in particular contexts, analyzes the specific foundations of quality, and situates teachers within the pursuit of quality education. Quality, they assert, always reflects particular national policies and includes measures such as exceptionality, consistency, fitness for purpose, value for money, and transformative potential. They also assert that schools themselves are at the heart of the quest of quality education. Furthermore, they acknowledge that notions of teacher quality are mediated by student, school, and community characteristics in addition to direct teacher inputs. As active-learning methodologies have become increasingly integral to notions of quality, TPD has become even more important in promoting these practices. In order to implement active-learning approaches and other effective instructional practices, teachers require supportive policy environments and linkages between schools and universities additionally contribute to improved practices.


This study in Afghanistan and Somaliland explores the introduction of active-learning pedagogy into fragile contexts. It seeks to better understand the mechanisms through which active-learning pedagogical techniques were introduced in both of Afghanistan and Somaliland, how they were promoted in each context, and the impact of active-learning training on classroom practice. The author conducts extensive qualitative analysis, using interviews and focus groups, reviewing documents related to teacher training, and observing classroom instruction. A wide variety of organizations were found to be providing education through non-formal channels. Active-learning and child-centered methodology was a focus of most teacher training sessions, although there was also a wide variety in the types of training that occurred. In both countries, trainings were typically short (about 2 weeks) and relied on a similar structure. In addition, both countries had experienced significant damage to the educational infrastructure and as a
result, few qualified teachers remained. Several observations were presented with regards to teacher training. First, didactic teaching-centered practices (such as textbook-based teaching) were prevalent in both cases. Teachers did show signs of incorporating more child-centered methods, but poor school infrastructure and poor supervisory support also impeded a teacher’s ability to implement the trainings that they received. Ultimately, while teachers were able to successfully define superficial aspects of active learning, their responses did not reflect the complexities of this methodology. They instead discussed active learning solely within the context of basic approaches like group work. Teachers also felt that the trainings failed to build on their own preexisting capacities and that they lacked practical, hands-on teaching experiences like lesson planning.


This action research project in South Africa grapples with the impact of Apartheid on Black teachers in underfunded and neglected schools. Specifically, the author investigates the Primary Education Project (PREP) and assesses the potential of action research to challenge dominant authoritarian and oppressive power structures in education. PREP worked with 34 teachers in four township schools under the control of the Department of Education and Training. The author defines four specific aims of this research: to empower teachers, to explore effective pedagogies for post-Apartheid South Africa, to highlight the role of professional development in improving teacher confidence, and to design an effective model for in-service TPD. The action research employs a two-tiered reflective model: the first-order reflective practice on the part of the teachers themselves and the second-order reflection into their author’s own practice as a facilitator. The findings of this study point to several important trends among South African teachers. Teachers were often reluctant to challenge authority or actively involve themselves in the development of curriculum. This may reflect the low content knowledge and pedagogical knowledge of teachers. Teachers did, however, show signs of taking ownership over the new ideas and practices presented during the workshop. Teachers also showed evidence of improved relationships with DET inspectors and their fellow teachers. Despite these gains, however, teachers generally only passively participated in curriculum change without actively involving themselves in this process. Furthermore, teachers’ responses varied as to whether they had actually been involved in action research. The author concludes by recommending that teachers receive training in action research methodology and also reflecting on what constitutes an appropriate conception of action research based on this experience.

Following the end of apartheid government in South Africa, education played a prominent role in confronting the past and building towards a peaceful future. This piece investigates the Facing the Past – Transforming our Future TPD program in order to assess whether it provides the necessary tools for teachers to confront the violence of the past and whether it promotes moral and ethical teaching practices. The Facing the Past TPD program, founded in 2003, provided TPD to support a new value-based history curriculum that had been implemented in South Africa. It provided three to four workshops with four one-day follow-up sessions. The workshops engaged the personal and group identities of teachers, presented case studies on ethical decision-making processes, and provided strategies to promote student healing and participation in their communities. Data was drawn between 2003 and 2008 from 105 teacher participants from all racial groups and a variety of schools. The author analyzed policy documents, examined historical contexts, observed teacher evaluations from the TPD workshops, and analyzed video-taped presentations made by participants on the Facing the Past program. The author’s analysis of the Facing the Past program builds on Ledarach’s moral imagination framework. The “Silent Conversation” section of this program successfully provided teachers with the space to express themselves with safety and anonymity. More than half of teachers responded that workshops enhanced their “self-awareness” and many teachers discussed the ways in which the workshops had challenged their conception of “the other.” Overall, the analysis of this program highlighted the complexities of personal change in a fragmented society and the necessities of engaging the past through joint-dialogue about “the other.”


This study illustrates the relationship between TPD and student well-being among Ethiopian and Afghani refugee teachers. This research also explores the ways that students and teachers perceive education in their own lives. The sample of this study included Eritrean Kunama refugees attending primary school in Walañihby refugee camp in Ethiopia and also Afghani refugees attending 20 community-based classes in Kabul province. The authors used interviews and classrooms observations to explore these refugee teachers’ perceptions of education. Overall, a vast majority of teachers in both settings did not consider themselves to be “real teachers,” contributing to a lack of confidence among teachers. In Ethiopia, teachers felt inadequate until they had completed their own formal education; despite their lack of confidence, however, teachers were described as “highly qualified.” In Afghanistan, community-member status proved to be the most important qualification for teachers; these community teachers possessed valuable cultural knowledge. In both contexts, teachers understood the psychosocial training that they received, but they did not integrate those concepts into their daily practice on a consistent basis. As a result, the authors found that the “stand-alone
psychosocial model” alone did not constitute an effective approach. The model needed to provide mechanisms through which teachers could practically integrate this knowledge into their pedagogy, lesson planning, and classroom management.
Thematic Groupings

The bibliographic references above have been sorted into the following thematic groupings and sub-groupings. Please refer to the full alphabetical bibliography for full citations and abstracts for the articles listed within each category.

1. **Teacher Professional Development**: articles that describe approaches to TPD in various contexts or the specific components of effective TPD
   a. School-based
   b. Mentoring, coaching and modeling
   c. Empowerment and teacher perception
   d. Principles of strategic TPD
   e. Relationship between TPD and female enrollment

2. **ICT and Teacher Training**: articles that describe the use of ICT in TPD, focusing specifically on:
   a. Computers, television, and radio
   b. Distance learning

3. **Teacher Management**: articles that discuss the impact of teacher management on TPD and teacher outcomes

4. **Theory and Practice**: articles that provide theoretical frameworks or standards for effective TPD
   a. Theoretical frameworks
   b. Standards

5. **Meta-Analysis**: articles that conduct either a review of the literature or a meta-analysis of a large body of literature related to TPD
   a. Meta-analysis
   b. Literature review

6. **Employment and Economic Development**: articles that describe the impact of teacher training on future employment outcomes or national economic development

7. **Action Research**: articles that rely on action research methodology to investigate the development or impact of TPD

8. **International Literature**: articles that describe TPD more broadly using cross-national data including developed and developing contexts
1. **Teacher Professional Development**: articles that describe approaches to TPD in various contexts or the specific components of effective TPD

**School-based**

(Afghanistan Research and Evaluation Unit, 2004)
(Avalos, 1998)
(Centre for International Development, University of Sussex, 2003)
(Center for International Education, University of Sussex, 2011)
(Goodie, 2000).
(Intervention, 2005)
(Kirk and Winthrop, 2007)
(Ono and Ferreira, 2010).
(USAID, 2008)
(Winthrop and Kirk, 2005)

**Mentoring, coaching and modeling**

(Lunenberg, Korthagen, and Swennen, 2007)
(Showers and Joyce, 1996)

**Empowerment and teacher perception**

(Cave and Mulloy, 2010)
(Mestry, Hendricks, and Bisschoff, 2009)
(Weldon, 2010)

**Principles of strategic TPD**

(Inter-Agency Network for Education in Emergencies, 2010b)
(Inter-Agency Network for Education in Emergencies, 2010c)

**Relationship between TPD and female enrollment**

(Inter-Agency Network for Education in Emergencies, 2010d)
(Kirk and Winthrop, 2006)
(UNICEF, 2002)

2. **ICT and Teacher Training**: articles that describe the use of ICT in TPD, focusing specifically on:

**Computers, television and radio**

(Haßler, Hennessy, and Lubasi, 2011)
(Information for Development Program, 2005)
(Unwin, 2005)
3. **Teacher Management**: articles that discuss the impact of teacher management on TPD and teacher outcomes

(CFBT Education Trust, 2008)
(Inter-Agency Network for Education in Emergencies, 2009)
(Rutaisire and Gahima, 2009)
(Steyn, 2011)

4. **Theory and Practice**: articles that provide theoretical frameworks or standards for effective TPD

**Theoretical Frameworks**

(American Institute for Research, 2010)
(Guskey, 2002)

**Standards**

(Inter-Agency Network for Education in Emergencies, 2010a)
(Learning Forward, 2011)

5. **Meta-Analysis**: articles that conduct either a review of the literature or a meta-analysis of a large body of literature related to TPD

**Meta-analysis**

(Continuing Professional Development Review Group, 2007)
(Council of Chief State School Officers, 2009)
(EPPI Centre, 2012)

**Literature review**

(International Academy of Education, 2008)
(Showers, Joyce, and Bennett, 1987)
(UNESCO, 2003)
(USAID, 2006)

6. **Employment and Economic Development**: articles that describe the impact of teacher training on future employment outcomes or national economic development
7. **Action Research**: articles that rely on action research methodology to investigate the development or impact of TPD

- (Johnson, Monk, and Hodges, 2000)
- (O’Sullivan, 2002)
- (Walker, 1994)

8. **International Literature**: articles that describe TPD more broadly using cross-national data including developed and developing contexts

- (OECD, 2009)
- (UNESCO, 2011)
- (UNESCO Institute for Statistics, 2006)