

TEACHERS IN CRISIS CONTEXTS

Promising Practices in Teacher Professional Development

Second Edition



Inter-agency
Network for Education
in Emergencies

The Inter-agency Network for Education in Emergencies (INEE) is a global open network of members who are working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE's work is founded on the fundamental right to education. For more information and to join INEE, visit inee.org.

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An Arabic language teacher in the West Bank. 2012 © Ned Colt, IRC; An IRC learning facilitator teaches out of school children in Nigeria as part of IRC's Education in Emergencies programming. 2019 © Tom Saater, IIRC

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Foreword

When we edited the first edition of case studies, our attention was anchored by the reality that each year the education of an estimated 65 million students globally was disrupted by protracted conflict or sudden onset disaster.¹ For these students, teachers were central to educational quality and continuity and all that formal and non-formal schooling promises. Just six months later, as the COVID-19 pandemic wreaked havoc on education systems worldwide, it was estimated that as many as 1.6 billion students and 100 million teachers could no longer access physical classrooms or continuous learning.²

With disorienting immediacy, teachers were forced to adapt to new ways of working, adjusting their pedagogies for the realities of remote learning. For some, this meant a switch to online learning. Others supported learning through phone-based activities, supplementing low-tech radio and broadcast television lessons. For a vast majority, however, it meant preparing and delivering no-tech learning packages to students over vast distances, all the while navigating health risks or conflicts that COVID-19 failed to slow. COVID-19 has thus reinforced the under-addressed fact that teachers have always been leading at the frontline of humanitarian emergencies.^{3 4}

Before the pandemic, we promoted evidence showing that skilled teachers are the strongest school-level predictor of student learning.⁵ We also emphasized the relationship between teacher well-being and students' social and emotional development.⁶ While such facts remain true, COVID-19 has helped us recognize how the instrumentalization of teachers for student development and well-being is insufficient. As a population affected by and working at the frontlines of humanitarian emergencies, teachers require our urgent attention and investment as an end unto itself.^{7 8}

Unresolved tensions in Tigray, the re-ascendence of the Taliban in Afghanistan, the disastrous rise of jihadism in the Sahel, and the continuing exodus of migrants from Central America's gang-affected contexts continue to challenge governments and humanitarian agencies alike. Calamitous developments in Ukraine are overstressing systems already struggling to provide basic education and psycho-social support to millions of refugees, internally displaced or stateless learners. In these contexts, and far too many more, teachers bear the burden of student well-being and development, contending with working conditions that are rarely conducive to their own.

Thus, in a complex constellation of social, political, and environmental emergencies, never before has the need for effective teacher management, professional development, well-being, or school leadership support been so profound. That is why this compilation case studies is a timely and urgent resource for humanitarian practitioners, government policy makers, and donors alike.

1 Nicolai, S. Hine, S and Wales, J. (2015). *Education in Emergencies and Protracted Crisis: Towards a Strengthened Approach*. London: ODI. <https://odi.org/en/publications/education-in-emergencies-and-protracted-crises-toward-a-strengthened-response/>

2 UNESCO, UNICEF, the World Bank and OECD (2021). *What's Next? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic*. Paris, New York, Washington D.C.: UNESCO, UNICEF, World Bank. http://uis.unesco.org/sites/default/files/documents/lessons_on_education_recovery.pdf

3 Henderson, C (2021) *Teaching in complex crises: Seeking balance in selfless acts of service*. UNESCO Taskforce for Teachers 2030. <https://teachertaskforce.org/news/teaching-complex-crises-seeking-balance-selfless-acts-service>

4 Sherif, Y., Brooks, D., & Mendenhall, M. (2020, October 02). Teachers shoulder the burden: Improving support in crisis contexts. Retrieved October 05, 2020, from <https://www.educationcannotwait.org/teachers-shoulder-the-burden-improving-support-in-crisis-contexts-opinion>

5 Schwille, J., Dembélé, M., & Schubert, J. (2007). *Global Perspectives on Teacher Learning: Improving Policy and Practice*. International Institute for Educational Planning (IIEP) UNESCO. <http://www.iiep.unesco.org/en/publication/global-perspectives-teacher-learning-improving-policy-and-practice>

6 Falk, D., Varni, E., Finder, J., & Frisoli, P. (2019). *Landscape review: Teacher well-being in low resource, crisis, and conflict-affected contexts*. Education Equity Research Initiative: Washington, D.C. <https://inee.org/resources/landscape-review-teacher-well-being-low-resource-crisis-and-conflict-affected-settings>

7 Falk, D., Frisoli, P., & Varni, E. (2021). The importance of teacher well-being for student mental health and resilient education systems. *Forced Migration Review*, (66), 17-21. <https://www.fmreview.org/issue66/falk-frisoli-varni>

8 Inter-agency Network for Education in Emergencies (2021). *Teacher wellbeing in emergency settings: Findings from a resource mapping and gap analysis*. New York: INEE. <https://inee.org/resources/teacher-wellbeing-resources-mapping-gap-analysis>

To ensure readability and accessibility, especially in contexts with low connectivity, we have divided the case studies between two thematic publications:

- [*Promising Practices in Teacher Professional Development*](#)
- [*Promising Practices in Teacher Well-being, Management, and School Leadership*](#)

Across both, eighteen new case studies, alongside twenty-four from the first edition, provide an inspiring and innovative range of strategies that support teachers to achieve all they aspire for: for themselves, and for their learners.

Chrystal White's case study from Myanmar shows us how, through an innovative stipend model, community teachers are attracted to and retained in the classroom. In Lebanon, Mai Abu Moghli shows how a burgeoning online community of practice among host community and refugee teachers informed a new teacher professional development initiative on the Edraak platform. Munia Islam Mozumder also illustrates how a large-scale teacher professional development initiative in Cox's Bazar, Bangladesh, had to pivot and cascade a low-tech and no-tech delivery model for over 8,000 teachers in the midst of COVID-19.

This year, we also include school leadership as a thematic focus. From Kakuma refugee camp and Kalobeyei settlement in northwest Kenya, Dr. Mary Mendenhall, Danielle Falk, Jonathan Kwok, and Emily Ervin define the vast and diverse responsibilities of school leaders in crisis contexts. Their insights shed light on the support that school leaders need so that teachers are adequately supported, too. Seema Rajput has also contributed a school leadership case study, emphasizing a perspective of social justice leadership for gender equity and inclusion in Haryana State, India. There, decentralized leadership and community learning centers ensured learning continuity for otherwise marginalized students at the height of the pandemic.

These are just a few of the forty-two high-quality case studies on offer in this compilation. As you engage with those most relevant to your context, work, or needs, we hope your own efforts are affirmed and that new insights are gained, informing better ways of working with and for teachers in crisis contexts everywhere.

Thank you for your interest in and support for our work. The Inter-agency Network for Education in Emergencies (INEE) Teachers in Crisis Contexts (TiCC) Collaborative consists of a committed group of volunteers, each a champion for the work and well-being of teachers in their own right.

As we work towards better policies and practices for all teachers at this profound point of time, we are grateful to our donors, who are like-minded and passionate advocates for teachers and without whom this work would not be possible.

Chris Henderson and Charlotte Berquin
Editors and Co-Chairs, INEE TiCC Case Study Committee



Colombia, 2017 © Elena Forero, NRC

1: Case Studies on Teacher Professional Development

1.1 Critical education in emergencies module for teachers' training institutes in the Democratic Republic of the Congo

Organization	Institute of Development Studies (IDS), University of Sussex (C.B., G.M. & P.H.); Institut Supérieur Pédagogique (ISP) de Bukavu (S.M.)
Author	Dr. Cyril Brandt, Dr. Gauthier Marchais, Prof. Samuel Matabishi, Pamela Hajal
Location	Democratic Republic of Congo, province of South Kivu
Teacher Profile	IDP Teachers, Host-community/national teachers, school leaders
Topics	Teacher Professional Development

Description of Crisis-Specific Challenge

Teachers in the eastern provinces of the DRC face serious challenges, such as low or no salaries, overcrowded classrooms, insufficient pedagogical material, dilapidated classrooms, and scarce chances of professional development (DRC/Various Ministries, 2015). For almost 30 years, teachers have faced these challenges and intense waves of violence and displacement. As recognized by research and programming, many teachers often transition between being members of IDP, host, and returnee communities (IDMC, 2020). In addition to displacement-specific challenges, many teachers work in militarised environments, facing everyday threats and challenges from armed groups (Verweijen, 2016). They can be victims but also perpetrators of violence.

In terms of conflict-specific assistance, teacher trainings delivered by NGOs have focused on psycho-social support and conflict-sensitive education. However, our research emphasizes the importance of equipping teachers with knowledge to face the multiple entanglements of the education sector with dynamics of ongoing violent conflict. In close collaboration, the Institute of Development Studies (IDS) and the *Institut Supérieur Pédagogique* (ISP) in Bukavu are designing a module on education in emergencies (EiE) to be taught at the Congolese ISP teacher training institutes.

Brief Overview

The EiE teaching module is one output of the four-year BRiCE (*Building Resilience in Conflict through Education*) project (Marchais et al., 2020). BRiCE is funded by the Directorate-General for International Cooperation and Development (DG DEVCO-INTPA) and implemented by Save the Children between 2018 and 2022 in the province of South Kivu. BRiCE aims to deliver sustainable access to quality and conflict-sensitive education in safe learning spaces and develop an evidence base to inform policy and programming.

Researchers from IDS and ISP Bukavu evaluated certain components of the BRiCE project and contributed to an analysis of relevant contextual factors through a quantitative survey conducted with 704 teachers and semi-structured qualitative interviews conducted with 168 educational actors (first and foremost teachers, see Marchais et al., 2020). We explored:

- how the exposure to and experience of violence influence teaching quality and teachers' well-being in fragile and conflict-affected contexts;
- how components of the BRiCE project affected teaching quality and teachers' well-being in fragile contexts;
- how teaching quality and well-being influenced children's cognitive and non-cognitive outcomes;

- and how knowledge developed by teachers in conflict-affected contexts can be used effectively in education policy and programming.

We drew from previous research for Save the Children’s REALISE project¹, ISP Bukavu’s expertise in peace education, and our own previous research on EiE and violent dynamics in the DRC.² BRiCE also includes a capacity building grant that funded the development of the EiE module.

Schools in South Kivu experience violent conflict in multiple forms: from physical attacks to interference of armed groups in school governance and the blackmailing of teachers (GCPEA, 2020; Marchais et al., 2020). Teachers’ initial training and NGO training did not address those aspects (AVSI, 2007; Tsolakakis, 2019). Hence, teachers are not equipped with skills to face those challenges. To address this gap, the EiE module targeted secondary school teachers.³ As members of our consortium are professors from ISP Bukavu, a leading teacher training institute for future secondary school teachers, we were well positioned to: (i) pilot our module; and (ii) institutionalize it via the Ministry of Higher Education and Universities, with the support of the President of the Administrative Council of the DRC Teachers’ Training Institutes. Indeed, “university teachers’ training departments can play a unique role in leading the future of schooling in places deeply affected by trauma and division” (Millican et al., 2021).

The main objectives of the envisaged EiE module were to:

1. equip teachers with critical and reflective understanding of how conflict affects education by “drawing on their own experiences” (Horner et al., 2015, p.48)
2. prepare teachers for conflict-related challenges they might face in schools
3. equip teachers with skills related to conflict resolution and peacebuilding in the classroom
4. disseminate insights and best practices from existing studies and reports, such as the ones published by the Global Coalition to Protect Education from Attack (GCPEA, 2019; GCPEA, 2020); and
5. improve their understanding of the EiE architecture.

Reflective teaching, in this case, enables teachers to critically interrogate the forms of knowledge they summon and convey, and to trust their own knowledge of a particular issue or situation, while critically reflecting on it (Ashwin, 2015, p.157). This is particularly important for teachers dealing with extremely complex and context-specific crises, as they are the ones equipped with the most advanced knowledge of the situations they deal with on a daily basis.

Evidence and Outcomes

The main outcome of this project is an EiE module for secondary school teachers that will serve as an initial training tailored to conflict-affected contexts of the DRC. The module will consist of six units, 2-4 hours each. Drawing on the INEE Teachers in Crisis Contexts (TiCC) Training Pack and the DRC Education Cluster’s materials, the module will encompass teacher well-being, child protection, children well-being, and inclusion. Furthermore, we are envisaging components that will focus on the EiE architecture, the political economy of conflict, the impact of armed conflict on education, conflict-sensitive education, and teachers’ resilience vis-à-vis multiple entanglements of schools with conflict dynamics (Novelli et al., 2013; Novelli, Lopes Cardozo, and Smith, 2017; Shah, 2019).

¹ Reussite et Epanouissement via l’Apprentissage et L’Insertion au Systeme Educatif / Success and Development through Learning and Integration into the Educational System. See Marchais et al., 2021.

² e.g. Brandt, 2021; Marchais, 2016; Matabishi Namashunju, 2016.

³ See “Limitations” for an explanation of our decision to focus on secondary school teachers.

The selection of topics is linked to our research findings, and the pilot phase will be paramount in sharpening the module's content. Psycho-social support and student well-being is a key concern for teachers. Similar to other contexts (Horner et al., 2015), the desire for an analysis of conflict dynamics and how to treat these in classrooms was also voiced by teachers.

We expect that teachers with strengthened knowledge in these fields will be able to create a more inclusive and conflict-sensitive learning environment. Furthermore, knowledge about the entanglement of violent dynamics with the education sector will enable teachers to develop a stronger sense of professionalism, as such knowledge will allow teachers to adapt their teaching content and teaching practices to reduce potential harm to students and school staff. The module will have a built-in feedback mechanism, allowing those who deliver the training (the ISP teaching staff, centrally) to incorporate suggestions by teachers. ISP Bukavu will provide a report on the implementation of the module after its first year of implementation, in order to identify and share areas of improvement.

Limitations, Challenges, and/or Lessons Learned

One limitation of this project is that Congolese teacher training institutes only train secondary school teachers. Primary school teachers would therefore not benefit from the project. Depending on the success of the module, we envisage a follow-up with primary schools.

The national staff and community members need to contextualize the module to the DRC context for this project to be successful. ISP-Bukavu's leadership will strengthen these efforts.

As of now, the program is lacking an evidence-based assessment. We will develop an assessment after the piloting phase, as this phase will help to narrow and sharpen the thematic focus. In order to develop the assessment tools, we will draw on the INEE's EiE Competency Framework (INEE, 2020), the framework developed for the BRiCE project, as well as ISP Bukavu's own methods and practices for assessing teaching modules.

Furthermore, continuous professional development would be desirable, yet we believe that it is too early, and extremely ambitious, to plan such follow-up mechanisms in the challenging context of the DRC, where hardly any structured continuous TPD exists.

Teachers provided indirect input to the module, through the BRiCE research, where we heard their voices and where we learned from the experiences of teacher trainers at ISP Bukavu. Through the assessment tools, we hope to further draw on teachers' experiences in order to make the module as relevant and beneficial for teachers as possible.

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Verweijen, J. (2016). A Microcosm of Militarization. Conflict, Governance and Armed Mobilization in Uvira, South Kivu. Rift Valley Institute, Usalama Project.

1.2 Peer to peer coaching for teachers as part of the Certified Master Trainer programme in Palestine

Organization	Norwegian Refugee Council (NRC)
Author	Abla Assaf
Locations	Palestine / West Bank
Teacher Profile	National Teachers
Topics	Teacher Professional Development

Description of Crisis-Specific Challenge

Protracted conflict in the occupied Palestinian territory (oPt) has led to ever-increasing humanitarian needs, including the removal of barriers to children's access to quality education that negatively impacts their ability to learn (Norwegian Refugee Council, 2021). In order for the right to education to be fully realized, education in all forms and all levels must exhibit the essential elements of availability, accessibility, acceptability and adaptability (UN CESC, 1999). Throughout the oPt, schools are under threat and at risk of demolition; vulnerable children are affected by conflict and other situations of violence – particularly the risk of denied access to educational services – and individual and mass forcible transfer. In some areas, children, youth, and teachers are frequently subjected to body searches and bag checks when coming to school and returning home. Children and young people in the (oPt) face the threat of detention and arrest, insufficient and/or inadequate school infrastructure, poverty, and movement restrictions (Norwegian Refugee Council, 2021). Parents' engagement in their children's lives thus becomes more significant under such circumstances. As the NRC reports, "greater attention must be paid to focusing energies and efforts towards households where parents and caregivers do not have the necessary capacities or time to support their children's learning and well-being (Norwegian Refugee Council, 2021).

In response to the needs introduced above, the Norwegian Refugee Council (NRC) implements the Better Learning Programme (BLP), NRC's flagship Psycho Social/Social Emotional Learning (PSS-SEL) initiative in the West Bank (WB) in partnership with the Ministry of Education (MoE). The BLP programme aims to improve the access of children and youth to a PSS/SEL environment in the targeted schools. Teachers in targeted schools attend 2-3-day training workshops on the BLP, and are introduced to the knowledge and skills needed to implement the intervention with the students.

Considering the fact that "teachers are critical actors in ensuring the protection and well-being of children and in facilitating learning" (TiCC, 2018), a sufficient number of trained and well-supported teachers are key to widening access to safe, quality education services for children. In July 2019, an NRC After-Action Review (AAR), was carried out on the BLP programme in Palestine. One of the findings indicated that the duration of the BLP teachers' training was too short for the teachers to fully learn and confidently apply BLP in the classroom. It recommended that NRC education staff must ensure timely and continuous follow-up after the training (Norwegian Refugee Council, 2019).

Due to the emergence of the COVID-19 pandemic, the MoE in Palestine imposed strict restrictions which prevented access to schools by non-teaching staff, to limit the impact and the spread of COVID-19. These restrictions affected NRC staff and other organizations, undermining their ability to provide timely and continuous follow up as needed.

Brief Overview

In response to the restrictions and limited access mentioned above, in collaboration with the capacity building manager in NRC MERO's BLP Unit, and as a prerequisite for passing the Master Trainers' capacity building programme, the BLP candidate Master Trainer (CMT) (the developer, and implementer of this case study) designed and implemented the peer-to-peer coaching initiative. The CMT introduced the initiative in 10 targeted schools in Bethlehem and Jerusalem Districts as a tool to ensure adequate support is being provided to teachers during the implementation of the BLP programme. The main objective of the initiative was to increase access to PSS/SEL supportive environments in targeted schools for children and young people. To achieve this objective, the initiative worked on two specific objectives which were:

1. enhancing the implementation of the BLP/PSS/SEL intervention in the targeted schools; and
2. providing teaching and non-teaching staff and parents with knowledge and skills to provide quality PSS/SEL support.

The initiative built on the BLP/PSS-SEL intervention which was already being implemented in the targeted schools. The Master Trainer programme was based on creating a peer-coaching group able to provide assistance and support for their peers and to better facilitate the implementation of the BLP intervention.

Ten teachers from 10 schools in Bethlehem and Jerusalem/West Bank were selected to participate in the peer-coaching capacity building programme between October and December 2020. Following the INEE Peer Coaching Model, the BLP CMT, in collaboration with the targeted school principals, set up a selection criteria for the candidate peer-to-peer coaches. The selection criteria included motivation and willingness to participate, good communication skills, and positive relationships with peers.

The peer-to-peer coaches were provided with capacity building in order to use the INEE Peer Coaching tools, e.g. Teacher Learning Circles (TLCs) and classroom observations, to support and facilitate the BLP sessions that aim to improve well-being and focus in classrooms, along with supporting students in "learning to learn".

To help in the application of new knowledge and skills gained from the BLP program training, the initiative called for the provision of adequate support to 32 BLP teachers (12M, 20F). It allowed them to provide children, young people and parents who are living under stress and trauma with the psychosocial and emotional support needed, through effectively engaging them in the BLP intervention.

The BLP CMT followed the INEE TiCC's peer coaching model in terms of capacity building material, implementation approach, and tools (e.g. classroom observation and TLCs). The training material was contextualised to fit the targeted group and the objectives of the initiative, as well as the online modality. Six 3-hour zoom workshops were designed, partially following a flipped classroom approach. The sessions focused on the best practices and modalities of implementation in light of the COVID-19 emergency, the objectives of peer coaching, the skills of peer coaches, the peer coaching tools, planning, and time management. A self-care session which was identified as being needed by the peer coaches was also delivered to the group. A closing workshop was conducted at the end of implementation for feedback and lessons learnt.

The BLP CMT has also created an interactive Facebook page (Peer Coaches) for sharing content and material in the form of structured questions that encourage the participants to search and reflect on their experiences. Following each session, new ideas and questions were shared on the Facebook group asking the participants to reflect and share their experiences. This helped to widen their scope of thinking and to structure their practices under their new roles as peer-to-peer coaches. The BLP CMT conducted weekly Zoom sessions to follow up and support the peer coaches and the coached teachers in their respective roles. In addition to creating WhatsApp groups for peer coaches, coached teachers, and parents, an email group for peer coaches and a link for Google sheets to facilitate communication, coordination, and sharing tasks were created.

Each peer coach in each school then conducted one or two classroom observations for each teacher in their school and organized classroom visits for the coached teachers, in addition to conducting two TLCs during the project work plan. In spite of the limited access of parents to schools, the peer coaches succeeded in engaging parents and reached out to 148 parents (130 F, 18M) through disseminating videos, handouts, short messages, and brochures on the above-mentioned WhatsApp groups. They provided them with readapted PSS content to support their psychosocial needs and to engage them in following up with their children's academic development and homework, specifically during the COVID-19 outbreak and the online learning period. These materials were developed and designed by the NRC education programme in Palestine in collaboration with the Palestinian MoE after the onset of the COVID-19 pandemic.

The presence of a peer-to-peer coach in each school encouraged the teachers to implement BLP. It also helped to create a community of practice in each school as well as between the 10 targeted schools. Peer-to-peer coaches were also able to discuss challenges and suggest solutions using the different communication channels.

Evidence and Outcomes

The BLP CMT designed a mixed-methods (qualitative and quantitative) tool kit, including a macro log frame and an indicator matrix, in addition to the following data collection tools:

1. A peer coach post-training and implementation survey which measures the peer coaches' ability to replicate key skills from the training and the peer coaches' impact on improvement of the PSS/ SEL environment in the schools
2. A coached teachers' survey which measures the peer coach's ability to replicate key skills from the training and the peer coach's impact on improvement of the PSS/ SEL environment in the schools, in addition to the impact of the initiative on the coached teachers' professional and personal development
3. School Principal (SP) and MoE supervisor key informant Interviews (KII) to measure the peer coach's impact on the improvement of the PSS/SEL environment in the schools, in addition to the impact of the initiative on their professional and personal development
4. Most significant change (MSC) stories collected from a sample of the peer coaches, coached teachers, and SPs.

By the end of the initiative, the peer coaches and the coached teachers filled out the post-training / post-implementation surveys. A KII was conducted with a sample of SPs and the MoE supervisor. A sample of peer coaches, coached teachers, and SPs shared their stories and reflected on the impact of the initiative. This data was collected and entered in data entry and analysis excel sheets. The analysis of the data collected showed that the peer coaching initiative has proven its relevance and effectiveness to the general and specific objectives in terms of improving children's access to psychosocial support through participation in the BLP intervention. Moreover, it also provided teachers and parents with the skills and knowledge they need to provide children with PSS/SEL support. The coached teachers reported that the initiative had a positive impact on their ability to implement the BLP/PSS/SEL intervention, on the sustainability of the BLP implementation and overcoming the challenges resulting from the implementation of the emergency education system caused by COVID- 19.

More evidence on the relevance and effectiveness of the peer-to-peer coaching was collected during a follow up workshop with the group of peer coaches. Coaches mentioned that as a result of the intervention they became more organized, better able to support their colleagues in school, and more equipped to guide them in implementing the BLP program. They also mentioned that the coaching exercise made them "aware of the seriousness of the steps of institutionalizing the program", and therefore there is a need to train and empower the coaches in presenting the program to other teachers.

This proves NRC's vision for institutionalization through supporting changed mindsets and attitudes towards PSS in education settings (Shah, 2018).

The initiative has achieved a number of unintended objectives as well. The peer coaches reported that the initiative provided them with the skill of independent thinking and the ability to plan better. They added that the initiative was valuable and beneficial for their personal and professional development.

Moreover, and based on the same data, it has been proven that the peer coaching initiative helped to create a BLP community of practice in the school. This consisted of the BLP teachers, peer coach, and SP who had regular meetings and discussions to support the implementation and mainstreaming of the BLP practical exercises during the morning assembly and other school activities. This practice has supported the creation of a psychologically and socially supportive environment in schools, ensuring the effective implementation of BLP as well as helping the continuity and sustainability of the implementation of BLP in schools. It also had a positive impact on overcoming the challenges resulting from the implementation of the emergency education system established in response to COVID-19 which made the teachers overwhelmed with the new online teaching modality. It increased their preparedness to implement the BLP.

Outcome indicators:

Indicator 1 (1.1): % of teachers who can correctly identify/replicate the key skills from the training (Target 60%)

- 100% of the peer coaches and 85% (100%M, 80%F) of the coached teachers reported they can replicate the key skills they received from their peers. This result is unable to be fully validated as there was no opportunity to observe the teachers implementing their new skills in the classroom, rather it was reported based on the results of a perception-based questionnaire. The coached teachers were asked what new skills they have gained from participating in the peer-to-peer coaching initiative. 85% of them mentioned "exchanging experiences, gaining new strategies, time management, cooperation and teamwork, positivity" as well as benefiting from support during the Teacher Learning Circles (TLCs) and classroom observations.

Indicator 2 (1.2): % of teaching and non-teaching staff who report positive impact of peer coaches on their ability to provide PSS/SEL support (Target 60%)

- The result of this indicator showed that 86% (82M, 96F) of teaching and non-teaching staff reported a positive impact of peer coaches on their ability to provide PSS/SEL support to students.
- 90% of coached teachers reported that the initiative contributed to providing constructive feedback, guidance and positive support, and helped them improve their work in the BLP intervention.
- Coached teachers and peer-to-peer coaches reported that the initiative supported the accurate and effective implementation of the BLP intervention. This was due to the presence of a trained peer coach in the school that helped to provide immediate support when any teacher had questions or challenges.
- Teachers felt ownership of the programme which was a positive sign for the sustainability and future institutionalization of BLP in the school. Considering the importance of the role of parents in following up their children's academic and psychosocial needs, coached teachers mentioned that the online modality was a successful tool to keep communication channels open with parents and to disseminate messages related to their children.

As a whole, the initiative supported the engagement of 424 students in BLP/PSS/SEL activities which helped to decrease stress and increase their ability to learn, as one of the BLP objectives.

Limitations, Challenges, and/or Lessons Learned

The following challenges affected program implementation:

- Social distance and restrictions on gathering due to the COVID-19 pandemic hindered the face-to-face implementation of the training and follow-up, which decreased opportunities for social interaction and the exchange of experiences.
- The differences in the teachers' attitudes and experiences affected their acceptance of having a peer coach. In a few cases, they could not see the role of a peer coach as being different from a supervisor, who is tasked with the assessment of teacher performance in the classroom.
 - It is recommended that the school principals invest additional time ensuring that the purpose of the program is clearly messaged and understood by all participating in the program. In the second phase of the initiative, school-based team building activities will be implemented before and during the implementation of the initiative.
 - Moreover, additional focus will be given to strengthen and develop peer coaches' communication skills with their peers. Another recommendation is to combine the classroom observations and visits so that it appears that both teachers and peer coaches have similar roles.
- The escalation of incidents due to the occupation and its attacks on schools may lead to closing of schools and stopping all education interventions.

Lessons learned:

- Teacher Learning Circles and classroom visits were observed to be very constructive in terms of implementing the program, exchanging experiences, facing challenges, and solving problems. The peer coaches helped the teachers to plan and deliver the sessions in this critical period. They also provided technical advice during these sessions.
- Further communication and clearer messaging is required to ensure that all teachers understand the program and develop a level of acceptance.
- Conducting the classroom observations was also challenging for the peer coaches. Peer coaches are teachers and are supposed to coach and support their colleagues in the same schools working under the formal sector. Peer coaching is a new strategy in these schools for both coached teachers and peer coaches. Endorsement from the MoE is needed to support a change in the mindset of teachers and to build increased acceptance of this support modality.

1.3 Quality and Innovation in Teachers Professional Development: lessons learnt and best practices facing the multiple crisis of the education system in Lebanon

Organization	War Child Holland
Author	Sabah Dakroub
Locations	Lebanon, all regions (Nabatieh/South, Baalback-Hermel, Bekaa Valley, Beirut/ Mount Lebanon, North and Akkar)
Teacher Profile	Host community/national teachers
Topic	Teacher Professional Development

Description of Crisis-Specific Challenge

Lebanon's education system has been facing compounded crises including the Syrian refugee crisis, the COVID-19 pandemic, the Port of Beirut explosion, and the deep economic downturn. School-age children and education personnel are equally affected by the protracted emergency, which has impacted school infrastructure, education quality, and service delivery. The formal education sector was unable to develop a timely contingency plan, thereby affecting the continuity and quality of learning. The COVID-19 pandemic caused an emergency transition from traditional to distance learning at all levels of education. Remote teaching placed a heavy burden on teachers and education personnel in Lebanon, putting greater demands on their time and emotional energy. Teachers in Lebanon did not receive technical support and assistance from their school administration or the Ministry of Education in navigating these challenges. They also struggled to measure learning outcomes and had little control over student engagement, as interaction was limited among students and teachers.

Meanwhile, the country's education sector is struggling to retain teachers due to delays in the disbursement of salaries and the diminishing value of the national currency, which lost 90% of its value since late 2019 (Reuters, 2021).

Brief Overview

Back to the Future (BTF) is a 32-month project¹ that is part of a 5-year initiative funded by European Trust Fund (EUTF) Madad that aims to increase the access of vulnerable girls and boys to integrated quality primary education and protection services. The programs target both Lebanese and refugees in marginalised communities across Lebanon in both formal and non-formal education systems. The BTF program is implemented by a consortium including War Child Holland, TDH Italy, and AVSI. The project aims to positively impact children's wellbeing and learning outcomes and increase teachers' motivation, wellbeing, resilience, and self-efficacy.

The BTF intervention strongly focused on teachers' professional development by offering training, coaching, and mentoring in close coordination with the Ministry of Education and the education sector. In response to the disruption of education services caused by the COVID-19 pandemic, the BTF project ran several sets of capacity building sessions to meet the needs of teachers working in both distance and blended² learning modes. These online sessions, facilitated through accessible technology, offered access to relevant teaching resources and tools. The project implemented regular training on child

1 Back to the Future I: School readiness, inclusion and retention for children victims of the Syrian Crisis in Lebanon and Jordan – 30 Months (24 December 2016 to 23 June 2019). Back to the Future II: A protective and nurturing environment to increase access to School, inclusion and retention for Children impacted by the Syrian Crisis in Lebanon and vulnerable Lebanese – 24 Months (24 June 2019 to 28 February 2022)

2 Blended learning is a combination of face-to-face sessions and remote learning methodologies

protection and child safeguarding policies, safe identification of referrals and referral pathways, the Caregivers' Support intervention, specific psychosocial support tools, and other topics. Additionally, the program enabled teachers to access job opportunities, contributing to teachers' economic self-resilience and overall motivation.

Finally, under the BTF project, our team participated in the education sector technical coordination by developing critical documents such as NFE guidelines and NFE reopening protocol, which contributed to teachers' performance and overall well-being.

Evidence and Outcomes

The BTF consortium collected qualitative and quantitative data throughout the project cycle through classroom observation, focus group discussions (FGDs), teacher surveys, and facilitator surveys. We commissioned research to review the integration of education and child protection, with a final report due at the end of 2021.

The BTF consortium provided training to over 750 education personnel since November 2019.³ This included training for face-to-face (F2F) and remote modalities. Following the remote training, teachers and facilitators completed an online **quantitative and qualitative survey**⁴ to understand the impact of the remote learning modalities. The analysis of the results showed that with the support of teachers and their support to caregivers, children were able to continue to learn the curriculum (100% agreed or strongly agreed), improve from lessons (100% agreed or strongly agreed), and develop life skills (96% agreed or strongly agreed) during the project. **Focus Group Discussions** were held with teachers and caregivers at various stages throughout project implementation. The focus group discussions found that caregivers were crucial to the implementation of activities in both remote and blended learning. As one educator noted in the FGD, "Remote learning makes you feel like you are part of their family. You know all their issues, not like face-to-face where you teach and they go," and that the training provided teachers with the tools to deliver lessons remotely. A further finding of interest was that during the online-learning modality, some girls from traditional social and cultural environments and children with disabilities increased their attendance, engagement, and performance within the educational process, benefitting from the support of their caregivers and individual follow ups by the teachers. A final evaluation will be completed in early 2022 to understand the impact and sustainability of our approach in the context of Lebanon.

Limitations, Challenges, and/or Lessons Learned

The distance learning modality posed various limitations to teacher professional development. Limited opportunity for face-to-face training due to the pandemic and the security/fuel situation in the country reduced opportunities for communication between educators, trainers, and staff from different regions. Furthermore, the shifts from face-to-face to distance learning made classroom observations challenging to systematise. The lockdown also limited the peer-to-peer support offered in learning centres. The stated challenges enabled the consortium to shift to remote training modality, coaching sessions, and peer-to-peer support. To capitalise on the experience, the consortium established an online archive for uploading digital content prepared by teachers as per the curricula. Thus, the materials can be re-used in blended learning or as a backup for any unforeseen emergency.

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Reuters (2021). Lebanon currency drops to new low as financial meltdown deepens. <https://www.reuters.com/world/middle-east/lebanon-currency-drops-new-low-financial-meltdown-deepens-2021-06-13/>

³ Not individual education personnel

⁴ n=30

1.4 Researching communicative approaches to English language teaching using peer ethnographic methods in Jordan's refugee settings.

Organizations	Open University Centreity Learning Systems Mosaik Education English Language Teachers in Jordan
Authors	Koula Charitonos (1) Betul Khalil (1) Cindy Bonfini-Hotlosz (2) Ben Webster (3) Tara Ross (2) Ahmed Salim (4) Ekhlass Abu Allan (4) Miki Aristorenas (3)
Location	Jordan
Teacher Profiles	Refugee and host-community teachers
Topic	Teacher Professional Development

Description of Crisis-Specific Challenge

English language skills are a significant barrier to refugees in accessing tertiary education (Colucci et al., 2017; UNESCO, 2018). This is often caused by poor or minimal English Language Teaching (ELT) in refugees' countries of origin, and further perpetuated by a lack of access to quality language learning opportunities for refugees during displacement. Introducing new forms of teaching practice and adapting curricula to local contexts support refugees to gain the language skills that allow them to meaningfully access tertiary education opportunities.

Research in Jordan highlights the need for more relevant and communicative teaching approaches to language learning and identifies the necessity for supporting teachers in using new methods (Sowton, 2019). Currently, limited empirical evidence exists relating to educators' perspectives, the challenges they face in their everyday work practice, and how these challenges influence learning, especially at the tertiary level. Understanding the often-neglected education workforce in refugee settings is necessary to advance educational responses by using targeted professional development opportunities to improve student outcomes and teacher retention. The research reported in our case study addresses this gap.

Brief Overview

The objective of this study was to contribute to the evidence base of connected learning approaches for refugees, and to consider important issues around voicing teachers' struggles, practices, and knowledge, and the different ways in which teachers' voices may be elevated in research through meaningful participation. The study was funded by the Open University UK (OU), in collaboration with Mosaik Education and Centreity Learning Systems.¹

¹ The OU is the largest academic institution in the United Kingdom and was founded to open up higher education to all, regardless of background or circumstances. Mosaik is an NGO that develops and delivers programmes that support refugees to access tertiary education courses. Centreity works to create globally relevant, contextually aware courseware and customises innovative technology solutions and provides ongoing systems support to our partners.

Drawing on the Peer Ethnographic Evaluation Research (PEER) methodology (Price and Hawkins, 2002; Oguntoye et al., 2009), our research team worked with a group of five language teachers as peer-researchers between March and July 2021. The peer ethnographic method is based on the premise that building a relationship of trust and rapport with the community is a prerequisite for researching social life. In effect, the peer researchers become key informants due to their recognised status as community members with a strong level of local knowledge. In this study, rather than having a large sample of people being interviewed once only, we conducted a series of two in-depth interviews with a small sample of individuals, who were selected from the same professional network on the basis that “data produced by intensive exploration of a few cases produce a more thorough understanding of social life than a less deep exploration of many cases” (Price & Hawkins, 2002, p. 1329).

Our sample consisted of five teachers with diverse teaching experience as peer-researchers (2 male, 3 females; 1,5 to 15 years of experience), who either taught in Mosaik’s programmes or had taken part in a training programme offered by Mosaik/Centreity and had expressed interest in the study following an initial information session. The five peer-researchers, who were compensated for their time in the study, took part in qualitative research methods training through six participatory workshops organised online (2 hours each), including an introduction to research methods, issues on ethics and safeguarding, practical activities on organising and conducting interviews, and analysis of the findings.

The study placed attention on teachers’ experiences of being educators in refugee settings in Jordan as well as the peer-researchers’ experiences with the PEER approach. The project team and peer-researchers developed key research questions during the training workshops. The questions focused on understanding pedagogical and curricular approaches to effectively teach language in refugee settings (e.g., What are the methods, techniques, approaches language teachers are using in refugee contexts?).

The peer-researchers conducted two in-depth interviews with two peers who they selected from their own social networks. The interviews were based on an interview protocol that the peer-researchers developed during the workshops and focused on topics they considered pertinent to explore, such as opportunities for teacher professional development, the implications of the COVID-19 pandemic on teaching and learning (e.g., transitioning to online learning), and communicative approaches to language teaching. The interviews were not recorded; peer-researchers took notes that captured key words or phrases to better reflect the conversations they had with their colleagues.

Directly or soon after each interview, the peer-researchers met with a designated co-researcher from the project team to debrief. A total of four debrief sessions per peer-researcher took place, with an average duration of one hour per session. The debrief sessions served as spaces to discuss the data gathered in the interviews and to provide on-going support to the peer-researchers in the data collection process from more experienced members of the team. Debriefs also helped to take away some of the burden of data collection from the peer-researchers who have busy workloads.

Additionally, researchers in the project team conducted in-depth interviews with the five peer-researchers upon completion of the project activities (average duration 1.5 hours) to understand their experience as peer-researchers and to share reflections about preliminary key themes identified in the data. Following this, the peer-researchers carried out data analysis. They worked as a group to identify key issues emerging from the interviews, which they then shared with the project team, who supported further interpretation of the findings.

At the time of writing this case study, researchers had not shared findings with the teachers who participated in the interviews. This methodology generated in-depth, otherwise hard to access data (i.e., from teachers who might not be included in research projects due to areas they live in or professional status) and impacted peer researchers by increasing their skills and capacity in research, interviewing and self-advocacy.

Evidence and Outcomes

Our study generated evidence from 15 interviews with language teachers in refugee settings in Jordan (10 interviews conducted by peer-researchers, five interviews with the peer-researchers). The study also generated rich observational data from six training workshops and the series of debrief meetings between the peer-researchers and members of the project team (n=20). The following section summarises key findings related to teachers' experiences of being an educator in refugee settings, as well as the peer-researchers' experiences with the PEER approach.

Being a member of a community - Within teachers' narratives, the most important aspect of social organisation and identity is community membership, namely within the teaching community but also as part of a wider 'refugee community' in their locality. Other people (e.g., students, families, teachers) were seen as a major social resource in their professional activities. Examples that illustrate this point discussed how teachers dealt with the COVID-19 pandemic when they had to move their teaching online. As one peer researcher stated *"Solidarity and support during Covid was important. Working as a team. Teachers and participants from the [US institution] course. Without helping each other we wouldn't have been able to make the transition online."*

Teaching is shaped by circumstances in-context - Findings from the teacher interviews highlight the impact that the environment (social, material, political, organisational) has on their teaching practices. Teachers' narratives stress how complex and challenging their teaching environment is, with teachers referring to "extreme situations" and "not normal students" as well as the lack of resources (e.g. materials, devices, internet connection, data) and uncertainty in terms of job status (e.g., teachers employed by NGOs with contracts that rely on external funding).

Limited opportunities for professional development – The interview data identified a lack of access to opportunities for formal and structured professional development. Reasons provided related to the high cost of attending training, including accessing the locations where training sessions often took place (e.g., capital city). Additionally, the professional status of refugee teachers influenced the extent to which they could access formal and structured professional development. Whereas teachers from the host community could access certain opportunities, refugee teachers, who may teach in camp schools or informal learning centres, could not. Whatever their professional status, teachers expressed the need for relevant professional development opportunities.

The role of the teacher - Findings demonstrated the multiple roles that teachers in refugee settings take on. As one peer researcher states, *"you are their father, you are their friend, and you are the teacher at the same time."* In these settings, teachers have an 'expanded role.' Teachers are not only a subject matter specialist but also a facilitator, a person that young people can trust and 'turn to' for support, and an important member of the community (Winthrop & Kirk, 2005; Kirk & Winthrop, 2013). Their role extended beyond the classroom teaching, as another peer researcher reflects. For example, they *"used to take the students who left the public schools and go to the ministry [...] to register them to go back to schools. I involved myself in that. I tried to help them. I paid money for that from my own pocket"*. Teachers also believed it was important to consider *"the social side [of learning] more than the academic side [...]* [And that] *the primary support or needs for the refugees is emotional support. They need somebody to listen to them. To hear their stories. Their struggles."*

Value of taking part in the PEER process - In addition to the four key findings above, the case study highlights how an in-depth, participatory, and qualitative approach that centres the experiences and perspectives of teachers was impactful. As one participant conveys, being a peer-researcher supports teachers to develop relational knowledge about their colleagues and understand *"the struggles that each teacher faces and allows [them] to learn more about teaching from other teachers' experiences."* It enabled the peer-researchers the opportunity to have informal conversations with colleagues about teaching on issues that matter to them, which, as peer-researchers reported, had rarely taken place outside of this study. For example, *"I wanted to know other teachers' concerns and ideas on how they would like to see the future of their teaching and how they see their roles as teachers in refugee*

settings.” Such ‘significant conversations’ (Pleschova et al., 2021) are seen as a form of professional development. This process also allowed teachers to develop new research skills: “giving us the opportunity to make the [interview] questions, that was something amazing because like when you ask a question you want [...] you have to make sure that you are asking that correct question. Not any kind of question. And you have [...] always to ask open questions, not yes or no questions”. It also opened up possibilities for them to use research in their future or to improve their own teaching practice. In this sense, the PEER method may enable teachers to explore different ways of responding to the daily challenges of their work.

Limitations, Challenges, and/or Lessons Learned

Because of the COVID-19 health pandemic, it was not possible to travel to Jordan to organise face-to-face training workshops and fieldwork activity. Therefore, we relied on video conferencing tools and messaging apps with teachers and partners. This approach worked well and exceeded our initial expectations. We trusted the peer-researchers to assess the situation in Jordan as best as possible and decide if they would do the interviews face-to-face or online. In hindsight, we could have asked them to do a risk assessment before planning for face-to-face meetings. Teachers reported that organising the interviews online was easier to arrange due to their peers living further away or due to heavy workloads.

In online debrief meetings post-interview, project team members used the ‘share our screen’ functionality where the peer-researchers could see how accurately we were capturing the data they shared with us. This was particularly useful in the analysis process and helped build trust among the peer-researchers and members of the project team. A suggestion made by one of the peer-researchers was to add a short drop-in session after the training workshops where the peer-researchers would be able to join, ask questions, and discuss concepts or aspects of the process that required further explanation.

Finally, the time required to complete the interviews with peers took longer than anticipated in the initial stages of the study (the original plan was three weeks, but five weeks were needed).

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1.5 Sustaining student learning in India through quality teacher support during the COVID-19 pandemic.

Organizations	The Center for Equity and Quality in Universal Education (CEQUE), Drexel University
Authors	Anju Saigal, Uma Kogekar, and Peggy Kong
Location	India
Teacher Profile	National Teachers
Topics	Teacher Professional Development, Innovative Pedagogies

Description of Crisis-Specific Challenge

Introduction

For nearly a decade, the Center for Equity and Quality in Universal Education (CEQUE) has been upskilling public school teachers through its flagship Teacher Innovator Program (TIP). TIP provides intensive teacher coaching to improve teacher classroom practice in Reading and Math over a yearlong period in order to improve the learning outcomes for children living in underserved rural and urban communities in India. In addition, CEQUE strengthens teachers' professional ecosystem through i) mentoring school leaders in Academic Leadership, and ii) developing a digital repository of best teaching practices that teachers can use to reflect and improve their teaching practices

The COVID-19 Crisis

In 2020-21, 300 teachers from 6 districts of Maharashtra state were enrolled in the TIP. In March 2020, when the pandemic hit India, the entire country went into a full lockdown. Schools remained closed for over 18 months since; the longest in the world.

During this period, teachers were asked to shift to teaching children online. At the start of the new academic year in June 2020, there was no assessment of how many students were actually engaged in online learning. CEQUE conducted a dipstick survey with the teachers enrolled in TIP, which revealed that they were able to reach a mere 35% of their students through online means. A year later in August 2021, the SCHOOL survey on students' learning in 15 states revealed that only 8% of children in rural India were studying online regularly while 37% were not studying at all (Bahkla et al., 2021). Issues of connectivity, lack of devices or inability to afford data plans kept children from attending online classes. Furthermore, CEQUE's survey revealed that teachers were unable to stay consistently engaged in teaching due to government-assigned duties such as conducting COVID surveys, manning quarantine centers and other related tasks. In the end, 266 teachers completed the program successfully.

Brief Overview

Objectives

The objective of this study is to illustrate how a civil society organization in India responded on the ground to the learning needs of underserved children during the COVID-19 pandemic.

CEQUE's Response

CEQUE responded with agility and flexibility and had to adapt swiftly to the challenges of the pandemic. CEQUE pivoted from supporting teachers in their classroom practices to supporting teachers to retain and engage their students within the fold of learning. At the end of the program 91% of the students were brought into the fold of learning as opposed to 35% at the start of the program (Saigal et al., 2020). This case study outlines the specific adaptations made to the Teacher Innovator Program

(TIP) in response to pandemic-related challenges, the outcomes of its adapted intervention and learnings gained in the process.

Methodology

The TIP is executed using the Learn-Do-Lead model. First, teachers begin with the 'Learn' phase, where they are trained to learn the new teaching strategies. Next, in the 'Do' phase, teachers transact these strategies in their classrooms, following a well-defined implementation plan. Last, in the 'Lead' phase, a subset of the most promising teachers is selected to cascade the training to other teachers in their respective districts.

Pre-COVID-19, program outcomes were measured at two levels:

1. Improvement in teacher competency. Here we use the 5-D Framework, created by the Center for Educational Leadership, University of Washington. Using the Framework, we assess teacher competency on 5 dimensions: Lesson Purpose, Curriculum and Pedagogy, Student engagement, Classroom Environment and Culture and Student Assessment. Pre and post program classroom observations inform this assessment.
2. Improvement in student learning: The TIP evaluates students' achievement in Reading and Math through a paper-pencil test for the pre and post assessment.

Below, we detail the model and its pandemic adaptation.

Learn

In the Learn phase,

- Teachers build a perspective of how children develop reading comprehension skills and number sense.
- They learn innovative teaching strategies to develop these competencies in students
- They complete assignments that test their understanding of the strategies learnt

Pre-COVID-19, residential trainings were organised and inputs were given through in-person workshops at every district.

Covid adaptation

The entire training module was adapted to an online mode. A series of interactive webinars were held and teachers were encouraged to complete their assignments, take photographs and submit them to their coaches over Whatsapp. Coaches held small group sessions after the submission of assignments for feedback and reflection.

Special small group sessions were organized for teachers who could not maintain a continuity in attendance due to Covid-related government duties. Such flexibility ensured teacher retention in the program. Only 14% teachers dropped out due to reasons such as ill-health or not being assigned any grade to teach.

Do

In the Do phase, teachers transact their learning in the classroom

Pre-COVID-19

- Teachers would conduct baseline assessments to determine student learning needs
- They would implement a classroom instruction plan focused on grade level learning outcomes, using the strategies they have learnt earlier.
- At the end of the academic year, teachers would conduct endline assessment and also organise physical exhibitions to showcase student learning for stakeholders including parents, community members and district education officials.

COVID-19 adaptation: The **DO** phase was the most impacted during the pandemic. When discussions with teachers revealed that they were only in partial or irregular contact with their students, the program quickly expanded its focus to devise on-the-ground solutions that would help teachers ensure that every last child was being reached and was engaged in learning. It was clear that the solutions would need to focus on the issue of access and a model for self-learning from home. Keeping the above in mind the following adaptations were made to the program:

1. With the support of teachers, every child was **tracked** to determine:
 - How many could be contacted in the village but not through online means?
 - How many could be reached, but only sporadically through online means?
 - How many had migrated out of the village?
2. To help children engage in **self-learning resources** were created including home **low-tech audio resources** and **student workbooks**. CEQUE created low-tech audio resources that demonstrated how a particular lesson could be learnt at home.
 - Using the model lesson resources that CEQUE developed, teachers created their own and shared these resources across parent Whatsapp groups. Parents would then share these with children, whenever possible. In addition, CEQUE created **student workbooks** and supported teachers to distribute these to over 5000 students to enable them to continue learning at home.
3. Where possible, teachers, with the support of CEQUE, **collaborated with community members** to devise community-specific solutions where they could physically conduct classes outside school premises. Keeping social distancing norms in place, the community-specific solutions varied and included using community spaces such as unused or vacant houses to create **a make-shift classroom** to enlisting the support of youth in the community who would take the lesson inputs from teachers and work with the children.
4. It was difficult to administer a student baseline or endline assessments in the midst of the lockdowns and get authentic data. Instead, teachers were encouraged to review student work at regular intervals and analyze the learning gaps, the progress made and assess the support needed.
5. Student exhibitions were adapted to the online format. These **online exhibitions** provided a platform at the end of the program for students to demonstrate their learning. This adaptation was a huge success and saw participation from both the parent community and the government officials. Children interacted with the participants in the online exhibitions explaining their work be it the retelling of a story or how they solved a math problem. Data collected at the end of the program revealed that 91% of the children had solved the workbooks and 50% of the children were able to participate in the online exhibitions (Saigal et al., 2020).

Lead

The Lead phase was a new addition to the TIP design model, expected to be implemented in 2020. In this component, select teachers were to be trained to take on leadership roles within their teaching communities. The expectation was for them to guide other teachers in learning circles and cascade their learning through training for other teachers in their respective districts.

During the pandemic rather than do away with this component altogether, select teachers were encouraged to bring artifacts of student work into the training sessions and talk about their experiences of implementation of the strategies that they had learnt in the program. A total of 12 teachers in 6 districts took part in sharing their experiences in the cascade reaching 4,615 teachers.

Evidence and Outcomes

Outcomes	Evidence
<p>At the start of the pandemic, roughly 35% of children were in contact with teachers and engaged in learning. By the academic year end, 91% of enrolled children were in contact with teachers and participating in learning (Saigal et al., 2020)</p>	<p>Monitoring data. The team tracked student attendance data, as reported by teachers. They validated this with student work in their workbooks.</p> <p>Coaching conversations. Coaches had bimonthly discussions with teachers. These became the basis of identifying need-based solutions for teachers.</p> <p>Online student exhibition of ~2500 students' work. Student work was profiled with artifacts on an online platform. Students presented their work to an audience comprising local education authorities, parents and community members. All of these sessions were recorded on zoom.</p> <p>The SCHOOL survey of 1,400 school children in underprivileged households across 15 states and union territories revealed that about half of the children enrolled in grades 3 to 5 were unable to read a few words. Children in grade 2 were unable to (77 per cent in rural areas) read more than a few letters.</p> <p>An earlier survey by Azim Premji Foundation with 16,000 students in 5 states revealed that 92% of the children had lost one specific language ability from the previous year across all grades. These include reading familiar words, reading with comprehension and writing simple sentences. 82% of the children had lost one specific mathematical ability from the previous year across all grades. For example, 48% of the children lost the ability to solve problems using subtraction operations in daily life situations.</p> <p>Through the TIP program, 1, 689 students showcased their learning artifacts in the online exhibitions. Approximately 200 spoke about their work, explaining how they had performed operations or understood meanings of words or retold a story.</p>
<p>Improved engagement with community members.</p>	<p>Stories of change documented through interviews with teachers and community members.</p> <p>Testimonials from community leaders.</p>
<p>Child Protection, Well-being, and Inclusion</p>	<p>Introduction to child Protection and child rights</p> <p>Creating a safe space</p> <p>Inclusive classroom</p> <p>Gender responsive pedagogy</p> <p>Sexual maturation and reproductive health rights</p> <p>Teaching life skills</p> <p>Seeking further support for children</p>
<p>Innovative use of low- tech resources to bridge the digital divide.</p>	<p>Created workbooks in Math and Language.</p> <p>Student Artifacts. Students completed workbooks showing evidence of their learning and sent these via Whatsapp to their teachers to review.</p> <p>CEQUE and teachers created 160 audio resources and Youtube videos as companions to the workbooks.</p>

Improved teacher competencies by an average of 32%.

Pre and post program lesson plans, evaluated on the 5-D framework rubric developed by the Centre for Educational Leadership.

TIP uses the [5D Framework developed by the Center for Educational Leadership](#) at the University of Washington for measuring Teacher Competency along 5 dimensions: Purpose; Student Engagement; Pedagogy; Classroom Environment and Assessment. Teachers are rated on a 4 point scale that assesses their practice along these dimensions. Since schools were closed during the pandemic, an adapted rubric was used based on lesson plans submitted by the teachers at the start and end of the program.

Lessons Learned

- An important lesson learned was the value of being **flexible**, nimble, and agile organizationally. The TIP program responded to teacher and student needs through quick adaptations in response to needs that emerged on the ground. The teacher training program was adapted to the online mode followed by in-person coaching wherever possible. Instead of a one-size-fits all approach and insistence on strict adherence to the curricular calendar the curricular goals were adjusted to suit the teacher's realities. For teachers that were unable to attend sessions as scheduled, adjustments were made and inputs were given on the days' teachers were available. This helped to keep the program on track and ensure that students and teachers were learning.
- Collaborative conversations helped to create solutions that were useful to ensure that students remain in the fold of learning. CEQUE listened to the teachers carefully. The solutions that emerged such as providing low-bandwidth audio resources and workbooks, tracking student learning could only have been possible through active participation of teachers in co-creating solutions. Many teachers were also dealing with losses at a personal level. These conversations helped to boost the morale of the teachers.
- Community support for teachers was key to ensuring children's learning continued. The community supported the creation of learning spaces and the distribution of textbooks which helped teachers to ensure on-the-ground solutions worked.
- The pandemic created opportunities for teachers to explore how they may utilize their time gainfully. Conversations with teachers revealed that many felt at a complete loss when the lockdown was imposed and had no avenues to interact with children, something most teachers shared was very crucial for their well-being. Hence, many opted for upskilling themselves also as a way to combat covid-induced uncertainty.
- Out-of-the-box thinking helped create innovative solutions that worked on-the ground. An illustrative example was the issue of ensuring that all children received the student workbooks. During the lockdown, when intra-district travel was only allowed for essential services this seemed an insurmountable problem. At CEQUE not only did we manage to print the required quantity of workbooks, but we used trucks that ferried essential supplies across districts to deliver the student workbooks. CEQUE coaches would then go to the unloading docks, take the books home, sort them teacher-wise and then based on agreed locations give the bundles to the teachers.

1.6 Role of teachers in providing educational and allied support for the delivery of early childhood education (ECE) during COVID-19 in India¹

Organization	Vidhi Centre for Legal Policy
Authors	Pooja Pandey and Avinash Reddy
Location	Urban Maharashtra, India
Teacher Profile	National Teachers
Topics	Teacher Professional Development, Innovative Pedagogies

Description of Crisis-Specific Challenge

The COVID-19 pandemic has affected the education of over 28 million children aged 3-6 years in India (UNICEF, 2020). Remote learning was particularly challenging at the level of Early Childhood Education (ECE) as children in early age groups cannot learn independently and rely heavily on parental engagement and teacher support. To fill a gap in evidence on ECE and to document the experiences of teachers in ECE delivery, the present research captures the experiences of teachers, employed in two categories of ECE centres, catering to low-income households (with median household income of INR 12,000 or \$161 per month²) in urban Maharashtra, India.

The research also highlights the varied combinations of teacher and tech support that are being implemented by these respective ECE centres to continue teaching and learning during the pandemic. Teacher support refers to educational and non-educational support that teachers offer to parents to enable the continuation of ECE. Educational support included curating/designing digital educational content, supporting parents academically to teach the child, and conducting live classes. Non-educational support included offering administrative/ relief support such as procuring food rations and medicines, providing Teaching and Learning Materials (TLMs) to the households and conducting regular check-in calls with the parents. Tech support³ refers to the use of a low-tech digital ECE program which used WhatsApp to deliver regular age-appropriate educational content to teachers and parents. The research finds that a structured, regular and holistic teacher and tech support resulted in better outcomes for delivering ECE, especially for low-income households.

Brief Overview

The research was conducted in urban Maharashtra, India, targeting ECE educators in two types of educational centres: Balwadis⁴ and Akanksha Foundation⁵ schools. Both centres cater to low-income households.⁶ A low-tech support program called 'E-paathshala' was being implemented in all of the sampled Akanksha schools and some of the Balwadi schools.

1. This case study is an extension of the report "Starting from Scratch|Role of Parents, Teachers and Tech in Early Childhood Education during COVID-19", authored by Nisha Vernekar, Pooja Pandey, Karan Singhal, Avinash Reddy, Aditya Narayan Rai.

2. More than 80% of households reported a fall in monthly household income during the pandemic, with a reported fall of about 34% on average. 52% of households had less than one device per child, with every three children sharing two smartphones on average.

3. The tech support was being offered through an external NGO through a structured programmatic intervention called the 'E-paathshala program'.

4. Balwadis are ECE centres run by multiple Non-Governmental Organisations (NGOs) through a Public Private Partnership (PPP) model with the Municipal Corporation of Greater Mumbai (MCGM).

5. The Akanksha Foundation is a 30-year-old NGO that runs "innovative schools" for children from low-income communities.

6. In an extension of this study 676 households attending these ECE centres were surveyed to understand their experiences of ECE during COVID-19. 46% of the sampled households were attending Akanksha schools, and the remaining 54% were attending Balwadis.

A total of 58 teachers (43 from Balwadis and 15 from Akanksha schools) were interviewed in the study. The sample consisted of female teachers, who on an average had a little over 11 years of experience as ECE educators, with a few having over 20 years of experience. Educational qualifications ranged from 10th grade to postgraduate qualifications (such as Master's in Education). A majority of the Balwadi teachers were living in the same locality as children/ students. In-depth, semi-structured, telephone interviews were conducted with the sample group in three languages – Hindi, English and Marathi. Thematic analysis was used as the method of analysis.

The key objective of the research was to examine the role of teachers in enhancing parental engagement in children's learning and development (which is particularly crucial at early stages of development), and the challenges they encountered due to the abrupt transition to remote learning. Interview schedules for teachers included questions regarding their experience with teaching and learning through digital modes and with the structured tech program, practices they adopted for engaging parents as educators, challenges that they encountered in delivering ECE during COVID-19 and support they received from their schools in carrying out their teaching and non-teaching responsibilities.

Findings identified stark differences in the planned institutional support received by the teachers in Balwadis and Akanksha schools, which led us to take a comparative approach in analysing their experiences facilitating parental engagement and remote learning. The Akanksha schools had a strong set of programs for supporting parents and interacting with them prior to the pandemic, which proved advantageous during school closures. These programs required only minor adaptations for delivery via digital modes. On the other hand, Balwadis, which are run by 25 different NGOs in partnership with the state, were following varied approaches to online teaching and parental engagement during the pandemic, depending on the NGO running them.

Balwadi teachers, in particular, reported facing financial distress and concerns over job security, and received limited capacity building support to engage with parents and children or adapt to digital modes of teaching. The absence of a structured system to interact with parents led to the approach of ECE delivery being ad-hoc in nature and lacking strategic support to households in distress.

Evidence and Outcomes

Evidence can be categorized into three key findings. First, teachers from both categories of ECE centres reported increased working hours and responsibilities. These included – a) administrative duties such as keeping classroom records, raising awareness about COVID-19 in the community, and b) teaching duties such as creating and curating digital content. They also faced increased care-work burdens at home. Moreover, Balwadi teachers were conducting home visits to keep in touch with the parents and students, while Akanksha teachers were conducting fortnightly well-being calls in addition to parent classes⁷ to account for the overall well-being of the families.⁸

Second, evidence shows that the Akanksha teachers were using a more structured approach to deliver education including: live classes with parents and the child at least 3 times a week; parent classes; regular follow-ups with parents about assignments; and developing their own digital educational content. The use of the structured tech programme minimized the need for teachers to create/curate digital content as it provided ready-to-use and age-appropriate educational content. Balwadi teachers were not conducting live classes and relied mostly on WhatsApp groups. They also reported losing touch with parents and children who did not have access to digital connectivity. Balwadis in which the tech program was functional benefited from the availability of educational content while the other Balwadi teachers expressed great difficulties in finding/creating appropriate and engaging educational content.

Finally, Akanksha teachers reported that the presence of a supportive school system in the form of

⁷ Parent's Classes - wherein parents were introduced to concepts and skills that their children would learn over a fortnight and given instruction on teaching their children at home

⁸ Well-being calls were also used to document urgent requirements of rations, medicines or devices for education, which were then communicated to Akanksha social workers.

social workers, counselors, principals and other teachers helped them in reaching out to and supporting distressed households in the most effective manner to ensure that no child dropped out of school due to a lack of resources. This was evident through active parental involvement (reflected through increased motivation and better responsiveness to calls/messages by the parents) as well as regular and sustained attendance in the class. Balwadi teachers, while reporting that they received complete autonomy from the school authorities to perform their work-roles, were only assisted by Balwadi helpers. Any non-educational support they were able to extend to distressed households was thus a function of their own initiative. They also expressed strong opinions about the need to provide rations and teaching and learning materials to these households.

Limitations, Challenges, and/or Lessons Learned

Interviews with teachers were all conducted by telephone as the research was conducted at the height of the second wave of the COVID-19 pandemic in India. The researchers were thus unable to collect observational data on the administration of remote learning methods or strategies for parental engagement, which could have provided more insights into the efficiency of the studied models.

Further, the models of ECE delivery studied in this research are centres dedicated to the delivery of ECE, which is distinct from the 'Anganwadi system' in India. The Anganwadi system, while being the primary provider of Early Childhood Care and Education in India, is responsible for delivery of a large ambit of programs for the health, nutrition and welfare of pregnant women and their children from 0-6 years, and conducts standalone programs for adolescent girls. As a result, ECE has historically been deprioritized. The ECE models studied here are thus not the status quo of ECE delivery in India, and are likely to have performed better during the pandemic.

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1.7 Fostering social and emotional learning through an adapted teacher professional development program in India

Organization	Dream a Dream
Authors	Sreehari Ravindranath PhD, Justin P. Jose, PhD, Annie Jacob
Location	India
Teacher Profile	National Teachers
Topics	Teacher Professional Development

Crisis-Specific Challenge

The COVID-19 pandemic led to prolonged school closures in India, which was catastrophic for children of relatively deprived households. The asymmetry of access to devices like smartphones and laptops resulted in inequitable access to remote learning spaces. Nearly 80% of children between 14-18 years achieved lower levels of learning during school closures than when they were physically at school (UNICEF, 2021). Further, children's socio-emotional learning received little attention and priority during the pandemic. Dream a Dream's Teacher Development Programme (TDP) intervention aimed to enable teachers to meet students' complex socio-emotional development needs, by instilling hope and confidence, and providing trauma-informed learning practices in remote learning spaces.

The key challenge was to adapt the existing TDP approach to remote learning. Previously, the TDP modules were delivered through a series of four face-to-face life skills facilitation workshops, spread over 6-8 months. Working with 25 to 30 participants using online groups, the online format provided opportunities and a safe space for teachers to learn and prepare for online teaching by using empathy-based pedagogies and experiential learning as well as receiving mentoring on teacher professionalism. The modules focused on enabling teachers to appropriately support children faced with traumatic life events during the COVID-19 pandemic, encouraged them to focus on trauma-informed classroom practices, and built teachers' confidence for return to regular work. The fundamental tenet of this TDP approach is that when children feel heard and validated, they are open to peers and teachers (Rathakrishana et al., 2020). Hence, teachers were encouraged to improve their relationships and engagement with students through healthy interactions in online spaces. As a result, student-teacher relationships and student engagement improved.

Brief Overview

Dream a Dream's TDP approach seeks to transform conventionally defined roles of teachers to being more authentic, empathetic and professionals who provide safe spaces for children from diverse backgrounds (Ravindhnanath & Arumugham, 2020). Teachers play a central role in the educational system as they substantially influence and shape children's development (Batra, 2005; Ramachandran et al., 2018; Sarangapani, 2021). The program identified three cardinal areas for teacher development associated with a transformed role: (i) understanding self, (ii) authentic validation, and (iii) safe learning space with life skills to achieve teacher effectiveness (Ravindhnanath & Arumugham, 2020).

Dream a Dream's TDP program was originally started in 2011 within four different states in India (Jharkhand, Karnataka, Telangana and Uttarakhand). Dream a Dream have since assisted state governments to implement TDP using remote learning spaces during the COVID-19 pandemic. We provided four progressively ordered monthly online workshops with the purpose of building teachers'

confidence to prepare a safe and comfortable online learning space and help children deal with the challenges in online learning spaces. The specific objectives of these programs were:

1. To enable teachers to develop self-awareness and prepare for re-integration in changing and challenging learning environments;
2. To enable teachers to understand the process of giving and receiving feedback;
3. To support teachers to find and communicate examples of hope during the pandemic; and
4. To generate understanding of the nature of the diverse trauma and adversities faced by children during the pandemic.

TDP participants were professionally qualified with teacher education diplomas, under-graduate and postgraduate degrees in education, employed in formal schools, both at public funded as well as low-cost private schools in India. All teachers had a minimum of one year of teaching experience. The TDP approach used experiential techniques with teachers to nurture their empathy, expand their creativity, develop their listening and validation skills, develop their ability to share feedback authentically and learn efficient facilitation strategies (Girvan et al., 2016; Moon, 2001; White, 1992).

Dream a Dream's TDP uses a life skills approach (Lerner et al., 2010; UNICEF, 2019). We adopted this approach from Partners for Youth Empowerment, a non-profit working with a mission to unleash the creative potential of young people. This perspective was adapted for teachers, and draws on positive aspects or maximizing strengths rather than over-emphasising and attempting to reduce problems. It also focuses on the assessment of individuals' development as relevant to their own context (Kennedy et al., 2014).

Outcomes

Since the program was inaugurated in 2011, Dream a Dream TDP has trained 12,073 teacher participants in 306 partner schools and influenced an estimated 301,825 students over the last 10 years. In a TDP evaluation study, Ravindhranath and Arumugham (2020) found that nearly 94% teachers improved their teaching of life skills after participating in the program and 77.7% students significantly improved their life skills scores, as measured by Life Skills Assessment Scale (LSAS) (Lerner et al., 2010).

Using a pre-and-post- test design, an evaluation of Dream a Dream's TDP in 2017 measured change in teacher self-efficacy, creativity, communication, empathy, and emotional regulation in 215 teachers (Ravindhranath & Arumugham, 2020). The findings suggest significant mean differences on empathy, emotion regulation, self-efficacy, communication, and creativity. In the domain of teacher effectiveness, there were significant improvements in scores pertaining to teacher professionalism, teacher-student relationships, and student engagement. The overall findings suggest a positive influence of Dream a Dream's TDP on teacher's effectiveness and improved students' outcomes in the areas of life skills and social-emotional learning.

During the COVID-19 Pandemic, Dream a Dream's TDP has so far covered over 70 schools, 5000 teachers and an estimated 1,50,000 students. Although quantitative evaluative estimates are underway, the qualitative evaluations and feedback sessions provide evidence that teachers perceive the TDP approach as useful in preparing a safe learning space for children, school reintegration and responding to students' trauma during COVID-19 using trauma-informed classroom practices. The qualitative data also shows that this work has helped teachers to be more empathetic, ensuring psycho-socially safe learning spaces for children.

Lessons Learned

Before COVID-19 adaptations, findings suggest that Dream a Dream's TDP approach had a positive influence on teacher's effectiveness and improved students' outcomes in the areas of life skills and social-emotional learning. It also contributed to teachers' development in terms of understanding students' unique learning and developmental needs, especially through empathetic communication skills development. It empowered teachers with inter- and intrapersonal skills that had a positive effect on teaching and learning processes. Similarly, during the COVID-19 pandemic, early evaluations show that the TDP approach is successful, especially in terms of teachers' and students' reintegration into and engagement in remote learning spaces. The key insight from our program is that an empathetic teacher improves the engagement of students in learning, thereby enhancing cognitive, social, and emotional development. Inculcating a sense of ownership of program outcomes in teachers was considered a key challenge, especially as little evidence could be generated on how teachers own, implement, share, and sustain new practices in a way that positively influences the work and learning of other teachers and their respective students.

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1.8 Towards better education: Lessons learned from COVID-19 in Lebanon

Organizations	Centre for Lebanese Studies - Lebanese American University, Institute of Education-University College London
Author	Dr. Mai Abu Moghli
Location	Lebanon
Teacher Profile	Host-community and refugee teachers
Topics	Teacher professional development, Innovative pedagogies, Teacher well-being

Crisis-Specific Challenge

Since the summer of 2019, Lebanon has been facing various and consecutive crises starting with wild-fires in June and July 2019, followed by mass demonstrations in October 2019 calling for substantial political reform. The demonstrators, including teachers and students, were faced by grave violations committed by the army and security forces and an increased crackdown on dissent. This was followed by a disastrous devaluation of Lebanon's currency which started in December 2019 and led to the Lebanese Lira losing 94 percent of its value since the economic crisis started until the end of 2021. These crises were exacerbated by the Beirut port blast in August 2020, which killed 217 people and left 7,000 injured when 2,750 tons of ammonium nitrate exploded.

The above events have aggravated an already dire social and economic situation, particularly for the over 1.7 million refugees in Lebanon.¹ According to the United Nations, 78 percent of the Lebanese population lives below the poverty line – some three million people – with 36 percent of the population living in extreme poverty. According to UNHCR, nine out of ten Syrian refugees are living in extreme poverty. Similarly, the situation is getting worse for Palestinian refugees; in a report by UNICEF (2021), it was pointed out that 49 percent of Palestinian refugee families have a monthly income of less than \$25. Moreover, 89 percent of the refugees cannot meet their basic food and non-food needs such as fuel, electricity, and clean water. For the first time, hunger is knocking on the doors of Palestinian refugees in Lebanon.

The dire economic situation has been further worsened by the COVID-19 global pandemic, with prolonged lockdowns and disruption to the already ailing economy. Additionally, severe shortages in fuel and soaring prices led to over 22 hours of electricity cuts and almost total blackouts in communications for the majority of people living in Lebanon, particularly those from vulnerable communities such as refugees.

These deteriorating conditions have dramatically affected the education system, rendering thousands of children in Lebanon without access to school. Furthermore, school closures in 2020 exacerbated this issue. As a result of COVID-19, confusing government policies negatively impacted access to quality education in Lebanon. While online education was presented as a solution, the lack of electricity, laptops and smartphones, not to mention the high cost of internet, meant that marginalised children were largely excluded. Online tools brought changes to the education system, including in many cases worsening work conditions for the most marginalised teachers, which had a negative effect on teachers and students' well-being and quality of teaching and learning.

These challenges led to higher dropout rates due to students' and teachers' increasing financial and social burden with high levels of burnout due to prolonged periods in which teachers were not paid their salaries. Since the start of the pandemic, the ministry of education (MEHE) as well as local and international NGOs and the private sector have provided various training opportunities for teachers to use high- and low-tech tools. While teachers developed the increased ability to use innovative pedagogies, ed-tech solutions were not a panacea, particularly for hard-to-reach students and teachers.

¹ Lebanon has the largest per capita population of refugees in the world. As of 2020, the Lebanese government estimates their country hosts 1.5 million Syrian refugees. Close to 300,000 Palestinian refugees also live in Lebanon (ANERA, 2021).

According to Human Rights Watch (2021), thousands of Syrian refugee children have been out of school, blocked by policies that require certified educational records, legal residency in Lebanon, and other official documents that many Syrians cannot obtain. Thirty percent of Syrian refugee children have never been to school (UNHCR, 2021). Also, almost 60 percent were not enrolled in school in recent years (NRC, 2020). Since 2019, when schools were closed for lengthy periods in response to mass demonstrations and consequent COVID-19 pandemic, even Syrian children who were enrolled in public schools (second shift) received little to no distance learning support.

Second-shift teachers, who work on short-term contracts, have also threatened to strike over unpaid and low wages. Enrollment for Syrian children is also hindered by the policy that forces them to wait until after Lebanese children are enrolled for unfilled spaces. Fewer spaces are available because approximately 54,000 Lebanese students transferred from private to public schools during the 2020-21 school year as the economic situation in the country crumbled.

Brief Overview

This project started in September 2020 with a collaboration between the Centre for Lebanese Studies and 16 educators from across Lebanon. The educators conducted interviews in their schools with (109) teachers, parents and students between November 2020-January 2021. The data generated showed that inequalities between private, public and informal schools have increased as teaching and learning moved online. Furthermore, students from marginalised communities have become hard(er) to reach due to weak infrastructure, electricity cuts, expensive and unreliable internet connection, and lack of devices.

This project aimed to create a space for teachers in Lebanon who live and work in/with marginalised communities. This includes refugee and host communities that struggle with difficult socio-economic conditions. The first objective of the project was to build teachers' research skills, which would allow them to identify issues, challenges, and needs within their teaching spaces and among their learners. This would allow them to address these issues based on solid knowledge, critical engagement, and clear data.

The project also aimed to create a space for educators to share the knowledge and skills that they have gained during the period of school closures, where they had to use creative teaching methods and pedagogies using high- and low-tech tools. Finally, the project aimed at bridging the skills and knowledge of those teachers with other Arabic-speaking teachers in the region by building a 4-week massive open online-learning course (MOOC). The course is open and freely available for all educators who need to develop their skills and share experiences with other educators, particularly those who live and work in similarly challenging environments.

The idea of the project stems from the fact that access to quality education in Lebanon has been deteriorating as a result of the consecutive crises hitting the country, which has subsequently affected Lebanese and refugee students and teachers. Syrian refugee teachers do not have the right to work in public or private Lebanese schools and are thus de-professionalised with no access to any formal teacher professional development. They work in informal schools run by NGOs where the working conditions are challenging with limited resources, insufficient pay, and an increasing number of refugee students who are unable to access the formal education sector.

The project, therefore, reached two categories of beneficiaries:

1. 16 national and refugee teachers who were trained on qualitative research and MOOC design. The teachers attended 3 training workshops, led by the Centre for Lebanese Studies (CLS), that provided them with qualitative research skills. The workshops also provided them with information on research ethics and skills to analyse data. The teachers worked collaboratively to co-create a 4-week MOOC (Towards Better Education: Lessons Learned from COVID-19) where all the skills, knowledge and experience of the teachers were collated and presented to Arabic-speaking teachers in the region.

2. 2800 educators participated in the MOOC which ran on Edraak (an online learning platform) for 4 weeks starting 28 July 2021.

The one-year project (September 20-21) included the following phases:

1. Research
 - Provide comprehensive mapping of available resources related to teacher training during COVID-19
 - Provide teachers with qualitative research skills to enable them to identify experiences dealing with COVID-19 conditions, challenges and possible ways to reach most marginalised students and provide quality education.
2. Teacher Professional Development on qualitative research skills, qualitative data analysis, research ethics and MOOC design and implementation.
3. The MOOC provided information and skills to educators from the MENA region on using distance teaching and learning modalities, innovative assessment methods, differentiated teaching (inclusive education), and collaboration between teachers and parents for improved privacy and well-being.

The project adopted a collaborative approach, whereby the project team from the Centre for Lebanese Studies partnered with eight schools and education NGOs in Lebanon. The project team worked with two teachers from each school/NGO on conducting qualitative research in the schools, analysing the data and identifying four key themes, then designing and building a MOOC based on the four main themes which were identified from the thematic data analysis. The themes were:

- use of technology for interactive pedagogy;
- inclusive education;
- assessment for learning; and
- partnership between teachers and parents.

After conducting the research and co-designing the MOOC, the MOOC was launched on the Edraak platform. The 16 teachers were mentors on the MOOC and supported the 2800 participants (educators) from the region who took part in the MOOC. The majority of the participants in the MOOC were from Jordan, Iraq, Egypt, and Lebanon.

Evidence and Outcomes

The mentoring experience gave the 16 teachers the skills to interact with other educators from across the MENA region remotely and engage in critical discussions on issues related to remote teaching and learning, privacy and digital safety issues, teachers' and students' well-being, alternative ways of assessment and inclusive education.

The educators had the space to engage with critical conversations outside of their institutions where they shared challenges and shared experiences on how to face these challenges and approach teaching and learning in difficult contexts. They also had access to all the material on the MOOC to use later in their own practice. The majority of the teachers reflected on the idea of introducing online education as a solution to school closure and how that was actually not a panacea but further marginalised vulnerable students and negatively impacted quality of education. Teachers also reflected on teachers' workload, which increased with limited to no increase in their salaries.

Teachers reflected that having a space to share daily experiences and challenges with other educators gave them a supportive network which they missed particularly during school closures and

lockdowns. Teachers also reflected on the space as an opportunity to learn and acquire new skills and knowledge that they do not have access to due to their position as teachers in the informal education sector, teachers on contracts in second shift government schools, or community educators. Teachers also mentioned that they were empowered as their experiences and knowledge were considered key and core to the MOOC; they were creators of knowledge rather than only on the receiving end as is the case in the majority of formal Teacher Professional Development (TPD).

The 16 teachers now have the material presented in the MOOC to use when needed in their teaching and learning spaces, with their students, and with other colleagues as the material is created and owned by them. They have reflected positively, particularly with regards to material related to teachers' well-being and digital safety as these issues are never discussed in TPD courses.

Through this project, a connection was created between Syrian and Lebanese teachers. This connection is usually hard to form due to geographical, social and legal segregation between refugee and host communities in Lebanon. In addition to the fact that Syrian educators do not have the right to work in the formal education sector and have no access to formal TPD, they also rarely have the opportunity to meet and work/learn alongside their Lebanese counterparts.

Additionally, this project created a collaborative space for experience sharing where Lebanese teachers who work with marginalised Lebanese students realised that there are many commonalities with Syrian children and their communities as they all face similar social and economic challenges, not to mention discrimination within the formal education system. The lessons shared prepared them to face many difficulties such as working with limited resources, issues of inclusion and acquiring psychosocial support tools.

Following this initial stage of the project, we partnered with a Lebanese grass-roots group called 'Inspiration Gardens' (IG) who participated in the development of the MOOC, and who have a wide network of teachers, many of whom were participants in the MOOC, too. With IG we conducted a national consultation with 1100 teachers across Lebanon on school curricula, which was an oft-mentioned issue of concern on MOOC discussions.

Based on these national consultations, we are in the process of co-developing a new MOOC on curriculum reform and teachers' roles as well as interactive pedagogies. We are also organising a curriculum reform conference which will take place in Lebanon in March 2022. Based on the promising outcomes described above, we are working to create a teachers' collaborative hub to work on advocacy programmes for critical and sustainable change in Lebanon's education system, particularly in curriculum reform where we seek to shift the process from a top-down policy approach to a bottom-up critical knowledge-based approach.

Limitations, Challenges, and/or Lessons Learned

Limitations and challenges:

1. Considering the deteriorating situation in Lebanon and the continued disruption to education, we were unable to evaluate the medium and long-term impact of the project on teachers and students in schools after the completion of the project.

Lessons learnt:

1. The MOOC attracted a wide range of participation. To ensure synchronous communication with teachers and improve opportunities for critical reflection and networking, we will introduce webinars in our next iteration. This will be conducted in parallel to the run of the MOOC to support better access and engagement for all teachers.

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1.9 Teacher professional development in the Rohingya refugee setting of Cox's Bazar, Bangladesh

Organization	Save the Children
Author	Munia Islam Mozumder, Nora Charif Chefchaoui
Locations	All the 34 camps of Cox's Bazar and the related host communities in Bangladesh.
Teacher Profile	Host-community teachers
Topics	Teacher Professional Development

Description of Crisis-Specific Challenge

In the Rohingya refugee camp in Cox's Bazar district, Bangladesh, the quality of education is greatly affected by a lack of adequately qualified teachers. Among the Rohingya communities, only a minority of the population is literate, and a high number of volunteer refugee teachers have only completed their education to the grade 8 or 9 level. By comparison, in Bangladesh there are certified and qualified national teachers. However, a challenging learning and working environment, which includes extremely low salaries, is a key disincentive for the recruitment and retention of teachers. Since the start of the Rohingya response in 2017, different education in emergencies (EiE) actors in Cox's Bazar have attempted to tackle this significant challenge separately. As such, the design, delivery, content, and intent of the various teacher professional development approaches varied from organisation to organisation. The effectiveness and impact of such disjointed efforts to develop the competencies of 8778 teachers were therefore limited. A holistic, coordinated and continuous approach drawn from evidence-based principles for the capacity development of teachers in crisis contexts was urgently needed.

The Teacher Professional Development (TPD) program, launched in 2019, is the Cox's Bazar Education Sector's flagship initiative. It is aimed to establish a coherent inter-agency system that promotes and supports the well-being and development of teachers engaged in the Rohingya Response. This sector-wide Education Cannot Wait (ECW) funded initiative is led by UNICEF and UNHCR in partnership with Save the Children, and involves the majority of the EiE actors in Cox's Bazar, including international, national, and local civil society organisations.

Brief Overview

A harmonised and competence-based approach to teacher professional development under-pins the TPD program, which has three main objectives:

1. Create one Teacher Competency Framework to develop competencies for quality teaching and learning in the refugee camps
2. Offer multiple and continuous learning and development opportunities to teachers
3. Develop standards and benchmarks to enable teachers, educators, and EiE implementers to monitor and improve the quality of the teacher training delivery

The Teacher Competency Framework (TCF)

To improve teaching and learning in the refugee camps, teachers need to acquire competencies enabling them to deliver the camp-based curriculum and properly use learner-centred pedagogies. The TCF structures the competencies in an articulated and systematized way. Development of the TCF started with a Knowledge, Attitude, and Practice (KAP) study that included interview and focus group discussions with teachers and master trainers, as well as Key Informant Interviews with several key

personnel from implementing partner organisations. Classroom observations in different camps were also carried out. The findings from the field were then matched to the mapping of teacher competencies required for the education curriculum delivery in the camps' learning centres. Following a series of workshops with partner organizations to capture data and information, the TCF was then reviewed, consolidated, and validated.

The Foundation Training Modules

Within the TCF, priority competencies were identified, and related teacher training modules were developed to cover learner-centred pedagogies as well as subject-based content such as Maths, Sciences, English, Burmese, Life Skills, and Social and Emotional Learning. The first module to be developed and rolled-out is commonly called the 'Foundation Training' as it supports the development of foundational teaching skills and included topics such as: learning styles, teaching techniques, and pedagogy; andragogy; child protection & safeguarding; stages of child development; classroom management; inclusion in education; code of conduct for the teachers; teachers' roles and responsibilities; teachers' wellbeing; stress management techniques; and referral pathways.

Figure 1: Sample PPTs of Foundation Training



Blended-learning approach

The TPD program combines a variety of expert-led, peer-to-peer, and self-directed learning opportunities to provide continuous professional development opportunities for teachers. Initially, the Foundation Training module was designed to be delivered through face-to-face workshops, supported by Teacher Learning Circles (TLCs), and practice-based reflections following classroom observations by Master Trainers (MTs). The MTs are educators and technical staff from partner organisations who collaborate with a pool of qualified teachers called Resource Teachers (RTs) to roll-out the TPD program using a cascade model.

From December 2020 to April 2021, however, Bangladesh was impacted by the outbreak of COVID-19 and due to movement restrictions, the TPD program had to be adapted to include technology-based remote training modalities. The Foundation Training Modules were thus digitized and uploaded on UNICEF's Learning Passport and MTs were oriented via Microsoft Teams on how to enrol on the learning platform and navigate the online modules. MTs and RTs, who had devices and access to the internet, were able to benefit from the foundation training by taking self-paced online exercises. To enable

MTs and RTs to share reflections and provide opportunities for peer learning, the TPD program team organised live webinars and set-up virtual TLCs through WhatsApp groups. From May 2021, as the lockdown requirements were progressively lifted, the TPD program included in-person training modality with social distancing and safety protocols.



Resource Teachers receiving training in the camp area. © Save the Children

Evidence and Outcomes

Despite the pandemic, the Foundation Training module was rolled-out at scale through a blended-learning approach and the TPD program reached a significant number of educators and resource teachers:

- 172 Master Trainers (MTs) from 32 different organisations attended the ToT session of the Foundation training, with attendance of 100% for this large group. This shows a clear sense of interest to be involved with TPD support in the education sector.
- 713 Resource Teachers (both Rohingya and Bangladeshi) from 32 different organisations received the Foundation Training where 313 (44 per-cent) female and 400 (56 per-cent) male teachers from all the camps and related host communities attended the sessions.
- 8,778 teachers (both Rohingya and National Teachers) are also the target group who are being reached through TLCs (Teacher Learning Circles) led by the Resource Teachers, with support of the Master Trainers.

Monitoring quality and effectiveness

To reach so many teachers, a cascade model had to be included in the TPD program. Recognising that step-down workshops may be associated with a decrease in training quality and effectiveness, the TPD program established a process to mitigate such risks. This systematic monitoring process, which uses feedback to build and adapt, comprises several steps which are presented in the visual below.

Figure 2: Steps for training quality



Resource Teachers engaged in pre-test in one of the camps. © Save the Children

The pre- and post-training tests provided an opportunity for the participants to self-assess their learning and for the MTs and the RTs to understand the learning gaps, adjust the modules based on the pre-test results, and to plan for follow-up training initiatives. This process and associated feedback loops resulted in a higher training quality, as demonstrated by the analysis of the training participants' assessment. Pre- and post-training test data of 18 MTs was conducted via random sampling, and showed a 100 percent average increase in knowledge.

To support the quality roll-out of the Foundation Training at scale across the education sector, a Quality Benchmark (QB) checklist was developed. Equipped with this tool, the TPD team regularly visited the training workshops facilitated by the MTs for the RTs, ensured timely logistical and technical assistance, and provided feedback to the education partners. Findings from these quality assurance exercises include:

- Trainers/facilitators managed time well for each session
- All the training participants maintained social distancing and other COVID -19 protocols during the group work sessions
- Sessions were aligned with the content and delivery method as designed in the Foundation Training module

To further facilitate the monitoring of the huge number of TPD activities to be conducted by the 34 partner organisations for more than 8,000 teachers, the TPD team, with the support of Save the Children's ICT specialists, created an online system called "E-monitoring Platform". This system has been exclusively designed to track the timeliness and quality of the training workshops, from the TLCs through to classroom observations, through to the analysis of results, which are shared through the online dashboards.

Limitations, Challenges, and/or Lessons Learned

Due to movement restrictions in Bangladesh, the TPD program was sustained thanks to the successful digitization of the training modules, which were accessed online by partners, resource teachers, and classroom teachers who had an adequate internet connection. Limited access to electricity, low internet connectivity and restrictions on ICT use in the camps have hindered the full participation of refugee teachers in these self-paced, online learning opportunities.

A technology-based TPD model has the potential to transform and improve how teachers continuously develop their competencies. However, in resource-poor contexts like the Rohingya camps in Cox's Bazar district, there is a need to ensure "no tech" and "low tech" learning modalities are efficiently blended with more advanced ICTs. Some simple technology adjustments, such as the distribution of digital content and videos through hard drives, are being considered for a new phase of the TPD program which will be funded by a new ECW multi-year resilience program.

Relevant Links

- [Cox's Bazar Education Sector Digital Learning and Training platform](#)

1.10 ZEKU - A pathway to re-qualification for internationally trained (refugee) teachers in Austria

Organization	University of Vienna, Austria
Author	Lisa-Katharina Möhlen, Elvira Seitinger, Nizar Mousa
Location	Vienna, Austria
Teacher Profile	Internationally trained teachers/refugee teachers
Topic	Teacher Professional Development

Description of Crisis-Specific Challenge

Data shows that 26% of the refugees who arrived in Austria between 2015–16 had an academic background (Kremsner, Proyer & Biewer, 2020). After the arrival, employment is the most relevant factor in leading an independent life and in gaining access to social life (ibid.). Often receiving countries, as well as Austria, do not recognize academic degrees. It leads to a massive shift of the workforce into underqualified positions or unemployment. Statistics do not show how many internationally trained teachers were among the arriving people. According to internal surveys at relevant institutions like refugee shelters or camps, at least 50 refugee people in Vienna and surrounding areas were working as teachers before (ibid.).

In the field of teaching, internationally trained teachers often cannot meet the professional requirements. In order to work as a regular teacher in Austria, it requires scientific knowledge of educational basics, practical training, German language level C1, and at least two main subjects. In the participants' home countries such as Syria etc., in contradiction, teachers must study only one subject

Furthermore, teachers on the move often leave behind necessary documentation, such as certificates, and cannot prove their acknowledgments. To face these obstacles for internationally trained teachers, the University of Vienna established a one year re-qualification program that enables them to practice their original profession in Austria again.

Brief Overview

In 2017, teacher educators from the University of Vienna, Centre for Teacher Education established the ZEKU course (German short form for the Certificate Course "Educational Basics for Displaced Teachers"). Funders are governmental institutions, Erasmus+ financing, local school authorities, and the University of Vienna.

The target group of the project are internationally trained refugee teachers. The participation requires a Bachelor's degree obtained from abroad to teach in a secondary school. The applicants must meet the criteria of proof of asylum or subsidiary status and German language skills at the B2.2 level. Together the University of Vienna, the Viennese education board, and the labor market service implemented a three-step assessment. All applicants have to pass (1) an information talk related to the application procedure, (2) a standardized one-hour written exam and a one-hour interview, and (3) a final meeting before the course starts to ensure their reliability.

The course program consists of eight modules including internships at local secondary schools to certify the missing educational basics and practices. The participants acquire 40 ECTS with the course. Every module includes theoretical input while three of the modules also contain internships within a total of 250 hours. The module contents provide knowledge on such topics as education and development, didactical implications, inclusive education and heterogeneity in the classroom. It is worth mentioning

that the curriculum development followed a participatory approach (see the section below). The ZEKU course lecturers teach at the University of Vienna and come from various disciplines such as philosophy, inclusive education, and German as a second language. Besides the course, the participants visit a German language course to reach the required C1-level.

The ZEKU course took place three times and the fourth cycle started in autumn 2021. 97 participants took part in four course rounds. The gender distribution is almost equally balanced (50.5 % female, 49.5% male). 74% of the participants were born in Syria, followed by 15% born in Iran. The majority teach English, followed by STEAM subjects. Participants' previous teaching backgrounds rang from a few months to more than 20 years. The following table provides disaggregated demographic information about the alumni.

ZEKU Course	No. 1	No. 2	No. 3	No. 4	Total
No. of participants	23	25	26	23	97
Male	12	15	13	8	48
Female	11	10	13	15	49
Country of Origin					
Chechnya	1	-	-	-	1
Iraq	3	1	-	1	5
Iran	2	1	5	6	14
Kazakhstan	-	-	1	-	1
Syria	16	22	18	16	72
Tadzhikistan	1	-	-	-	1
Tibet	-	1	-	-	1
Turkey	-	-	2	-	2
Subjects					
Arabic	-	-	-	1	
Art	1	-	-	2	
Biology	2	1	1	3	
Chemistry	1	1	-	-	
Economics	-	-	-	1	
English	10	9	13	10	
Geography	-	1	1	1	
French	-	2	2	1	
History	1	-	1	-	
IT	1	2	1	-	
Mathematics	-	3	4	3	
Physical Education	2	-	-	-	
Physics	1	4	-	-	
Russian	1	-	-	-	
Spanish	-	-	1	-	
STEM	2	2	2	1	

Evidence and Outcomes

The ZEKU course enables the participants to practice their original profession in an expedited fashion. Otherwise, they have to start a Bachelor & Master program at an Austrian University. The minimum period of study is thus five years.

For now, more than 50% of the first three ZEKU course participants work in the Austrian education system:

- 13 as regular teachers
- 36 in teaching-related jobs such as co-teachers, tutors, or caregivers
- 5 alumni in other professions
- 20 alumni started studying a second subject full-time or part-time

After three course cycles only one person has dropped out. According to the initiators, the low drop-out rate is linked to the program's participatory approach, user orientation, and scientific monitoring. Researchers, policymakers and people from labor market service identified the gap between lacking teachers in the Austrian system and recently arrived people with teaching experiences. In order for them to return to their original jobs as soon as possible, a special course was needed that meets all the conditions. Regarding these conditions, the initiators and affected internationally trained teachers designed an appropriate course program. The participatory processes have shown that subject-related knowledge is extremely high. There is less knowledge in the area of inclusive classroom management. Academic consultants with and without refugee background support the participants with organizational issues and job counseling to foster the participants' well-being while the requirements and expectations are extremely high.

Scientific monitoring happens during each course cycle in the form of process evaluation. It aims to improve the course concept in consideration of the participants' needs. Hereby, the special feature of the participatory approach and (former) participants make an important contribution to quality assurance. The course initiators and associated researchers invite course participants, lecturers, mentors, etc. to take part in interviews on a voluntary basis. They share their experiences with the course program, internships, workload, etc.

Limitations, Challenges, and/or Lessons Learned

The ZEKU course is emblematic of a very sensitive public discussion on the refugee movement. One of the biggest challenges was the media presentation. The political situation also has a major influence, which every year brings uncertainty as to whether the course can take place at all.

The participants reflect the challenge that the course was very time-consuming. Thus, studying a second subject was very difficult even if it is a key requirement in the Austrian school system. According to the participants, the module contents are very theoretical and less hands-on, requiring a higher level of German than upper-intermediate (B2.2). In this respect, the implementation of a simpler language would be one opportunity to overcome this barrier. Another possibility would be to change the application criteria to German at the C1-level.

Only a few course participants find jobs at an equal level with their training. Nevertheless, the ZEKU course enables all participants to work in the education system but besides they have to study a second subject for a regular contract.

References

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Proyer, M., Pellech, C., Obermayr, T., Kremsner, G., & Schmölz, A. (2021). 'First and foremost, we are teachers, not refugees': Requalification measures for internationally trained teachers affected by forced migration. *European Educational Research Journal*, 1474904121989473.

Relevant Links

- [University of Vienna, Centre for Teacher Education ZEKU](#)

1.11 Mapping the expertise and skills of displaced Syrian teachers in Lebanon

Organizations	American University of Beirut & Education Development Trust
Authors	Dr Hana Addam El Ghali and Dr Anna Riggall
Locations	Lebanon: Beqaa, Beiru and North regions
Teacher Profile	Refugee teachers
Topic	Teacher Professional Development

Description of Crisis-Specific Challenge

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

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

Brief Overview

Purpose

In this collaborative study, Education Development Trust worked with the American University of Beirut (AUB) to examine profiles of displaced Syrian teachers working in Lebanese non-formal education settings in Beirut, Beqaa, and the North region. The intention was to build a profile of the teachers and to understand the main challenges they faced. We also wanted to assess the skills and development needs of the teachers and to see what opportunities, if any, there have been with regard to their own professional development.

Methodology and methods

The study included a combination of semi-structured interviews, focus group discussions, a survey, and Participatory Action Research (PAR). In the PAR work, teachers assumed the role of research partners and worked with the research team in order to identify the key issues they believe are critical to understanding their stories, professional experiences, and professional development needs. The data collection was conducted in two main rounds: First round: focus group discussions with Syrian teachers, survey administration, PAR activities; Second round: individual semi-structured interviews with Syrian teachers who participated in the PAR, first round focus group discussion sessions, and NFE representatives.

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

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

An event was also held at AUB where the teachers were able to present their PAR findings to an international audience. It was the intention that the short-term beneficiaries of this research would be the teachers themselves, the pupils they teach, and the whole Syrian refugee community in Lebanon.

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

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

Evidence and Outcomes

Profile of the teachers

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

Professional development

- Syrian teachers had attended training opportunities, some of them were directly related to teaching (e.g. class management, time management, leadership, English, etc.), and others complementary to teaching (e.g. Stress Management, Human Rights, Film Making, etc.). Almost 85% of the survey sample has undertaken professional development activities in the last 18 months, including professional development training or reading professional literature. Only 15% of the sampled teachers have not taken part in any professional activities.
- The majority of the training is delivered internally by civil society organisations (CSOs) for whom they work (65.19%) or by other organisations: international organisations (20%) or other CSOs (34.84%). Conversely, the number of training opportunities delivered by the Lebanese Government is limited (9.63%). Our analysis of data from the survey suggests the contents of the training is in line with key recommendations and evidence coming from existing literature. Indeed, the great majority of Syrian teachers (55.56%) are trained on emergency related pedagogical approaches and the 45.19% of them receive training on emergency related topics. This implies relevance and appropriateness of some professional development.

- The data about training in line with traditional subjects and pedagogical strategies suggest that few Syrian teachers receive training on teaching traditional subjects (13.33%) and traditional pedagogical approaches (26.67%). This result is in contrast with the main recommendations coming from the literature and the background information of the teachers. Indeed, the 38.52% of teachers started their career as teacher after 2011, as a consequence of the displacement and do not possess the necessary knowledge about the subject they teach and traditional pedagogical methodologies. Additionally, 36.30% of the Syrian teachers are currently working in an area of specialization different from their education, meaning that they would need support in the new teaching area.
- The need for further training on how to address socio-emotional issues was highlighted by the teachers.
- Teachers called for training to be relevant to their needs. They wanted more specific workshops for facing emergency-specific problems (crowded, mixed age classes, resource poor learning environments, language of instruction, etc.).

The personal situation of refugee teachers:

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

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

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

Limitations, Challenges, and/or Lessons Learned

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

There were challenges relating to the delivery of some research methods, such as the PAR approach, which are harder to control once 'live' in the field. The priority of some research themes was amended which, if reflective of the true issues and challenges faced by participants, is useful. The researchers had to be responsive to the things that participants wanted to tell us and this was not always in line

with our questions. Given our initial desire to understand the professional development needs, this resulted in less depth within the data than we would have liked.

Relevant Links

- [Our response to the Syrian refugee crisis](#)
- [Teachers of refugees: a review of the literature](#)
- [Education in emergencies: Who teaches refugees?](#)
- [Who teaches refugees?](#)
- [Education in Emergencies: Educating refugees](#)
- [English language teaching in the Middle East](#)

1.12 Meeting the academic and social-emotional needs of Nigeria's out-of-school children

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

Description of Crisis-Specific Challenge

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

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

Brief Overview

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

Since the beginning of the Boko Haram insurgency, more than 2,295 teachers have been killed and an estimated 19,000 have been displaced (EiE WG Nigeria 2017). This has worsened the broader educational crisis in Nigeria and exacerbates school access issues. In response to this shortage of certified teachers in Northeast Nigeria, these ALPs recruit local community members to work as learning facilitators (LFs).

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

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

Evidence and Outcomes

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

This impact evaluation focused on several considerations: the cost-effectiveness of the basic ALP approach on OOS children's academic and social-emotional skills; the added value and standalone effect of providing on-site coaching to LFs; and the experiences of children, LFs, and coaches involved with the ALP. The evaluation also examined how the effects of the ALP vary for different subgroups of children differentiated by sex, socio-economic status (SES), home literacy environments, displacement (IDP), and disability status.

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

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

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

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

Limitations, Challenges, and/or Lessons Learned

Learners, LFs and coaches reported that social-emotional learning (SEL) is valuable and has improved students' behavior and LFs' ability to manage behavior in the classroom. However, the gap between established curricula for SEL as a formal concept and indigenous understandings of the skills SEL entails has been a challenge. Because the formal idea of SEL is unfamiliar, participants find it difficult to master. Learners, LFs, and coaches reported that it was the hardest subject to teach and learn, and requested additional training and teaching and learning materials to support SEL. Perhaps, as a result, the ALPs have yet to make meaningful progress in reaching numerous key SEL outcomes.

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

The qualitative assessment explored LF and coach experiences with different elements of teacher professional development. LFs reported that trainings were useful, but insufficient, and found TLCs to

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

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

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

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

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1.13 Teachers professional development: An inter-agency approach in Kenya

Organization	Volunteer Service Overseas (VSO) hosted by Norwegian Refugee Council
Author	Casey Pearson
Locations	Kakuma Refugee Camp and Kalobeyei Settlement, Kenya
Teacher Profile	Refugee teachers
Topic	Teacher professional development

Description of Crisis-Specific Challenge

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

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

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

Brief Overview

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

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

There are eleven members of the working group (Quality Assurance and Standards Officers from the sub-county Ministry of Education, UNHCR, Lutheran World Federation, Finn Church Aid, Norwegian

Refugee Council, Humanity and Inclusion, Jesuit Refugee Services, Waldorf, Windle International, and Voluntary Service Overseas) who are all working collaboratively to provide structured professional development to all primary schools teachers across Kakuma and Kalobeyei.

The working group has held 8 meetings. Initially a Terms of Reference was created, key objectives outlined, and a commitment to collaboration was agreed. The initial focus of the group was to identify the development training needs of primary teachers and to map out the existing training programmes being delivered. Once data was collected, this was used as an initial needs assessment in order to identify those schools and teachers who were a priority in terms of training.

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

Evidence and Outcomes

A teacher professional development (PD) register has been developed which captures the training levels and needs of all primary school teachers and a standard operating procedure was created outlining the professional development pathways for newly recruited teachers. The contextualised TiCC training pack has been piloted with 40 teachers. Post-training surveys showed that 'Introduction



Inter-agency working group © Casey Pearson

to Competency Based Curriculum' and 'Child Protection, Positive Discipline' were the most beneficial modules. So far, 162 teachers have been trained and 15 agency staff have been trained as trainers. Peer-to-Peer mentoring is happening across five schools involving 44 teachers, but this is still in its initial phases.

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

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

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

Limitations, Challenges, and/or Lessons Learned

Currently the working group is chaired by a VSO volunteer and co-chaired by the sub-county quality assurance officer. However, for sustainable impact there needs to be a further shift to the ministry representative to lead the working group. Ongoing challenges also include the high turnover of agency focal persons attending the working group. While Competency Based Curriculum training is of high priority across schools in Kenya and is also a focus for training within the camp, considerations and adaptations still need to be made to meet the specific training needs of unqualified teachers operating in such extreme circumstances. Working to get the TiCC training pack certified and made compulsory for unqualified teachers within the camp would be extremely beneficial to this process. Also, raising awareness of the inter-agency approach at the programme design and donor levels would further strengthen the success in proactive participation in working in such a way. It also would have been beneficial to hold key stakeholder meetings at the beginning of the process as well as align each agency's work plans to complement the overarching inter-agency training plan.

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

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Links

- [Preliminary data collection and analysis survey](#)
- [TiCC Contextualised Introductory Training Pack](#)

1.14 Teachers' experiences with Pakistan Reading Project's three-pronged teacher development model

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

Description of Crisis-Specific Challenge

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

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

Consequently, the vast majority of Pakistan's rural and urban school teachers have had little to no exposure to early grade reading methodologies, either as students themselves or in their pre-service training. In-service professional development opportunities for Pakistani teachers are highly limited, underfunded, and hindered by logistical challenges. Against this challenging backdrop, high rates of illiteracy amongst Pakistani children is a problem in and of itself and has repercussions in other realms of their education. Research shows that if children struggle with basic reading skills in the early grades, they are significantly more likely to have trouble with other key academic skills in the future (Abadzi et al., 2005).

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

Brief Overview

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

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

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

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

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



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Evidence and Outcomes

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

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

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

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

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

- Beliefs about how to support students to read: Teachers and coaches believe that to effectively promote reading, students need to be exposed to active pedagogical techniques and have access to recreational reading materials that will develop their interest in reading. They also believe in the importance of providing students with differential supports to promote learning according to their needs. Teacher and coach respondents were able to effectively identify some strategies to support students with different needs.
- Beliefs about supporting teachers to effectively teach reading: Coaches believe that the best way to support teachers in their work is to ensure they use materials and lessons plans, and to provide them with on-going, individually tailored feedback about their instruction. However, coaches did not reflect on the importance of using a variety of questions to encourage self-reflection and growth among teachers.

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

Limitations, Challenges, and/or Lessons Learned

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

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

A crucial lesson has been learned in cultivating trust, collaboration, and ownership for reading reforms and research at all levels of the system - national, regional, provincial, and district education officials. The efforts of PRP staff in continuously engaging stakeholders through consultation meetings and capacity building throughout the life of the project has bolstered the capacity and confidence of stakeholders to invest in continuing reading reforms.

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1.15 A co-designed blended approach for teacher professional development in contexts of mass displacement

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

Description of Crisis-Specific Challenge

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

Brief Overview

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

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

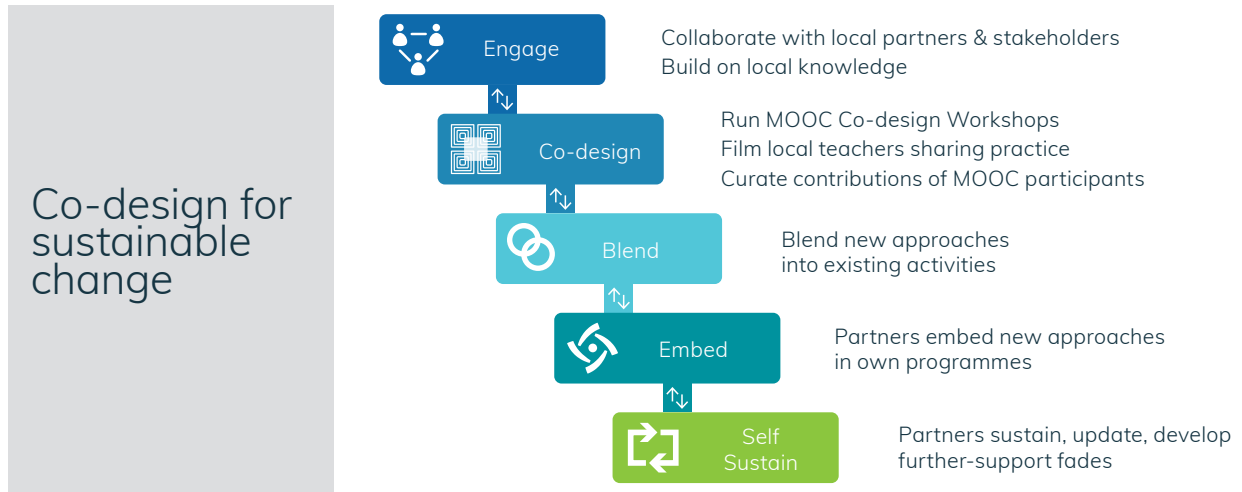
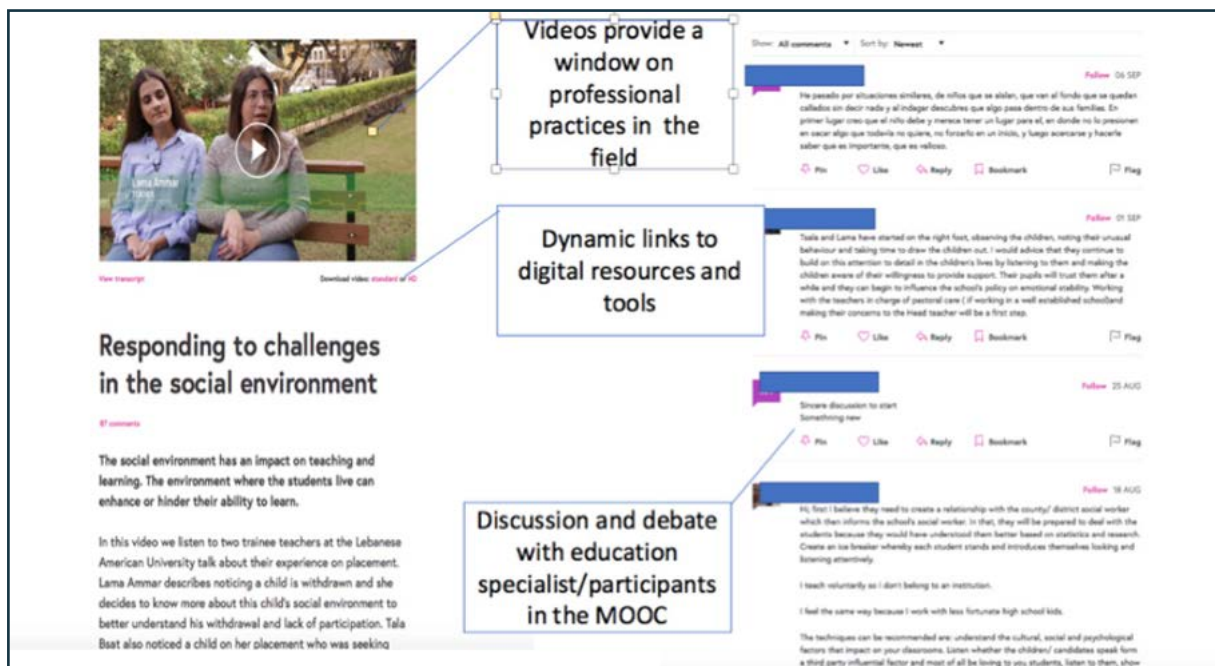


Figure 2: An example of the co-designed MOOC platform



We worked with teachers at different phases: from February to May 2018, we conducted several co-designing workshops in Beirut and Biqa'a to identify teachers' needs, scout locations for filming, and develop the initial design of the training course. In August 2018, we conducted a two-day workshop with 12 education specialists working at the Ministry of Education, UN agencies, (I)NGOs, academia and CBOs to operationalise the content, structure, and design of the training course. Once the content and structure of the course were finalised collaboratively, we produced and launched the MOOC in English and Arabic in June 2019.

The teachers who took the course, who are overstretched, have little time, and little access to campus-based opportunities, appreciated the additional value of the blended learning model, in which the MOOC was embedded in a campus course. We explored this model by creating a face-to-face (f2f) course in collaboration with the Lebanese American University and the Lebanese University. It was timed to take place concurrently with the MOOC: 29 teachers graduated from this blended learning

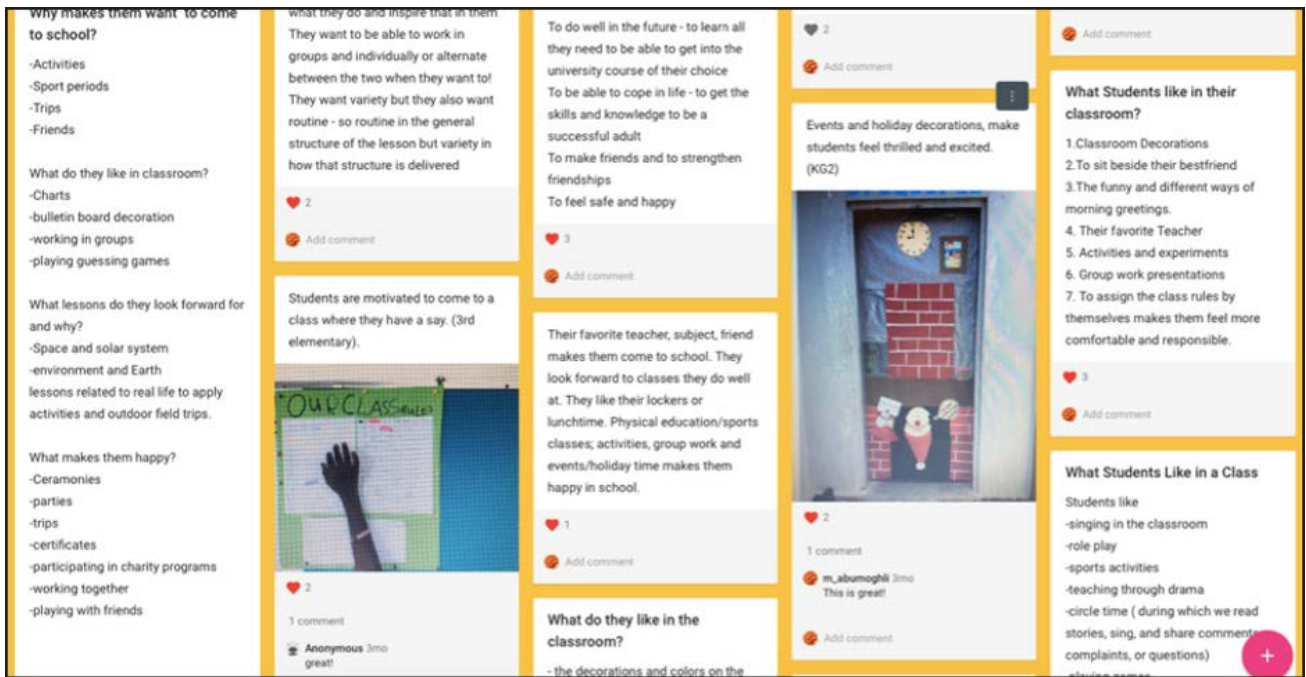
TPD course. The f2f course consisted of three (3) two-day sessions: one session before, one during, and one after the MOOC. The f2f sessions were designed to provide further learning opportunities such as presentations, group discussions, and activities using the tools introduced in the MOOC. The f2f sessions focused on ensuring that education practitioners were comfortable with using the online platform and tools (e.g. Padlet, Mentimeter) and were able to engage in the online discussions. In terms of content, we focused on dealing with controversial issues in the classroom, such as discrimination and gender-based violence. We also focused on learning design.

Evidence and Outcomes

Content

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

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



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

Policy and Sustainability

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

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

Evaluation Methodology

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

Findings

1. Teachers' needs for TPD particular to contexts of mass displacement: The following specific needs were identified: differentiated classrooms (language, ability, and ages); psycho-social support; advanced use of technology to design lessons, content, and methodology.
2. Sharing best practices: Best practices identified included the importance of building empathy, understanding different social networks in the school that promote students' positive behaviour and how they engage with them, the value of sharing teaching ideas, documenting teaching processes, and the importance of networking with other teachers.
3. Best practice related to use of digital technology: Those identified included embedding digital tools into lesson plans, adapting already tested templates and exercises, and being prepared and having backup plans in case the technology does not work.
4. Experience of the blended approach: The physical presence of the educators (the f2f component) accelerated the learning process and provided an opportunity to interact with them to clarify theoretical concepts and develop an understanding of digital tools.

Limitations, Challenges, and/or Lessons Learned

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

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

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

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Relevant Links

- [Future Education](#)
- [UCL Institute for Global Prosperity](#)
- [The RELIEF Centre launches new MOOC: “Transforming Education in Challenging Environments”](#)
- [IOE collaboration launch online course on transforming education for refugee children and youth](#)
- [RELIEF: Refugees, Education, Learning, Information Technology, and Entrepreneurship for the Future](#)
- [NSI 02: Data collection and evidence building to support education in emergencies](#)
- [Blended Learning Summer Schools for Teachers Working with Vulnerable Children](#)

1.16 Refugee educator foundations of practice: Supporting teachers in host countries & resettlement contexts to meet the needs of refugee students

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

Description of Crisis-Specific Challenge

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

Brief Overview

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

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

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

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

- understanding foundational concepts such as culturally relevant and responsive pedagogy, social-emotional learning, trauma informed practice, curriculum and materials design, scaffolding, and differentiation as they relate specifically to working with refugee students and families;
- demonstrating growing competency through reflective dialog, micro-credentialing and building of e-portfolios;
- making use of effective, research-based strategies and methods in their classrooms (or teaching/ learning context);
- feeling increased confidence and self-efficacy specific to their work with refugee students; and
- developing a sense of belonging to a community of educators committed to meeting the academic and social-emotional needs of refugee children/ youth.

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



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

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

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

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

Evidence and Outcomes

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

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

Limitations, Challenges, and/or Lessons Learned

Challenges include competing demands on teachers' time. While we have worked with each of the three states to ensure accredited professional development hours for required continuing education requirements and secured stipends for teachers in one Arizona district, we continue efforts to secure resources to incentivize and sustain engagement.

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

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Links

- [Refugee Educator Academy Website](#)
- [Refugee Educator Foundations of Practice Introductory Video](#)

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

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

Description of Crisis-Specific Challenge

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

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

Brief Overview

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

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

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

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

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

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

Tawasol pilot course focused on the following objectives:

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

Fourteen participants were enrolled in the online learning platform from all SLCs: ten representatives from Damietta SLCs, two from Greater Cairo, and two from Alexandria. Of those, eight completed the entire course. The other six had variable levels of engagement on the platform. Blended learning allows focused, flexible learning whereby participants can access structured content as best suits their schedules and available technology, while support and discussion around topics and materials presented on the online platform are available.

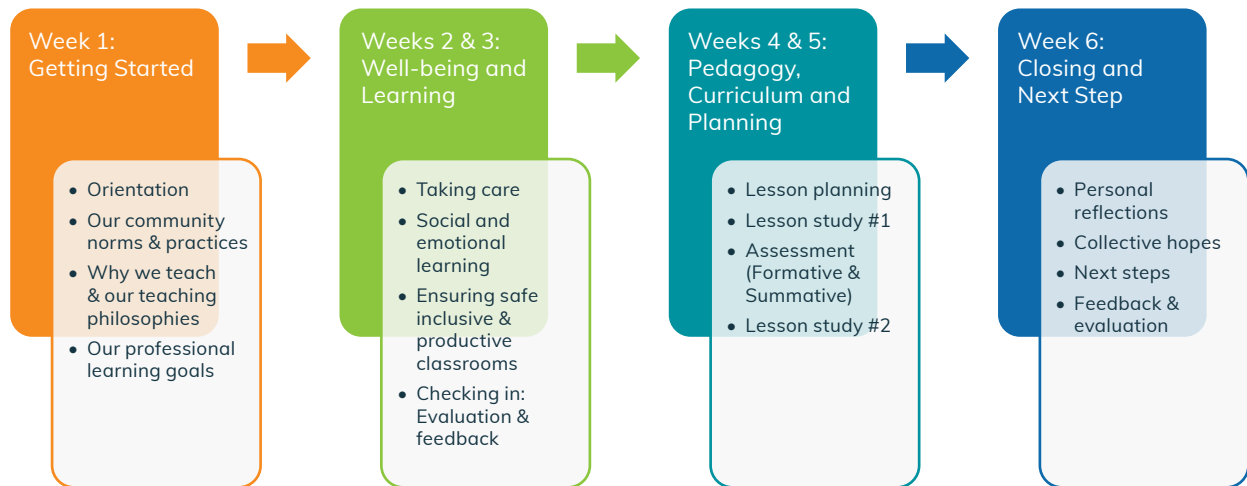
The online component of Tawasol was delivered in four modules across six weeks reflecting TiCC-ITP, including a one-week introductory foundation, a two-week module on the concepts of well-being and SEL, a two-week module on lesson planning and types of assessment, and a concluding/further professional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

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

Evidence and Outcomes

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

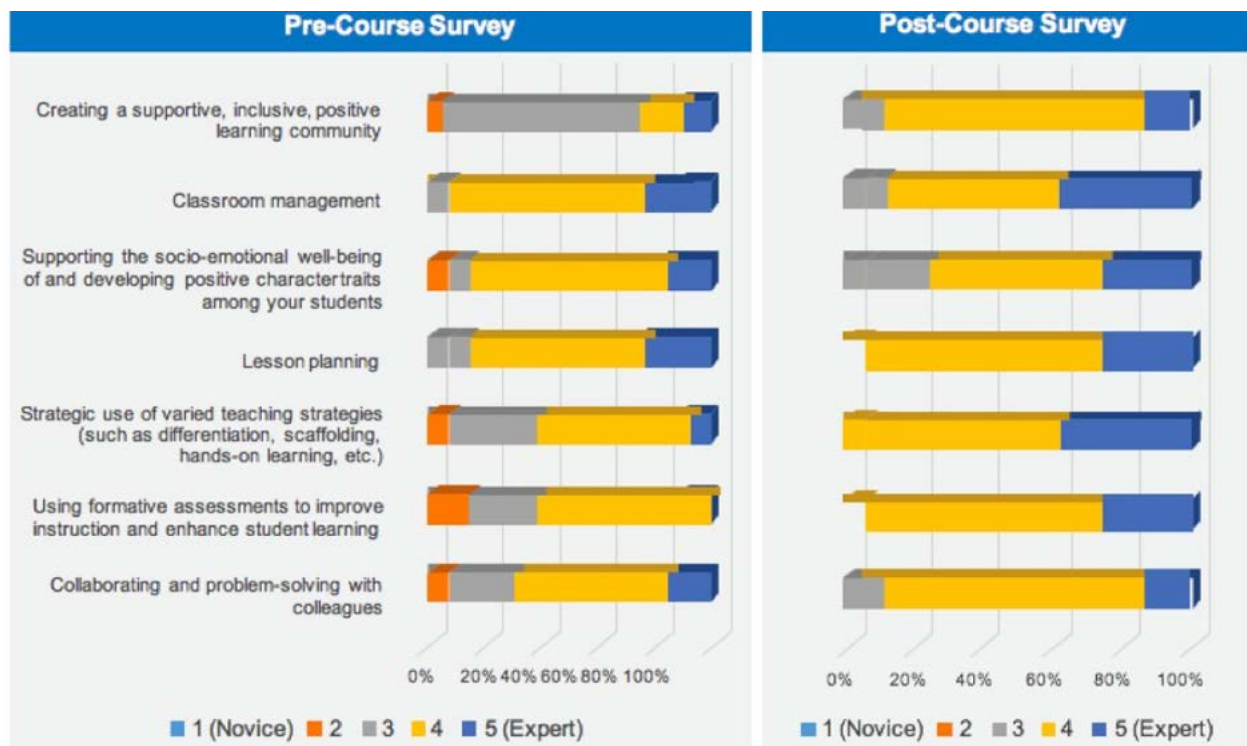
Figure 1: Tawasol Pilot Online Course Modules



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

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

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



Limitations, Challenges, and/or Lessons Learned

Challenges identified included:

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

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

- taking into consideration different work schedules and time zones during course planning;
- not underestimating the need for, and power of, synchronous and face-to-face gatherings or Meet Ups;
- organizing an in-country kick-off event with all participants and facilitators is ideal, if feasible;
- keeping in mind different communication styles and participant needs;
- maintaining digital spaces for community to gather after the course or “official” activity ends, and planning to keep discussion forums and other communication channels open after the course ends for ongoing support and dialogue; and
- ensuring that teachers understand and feel comfortable with the technology that will be used including registering, posting messages, communicating with each other and the facilitators.

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

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

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Relevant Links

- [Carey Institute for Global Good - Center for Learning in Practice](#)
- [Teachers in Crisis Contexts Introductory Training Package](#)

1.18 Jusoor case study: An adaptive management approach to new teacher training in crisis contexts

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

Description of Crisis-Specific Challenge

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

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

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

These recruitment challenges were particularly acute in light of the challenges of working with refugee children and youth. Refugee children face three main barriers for their learning and recovery: (1) challenges to psychosocial well-being, (2) struggles with a new language of instruction, and (3) limited capacity to catch up without targeted support (Save the Children 2018). The majority of children that matriculated at Jusoor had been out of school for an extended period of time or had not attended school. Further, some children suffered from psychological trauma and fatigue due to displacement.

Brief Overview

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

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

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

Jusoor's teaching training program provides two annual modules to our forty-plus teaching staff across three schools. The training program focuses on the Inter-agency Network for Education in Emergencies' (INEE) core competencies for primary school teachers in crisis contexts.

Evidence and Outcomes

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

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

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

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

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

Classroom Observation: Classroom observations remain an integral part of our community of practice. Teachers are usually observed by one of three people: the Academic Director, the Principal, and the Counsellor. Teachers receive training on classroom observation during annual trainings to ensure that the observation is not intimidating to the teacher or disrupts the course. Each usually observes with a different objective in mind, and Jusoor has designed a toolkit aligned with each objective. Our Principals and Academic Director designed a rubric to assess student engagement and classroom management in Jusoor's classroom. Our Counsellor designed a rubric designed to assess student psychosocial well-being at our schools. There are two kinds of classroom observations: the walk-in observations, which are short pop-in visits, and whole class observations. Observations are based on how trainings are being implemented or if a teacher requests help in a specific area.

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

Teacher Learning Community Program: Beginning in 2017, Jusoor initiated a new community of practice technique in partnering with Education Development Trust: the Teacher Learning Community

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

Evidence on Student Outcomes

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

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

Teacher Testimonies

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

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

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

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

Limitations, Challenges, and/or Lessons Learned

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

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



Inter-agency working group © Casey Pearson

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

Workshop Travel: Jusoor has partnerships with many NGOs and working relationships with universities, both in Lebanon and the United States. Many partners invite Jusoor staff and teachers to participate in workshops, yet the costs to travel can be prohibitive. This even includes providing transport from our Beka’a locations to Beirut for the entire teaching staff.

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UNHCR, UNICEF, and WFP. 2018. Vulnerability Assessment of Syrian Refugees in Lebanon. Beirut, Lebanon: UNHCR, UNICEF, & WFP

1.19 The proof is in the improvement: Using continuous quality improvement to engage teachers in Lebanon

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

Description of Crisis-Specific Challenge

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

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

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

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

Brief Overview

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

CQI provides the tools and resources necessary to rapidly mobilize all actors in the system-- particularly teachers in the case of education -- towards improved outcomes. As a methodology, CQI consists of

developing theories around improvement, testing these changes in rapid, safe-to-fail cycles, collecting data to verify whether these changes are resulting in improvement and then sharing the changes with relevant stakeholders in networked communities.

The IRC piloted the integration of CQI methodologies into our support model for remedial teachers in northern and eastern Lebanon. The pilot lasted eight months and consisted of training six IRC staff coaches and 30 Lebanese teachers in improvement science by integrating it into existing coaching and teacher trainings. Then, protocols for TLCs and coaching visits were adapted to reflect the CQI methodologies and to use CQI tools. For every third scheduled TLC, the IRC would host a larger TLC for training and consolidation of learning purposes. The first CQI-focused TLC, for example, focused on teachers identifying their goal and planning which changes to test. For example, teachers in Akkar wanted to improve French language comprehension. They chose to how many children in their classrooms could correctly pronounce all letters of the French alphabet. Teachers got together and developed a common theory around what they thought were the crucial drivers to improving these outcomes for students. IRC subject matter experts also provided information for teachers to use and combine with their experience and expertise. After developing the theory, teachers focused on two specific drivers—behaviour management in the classroom and ensuring students attended regularly. The teachers were guided in a series of activities to develop “change ideas” or small, safe-to-fail practices that they could test in their classrooms over the course of a day or week and teachers planned when they would test these changes. Teachers would collect data around the driver they were trying to improve, such as using a behaviour management chart in the classroom to collect data. They would then get together during the TLCs to discuss the changes they had tested and use data to guide the conversations.

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

Evidence and Outcomes

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

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

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

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

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

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

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



Teachers with their dashboards in Akkar. © IRC

Reinforcing the encouraging response by teachers, coaches who participated in focus group discussions reported that the majority of teachers were motivated and energized by the approach and that CQI helped structure TLCs. Specifically, coaches reported that the protocols for reviewing changes and outcome-level data during the peer learning enhanced conversations around quality practice and drew teachers into deeper conversations and sharing.

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

Limitations, Challenges, and/or Lessons Learned

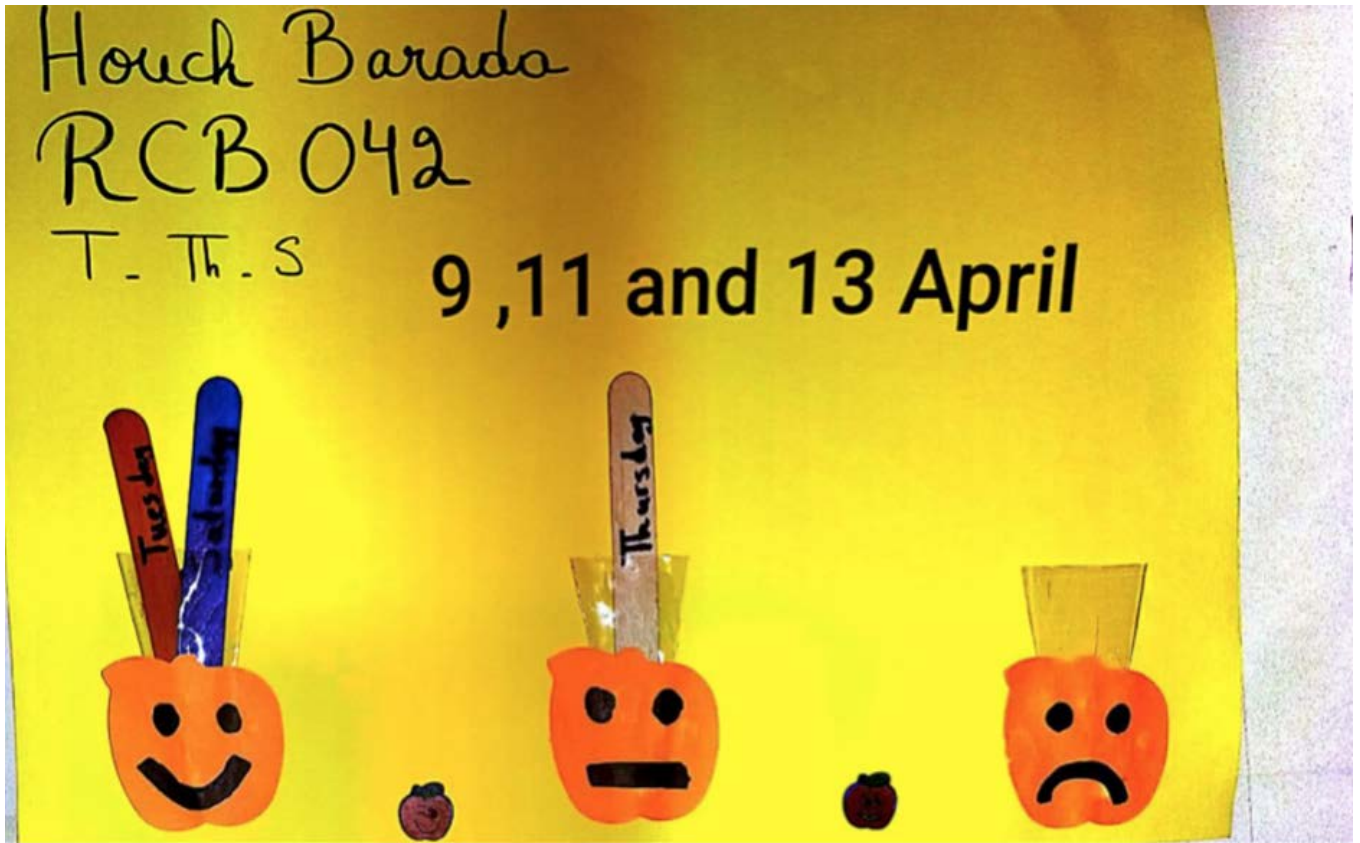
Teachers struggled most with the collection and interpretation of the data. Data interpretation is a skillset we will need to build over time and we will also need to work on presenting the data in easy-to-read ways. Stronger data collection instruments and systems are needed to more accurately assess which changes result in improvement and automate the process so as to not create an additional burden on the staff. They also found that the remedial program cycle (four months) was too short to generate meaningful evidence.

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

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



Rim Omar in her classroom © IRC



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

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1.20 Essence of learning: A 4-day training and ongoing mentorship for educators of Rohingya refugee children in Bangladesh

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

Description of Crisis-Specific Challenge

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

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

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

Brief Overview

Essence of Learning (EoL) is a pedagogical approach developed by Caritas Switzerland that aims to provide psychosocial and educational support to children in crisis situations. EoL follows a routine offering targeted, sensorial activities which employ recycled materials that are accessible to children in their environment. The program enables educators to teach a typical curriculum through relaxation and play to support children as they recover from traumatic events and restore their ability to learn.

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

(based on program monitoring indicators). At that point, mentors' visit frequency decreases, but peer-to-peer feedback continues throughout the program.

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

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

Evidence and Outcomes

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

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

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

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

Limitations, Challenges, and/or Lessons Learned

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

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

Educators emphasized the need for a clear, structured approach to training that links EoL theory to the lessons and developmental stage. From this foundation, teachers could more effectively develop their own lessons and ensure teaching is appropriate based on the age of the children. Despite having seen the benefits of the training approach in non-emergency settings through teacher practice over time, an emergency setting necessitates more guidance that enables educators to feel more equipped to implement the methods immediately post-training. Such written guidance could also facilitate the integration of an EoL training for educators in EiE generally, who may benefit from training on play-based education and using local materials to encourage children to translate learning outside the classroom.

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

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1.21 Supervision and coaching models in Northwest Syria

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

Description of Crisis-Specific Challenge

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

Brief Overview

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

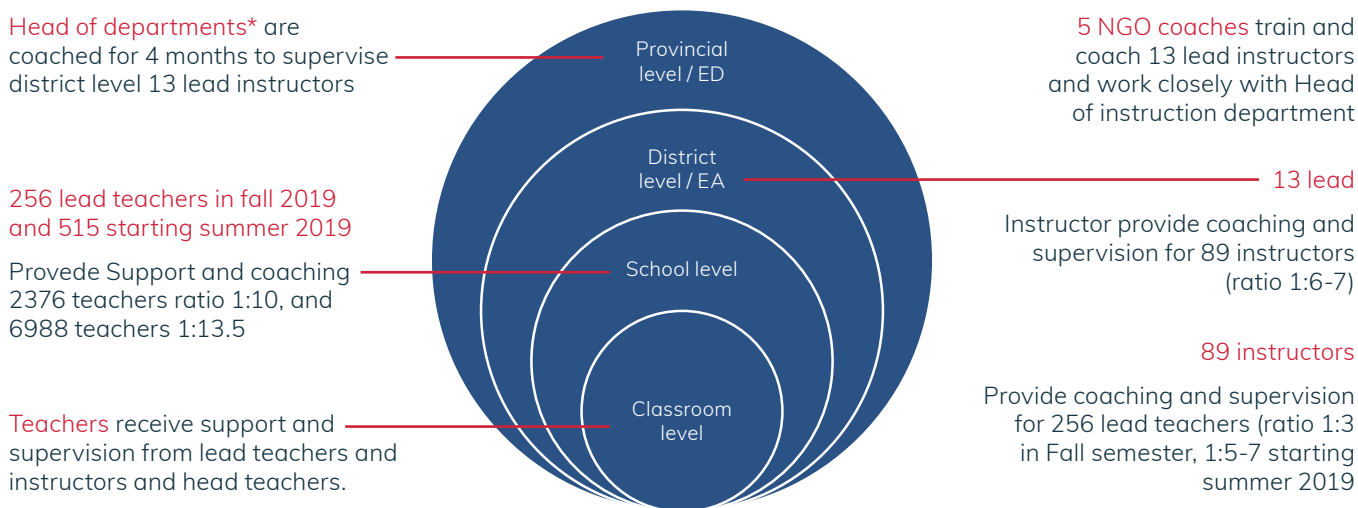
Manahel has been improving education staff practices by ensuring that support and supervision mechanisms function effectively for teachers with different educational backgrounds, because teachers in this operating environment have a range of secondary and tertiary educational experience. These supervision mechanisms include strengthening the instructors' role in follow up¹, as well as strengthening the accountability of lead instructors², lead teachers, and students to ensure quality feedback mechanisms and continued learning and development.

Manahel has helped to restructure the formal education supervision system to a five-step cascade model (Figure 1) in which lead instructors and instructor support lead teachers³ and about 2,400 teachers. After an initial capacity assessment at the beginning of each semester, this assessment looks at the supervisee's attitude, knowledge, and skills specific to his or her role and job description. The results of the assessment identify targets that would be addressed in multiple activities including monthly learning circles, weekly individual meetings with their supervisor, and shadowing and learning observations of other education staff. These activities help to identify areas for professional development, and instructors create tailored support, which is reinforced through continued monitoring during learning circles and meetings to further encourage professional development.

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

Figure 1: Five-step supervision and coaching cascade model

Supervision and coaching, training and follow up



*in case Manahel is not working with the ED, the head of instruction will be replaced by NGO coaches that support lead instructors and instructors.

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

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

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

Evidence and Outcomes

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

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

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

A teacher in Samman, Aleppo noted:

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

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

“The level of my teacher is getting better and better because of the communication channel which was created by instructors, and that’s what made our school a renewed factory of expertise. I notified new methods and strategies created by teachers and supervision of instructor on dealing with students the way I am not used to. These strategies have received wide social resonance. In addition, the new supervision methodology has pushed the teacher forward and encouraged him to master his work and love it.”

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

Summary of supervision and coaching tools

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

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

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

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

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

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

Limitations, Challenges, and/or Lessons Learned

The primary challenge found under Idarah (the predecessor project) to the coaching and supervision intervention was initial resistance by both education directorates and lead instructors to change how they were previously providing training and supervision to teachers. In addition, the supervisors' preparation for visits and coaching was uneven and unrealistic due to a lack of access to some areas, and the limited number of supervisors to instructors (3:120 in Idleb) further hindered the delivery of coaching support.

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

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Relevant Links

- [HNO Syria 2019](#)
- [UN Sustainable Development Goal 4C](#)
- [INEE Guidance Note on Conflict Sensitive Education](#)
- [INEE Guidance Note on Gender](#)
- [The Stallings classroom observation system](#)

1.21a From small nudges to big gains in teacher professional development

Organization	Syria Education Programme/Manahel (Chemonics International)
Author	Alaa Zaza, Quality Education Lead
Location	Northwest Syria
Teacher Profile	Host community and internally displaced teachers in an active conflict zone.
Topic	Teacher Professional Development

Case Study Addendum

Our programme moved its teacher professional development (TPD) efforts to virtual platforms in April 2020 in northwest Syria, shortly after the outbreak of COVID-19. For example, in order to continue with learning circles (fortnightly short training sessions), programme staff produced and shared videos with teachers on a range of distance teaching topics, which teachers identified at the beginning of each term and were based on competencies from the INEE's Teacher Competency Framework. Teaching topics for videos included competencies relating to communication with parents, use of weekly learning outcomes to monitor students' progress, and self-care for teachers.

In surveys conducted with teachers in late August 2020, teachers reported that the learning circle videos were too long. In response, the programme staff shortened videos to ensure that they did not exceed 15 minutes while still covering key training objectives. In addition, teachers started using an online Facebook group as a place to share ideas and exchange information. These were important communities for teachers to collaborate and improve their teaching. Within a few months, more than 7,000 teachers built and sustained their own professional development network online. Through Facebook Live broadcasts, teachers were able to solve each other's classroom issues; with quick videos they were able to introduce effective teaching techniques that have worked for them. The platform injected a dose of healthy competition by introducing a behaviour change initiative, for which we used the Behaviour Change Wheel to analyse teachers' behaviours and better understand their capability, opportunity and motivation (Michie, Atkins, & West, 2014). This informed our decision to introduce peer to peer support and motivation to introduce and sustain certain practices in schools. Teachers competed with one another to use the techniques they learned and then compared their approaches, results, and outcomes.

Soon local school and regional educational management authorities joined the social media groups. Their presence played a role in motivating teachers who wanted to demonstrate to their supervisors that they were performing to a high standard. Programme staff utilised behaviour change communication techniques, which provided an alternative, and often more strategic, way to think about how to encourage wide scale and broad-based change in a school environment. These techniques proved particularly useful in low-resource pandemic settings where in person training programmes or cash incentives were not possible.

The Syria Education Programme launched an online supervision and coaching module to support instructors and teachers in carrying out supervision using online platforms. Each teacher has an individual Teacher Development Plan based on the teachers' competency framework. The programme uses these plans to track teachers' progress by an assessment from a supervisor and a self-assessment by teachers. Each teacher has a printed copy of their own personal development plan. The plan includes three focus competencies for each academic term with clear indicators for teachers to evaluate themselves at the beginning and end of each term. Teachers also update the plan with reflections following each monthly learning circle. We measure additional competencies at the beginning and end of the term and then replace them with new competencies once teachers achieve satisfactory progress. Re-

sults indicate that the number of teachers who achieved proficiency in competencies¹ between January and August 2021 increased from 69% to 81%. The programme also uses pre- and post-training assessments which showed an increase in the percentage of teachers who demonstrated improved scores from 63% to 75%. This was a remarkable achievement similar to what would be expected from an in-person training in our context.

Teachers' development of new skills ultimately impacts student learning. The programme has been tracking student learning progress since the start of the 2019/2020 academic year. Since then, eight assessments have been conducted in literacy and numeracy.

In March 2020, schools closed, and online-only education became the dominant modality through October 2020. Additionally, from April 2020 until October 2020, teacher training programmes shifted to be exclusively online. Summative assessment was conducted for all targeted children to measure progress in literacy and numeracy every term. Further, a sample of the same students (using their unique IDs) is tracked over academic terms. We also use Early Grade Reading Assessment (EGRA) and Early Grade Maths Assessment (EGMA) tools twice every year (November and May) with a sample of 1500 children to inform our impact indicator and measure progress over years. The data from student assessments during this time suggests that student learning has continued to progress despite school closures and the shift to distance learning. For instance, data indicates that the mean literacy and numeracy levels have continued to increase.

There are various possible explanations for this increase. First, looking at average data over time masks variation in sub-groups, some of which have shown learning loss. Second, some learners have continued to make considerable progress – in some cases because they had access to private schools (which may have stayed open), to mobile phones, or to parental and sibling support. Third, we recognise that assessments may have been less reliable during distance learning, with less in-person assessment, no additional layer of verification of results usually available when schools are open, and more reliance on using observation-based weekly tracking data. Despite being cautious regarding the data, we see these results as very promising and worth sharing.

Schools reopened in October 2020 with additional COVID-19 precautions. However, the programme decided to sustain online training for teachers as a more cost effective and sustainable approach. Since schools reopened, based on EGRA & EGMA student learning assessments indicated increased literacy and numeracy levels after students returned to in-person learning.

In conclusion, findings from our programme indicate that online teacher training is a viable, cost effective, and sustainable alternative to improve teachers' practice that leads to improved students' learning outcomes. We want to share the following key learning and recommendations in driving behaviour change for teachers around their professional development:

- **Capability, opportunity, and motivation:** In designing professional development approaches for teachers, think about teachers' uptake and motivation. Particularly, consider teachers' belief in the need for change and their belief in their ability to change. Don't assume that teachers are not demonstrating the practices intended due to a deficiency in their capability.
- **Tap teachers for ideas:** Education programme designers often think they know better than teachers. In reality, teachers know best how to support their own and each other's growth. Social media platforms provide an effective way to get teachers to share their ideas, share their experiences, and a means to run ideas by teachers. These platforms allow us to engage and mine teachers for their ideas on a continuous basis – rather than just at the start or end of the design process.
- **A healthy dose of competition:** Peer-to-peer competition is a strong motivator for behaviour change campaigns. Encourage senior management to join WhatsApp and Facebook groups, it improves uptake and engagement.

1 The Syrian Education Programme contextualized INEE's (2020) Education in Emergency Competency Framework for the needs of northwest Syria.

References

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

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Location	Honduras
Teacher Profile	Host community teachers
Topic	Teacher professional development

Description of Crisis-Specific Challenge

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

Education in Honduras faces many challenges. The country is facing very high dropout rates (27% of Honduran youth neither study nor work); low achievement scores, and some of the highest rates in Latin America of illiteracy and inequity. (Inter-American Dialogue 2017) According to data from the Honduran Education Observatory, school enrollment in the two most populous departments (states) of the country has been declining in recent years—from 172,126 students in 2014 to 157,662 in 2019, a decrease of over 8% in enrollment (Moncada 2019). Poor education outcomes are the result of various complex challenges but have been largely affected by community violence. The Inter-American Dialogue and other studies have found correlation between homicide rates and migration as well as school enrollment. Children and young people (both males and increasingly more females) are targets of gangs that seek to engage them in illicit activities such as extortion and drug trafficking, which allows for community violence to permeate into the schools. A recent internal study by the *Asegurando la Educación* project found that students and teachers experience high levels of insecurity in school premises and on their way to or from school. Over 60% of female students, for example, report perceptions of insecurity in the school restrooms. Teachers have reported “being afraid of some students” which impedes appropriate delivery of education. Further, the migration crisis affecting Central America is leaving many schools with a record number of abandonment rates. An internal census conducted by the *Asegurando la Educación* project last July with principals from 90 schools in the country found that just this year, some of the schools have lost 15% of their student population due to irregular out-migration.

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

Brief Overview

Docentes por la Paz (“Educators for Peace”, in Spanish) is an empowering and innovative five-module professional development program for public school teachers in Honduras that increases their capacity to provide quality education in contexts of crisis and conflict, and fosters safe learning environments within the education system. This participatory program responds to the need to support teachers

as they navigate contexts marked by generalized conflict, violence, and irregular migration and displacement. While the program was originally developed for use in Grades 4 to 9, many schools have expanded it to include teachers from Grades 1 to 3 and Grades 10-12 as well.



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

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

Evidence and Outcomes

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

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

Figure 1: The Docentes por la Paz program consists of 80 hours (16 hours/module) and is designed to be delivered in one school year. The interactive training method engages participants actively and is complemented with techniques such as learning circles, action research and, “application in the classroom” commitments.

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

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

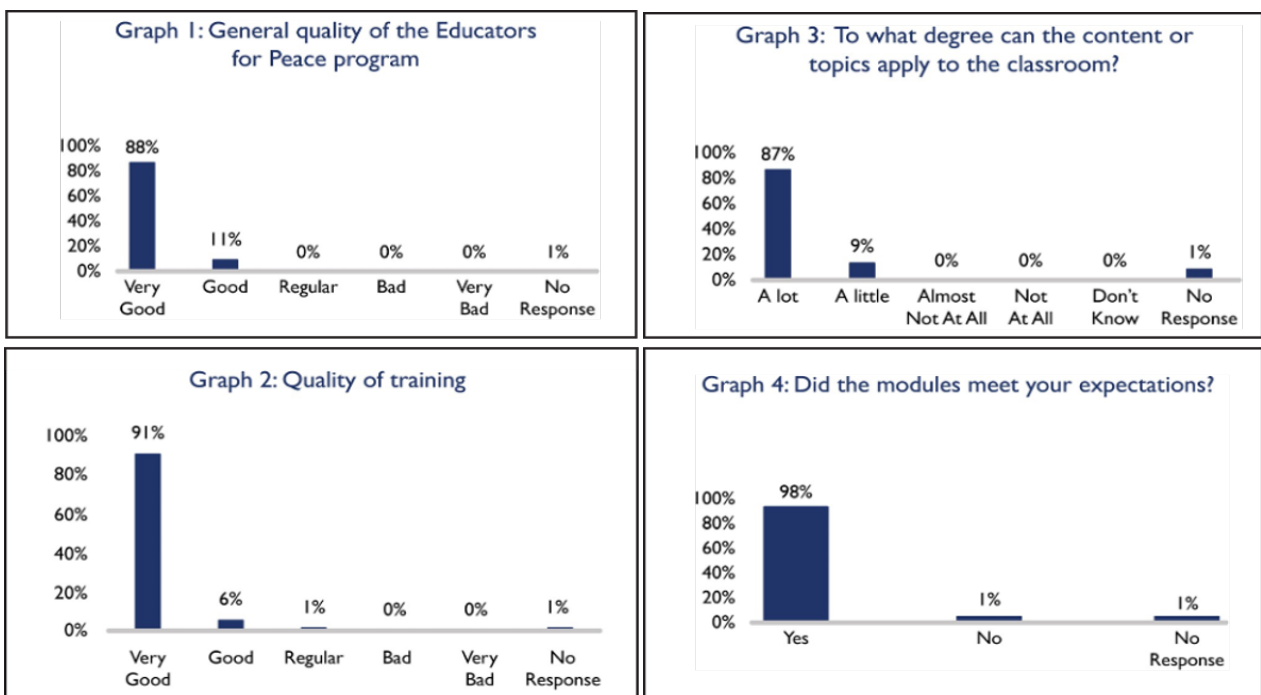
Module III. Social emotional learning: educational approach based on fostering social-emotional competencies: a) self-awareness, b) self-management, c) social awareness, d) ability to relate, and e) responsible decision making.

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

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

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

Figure 1: Survey responses



With regards to the program's content and perceived impact, the survey and responses from interviews and focus groups suggest there have been provisional benefits from the first two modules. In general, 87% of teachers responded that the content or topic applied to the classroom (see Graph 3) and that almost all of the teachers' expectations were met regarding the content (see Graph 4).

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

Limitations, Challenges, and/or Lessons Learned

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

- 1. Design.** For the first two cohorts of teachers trained in the first two modules, materials developed only included a facilitator's guide, a dense document with key concepts and theories embedded within. For the third cohort of teachers trained, the project identified the need to develop a "Theoretical Framework" to complement the facilitator's guides, which, then, became much more user-friendly. Trainers were also given additional resources to learn further from specific topics about which they may not be experts (e.g. conflict-sensitive education and gender-based violence). An additional challenge was finding expertise in-country to develop some of the modules. Some of these approaches are new to the country's education system (e.g. SEL or restorative practices), so there is no local expertise. Additional funding could help build sufficient local capacity to support a wide-scale implementation of a program like *Docentes por la Paz* and provide the right levels of technical support to hundreds of school districts and thousands of schools.
- 2. Evidence and evaluation.** The data collected to date point mostly to perceived quality and value added of the training, but do not yet extend to impact on key education outcomes such as enrollment, retention, and learning. Evaluating the program has forced us to ask challenging questions, such as "How do we measure changes in the classroom?" and "Is it valid to measure comprehension of new concepts as a proxy for improved teaching?" The project does not have the resources to conduct a thorough evaluation of changes in the classroom so we are conducting only a post-test which is more focused on changes in teachers' knowledge. We remain interested in better understanding the program's impact in the classroom.

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

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

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Relevant Links

- [Docentes por la Paz Program Brief \(2-pager\)](#)
- [Asegurando la Educación \(Securing Education\)](#)



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