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Teacher Professional Development in Emergency Contexts: A Small Sample Exploratory Analysis for Five East African Countries

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Abstract

This paper explores teacher professional development (TPD) in conflict zones and refugee settlements in five Eastern African countries: Ethiopia, Kenya, Somalia, South Sudan, and Uganda. Data were collected using both qualitative and quantitative research methods. Results are tentative given the lack of statistical representativeness of the data. Many respondents state that they benefited from various TPD activities over the past 24 months, with slightly more respondents benefiting from standardized and on-site TPD models versus self-directed TPD. Most respondents find TPD relevant/effective, for example for enhancing pedagogical skills, promoting classroom management techniques, and helping teachers learn new teaching methods or keep abreast with new teaching approaches. Nevertheless, teaching in conflict-affected areas and refugee settlements is affected by congested classrooms and poor infrastructure, a lack of well-defined TPD standards and systems for education in emergencies, financial constraints, the need to account for multiple languages and cultures among students, a lack of collaboration among teachers and partners supporting education in emergencies, and a lack of onsite experts to support and mentor teachers. As teachers may assume roles as counselors and caregivers, they must also be trained to do so.

Keywords: Teacher Professional Development, Conflict, Emergencies, East Africa.

¹ This paper was prepared by UNESCO IICBA staff. The opinions expressed are those of the authors only and may not represent the views of UNESCO, the members of its Executive Board, or the countries they represent. They may also not represent the views of UNESCO IICBA or the members of its Governing Board. The paper was funded under a work program on Teacher Professional Development at UNESCO IICBA that benefited from funding from GPE and IDRC under the KIX Africa 19 Hub and the Bill and Melinda Gates Foundation. The analysis may also not reflect the views of GPE, IDRC, or the Gates Foundation.

Introduction

An increasing number of countries globally and in Africa are affected by conflicts, crises, and situations of emergencies, leading among others to forced displacement. Globally, UNHCR (2023) estimates the number of forcibly displaced people at 108.4 million people in 2022, including 35.3 million refugees, half of them children. Insecurity has led to school closures, affecting schooling and learning. East Africa is one of the regions most affected. This has implications for Teacher professional development (TPD). TPD matters in all contexts (Germuth, 2018), but in crisis-affected countries, TPD encounters significant challenges (INEE, 2011). Conflicts, political instability, and resource constraints impede traditional training methods. Teachers may be faced with large class sizes and diverse learners, requiring ongoing training and support (UNESCO, 2019). They may also face disruptions in their education and struggle with their own trauma apart from that of their students, impacting their ability to support students. Solutions may include tailored training programs that address trauma, mobile-based learning initiatives, and partnerships with NGOs to provide resources and support. Community involvement and fostering resilience can also contribute to sustaining TPD in the face of adversity.

TPD could be a crucial tool to address the multifaceted needs of teachers in emergency contexts, aiming to enhance their knowledge, skills, and instructional techniques (OECD, 2009), but also their ability to cope with issues related to mental health and psycho-social support. However, TPD is often neglected during conflicts (Burns and Lawrie, 2016). TPD addressing contingency planning, awareness of violence and attacks, and emotional learning challenges is often missing (Ring and West, 2015; Ndiku, 2019). Limited resources during emergencies lead to prioritizing other essential needs, leaving TPD underfunded and fragmented. One-off, short-term training, though common, may not be sufficient.

The purpose of paper is to explore TPD challenges faced by educators in crisis-affected contexts with a focus on Ethiopia, Kenya, Somalia, South Sudan, and Uganda. The five countries were selected because of the prevalence of context of fragility and the fact that they are all part of the KIX Africa 19 Hub, a south-south knowledge and innovation exchange platform for Anglophone countries. While the focus is on these five countries, the analysis may be relevant to other KIX Africa 19 countries as well. In a country mapping of priorities across the 19 countries, 59 percent of respondents expressed a need for research focused on enhancing access to quality education and improving learning in conflict and crisis contexts.

Continuous TPD should improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills, and attitudes – anchored in the local context and classroom practice. As an example, according to policy documents in Ethiopia from the Ministry of Education (2019), all teachers should be actively engaged in (a) their learning process, (b) working with their colleagues, (c) identifying their own needs, and (d) activities, formal and informal, to improve their practice and the practice of others. Yet this remains an exception rather than the rule especially in emergency contexts. A study in Ethiopia refugee schools revealed multiple challenges for teachers, including lack of coordination and long-term planning due to the complexity of having a dual education system, lack of bank accounts leading schools to return grants, unclear communication between the Ministry of Education and refugee settlements leading to less training and supervision for refugee schools (UNESCO, 2020). These and other issues are common in other countries as well.

Teachers' well-being and PD in crises and emergencies is often overlooked despite the stressful and traumatic circumstances (INEE, 2021; Falk et al., 2019). Teacher educators and school leaders receive insufficient professional development support to create a positive school climate that enables teachers to effectively and safely carry out the roles expected of them (Mendenhall et al., 2020). Opportunities for refugee teachers are limited because their work is rarely protected by labor standards in host countries. Teachers may also suffer from sexual violence during or after attacks on schools by armed forces or groups (Save the Children, 2015). In addition, when schools and universities are used as bases and barracks for other military purposes, they can be targeted by opposing forces, placing teachers at risk (GCPEA,

2022). The lack of recognition and inadequate support systems for teachers in refugee-hosting areas has negative implications for their job satisfaction, engagement, and well-being, in turn affecting children. INEE (2022) contends that understanding the often-neglected education workforce in refugee settings is necessary to use targeted professional development opportunities to improve student outcomes and teacher retention.

All five countries of focus for this paper have highlighted in their GPE compact documents (Kenya, Uganda) or education sector plans (Ethiopia, Somalia, South Sudan) the need to better prepare and support teachers including in crisis zones and refugee camps. The Uganda partnership compact document notes that many schoolteachers lack the necessary skills, especially in teaching pre-primary and primary literacy and numeracy (Ministry of Education and Sports, 2022). South Sudan's Education Strategic Plan 2017-2022 recognizes the challenge to equip teachers to address conflict-related risks to schools and students and to establish comprehensive safety protocols, ensuring the protection of learners both within the school environment and during their commute to and from the institutions (Ministry of General Education and Instruction, 2017). The government of Somalia is also prioritizing education for children in crisis settings in its National Education Sector Strategic Plan for 2022-2026. Against the background of repeated droughts and failed crops, internal displacement, and protracted conflict, three million Somali children are out of school (UNICEF, 2023). One of Somalia's strategic goals is to ensure that all emergency-affected and internally displaced school-age girls and boys receive uninterrupted access to safe and quality education (The Federal Government of Somalia, 2022). In Kenya, the partnership compact document aims to ensure the uninterrupted continuation of teaching and learning during emergencies and in regions facing insecurity, including by redeploying, redistributing, and better supporting teachers (Republic of Kenya, Ministry of Education, 2021).

While promising initiatives exist, many programs struggle or fall short when it comes to making the transition from promising practice to systemic, continuous TPD (INEE, 2020). Ring and West (2015) assert that in refugee and emergency settings, TPD geared towards aiding new teachers in contingency planning, awareness of violence/attacks, and psycho-social emotional learning challenges is crucial but often absent. Teachers continue to face challenges, whether for recruitment and management policies, barriers to certification, lack of TPD, and their safety and well-being (Dolan et al, 2012). The UNESCO Strategy on education in emergencies encourages teacher preparation and professional development for crisis-sensitive instruction, capacity development for education management in crisis situations, capacity development using a variety of meaningful classroom assessment methods, and support for customized resources and tools to enhance the delivery of quality education in crisis situations.

To assess the relevancy and effectiveness of TPD models in emergency contexts in the five countries of focus, this paper provides a small sample exploratory analysis using mixed methods using both quantitative and qualitative data. The next section provides the methodology for data collection and basic characteristics of the data collected. Key findings from the quantitative and qualitative data are discussed in the next two sections. A discussion of the findings and tentative recommendations follow. Additional information is provided in Annexes (Annex 1 for background information on TPD and the five countries of focus; Annex 2 for the survey questionnaire; and Annex 3 for detailed survey statistics).

Methodology

The aim of the paper is to explore (tentatively given limited resources and sample sizes) four main research questions: (1) What are the existing TPD models implemented for in-service teachers in schools situated in conflict and refugee settlement areas across Uganda, Kenya, South Sudan, Ethiopia, and Somalia?; (2) How relevant and effective are these TPD models in addressing competency gaps enhancing teachers' instructional practices?; (3) What are the factors influencing access to TPD activities?; and (4) How do education sector personnel, school leadership, SCOs (Supporting Coordination Organizations), and

NGOs (Non-Governmental Organizations) contribute to supporting the institutionalization and adoption of TPD models within schools operating in conflict and refugee settlement contexts?

A mixed research methodology is used. Data collection included an online survey, key informant interviews, and a focus group. The data were collected at the end of 2022 by a consulting firm under contract with UNESCO IICBA. Analysis of the data was conducted by the firm and UNESCO IICBA, although all statistics presented in this paper are by IICBA staff². Data collection targeted multiple stakeholders including (apart from teachers) UNESCO Commissions in the respective countries, Ministry of Education (MoE) staff, teacher training institutions, school administrators, district and regional education officers, school inspectors, NGOs, CSOs, and other institutions and associations involved in teacher training and professional development in emergency settings. All responses were voluntary. The team ensured the security and confidentiality of the data.

The quantitative data analysis relies on a small survey sample with 105 respondents, although for many questions, responses are available only from 66 respondents. While the survey had a relatively high response rate among individuals contacted to respond to the survey, given its very small sample size and the fact that it is not based on a sampling frame that would ensure representativeness, findings should be considered as highly tentative only. Some of the characteristics of the sample and some of the responses to questions asked in the survey suggest that results may differ from what could have been obtained from more reliable data. Nevertheless, results from the survey still provide some valuable insights. Basic characteristics of respondents in the sample (n=105) are provided in Table 1.

Gender: 74 percent of respondents are men and 25 percent are women (one person did not respond). The higher representation of men is as expected, given that in the five countries, and especially in conflict-affected areas, most teachers and education officials tend to be men.

Age and tenure: Respondents are relatively young, with 40 percent between 21 and 30 years of age, another 33 percent between 31 and 40 years of age, and the rest above 41 years old. The age of teachers is reflected in their tenure as 30 respondents had less than five years of teaching experience, and another 21 percent had between 6 and 10 years of teaching experience.

Educational attainment and position: Most respondents have a post-secondary education diploma, and a high proportion (40 percent) have a graduate degree. This is rather unusual, and probably reflects the fact that about a third of respondents are not teachers, with the largest group apart from teachers being teacher educators. The fact that the survey was administered (mostly) online, so that respondents had access to the internet may also have led to a sample that seems much better educated than the average teacher in the five countries, including in refugee areas. This also means that the sample is likely not representative of the teacher population.

Status and employer: Three in four respondents (76 percent) are employed full time, the rest being part time. Almost half of respondents (44 percent) work in private schools, which may reflect oversampling in Uganda, a country with a large share of private schools especially at the secondary level. Respondents work at the primary, secondary, and teacher college levels, with good representation of all three levels. Urban and rural locations are represented about equally.

Countries: Uganda accounts for half (50 percent) of respondents, followed by Kenya (26.7 percent), Ethiopia (11.9 percent), Somalia (10.0 percent), and South Sudan (1.0 percent). While the results cannot be considered as representative of teachers and other educators in emergency settings in any of the five countries, there could possibly be higher validity in Uganda.

² Due to lack of responses by the consulting firm that collected the data to multiple queries by IICBA staff after data collection, we rely in this paper on the analysis by the authors (IICBA staff) of the data. Co-authorship was proposed to the individuals who worked on the paper at the consulting firm, but again due to lack of response on who should be co-author, only IICBA staff are listed as co-authors.

Table 1: Basic Characteristics of Respondents in the Survey (n=105)

Modalities	Count	Percent	Modalities	Count	Percent
Sex			Employment status		
Male	78	74%	Full time	80	76%
Female	26	25%	Temporary (part time – 50%)	19	18%
Other (specify)	1	1%	(Part time – Above 50%)	6	6%
Total	105	100%	Total	105	100%
Age			Position		
21-30 years	42	40%	Teacher	73	70%
31-40 years	35	33%	Principals/District Inspectors	4	4%
41-50 years	18	17%	Teacher Educators	20	19%
50 years and above	10	10%	Education policy maker	2	2%
Total	105	100%	Ministry of Education official	3	3%
Education			Others Specify	3	3%
Below Diploma	8	8%	Total	105	100%
Diploma	24	23%	School type		
Undergraduate Degree	26	25%	Private	46	44%
Graduate Degree	42	40%	Public	59	56%
Others Specify	5	5%	Total	105	100%
Total	105	100%	School category		
Country			Teacher Training College	21	20%
Ethiopia	15	14%	Primary	55	52%
Kenya	27	26%	Secondary	29	28%
Somalia	10	10%	Total	105	100%
South Sudan	2	2%	Experience (years)		
Uganda	51	49%	0-5	31	30%
Total	105	100%	6-10	22	21%
Location			11-15	25	24%
Urban	53	51%	16-20	13	12%
Rural	51	49%	21+	14	14%
Total	104	100%	Total	105	100%

Source: Estimations by the authors.

The questionnaire for the survey is provided in Annex 2. Following a classification proposed by Gaible and Burns (2005), the questionnaire considers three types of TPD activities: (i) Standardized TPD; (ii) Onsite TPD; and (iii) Self-directed TPD. Standardized TPD typically represents a centralized approach, involving workshops, training sessions, and in many cases the cascade model of scaled delivery. Standardized, training-based approaches generally focus on the exploration of new concepts and the demonstration and modeling of skills. Site-based/onsite TPD often takes place in schools, resource centers or teacher colleges. Teachers work with local (in house) facilitators or master teachers to engage in a more gradual process of learning, building master of pedagogy, content, and technology skills. Site based TPD often focuses on the specific, situational problems that individual teachers encounter as they try to implement new techniques in their classroom practices. In self-directed TPD, teachers are comparatively more involved in initiating and designing their own professional development and may share materials and ideas as well as discuss the challenges they face. While the distinctions between the three types of TPD are not absolute, they are useful to explore the various types of TPD that individuals may engage in.

Qualitative data were collected through stakeholder interviews and a focus group. The interviews and the focus group session were recorded, transcribed, and analyzed to identify thought and behavior

patterns and address any issues or misunderstandings. A total of 15 interviews were conducted. The focus group had 20 participants. For both interviews and the focus groups, men accounted for most participants, although the focus group was more balanced. The sample for the interviews was a bit older and more educated than was the case for survey respondents. South Sudan was represented with two interviewees (a CSO leader and a teacher educator at the university) and one participant in the focus groups. Kenya had two interviewees and two participants in the focus groups. Ethiopia also had two interviewees, but Uganda had eight. Overall, as for the survey, Uganda was over-represented and South Sudan under-represented.

Findings from the Online Survey

This section provides selected results from the analysis. More details are available in Annex 3 with results not only for the whole sample, but also for sub-samples: (i) Ugandans versus respondents from other countries given that half of all respondents are from Uganda; (ii) Respondents who are teachers versus those with other roles; (iii) Men versus women; (iv) Younger versus older respondents; (v) Respondents serving in public versus private schools; and (v) Respondents living in urban versus rural areas.

Table 2: Participation in TPD Activities and Perceived Value (%)

	Participation in TPD Activities (n=105)	Moderate or High Perceived Value of TPD (n=66)
Standardized model		
Workshops	51.4	54.5
Conferences/seminars	37.1	43.9
Serving as trainer	33.3	40.9
Retreats/mentorship	40.0	54.5
Collaboratives	46.7	54.5
Training of trainers	30.5	39.4
Online training	33.3	39.4
Face-to-face training	49.5	62.1
Research	34.3	37.9
Visits	39.0	48.5
Onsite model		
Peer to peer consultations	42.9	56.1
In-house training	29.5	42.4
Improved pedagogy from place of work	44.8	57.6
Peer observation and coaching	45.7	59.1
Self-directed model		
Further studies	37.1	51.5
Search for learning materials	48.6	65.2
Advice from experienced people	51.4	65.2
Individual research	39.0	50.0
Reading professional literature	50.5	66.7

Source: Estimations by the authors. Please see the questionnaire in Annex 2 for exact questions.

Note: The sample size is different for participation in TPD activities (n=105) and the perceived value of TPD (n=66) as for perceived value, the data are reported only for the respondents who answered the question, while for participation in TPD activities, it is assumed that missing values represent a lack of participation.

Participation in TPD and perceived value of activities. Across the three types of TPD, participation among respondents is at half of the sample or less (Table 2). While higher participation rates would be better, these are still relatively high rates of participation in TPD activities when compared to other sources of data. For example, for Ethiopia, data from the Education Management Information System suggests much lower rates of participation by teachers in TPD activities, especially in conflict-affected areas. These relatively high levels of participation may result in part from the characteristics of the sample, with well-trained teachers accounting for a very large share of respondents. As shown in Annex 3, participation in TPD activities tends to be higher in Uganda than in the other countries, and lower for teachers than other respondents. It also tends to be lower for women than men, and lower for younger than older individuals, but it seems, surprisingly, higher in the sample for rural as compared to urban areas. Regarding the perceived value of TPD, typically up to two thirds of respondents rate this value as moderate or high on a four-point Likert scale. This is encouraging but may also signal some problems with the quality of existing TPD since a third or more of respondents assess the value of TPD as relatively low. On the other hand, the relevance/effectiveness of TPD activities is rated high for most types of activities (see Annex Table 4).

Various types of TPD activities have their own strengths and weaknesses, hence none can be recommended as the sole approach. In some contexts, it may make sense to prioritize self-directed or on-site TPD approaches to empower teachers and build sustainable professional learning communities. In other cases, relying more on the standard model may be more practical. But while standard TPD offers teachers with certification upon completion leading to their career growth, the merits of onsite and self-directed TPDs in refugee schools are also strong. Onsite TPD may address specific challenges present in refugee environments, while also reducing costs related to travel. As to self-directed CPD, it encourages teachers to explore innovative approaches, experiment with new technologies, and adapt instructional methods to meet the diverse needs of refugee learners. Onsite CPD and self-directed CPD initiatives can contribute to the long-term sustainability of professional development efforts in refugee schools. By building teachers' capacity to learn and grow independently, these approaches help create a culture of continuous improvement that extends beyond the duration of specific training programs. But whatever the type of TPD chosen, it must be demand driven at implementation sites rather than externally driven.

Level of need for TPD activities, ability to benefit, and out-of-pocket payments. Annex Table 3 provides information on needs for TPD and constraints to benefitting from TPD. Levels of needs expressed by respondents are high, ranging from just over half to more than three fourths of respondents depending on the type of activity. Two thirds of respondents declare that they have not been able to participate in as many TPD activities as they had wished. The main reasons for the inability to get the desired TPD are conflicts with work schedule and the fact that TPD is expensive or unaffordable, as well as the perception that there is no suitable TPD for the respondent. Other reasons (no employer support, no time due to family responsibilities, or non-eligibility due to a lack of qualifications or experience) are less frequently mentioned. About a third of respondents have themselves paid for TPD activities.

Open-ended questions. The survey had five open-ended questions at the end of the questionnaire that provided additional insights. These questions were: (1) Outline any challenges and barriers that hinder the implementation of effective continuous professional development programs in crisis-affected contexts; (2) In your opinion, what are the potential strategies for overcoming challenges and barriers to CTPD in crisis-affected communities?; (3) Suggest improvements or changes to existing continuous teacher professional development programs in education institutions; (4) What are the specific needs and preferences of teachers in crisis-affected areas?; and (5) How can continuous professional development programs in crisis-affected contexts be sustained and scaled up to reach a larger number of teachers? The first question is about challenges to CTPD in crisis-affected contexts, while the other four questions are all about potential responses. Given that responses to these four questions are somewhat similar, after providing insights from the first question below, the other four questions are considered together.

In terms of challenges for TPD in crisis-affected contexts, a lack of resources came out strongly, including a lack of funding mentioned by many respondents, but also a lack of time, human, and material resources. For example, respondents mentioned a lack of management skills to organize and implement trainings well and a lack of qualified staff to lead the trainings, noting that available facilitators may be expensive to rely upon. Turnover among teachers and the fact that many have a high workload and limited time for training was also mentioned. Language barriers are an additional issue (compounded by the fact that many learners in refugee settlements had their schooling disrupted and may be behind), as well as gender biases. Respondents noted that many teachers may not have the professional skills expected of teachers and may lack motivation (given few incentives for training), ICT skills, and even funding to access the TPD, with low pay contributing to all these issues. Harsh weather and insecurity in target areas were also mentioned. Issues related to negative attitude and laziness among some teachers were mentioned, although in fairness it was also suggested that large class sizes lead to teacher exhaustion, and inadequate facilitation for TPD (e.g., no allowances or transport refund for participation) do not help. A general lack of opportunities for TPD and insufficient curriculum on how to work with learners in crisis situations were also noted, as well as administrative challenges restricting the ability of teachers to engage in TPD.

In terms of potential responses to those challenges, given the emphasis on a lack of resources in the first question, it should be no surprise that the need for providing more resources, including more funding, was a common response. In addition, increases in pay for teachers, reductions in working time, and an increase in the number of teachers were suggested, which could help spread the workload. Other suggestions included providing language training or translators to confront the issue of multiple languages in refugee settlements, ensuring better leadership for planning, promoting community participation and involving other stakeholders such as religious leaders and the members of the school board, allocating resources for dedicated facilitators for training, involving more local and regional institutions (e.g., Regional Teachers Education Colleges), strengthening the curriculum, providing incentives for teachers to engage in TPD, strengthening the infrastructure (including connections to the grid and availability of laptops), providing teaching aids and materials, and opportunities for field visits were all mentioned. Apart from recommendations for an increase in trainings, possibly during the holidays, refresher trainings were advocated for. Importantly, trainings should be practice-oriented, could be both in-person and online, and should be free for participating teachers. Providing accommodation or transport allowances for teachers was suggested, with schools encouraged to engage in their own resources mobilization to supplement Ministry or donor resources. Peer teaching methods and integration of resources from radio programs or other media could help. Teachers should be sensitized to the potential benefits for them of engaging in trainings. Finally, more research on the issues and potential solutions was also recommended.

Findings from Interviews and Focus Groups

The interviews and the focus group discussion suggest a consensus on the importance of continuous TPD (CTPD) for teachers in conflict contexts. CTPD is deemed crucial to ensure that educators stay abreast of evolving educational approaches, are equipped with skills to manage emotionally charged (and possibly violent) learners and promote learning collaboratives among teachers and teacher educators. CTPD is not simply teacher training. The individuals interviewed demonstrated a good understanding of the difference and of the aims of CTPD, as illustrated by quotes from Uganda, Ethiopia, Kenya, and a survey respondent:

“Teacher training ... centers on academic knowledge acquisition, whereas mastering the dynamics of the profession is what constitutes professional development. Teachers require skills to effectively navigate real-world scenarios in schools, engage in material production, and utilize strategies for managing diverse learners with varying languages and behaviors in refugee settlements. The evolving

landscape demands innovation, emphasizing less reliance on traditional resources and more on technology. This encapsulates the essence of CTPD." (Ministry Official, Uganda).

"TPD extends beyond the confines of teacher training institutions. Field-based teachers are equipped to address genuine challenges of inclusive education, special needs education, early childhood education and development, as well as gender inclusion and equity. In Kenya, the Ministry of Education has implemented a Competency Based Curriculum (CBC) to augment teachers' comprehension and skills. The competency-based approach places the learner at the core of the educational process, necessitating teachers to engage in reflective practices daily, involving self-evaluation of their teaching. These facets collectively underscore the imperative for teachers to undergo a continuous professional development journey." (Teacher Educator, Kenya).

"Our teacher development programs have a long history in Ethiopia stretching from the time of Emperor Hale Selassie. We have now approved a new education policy and one key area is teacher professional development and teacher training framework. All teachers have to attend 60 hours of professional development with 70% time for Education Philosophy and Pedagogy, 20% methodology, and 10% ICT. All these aim at emphasizing the 21st Century Skills". (TPD Advisor, Ethiopia).

"In times of emergencies, the role of teachers becomes even more crucial as they play a vital role in ensuring the safety and well-being of their students. Here are some key responsibilities of a teacher during emergencies: (1) Safety and Security: Ensuring the safety and security of students by being aware of emergency protocols and procedures, conducting drills, and familiarizing students with emergency exits; (2) Calm and Reassure: Remaining calm and providing reassurance to students who may feel scared, anxious, or confused during emergencies; (3) Communication and Coordination: Effectively communicating with students, parents, and school staff, providing accurate information, and coordinating with others for a cohesive response; (4) First Aid and Basic Medical Care: Being trained in basic first aid to provide immediate medical assistance to injured individuals during emergencies; (5) Emotional Support: Offering emotional support, empathy, and a safe space for students to express their feelings and providing counseling or referring students to mental health professionals; (6) Continuity of Learning: Ensuring the continuity of learning by providing resources, assignments, or online instruction for students in the aftermath of emergencies when schools may be temporarily closed or disrupted." (Online survey respondent).

These quotes underscore the role of TPD both in general and in crisis contexts where TPD needs to go beyond teacher pedagogical instruction and methods competency to account for and manage real-life experiences faced by teachers and learners. Yet while there is a consensus on the importance of investing in CTPD in contexts of emergencies, there are obstacles to do so, a few of which are listed below.

First, a pervasive challenge is inadequate financial resources for workshops, teacher training programs, and instructional material development. As noted by a respondent: *"Government funding for TPD is always limited in most countries hosting refugees and those facing emergencies. Government always depends on funding from CSOs and NGOs which are overstretched because they have to focus on other sectors like health and disaster. This will always affect effective TPD engagements."* To address funding gap, stakeholders recommend strategic measures, including augmenting government allocations specifically for TPD. Advocacy for increased budgetary allocations, coupled with collaborative efforts with CSOs and NGOs, is needed to help secure supplementary funding for TPD in emergencies.

Second, a challenge arises from the age distribution of learners and automatic promotions within Accelerated Education Programs. As pointed out by a Teacher Educator from Uganda: *"Children who are over age are combined in classes with those of the normal age. This has both psychological and practical*

implications for both teachers and learners who may not learn at the same rate." To address this challenge, participants recommend a proactive approach of grouping learners based on age to foster homogeneous learning environments. Age-appropriate groupings may enable tailored teaching strategies and contribute to a cohesive social atmosphere, optimizing the psychological and practical aspects of the learning process. At the same time, it must also be recognized that in refugee settings, children of different ages may have similar academic levels, which may impose some restrictions in large classrooms to groups by age.

Third, another predicament is congested classrooms that negatively impact teacher-learner interactions and pedagogical practices. According to a teacher educator from Kenya: *"In some classes, one teacher attends to 100 learners. This affects the concentration of both the teachers and learners."* Stakeholders emphasize the importance of enhancing infrastructure facilities in refugee settlements to address this issue comprehensively. Investments in construction, facility expansion, and resource allocation are needed to improve the learning environment in which students and teachers operate.

Fourth, language barriers and cultural differences as well as differences in curriculum may hinder learning. As the Education focal person of Fin Church Aid Uganda explained: *"In some cases, refugee children are exposed to the new curriculum in the host countries. This could, with the language challenges, affect the integration of new knowledge and implementation of the TPD activities."* Efforts are needed to develop and implement standardized curricula tailored to the needs and circumstances of refugee populations. Collaboration between host countries, international organizations, and educational experts is needed for curriculum frameworks that can accommodate linguistic diversity.

Fifth, teachers in crisis contexts may face learners exhibiting aggression and trauma, hindering learning. According to a participant: *"Teachers in emergency contexts are faced with learners who are aggressive and in many cases learners who are traumatized. This also affects concentration and effective learning."* (Teacher Educator in Uganda). To address psycho-social challenges, a multi-faceted approach is recommended, including the establishment of peer-to-peer support initiatives among both teachers and students. These initiatives can serve as conduits for sharing experiences, coping mechanisms, and mutual assistance, fostering a supportive environment conducive to emotional well-being. Furthermore, collaborative partnerships with organizations specializing in professional psycho-social support can offer valuable resources and expertise. Integrating mental health and psycho-social support services into the educational infrastructure can help create a more resilient and nurturing environment.

Sixth, due to the remote and isolated nature of some crisis settings, teachers get limited access to ongoing TPD opportunities. Infrastructure challenges, security concerns and geographical barriers affect their participation in conferences, workshops, seminars, and even online courses. Assessing the impact of TPD programs in crisis and refuge settlement education institutions is also challenging due to transient nature of the population, data collection constraints, and an absence of standardized assessment tools. Robust monitoring and evaluation frameworks are necessary to measure the effectiveness of programs.

Seventh, the transient nature of refugee populations and the instability in crisis-affected areas may lead to high teacher turnover. This makes it difficult to establish and maintain consistent professional development initiatives, as new staff may need to be trained repeatedly. Furthermore, given high needs, some school leaders may prioritize in-school roles for teachers over CTPD. Encouraging school leaders to allow their teachers to invest time in CTPD matters. When needed, TPD can be scheduled on weekends or during holidays to facilitate teacher participation. The education sector's role in planning, budgeting, coordination, and supervision of material development is also emphasized. NGOs and CSOs may play a blended role in these areas, supporting government initiatives financially, conducting action research, and creating linkages to ensure sustainable and needs focused TPD in conflict contexts. Plan International, War Child, Fin Church Aid, and UNESCO are cited as examples of organizations contributing to these efforts.

Eighth, in addition to standard TPD models, interviewees suggested that other approaches could be beneficial in conflict contexts as is the case in other contexts. Examples of interesting approaches mentioned by interviewees include: (i) SESEMAT (Secondary Science and Mathematics Teachers) which

aims to enhance the quality of teaching mathematics and science; (ii) TDMS (Teacher Development and Management Systems) which provides opportunities for in-service teachers to advance their qualifications during holidays; (iii) Learning Circles which facilitate peer teaching and mentorship through a reflective process; (iv) Technology in Education to encourage the integration of ICT in teaching and learning; and (v) Learning through Play to engage learners in enjoyable activities to make learning an interesting experience. These approaches do not necessarily focus on conflict settings, but they are relevant for these settings.

Overall, there is a clear need for holistic and collaborative approaches in tackling the myriad challenges encountered for CTPD in conflict zones and refugee settlements. Proposed solutions include reforms to ensure adequate funding, pedagogical refinements, infrastructure enhancements, curriculum adaptations, and psycho-social support initiatives. Different countries are at varying levels of TPD implementation. Uganda, Kenya, and Ethiopia have more elaborate TPD frameworks than South Sudan and Somalia. Some institutions may prioritize self-directed or on-site TPD approaches to empower teachers and build sustainable professional learning communities, while others may rely more on the standard model to ensure consistency and quality in professional development initiatives.

Conclusion

Using mixed methods, this paper provided a small-scale exploratory analysis of TPD in emergency contexts in five East African countries. Across three types of TPD (standardized, onsite, and self-directed), participation among survey respondents is at about half of the sample or less, which is still substantial and may be biased upwards due to the characteristics of the sample. Up to two thirds of respondents perceive the value of TPD to be moderate or high. This is encouraging, but also suggests room for improvement. On the other hand, the relevance/effectiveness of TPD activities is rated higher. Levels of needs for TPD expressed by respondents are high, ranging from just over half to more than fourths fifths of respondents depending on the type activity, but two thirds of respondents declare that they have not been able to participate in as many TPD activities as they had wished, mostly because of conflicts with work schedules, the fact that TPD may be expensive or unaffordable, and the perception that there is no suitable TPD for the respondent. About a third of respondents have themselves paid for TPD activities.

Additional insights were obtained from interviews, a focus group, and a review of the literature in the five countries of focus. Some of the issues identified include the following, with these issues typically more severe in context of emergencies: (i) Failure to synchronize career structures and TPD activities, with TPD lacking clear competences and standards and not sufficiently linked to induction, mentorship, and career progression, and therefore not providing incentives for teacher participation; (ii) TPD programs lagging behind their time with a tendency of rushing to cover course materials; (iii) Lack of funding and other resources including high turnover among TPD facilitators; (iv) Ad hoc management and insufficient coordination between Ministries, regional education bureaus, Teacher Education Institutions and NGOs with programs externally and not directly address teacher needs, and project based (not institutionalized); (v) Inadequate school infrastructure making it difficult to conduct training for teachers; (vi) challenging conditions including teachers and students experiencing trauma and stress; (vii) Some teachers located in remote or hard-to-reach areas, making it challenging to provide TPD; and (viii) Conflicts and political turmoil that results in security threats for the implementation and evaluation of TPD activities.

While this paper is only exploratory, a few principles emerge from the analysis and the broader literature can be made. TPD in contexts of emergencies should contribute to (i) Resilience building: Crises highlight the importance of resilience-building among teachers, emphasizing adaptability, resourcefulness, and creativity in the face of challenges; (ii) Community engagement: Involving local communities in TPD initiatives fosters ownership and sustainability, ensuring that training efforts are culturally relevant and responsive to local need; (iii) Technology integration: The use of technology for TPD can be effective in crisis-affected areas, but it requires careful consideration of infrastructure constraints

and digital literacy levels; and (iv) Continuous learning: TPD be viewed as an ongoing process rather than a one-time event, with opportunities for continuous learning and professional growth.

In terms of recommendation, a few suggestions emerge from the analysis and broader literature: (i) Prioritize funding: Allocate sufficient resources and funding for teacher TPD in crisis-affected countries, recognizing it as a critical investment in building educational resilience; (ii) Ensure adaptability: Design TPD programs that are adaptable to changing circumstances and needs, ensuring flexibility in delivery modes and content; (iii) Invest in research and evaluation: Conduct research and evaluation to assess the impact of TPD initiatives in crisis-affected contexts, identifying effective practices and areas for improvement; (iv) Ensure policy support: Advocate for supportive policies at the national and international levels that prioritize teacher professional development in crisis response and recovery efforts; (v) Adopt long-term planning: Integrate TPD into long-term education planning and development agendas, recognizing its role in building a resilient education system capable of responding to future; and (vi) Engage in transformative pedagogy: Adopt principles of effective pedagogy to design activities that involve and promote practices and learning experiences with the local community and a range of external and internal partners.

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ANNEX 1: BACKGROUND ON TPD³

General Background

TPD is a widely used concept in studies focusing on enhancing education quality and teachers' skills development⁴. Continuous TPD is considered a key ingredient for teacher education quality and students' performance. Wolff, Jarodzka and Boshuizen (2021) assert that when done properly, TPD may set up teachers for success in the classroom, expose them to new ideas and theories, help teachers set goals and achieve them, and help in overall planning and organization. It may improve engagement both for teachers and students, increase job satisfaction, promote job retention, and improve the school climate.

Different types of TPD are discussed in the literature. Through *Individually Guided Development*, teachers design their own professional learning goals and select the activities that will result in the achievement of those goals. Self-directed development empowers teachers to address their own problems and by so doing, creates a sense of professionalism. The *Observation and Assessment* model of professional development is based on the feedback the teacher receives from other teacher's observations. Having someone else in the classroom to view instruction and provide feedback or reflection is a powerful way to impact classroom behavior. Observers also learn as they view their colleagues in action. This model may be used as a support measure following workshops or periodically throughout the school year as a form of peer coaching. As part of an *Improvement Process*, teachers may be asked to be involved in a school's development program such as curriculum planning. Involvement in the development/improvement process can result in new skills, attitudes, and behaviors. *Training* is typically presented in the form of a workshop, seminar, or some other form of large-group presentation with an expert presenting the content and a clear set of objectives or learner outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and "executive control" need to be addressed as well. The *Inquiry* model is also known as the action-research model, whereby participants use a structured method to investigate how a change in a particular practice impacts teaching and learning. Teachers may develop new ideas and strategies if they are given the opportunity to ask questions and answer them based on data collected in their classroom. In the *Mentoring* model, older or more experienced teachers guide and assist younger or novice teachers, benefitting both mentees and mentors. The *Critical Friends Group/Team Teaching* model, also referred to as Team Teaching, involves a professional community aiming to promote student learning through collaboration amongst teachers. Members focus on factors affecting students' achievement (Williams, 2012) and reflect on practices aimed to achieve goals in a collaborative teachers' community. Finally, *Professional Development Schools* often take the form of a partnership between a school and a local teacher's college, with a cluster of teachers identified as master teachers.

In a study of the effectiveness of CTPD, Saleem et al. (2021) also compare alternative models, some of which are similar to the taxonomy just described. The *Training Model* is a model where skills are taught by experts to teachers, whether on-site or off-site. This typically involves structured workshops, seminars, or courses aimed at imparting new knowledge or skills to teachers, focusing on delivering

³ This section is adapted from background provided by consultants who collected the data used in this paper.

⁴ According to Day (1999), TPD "consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group, or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew, and extend their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking, planning and practice with children, young people, and colleagues through each phase of their teaching lives."

information or techniques rather than promoting reflection or transformation. The *Deficit Model* focuses on addressing specific weaknesses in teachers' knowledge or skills, identifying areas where teachers may be struggling and providing targeted support and training in those areas. The *Cascade Model* involves a small group of educators or trainers who receive intensive professional development and share the skills they have acquired to colleagues within the school or district. This model helps in scaling up professional development initiatives efficiently. The *Standard-based Model* aligns professional development activities with established teaching standards or competencies, helping teachers meet criteria outlined in these standards. The *Coaching /Mentoring Model* focuses on one-to-one relationships, with coaching more skill-oriented while mentoring is related to counseling and professional development (experienced teachers may also provide information about the social and cultural norms within a school). The *transformative Model* focuses on more than just teaching techniques as it aims to change teachers' beliefs, attitudes, and understanding of teaching and learning, often with an emphasis on social justice, equity, and diversity. The *Action Research Model* sees teachers engaging in a systematic inquiry to improve their teaching practices. The teachers identify a problem or area of interest, collect data, analyze it, and implement changes based on findings. This model encourages reflective practice and collaboration among teachers.

Many studies have been conducted to assess the effectiveness of TPD in improving the quality of education systems. As noted among others by Darling-Hammond et al. (2017), effective TPD involves staff working together, identifying starting points, sharing evidence about practice, and trying out new approaches. The process is also sustained over time, focused on learner's aspirations and open to experimentation. TPD requires the involvement of multiple actors. First, teachers themselves play a central role as they engage in learning experiences to enhance their teaching practices. This includes among others: Actively participating in workshops, seminars, conferences, and online courses; Engaging in their own Continuous Professional Development throughout their careers; Consulting with others (e.g. mentors, supervisors); Contributing to their schools' Annual TPD Plan and identification of individual professional competencies; Working collaboratively with colleagues to improve teaching and learning; Putting TPD into practice in the classroom; Being committed to supporting the wider TPD needs of their institution; and Maintaining a professional portfolio to record all their TPD and other professional activities.

Second, school and district administrators such as head teachers are responsible for planning, organizing, and facilitating professional development opportunities for teachers. They allocate resources, set goals, and create policies to support ongoing teacher learning. Responsibilities include: Ensuring that learning and student achievement is inclusive and at the center of strategic planning and resource management; Creating a TPD management strategy within the institution; Ensuring that an effective TPD needs analysis is carried out each year; Identifying issues for consideration as TPD priorities together with colleagues; Ensuring that the institution/department/faculty produces an Annual TPD Plan and manages the budget; Regularly monitoring the effectiveness of the changes to teaching and learning; Ensuring the quality of engagement of teachers in TPD activities; Assessing the content of individual professional Portfolios and giving constructive feedback; Collaborating with other local institutional leaders to facilitate effective responses to shared TPD issues; Collaborating with other professionals to ensure that national and regional TPD priorities are addressed in institutional TPD planning; Taking part in regional and national TPD activities which ensure that knowledge and experience are up to date; and Ensuring that all teachers in schools take part in TPD activities each year.

Third, Government officials and policymakers such as Ministry of Education commissioners, Permanent Secretaries, and others also have a key role to play, including by influencing TPD through legislation, regulations, and funding initiatives. They may advocate for specific approaches to professional development and allocate resources to support implementation. Ministries of Education's responsibilities include: Analyzing and identifying national priorities, production of materials, and training needs to implement these priorities; Producing and circulating national CPD plans; Raising awareness of the need

for CPD; Designing, implementing and reviewing the National Framework for CPD; Monitoring and evaluating the CPD program nationally and producing an annual report; Producing support materials to be used throughout the country; Helping to increase capacity by training trainers; Raising awareness of and promoting inclusive education through CPD; Collating and reporting EMIS CPD statistics; Producing an Annual CPD Plan for employees of the Ministry; and Giving support to regions or provinces. At the sub-national level, Regional Education Zones or their equivalent have similar responsibilities.

Other stakeholders include trade unions and professional associations that advocate for teachers' needs and negotiate for resources and time dedicated to professional learning, while also providing support, resources, and networking opportunities for educators, and professional development programs and conferences. Education institutions such as colleges, universities, and teacher training institutions also play important roles in preparing future educators and offering continuing education opportunities for practicing teachers. They provide coursework, degree programs, and professional development opportunities that ideally are aligned with research-based practices and educational standards.

Uganda

The department of Teacher/Instructor Education and Training (TIET) is responsible for teacher development programs, both in-service and pre-service. This includes training of teachers in primary and secondary schools, tutors for Primary Teachers' Colleges and Health Training Institutions, instructors of Technical Training Institutions, and Lecturers for specialized training Institutions including National Teachers Colleges, College of Commerce, and Technical Colleges among others.

Uganda's Vision 2040 and National Development goals aim at improving quality of teachers. The country has made gains on access and equity through programs such as Universal Primary Education (UPE), Universal Secondary Education (USE), and Universal Post Primary Education and Training (UPPET). Yet quality remains low. A new secondary education curriculum aimed at delivering a Fourth Industrial Revolution workforce is creating challenges for teacher education. Pre-service training still follows the old curriculum and teacher training colleges are still too theoretical with limited teachers specializing in vocational disciplines. There is also limited training for teachers in digital/ICT skills and emerging technologies. Overall teachers have limited opportunities for CTPD (Atwine, et al., 2023).

The Ministry of Education and Sports (MoES) uses a standardized or cascade approach to CPD, in which tutors pass on skills and competences to teachers. NGOs, the private sector, and education funding agencies also play a role in CPD, especially by supporting implementation of innovations or interventions in schools and other educational institutions. According to Republic of Uganda, ministry of education and sports (2017) the development of the CPD framework involved four phases, namely: (i) Situational analysis and drafting (Phase I), (ii) formation of a CPD Framework team (Phase II), (iii) development of the Framework (Phase III), and (iv): the validation of the draft framework (Phase IV). A situational analysis conducted in 2014 revealed that nearly 75% of secondary school teachers in Arts and Humanities had not had any TPD training in the last three years. In the sciences, the situation was better with less than 25% saying they had not participated in CPD within the same period. However, the study revealed that in nearly all the public secondary schools visited, the structure of TPD was either inadequate or absent (the situation was better in many private schools).

In tertiary institutions, only a few TPD programs are being implemented, mostly with external funding, such as the pedagogy program at Makerere University. When teachers participate in TPDs such as those conducted under SESEMAT, subject knowledge and teacher practices may improve. But participation depends on conditions of access and incentives. When participation is compulsory, teachers may focus on fulfilling requirements vs. taking advantage of opportunities for professional development. When participation is voluntary, teachers may sense that their professional development is not a priority

for policy makers. The provision of incentives for professional development (e.g., salary increases, promotions, reduction in teaching time) may foster participation, but not necessarily for the right reasons. Under Ugandan law, specifically the Refugees Act of 2006 and Refugee Regulations of 2010, refugees enjoy freedom of movement and access to the same services as nationals, for example primary education. Yet learners and teachers in refugee schools experience challenges. Lack of education materials, language barriers, lack of sanitary pads for girls, high tuition at universities, as well as stigmatization, discrimination, limited schools in the settlements, inadequate career guidance, and walking long distances to schools are common issues in refugee settlement areas (Tulibaleka, 2022). Windle International Uganda (2023) also mention overcrowded classrooms, use of multiple languages in the same class, low literacy levels, high levels of school drop-out, limited access to quality and inclusive education. On teachers, UNHCR (2023) also mentions a range of issues especially for refugee teachers.

Kenya

Kenya's Vision 2030 recognizes education and training within the social pillar alongside the economic and political pillars that are cornerstones expected to transform Kenya into a newly industrialized middle-income country providing a higher quality of life to all its citizens. Teacher training institutions began in 1969 where teachers had to undergo further training after the basic 8-year schooling period. Primary teachers were trained in primary teachers' colleges while secondary teachers went to the university. There are four levels of teacher education in Kenya: graduate teacher education, diploma teacher education, primary teacher education, and early childhood development education (Nyankanga et. al, 2013).

The policy for teacher education and training provides for in-service training for unqualified teachers in primary school. Through collaboration between the Ministry of Education and the College of Education and External Studies, a distance learning platform has been enhanced to enable teachers to take classes as they continue teaching. In-service primary school teacher training through distance learning has also been incorporated as a component of teacher training. The qualification for teachers in secondary school is a diploma and bachelor's degree certificate in education. The Bachelor of Education program is offered in different specializations in Sciences and Arts. A Bachelor of education degree encompasses curriculum and instructions, psychology, educational foundation, education management, and compulsory teaching practice. The Teachers' Service Commission (TSC) has been a major driving factor for reforms, enhancing quality assurance. A key function of TSC is the maintenance of teaching standards (Odhiambo, 2021), but according to Wafula et al. (2023) many teachers do not have an opportunity to update their competencies in line with the dynamic nature of the teaching profession.

As to emergency contexts, Kiruthu (2020) notes several issues in the Dadaab Refugee Camp, including high teacher student ratio, untrained teachers, work permits for refugee teachers limited to refugee settlement institutions hence frustrating professional development, insecurity in the camps leading to injuries and at times to loss of life for teachers. Finn Church Aid (2022) also mentions classroom crowding, demotivated teachers due to low remuneration and a poor working environment, high staff turnover and school dropouts, with women especially vulnerable. The provision of continuing professional development is also judged to be of poor quality with little transferability to the classroom. It tends to be ad *hoc* with little follow-up in the classroom and is mainly concentrated in urban areas.

Ethiopia

The education system in Ethiopia is governed by the Education and Training Policy (1994). In 2018, the Ministry of Education introduced a new education configuration i.e. 6-2-4, wherein six years is primary, two years of lower secondary and four years of upper secondary respectively i.e. 6+2+4 structure. The

1994 ETP gave greater emphasis for teacher professional development, with continuous policy reforms since then. Similarly, reforms in teacher education programs (curricula) have been carried out to accord with reforms made to upgrade the qualification levels of teachers. Currently, Post Graduate Diploma in Teaching (PGDT), Bachelor of Education (B.Ed.) and diploma are the routes of ITE programs in Ethiopia. Since 2011, those who have a bachelor's degree in school subjects may enroll in PGDT, which lasts for one year. Before the introduction of PGDT, from 2003 to 2010, a three-years Bachelor of Education (B.Ed.) degree was offered for secondary school teachers. The curriculum of PGDT mainly embodies general pedagogical courses, subject methodology/didactic courses, and practicum. Many of teachers have raised their qualification level from certificate to diploma or from diploma to B.Ed./PGDT or from B.Ed./PGDT to M.Ed. Lifelong continuous professional development has officially been effective since 2007.

While the ETP set standards for teachers and described a new approach to education, with the expansion of education and large class size, teachers still rely on the teacher centered methods and have limited opportunities for TPD even if in principle, according to the MoE: (1) TPD is a compulsory requirement for those who teach in all educational establishments, (2) TPD is the civic and professional duty of all educators, (3) All schools are required to produce school improvement plans to improve the quality of teaching and learning, (4) TPD is an essential part of school improvement which is divided into four domains (learning and teaching, student environment, leadership and environment, and community involvement); (5) each institution must have a TPD plan which outlines the TPD priorities for the year.

The challenges faced in refugee camps such as Bambasi are like those in other countries. (De La Cruz and Awoke, 2023) cite a lack of classrooms and functional laboratory equipment, absence of qualified teachers, language barriers, limited training opportunities for teachers, and lack of sufficient financial resources. Muhumed and Ahmed (2022) also identify TPD challenges in the Kebribeya refugee camp, including: geographic isolation limiting opportunities for TPD and interactions with colleagues beyond the camps, new teachers lacking teaching materials, lack of Internet access and inability to afford transportation. Similar findings are suggested by Tamrat and Habtemariam (2019) in the Sahrawi camps with generally no resources to provide reference tools or supplemental materials, let alone training in how to use them.

Somalia

Teacher qualification is central to Somalia's education system. In Somaliland, teacher education is categorized and located within the higher education institutions. Somaliland had its first teacher policy framework in September 2006 with a further development and improvement in 2013 based on philosophical and strategic objectives of the Somaliland national education policy. However, the framework highlights several concerns about the quality of teacher education and professionalism, including (1) Problems related to the enabling infrastructure that supports teacher education and teacher professionalism, resulting in an acute shortage of teachers at all levels; and (2) Problems specific to the teacher education programs in the local universities, including low level of quality for teacher education entrants, weak partnerships between Universities and schools, uncoordinated professional development of teachers, gender imbalances, the dominance of external stakeholder and lack of cooperation between the Ministry and universities offering teacher education courses (ibid). Furthermore, Somalia among other countries in the region has had prolonged political turmoil and its education system has experienced particularly difficult challenges due to terrorism, frequent wars, crowded classrooms, insecurity, health hazards, language barriers, insufficient mentorship, lack standards, insufficient learning programs, corruption among teachers and financial instability (Hirwa, 2020).

South Sudan

According to Windle Trust International (2023), the South Sudan education system follows a competency-based curriculum, as outlined in the General Education Act 2012. In addition to the formal education system, South Sudan also has a Non-Formal Education System which provides education to groups excluded from the formal education system due to conflict, natural hazards, lack of schools in communities, poverty, and other factors. This includes programs like the Accelerated Learning Program (ALP), Community Based Girls Schools (CGS), Basic Adult Literacy Program (BALP), and the Pastoralist Education Program (PEP). Major challenges in refugee settlements are linked the outbreak of civil conflict, economic stagnation, instability, and natural disasters. These challenges include displacement disrupting the education system, school out drop and high staff turnover, destruction of schools and other education facilities, inadequate number of qualified teachers, low motivation among teachers, insecurity, poor school infrastructure, flooding, and insufficient training programs. Only a third of primary school teachers have received any form of training, and only 40% of primary schools have any trained teachers at all.

ANNEX 2: SURVEY QUESTIONNAIRE

Section A: Background Information

This section provides demographic information about survey participants for the study. These questions are about you, your education, and the time you have spent in teaching. In responding to the questions, please mark the appropriate box. Please select the most appropriate answer for the following questions.

1. What is your gender?

Male	Female
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2. How old are you?

Below 20 years	21 - 30 years	31 - 40 years	41 - 50 years	50 years and above
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3. What is your education Level?

Below Diploma	Diploma	Undergraduate Degree	Graduate Degree	Others Specify
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4. What is your mother country? (v)

Ethiopia	Kenya	Somalia	South Sudan	Uganda
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5. How long have you been working as a teacher? (v)

0-5	6-10	11-15	16-20	21-25	26+
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6. Which of the following best describes your employment Status (v)

Temporary (part time – 50%)	Full time	(Part time – Above 50%)
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7. Which of the following best describes the employment category you belong to? (v)

Teacher	Teacher Educators	Education policy maker	Civil Society organizations	Principals and District Inspectors of Schools	Ministry of Education official	Others Specify
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8. What type of education institution are you working with? (v)

Public	Private
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9. What is the category of the education institution you are working with (v)

Primary	Secondary	National Teacher Training College
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10. Where is the education institution you are working with located? (v)

Urban	Rural
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11. Briefly outline your role in education for emergencies

12. Have you attended any CTPD program in the last 1, 2 or three years? (v)

Yes	No
-----	----

13. a) Have you had any innovations in the last 1, 2, 3 years? (v)

Yes	No
-----	----

b) If yes please explain briefly

Section B: Professional Development Programs

This section focuses on the existing Continuous Teacher Professional Development Programs (standardized, onsite, and self-directed) in conflict areas and refugee settlements. Please select the number that best represent the level of agreement or disagreement on the following statements.

14. During the last 24 months, did you participate in any of the following standardized teacher professional development activities, and what was the impact of these activities to you as a teacher in conflict areas and refugee settlements? For each of the following questions, mark one choice in part (A). If your answer in part (A) is YES, then mark one choice in part (B) to indicate how much impact it had for you as a teacher in conflict areas and refugee settlements.

Questions	(A) Participation		(B) Impact			
	Yes	No	No impact	Small impact	Average impact	Big impact
a) Carried out courses, training sessions or workshops on subject of Pedagogical Skills or teaching methods or other education related topics						
b) Participated in education conferences or seminars where teachers or researchers present their research findings and discuss education problems						
c) Facilitated as trainer of trainers in education programs or trainings						
d) Attended education retreat or mentorship purposed to improve your competencies as a teacher in conflict area and refugee settlements.						
e) Participated in a network of teachers or collaboration formed specifically for						

professional development of teachers						
f) Attended Training of trainers (ToT) course in the subject your specialization.						
g) Participated in online training for teachers aimed at improving pedagogy skills						
h) Participated in face-to-face training for teachers aimed at improving pedagogy skills						
i) Conducted individual or collaborative research on an education topic of interest to you						
j) Carried out observation or exchange visit to other schools for gaining experience and learning purposes						

15. During the last 24 months, did you participate in any of the following onsite teacher professional development activities, and what was the impact of these activities to you as a teacher in conflict areas and refugee settlements? For each of the following questions, mark one choice in part (A). If your answer in part (A) is YES, then mark one choice in part (B) to indicate how much impact it had for you as a teacher in conflict areas and refugee settlements.

Questions	(A) Participation		(B) Impact			
	Yes	No	No impact	Small impact	Average impact	Big impact
a) Conducted peer to peer consultations in pedagogy skills improvement at my place of work						
b) Participated in-house training by my institution of department on education programs						
c) Attempted to improve pedagogy, content, and technology skills from my place of work						
d) Participated in peer observation and coaching as part of formal school arrangement to improve my competences as a teacher						

16. During the last 24 months, did you participate in any of the following self-directed teacher professional development activities, and what was the impact of these activities to you as a teacher in conflict areas and refugee settlements? For each of the following questions, mark one choice in part (A). If your answer in part (A) is YES, then mark one choice in part (B) to indicate how much impact it had for you as a teacher in conflict areas and refugee settlements.

Questions	(A) Participation		(B) Impact			
	Yes	No	No impact	Small impact	Average impact	Big impact
a) Motivated and carried out further						

studies to improve your competences as a teacher in conflict areas and refugee resettlements.						
b) Individually made an initiate to search for learning materials such as lesson plan from more experienced people in education						
c) Informally looked for advice from experienced people in education to solve education problem or challenge						
d) Carried out individual research or investigation on education program to help improve my competences as a teacher in conflict areas and refugee settlements.						
e) Read professional literature such as journals, evidence-based reports, thesis, textbooks on education programs						

17. Considering your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed below: Please mark one choice in each row.

Statement	Options (select only one)			
	No need at all	Lo level of need	Moderate level of need	High level of need
a) Content and performance standards in my main subjects				
b) Learners' assessment techniques				
c) Classroom management				
d) Knowledge and understanding of my main subject of my main subjects				
e) Computer skills for teaching				
f) Teaching learners with special needs				
g) Learners' discipline and behavior problems				
h) School management and administration				
i) Teaching learners with multicultural background				
j) Learners' counseling and psychosocial support				

18. In the past 24 months you were able to participate in fewer professional development programs than you wished.

Yes	No
-----	----

19. If YES is your answer in the previous question, which of the following reasons best explain what prevented you from participating in more professional development programs than you wanted? Please mark as many choices as possible.

<input type="checkbox"/>	Professional development conflicted with my work schedules
<input type="checkbox"/>	Professional development programs were expensive hence unaffordable
<input type="checkbox"/>	I did not get employer support
<input type="checkbox"/>	I did not have time because of family responsibilities

	I did not meet the requirements such as qualifications, experience needed
	There was no professional development program suitable for me
	Other (Specify)

20. For the continuous professional development programs in which you participated in the last 24 months, did you personally have to make payments? *Please mark only one choice.*

None	Some	All
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21. Outline the factors that you think influence continuous teacher professional development in conflict areas and refugee settlement institutions.

22. As a teacher, rate the relevance and effectiveness of the following continuous teacher professional development programs in bridging teachers' competence gaps to improve their teaching practices and classroom instructions.

Teacher Professional Development Program	Relevance and Effectiveness			
	Not relevant at all	Low level of relevance	Moderate level of relevance	High level of relevance
a) On-site teacher professional development				
b) Standardized teacher professional development				
c) Self-driven teacher professional development program				

Section C: Teaching Practices, Beliefs, and Attitudes Concerning CTPD

Please select the number that best represent the level of agreement or disagreement on the following statements. The levels are represented using a scale from 1 – 5 where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

23	Self-Directed Teacher Professional Development programs are relevant in our institution for					
i)	Enhancing pedagogical skills, subject-specific content knowledge	1	2	3	4	5
ii)	Promoting classroom management techniques, and inclusive education practices					
iii)	Providing teachers with opportunities to learn new teaching methods and strategies					
iv)	Enabling teachers to keep up to date with contemporary education trends and practices in emergencies					
v	They encourage effective teaching and learning in the students' challenging environment					
vi	They build confidence in teachers and the children that they teach					
vii	They encourage continuous professional growth and resilience to manage challenging environments.					
viii	They encourage teachers to be self-directed, self-managed and can evaluate their own professional engagement					
24	Standardized TPDs Programs are relevant in conflict situations because,					

i)	They pair experienced teachers and new teachers enabling them to learn from each other					
ii)	They enable teachers to generate both pedagogical and professional skills to succeed in challenging situations.					
iii)	Professional counseling and guidance are provided to teachers to be accommodated in challenging working environments					
iv)	They offer valuable opportunity for professional growth and knowledge sharing which is context appropriate					
v)	They offer opportunity for collaboration and knowledge sharing for learning in conflict contexts					
vi)	They provide skills of stress management and emotional well-being among teachers and students					
vii)	They help teachers to guide students in exploiting their potentials and possibilities available in their own environments					
vii)	They help teachers to guide students in developing communication and social skills for present and future engagements					
25	Site Based Teacher Professional Development Programs are relevant because					
i)	They encourage effective teaching and learning in the students' challenging environment					
ii)	They help teachers to collaborate in material development and sharing of learning experiences					
iii)	They help teachers to develop teaching aids and resources that are relevant to conflict situations					
iv)	They provide training kits and tools which simplify teaching and learning for teachers					
v)	They develop critical thinking skills and quick decision making relevant to challenging situations					
vi)	They help teachers to learn how to survive in changing teaching conditions and changing students need.					
vii)	Teachers are equipped with skills to support refugees and migrants to settle in new environments.					
vii)	They encourage teachers to explore new methods and strategies of ensuring effective learning in conflict contexts.					

Section D: Challenges to CTPD

This section focuses on the challenges and Barriers affecting effective continuous teacher professional development programs in crisis and refugee settlement education institutions.

26	Outline any challenges and barriers that hinder the implementation of effective continuous professional development programs in crisis-affected contexts					
i)	Outline any challenges and barriers that hinder the implementation of effective continuous professional development programs in crisis-affected contexts					
ii)	In your opinion, what are the potential strategies for overcoming challenges and barriers to CTPD in crisis-affected communities?					

Section E: Recommendations

This section solicits the recommendations from study participants for an Effective Continuous Teacher Development program.

27	Suggest improvements or changes to existing continuous teacher professional development programs in education institutions.
i)	What are the specific needs and preferences of teachers in crisis-affected areas?
iii)	How can continuous professional development programs in crisis-affected contexts be sustained and scaled up to reach a larger number of teachers?

Thank you.

ANNEX 3: DETAILED SURVEY STATISTICS

Annex Table 1: Participation in TPD Activities by Selected Background Characteristics, n=105 (%)

Activities	Country		Employment		Sex		Age		School type		Location		Total
	Other	Uganda	Other	Teacher	Female	Male	≤40 y	41+	Private	Public	Rural	Urban	
Standardized model													
Workshops	42.6	60.8	53.1	50.7	42.3	54.4	49.4	57.1	43.5	57.6	61.5	41.5	51.4
Conferences/seminars	33.3	41.2	53.1	30.1	23.1	41.8	33.8	46.4	30.4	42.4	36.5	37.7	37.1
Serving as trainer	27.8	39.2	50.0	26.0	23.1	36.7	28.6	46.4	30.4	35.6	34.6	32.1	33.3
Retreats/mentorship	29.6	51.0	43.8	38.4	34.6	41.8	40.3	39.3	28.3	49.2	46.2	34.0	40.0
Collaboratives	35.2	58.8	50.0	45.2	46.2	46.8	46.8	46.4	39.1	52.5	53.8	39.6	46.7
Training of trainers	22.2	39.2	46.9	23.3	30.8	30.4	29.9	32.1	26.1	33.9	28.8	32.1	30.5
Online training	33.3	33.3	43.8	28.8	38.5	31.6	35.1	28.6	39.1	28.8	38.5	28.3	33.3
Face-to-face training	38.9	60.8	59.4	45.2	42.3	51.9	51.9	42.9	43.5	54.2	55.8	43.4	49.5
Research	22.2	47.1	43.8	30.1	38.5	32.9	35.1	32.1	32.6	35.6	32.7	35.8	34.3
Visits	38.9	39.2	43.8	37.0	46.2	36.7	36.4	46.4	41.3	37.3	48.1	30.2	39.0
Onsite model													
Peer to peer consultations	40.7	45.1	46.9	41.1	34.6	45.6	41.6	46.4	37.0	47.5	48.1	37.7	42.9
In-house training	24.1	35.3	31.3	28.8	26.9	30.4	27.3	35.7	28.3	30.5	36.5	22.6	29.5
Improved pedagogy from place of work	40.7	49.0	53.1	41.1	38.5	46.8	41.6	53.6	37.0	50.8	55.8	34.0	44.8
Peer observation and coaching	44.4	47.1	50.0	43.8	46.2	45.6	42.9	53.6	45.7	45.8	51.9	39.6	45.7
Self-directed model													
Further studies	31.5	43.1	40.6	35.6	30.8	39.2	33.8	46.4	30.4	42.4	46.2	28.3	37.1
Search for learning materials	40.7	56.9	50.0	47.9	46.2	49.4	49.4	46.4	41.3	54.2	57.7	39.6	48.6
Advice from experienced people	44.4	58.8	53.1	50.7	50.0	51.9	49.4	57.1	43.5	57.6	61.5	41.5	51.4
Individual research	31.5	47.1	34.4	41.1	30.8	41.8	36.4	46.4	32.6	44.1	53.8	24.5	39.0
Reading professional literature	48.1	52.9	53.1	49.3	50.0	50.6	51.9	46.4	45.7	54.2	59.6	41.5	50.5

Source: Estimations by the authors. Please see the questionnaire in Annex 2 for exact questions.

Note: Given the small sample size, differences between estimates by categories such as gender or age are often not statistically significant.

Annex Table 2: Perceived Value (High or Moderate) of TPD Activities by Selected Background Characteristics, n=66 (%)

Activities	Country		Employment		Sex		Age		School type		Location		Total
	Other	Uganda	Other	Teacher	Female	Male	≤40 y	41+	Private	Public	Rural	Urban	
Standardized model													
Workshops	60.7	50.0	52.6	55.3	35.7	59.6	60.0	42.9	52.0	56.1	62.2	44.8	54.5
Conferences/seminars	53.6	36.8	47.4	42.6	21.4	50.0	46.7	38.1	40.0	46.3	37.8	51.7	43.9
Serving as trainer	46.4	36.8	63.2	31.9	28.6	44.2	40.0	42.9	44.0	39.0	32.4	51.7	40.9
Retreats/mentorship	60.7	50.0	63.2	51.1	42.9	57.7	57.8	47.6	48.0	58.5	62.2	44.8	54.5
Collaboratives	53.6	55.3	63.2	51.1	50.0	55.8	55.6	52.4	48.0	58.5	59.5	48.3	54.5
Training of trainers	42.9	36.8	57.9	31.9	35.7	40.4	40.0	38.1	44.0	36.6	37.8	41.4	39.4
Online training	50.0	31.6	42.1	38.3	42.9	38.5	48.9	19.0	56.0	29.3	43.2	34.5	39.4
Face-to-face training	60.7	63.2	68.4	59.6	35.7	69.2	71.1	42.9	60.0	63.4	59.5	65.5	62.1
Research	35.7	39.5	52.6	31.9	28.6	40.4	42.2	28.6	36.0	39.0	32.4	44.8	37.9
Visits	67.9	34.2	52.6	46.8	57.1	46.2	46.7	52.4	60.0	41.5	51.4	44.8	48.5
Onsite model													
Peer to peer consultations	71.4	44.7	52.6	57.4	50.0	57.7	57.8	52.4	60.0	53.7	64.9	44.8	56.1
In-house training	50.0	36.8	47.4	40.4	42.9	42.3	40.0	47.6	48.0	39.0	48.6	34.5	42.4
Improved pedagogy from place of work	67.9	50.0	68.4	53.2	57.1	57.7	60.0	52.4	60.0	56.1	62.2	51.7	57.6
Peer observation and coaching	67.9	52.6	68.4	55.3	64.3	57.7	57.8	61.9	64.0	56.1	62.2	55.2	59.1
Self-directed model													
Further studies	64.3	42.1	57.9	48.9	42.9	53.8	55.6	42.9	52.0	51.2	59.5	41.4	51.5
Search for learning materials	71.4	60.5	57.9	68.1	71.4	63.5	73.3	47.6	64.0	65.9	70.3	58.6	65.2
Advice from experienced people	78.6	55.3	68.4	63.8	71.4	63.5	71.1	52.4	72.0	61.0	75.7	51.7	65.2
Individual research	53.6	47.4	42.1	53.2	42.9	51.9	53.3	42.9	48.0	51.2	62.2	34.5	50.0
Reading professional literature	82.1	55.3	78.9	61.7	71.4	65.4	75.6	47.6	72.0	63.4	75.7	55.2	66.7

Source: Estimations by the authors. Please see the questionnaire in Annex 2 for exact questions.

Note: Given the small sample size, differences between estimates by categories such as gender or age are often not statistically significant.

Annex Table 3: Level of Need for TPD and Ability to Benefit from TPD by Selected Background Characteristics, n=66 (%)

Activities	Country		Employment		Sex		Age		School type		Location		Total
	Other	Uganda	Other	Teacher	Female	Male	≤40 y	41+	Private	Public	Rural	Urban	
High or moderate need for TPD													
Contents/standards in subject	78.6	81.6	73.7	83.0	64.3	84.6	77.8	85.7	68.0	87.8	83.8	75.9	80.3
Leaners' assessment techniques	71.4	73.7	63.2	76.6	50.0	78.8	68.9	81.0	64.0	78.0	75.7	69.0	72.7
Classroom management	57.1	57.9	42.1	63.8	42.9	61.5	53.3	66.7	52.0	61.0	59.5	55.2	57.6
Knowledge of my main subject	60.7	50.0	42.1	59.6	35.7	59.6	57.8	47.6	52.0	56.1	56.8	51.7	54.5
Computer skills for teaching	57.1	68.4	63.2	63.8	42.9	69.2	62.2	66.7	52.0	70.7	67.6	58.6	63.6
Learners with special needs	75.0	78.9	78.9	76.6	71.4	78.8	80.0	71.4	76.0	78.0	83.8	69.0	77.3
Learners' discipline and behavior	67.9	65.8	57.9	70.2	42.9	73.1	62.2	76.2	56.0	73.2	73.0	58.6	66.7
School management	85.7	76.3	73.7	83.0	57.1	86.5	77.8	85.7	76.0	82.9	86.5	72.4	80.3
Learners' multicultural background	85.7	68.4	68.4	78.7	64.3	78.8	75.6	76.2	76.0	75.6	78.4	72.4	75.8
Learners' counseling/psychosocial	85.7	71.1	73.7	78.7	57.1	82.7	75.6	81.0	68.0	82.9	83.8	69.0	77.3
Level of Participation in TPD													
Participated in less TPD than wished	75.0	60.5	68.4	66.0	64.3	67.3	71.1	57.1	60.0	70.7	67.6	65.5	66.7
Constraints to Participation in TPD													
Conflicted with work schedules	42.9	28.9	21.1	40.4	28.6	36.5	37.8	28.6	40.0	31.7	45.9	20.7	34.8
TPD expensive/unaffordable	32.1	21.1	26.3	25.5	21.4	26.9	28.9	19.0	32.0	22.0	27.0	24.1	25.8
No employer support	21.4	23.7	15.8	25.5	21.4	23.1	24.4	19.0	24.0	22.0	24.3	20.7	22.7
No time (family responsibilities)	7.1	7.9	10.5	6.4	0.0	9.6	6.7	9.5	8.0	7.3	10.8	3.4	7.6
Not eligible (qualifications, experience)	3.6	2.6	0.0	4.3	7.1	1.9	4.4	0.0	4.0	2.4	5.4	0.0	3.0
No TPD suitable for me	21.4	7.9	21.1	10.6	28.6	9.6	15.6	9.5	20.0	9.8	16.2	10.3	13.6
Payment for TPD													
Paid a cost out-of-pocket	35.7	31.6	42.1	29.8	35.7	32.7	35.6	28.6	44.0	26.8	27.0	41.4	33.3

Source: Estimations by the authors. Please see the questionnaire in Annex 2 for exact questions.

Note: Given the small sample size, differences between estimates by categories such as gender or age are often not statistically significant.

Annex Table 4: Relevance/Effectiveness (High or Moderate) of Existing TPD Activities by Selected Background Characteristics, n=66 (%)

Activities	Country		Employment		Sex		Age		School type		Location		Total
	Other	Uganda	Other	Teacher	Female	Male	≤40 y	41+	Private	Public	Rural	Urban	
Benefits by Type of TPD													
Standardized TPD	82.1	78.9	89.5	76.6	92.9	76.9	80.0	81.0	80.0	80.5	75.7	86.2	80.3
On-site TPD	71.4	76.3	78.9	72.3	92.9	69.2	71.1	81.0	68.0	78.0	67.6	82.8	74.2
Self-driven TPD	82.1	81.6	84.2	80.9	92.9	78.8	80.0	85.7	72.0	87.8	83.8	79.3	81.8
Benefits from Self-Directed TPD													
Pedagogical skills, subject knowledge	71.4	65.8	68.4	68.1	78.6	65.4	66.7	71.4	64.0	70.7	70.3	65.5	68.2
Classroom management/inclusiveness	75.0	73.7	73.7	74.5	78.6	73.1	71.1	81.0	64.0	80.5	78.4	69.0	74.2
New teaching methods and strategies	82.1	71.1	84.2	72.3	78.6	75.0	75.6	76.2	68.0	80.5	78.4	72.4	75.8
Up to date trends/practices	78.6	71.1	84.2	70.2	78.6	73.1	71.1	81.0	68.0	78.0	78.4	69.0	74.2
Effective teaching/learning	78.6	76.3	89.5	72.3	85.7	75.0	75.6	81.0	72.0	80.5	81.1	72.4	77.3
Confidence in teachers/children taught	82.1	76.3	84.2	76.6	85.7	76.9	77.8	81.0	76.0	80.5	83.8	72.4	78.8
Professional growth and resilience	78.6	73.7	73.7	76.6	85.7	73.1	75.6	76.2	72.0	78.0	83.8	65.5	75.8
Teachers self-directed, self-managed	82.1	68.4	84.2	70.2	78.6	73.1	73.3	76.2	72.0	75.6	81.1	65.5	74.2
Benefits from Standardized TPD													
Pair experienced and new teachers	67.9	71.1	84.2	63.8	85.7	65.4	73.3	61.9	68.0	70.7	67.6	72.4	69.7
Pedagogical and professional skills	78.6	63.2	84.2	63.8	71.4	69.2	71.1	66.7	68.0	70.7	73.0	65.5	69.7
Professional counseling and guidance	75.0	68.4	84.2	66.0	71.4	71.2	71.1	71.4	64.0	75.6	73.0	69.0	71.2
Professional growth/ sharing	67.9	63.2	68.4	63.8	85.7	59.6	64.4	66.7	68.0	63.4	67.6	62.1	65.2
Collaboration/knowledge sharing	64.3	68.4	68.4	66.0	71.4	65.4	64.4	71.4	56.0	73.2	70.3	62.1	66.7
Stress management/well-being	71.4	76.3	84.2	70.2	78.6	73.1	73.3	76.2	64.0	80.5	75.7	72.4	74.2
Guide exploiting their potential	82.1	76.3	94.7	72.3	85.7	76.9	77.8	81.0	76.0	80.5	78.4	79.3	78.8
Student communication/social skills	82.1	71.1	89.5	70.2	78.6	75.0	75.6	76.2	72.0	78.0	81.1	69.0	75.8
Benefits from Onsite TPD													
Effective teaching and learning	75.0	73.7	78.9	72.3	92.9	69.2	77.8	66.7	72.0	75.6	73.0	75.9	74.2
Collaboration in material development	75.0	76.3	78.9	74.5	85.7	73.1	77.8	71.4	72.0	78.0	78.4	72.4	75.8
Teaching aids and resources	75.0	68.4	78.9	68.1	78.6	69.2	75.6	61.9	64.0	75.6	73.0	69.0	71.2
Training kits and tools	78.6	68.4	78.9	70.2	78.6	71.2	73.3	71.4	68.0	75.6	75.7	69.0	72.7
Critical thinking and decision making	71.4	65.8	78.9	63.8	71.4	67.3	71.1	61.9	60.0	73.2	75.7	58.6	68.2
Surviving in changing	78.6	65.8	78.9	68.1	78.6	69.2	75.6	61.9	72.0	70.7	73.0	69.0	71.2
Skills to support refugees/migrants	78.6	65.8	78.9	68.1	78.6	69.2	71.1	71.4	68.0	73.2	78.4	62.1	71.2
New methods and strategies	82.1	76.3	84.2	76.6	85.7	76.9	80.0	76.2	80.0	78.0	83.8	72.4	78.8

Source: Estimations by the authors. Please see the questionnaire in Annex 2 for exact questions.

Note: Given the small sample size, differences between estimates by categories such as gender or age are often not statistically significant.



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