

TEACHERS FOR TEACHERS

A professional development model for teachers in extraordinary circumstances

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In collaboration with

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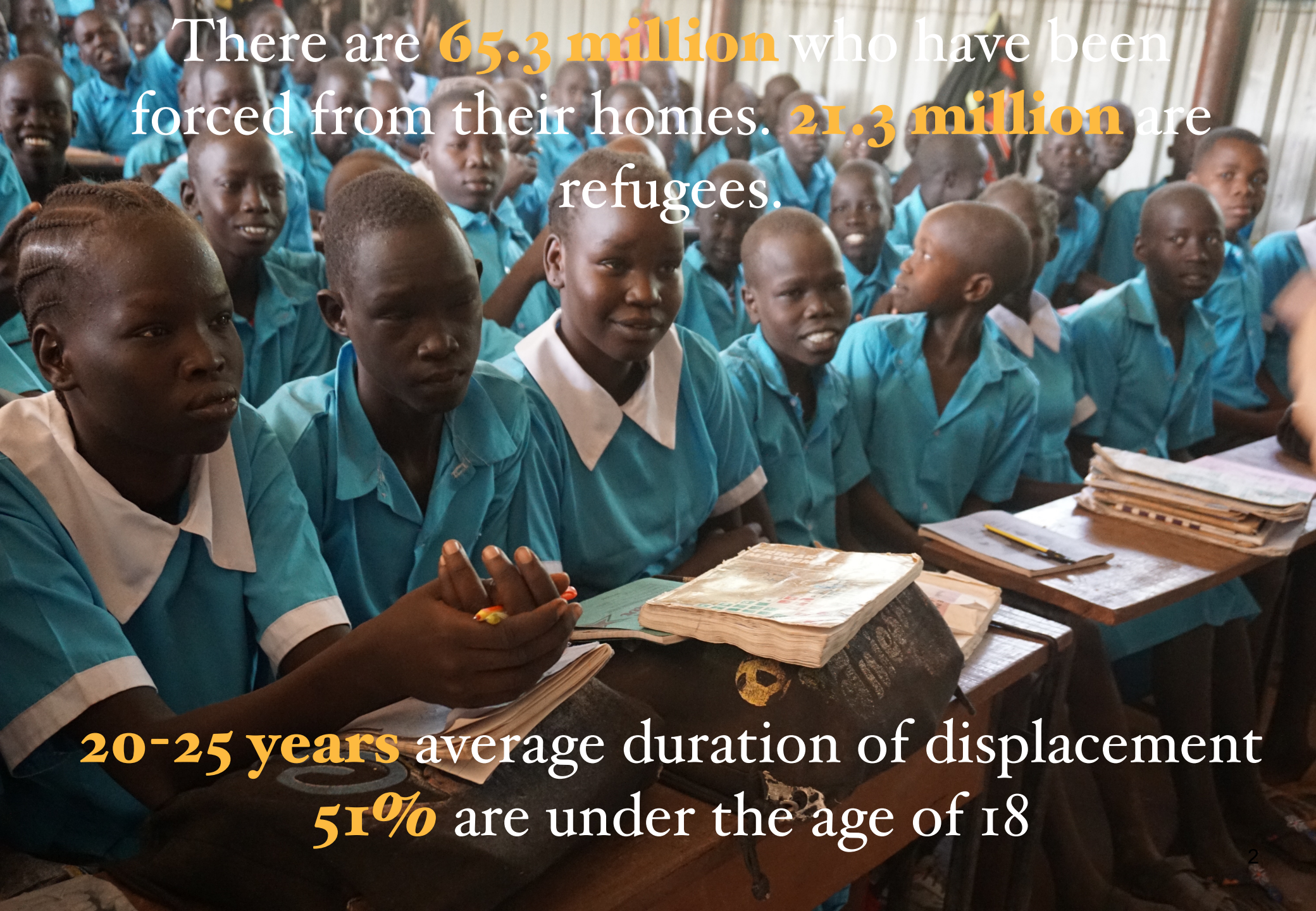
UPPER CLASSES TABLE

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NO.	NAME	SEX	HT	HT
1	SIMON PUOT	M	HIT	5108811
2	ANTHONY KWALANDA	M	D/H	07202926
3	LINDIELO SAKEM	M	S/T	07202828
4	PAI KOANG PETERM	M	S/T	0711188
5	GOBWIN KIPROECH KIBI	M	M/M	0712064
6	JOSEPH JAL PAUL	M		070007185
7	BUSINI JOCK BOINI	M	CM-4C	0700040004
8	KUOL TATIN MIKE	M		070302976
9	NGRATU TOLO NGUNDI	M	CM-2A	071923192
10	NINWAMINGU LAWRENCE	M	CM-1B	070173432
11	BOTH UTHGAR BABUM	M	CM-3A	0715631915
12	ANTOS MARUAL	M	CM-8C	0703449710
13	PASCAL AMIANI	M		0703251201
14	TOYK FRANCIS	M	CM-1C	
15	MATAI MUT THON	M		072007503
16	ANDREW CHOT LUL	M	CM-8B	
17	NINTUNLE MARIUS	M		07023571
18	DANDAS NODRICIMPA	M	CM-3B	071409420
19	JEPHTE MBEZI	M	CM-4A	0712146
20	DANIEL BOL CHAN	M		0721669
21	NYAMUSOTI COTEL	F		07015024
22	KHOKI PAN			071553318
23	GATIAL RIEK			070485784
24	GHAU GATKUM	M	CM-4A	070122310
25	RASHIAI KWANGYOMB	M	CM-2C	0715708283

27	GATIA CH	M	CM-4A	072770
28	DOU	M		0718283
29	CA	M		07119068
30	M	M		070027
31	MOHAMED LATIF	M	CM-7B	070422074
32	CEA SHAWGL	M	CM-2B	0705708536
33	GABRIEL GATAWAK	M		070471148
34	TAP DAVIS	M	CM-6A	071432022
35	SCHUDL JOHN	M	CM-5A	0704725112
36	WILSON GAK	M		07037573
37	ABUS MORGEA	M		0721160416
38	OCHODI ATLE	M		07187928
39	SEMPATA OLUMIN	M	CM-5C	070746196
40	MERCILIKE SIMYUP	M		0703208938
41	MITHA PAL	M	CM-5B	070440
42	KOAN	M	CM-2B	070440



There are **65.3 million** who have been forced from their homes. **21.3 million** are refugees.

20-25 years average duration of displacement
51% are under the age of 18



50% of refugee children are in **primary school**
22% of refugee adolescents are in **secondary school**
1% of refugee youth go to **university**

A vast majority of children in
refugee camps lack access to
quality education.



To improve refugee education, we have to **start with teachers.**





Refugee teachers are resilient,
but the challenges they face are
real and **pressing**.

Improved support for teachers

Research suggests that **teachers are the strongest school-level predictor of student learning** (*Burns, 2011; Schwille, Dembélé and Schubert, 2007*).

In crisis contexts, where TPD is arguably needed most, it is **“episodic, its quality variable, its duration limited and support or follow-up for teachers almost non-existent”** (*Burns and Lawrie, 2015, p.7*).



“...investing in teachers, their preparation, support mechanisms, and the means of delivery in the classroom, is investing in learning. It is a prerequisite to allow the transformative power of education to occur” (EFA Monitoring Report, 2015, p. ii)

Importance of teacher professional development and certification...

“Yes, I’m happy to be a teacher, but with a condition. If...I can get training and prove that I’m a teacher, that’s when I will tell that I’m happy to be a teacher. But as per now, **I have not yet known the sweetness of being a teacher because I have not been trained**”

-Male refugee teacher, primary school in Kakuma



KAKUMA REFUGEE CAMP

Kakuma Refugee Camp, Kenya

Camp operating since 1991

Hosts 154,947 refugees

Refugees hail from ~20 different countries, but the majority are from Somalia, South Sudan, Sudan, DRC, Ethiopia, Burundi, Uganda



Education in Kakuma

21 primary schools serving **58,279** students (23,257 girls)

Primary school enrollment **73%**

5 secondary schools - Secondary school enrollment **2%**

Under- and un-qualified incentive teachers – **only 31% are trained**

562 teachers - 483 of whom are refugees - **over 150** leave teaching each year

Challenges teachers in crisis contexts face

Lack of pre-service and in-service training

Low salary and/or incentive pay

Oversized classrooms

Limited resources

Overage learners

Language of instruction

Curriculum

Culturally and/or nationally diverse student body

Student and teacher psycho-social well-being

GROUP ACTIVITY



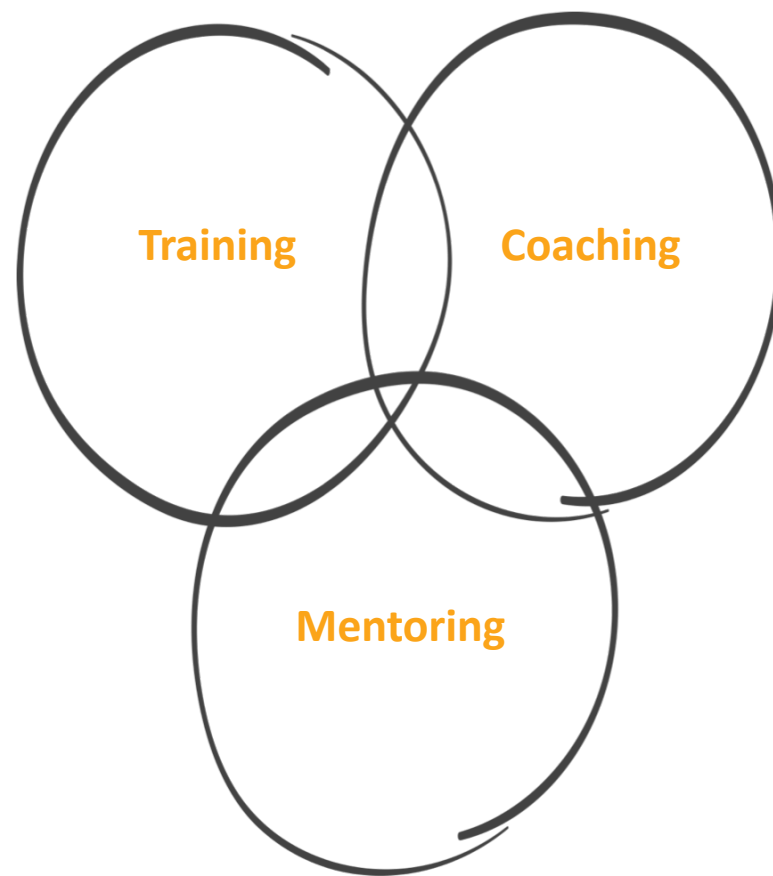
Background: Teachers for Teachers Initiative

In 2015, Teachers College, Columbia University partnered with UNHCR, Finn Church Aid and LWF to develop and test an integrated professional development opportunity that would help to **improve the quality of education in areas of crisis**.

The following initiative has been designed uniquely for refugee teachers in Kakuma, Kenya with an eye towards providing **sustained support to teachers** there and possibly in other settings.

The Initiative

Teachers for Teachers brings together a variety of professional development opportunities for refugee teachers to provide on-site and online **tailored, integrated** and **continuous** learning.



TRAINING



Training

Structure & Content

Short-term training option: 4-day workshop (~23 hours)

Long-term training option: 3 or 4-day workshop per competency area (~60 hours)

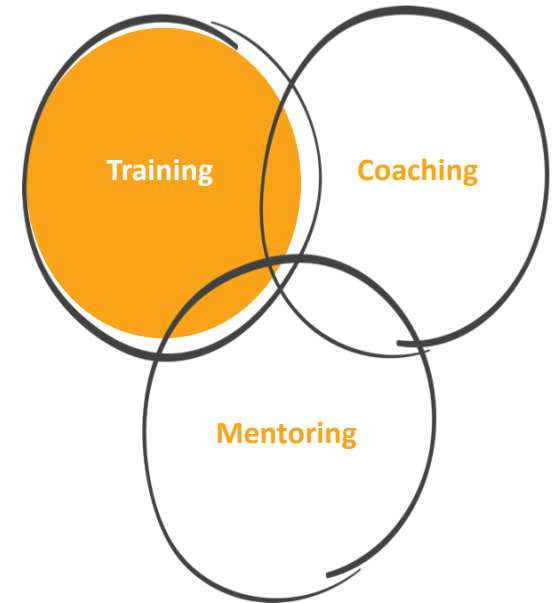
Teacher's role and well-being

Child protection, well-being and inclusion

Pedagogy

Curriculum and planning

Open-source Training Pack for Primary School Teachers in Crisis Contexts was developed under the auspices of the INEE Teachers in Crisis Contexts Working Group (www.ineesite.org/tpd)



Training

Data Collection & Learning Strategies

Pre- and post-training questionnaires

Training workshop evaluations

Training observations

Focus group discussions

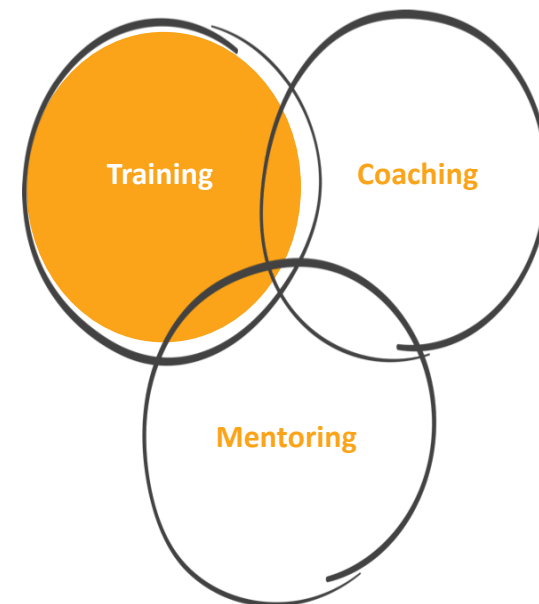
Emerging Findings

Increase in awareness for child protection needs

Substantial changes in responses reflecting understanding of topics covered in the trainings

Adapt teacher well-being module to needs among the teachers

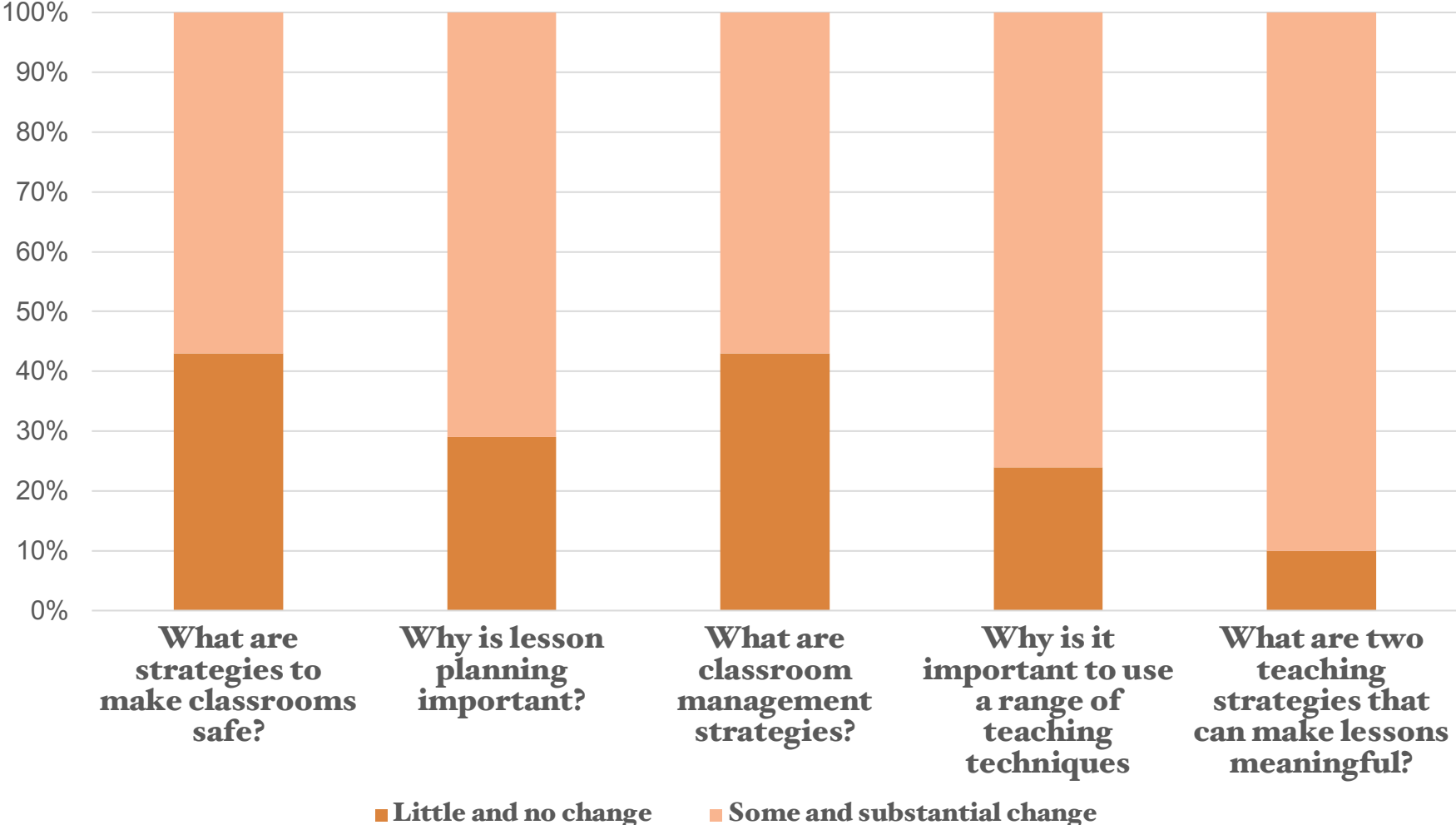
Provide training space for women teachers only



Training

Emerging Findings (continued)

Changes in Responses Pre and Post Training Questionnaires



Training

Emerging Findings (*continued*)

What are classroom management strategies?

Sample answer

Pre: “Proper classroom arrangement”

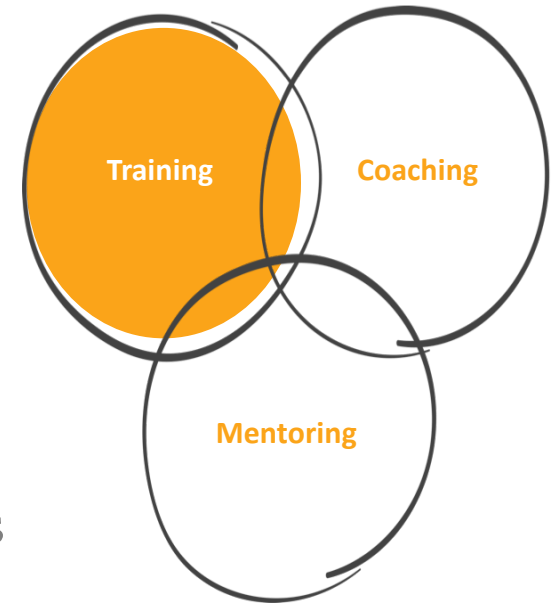
Post: “Creating friendly environment where all learners interact peacefully and also eliminate hazards from the environment”

Why is it important to use a range of teaching techniques?

Sample answer

Pre: “To make the lessons interesting to the students and also to boost student understanding”

Post: “This is because students learn in various or different methods i.e. others learn through visual demonstration, roles play, charts and others may learn through songs”



A group of four people are sitting in a circle on blue plastic chairs outdoors. They are engaged in a conversation. The man on the left is wearing a light blue t-shirt and dark pants. The man in the center is wearing a yellow t-shirt and blue jeans. The woman on the right is wearing a white headscarf and a grey shawl. The woman on the far right is wearing a white headscarf and a white floral dress. They are sitting on a dirt ground with some green plastic bottles and a large rock nearby. In the background, there are trees and a chain-link fence. The word "COACHING" is overlaid in large white letters across the center of the image.

COACHING

Coaching

Structure & Content

2 or 3-day training workshop focused on facilitating Teacher Learning Circles (TLCs) and conducting classroom observations

Active listening

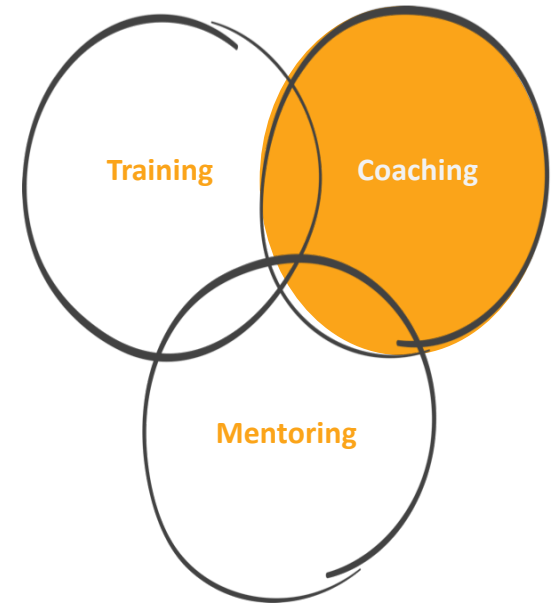
Providing feedback

Creating supportive environments

Setting goals

Inter-school TLCs

Open-source coaching pack forthcoming



Coaching

Data Collection & Learning Strategies

Learning logs (submitted via WhatsApp)

Goal tracking sheets (submitted via WhatsApp)

Classroom observations forms (submitted via WhatsApp)

Focus group discussions

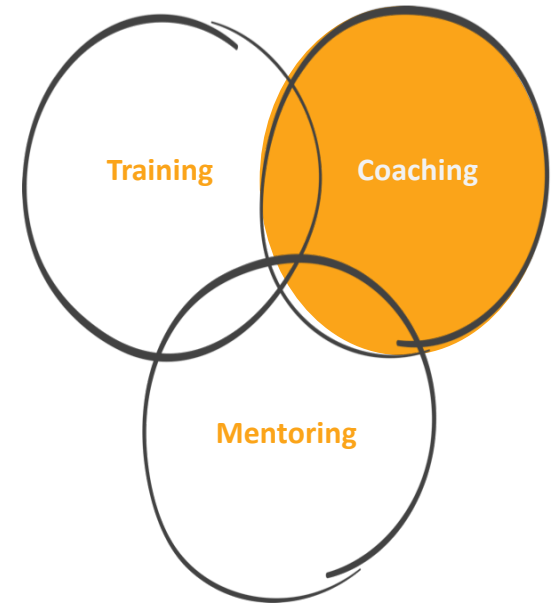
Emerging Findings

Most **frequent topics** discussed in TLCs:

Classroom management, corporal punishment, lesson planning, student absenteeism

Most **challenging topics** discussed in TLCs:

Managing overcrowded classrooms, supporting students with special needs



Coaching

Emerging Findings *(continued)*

Challenges for facilitating TLCs and conducting classroom observations:

Teachers' attendance and willingness to participate

Benefits of facilitating TLCs and conducting classroom observations:

Opportunities to collaborate, finding solutions together, learning from one another

*We share our experiences in terms of the teaching way. Of course we have different styles of teaching in our...If it's really working out in my class, can you go and try it out and see it for yourself... We can be able to come over these common challenges we've been having. **We're all after the same goal. It's just we want to have effective teaching at our school.***

Peer Coach, Year-long Cohort

A photograph of two men sitting at a wooden table in a classroom-like setting. The man on the left is wearing a red t-shirt with a Coca-Cola logo and is holding a smartphone. The man on the right is wearing a white button-down shirt and is pointing at the phone. They are both smiling and looking at the device. In the background, there are several blue plastic chairs and a window. The word "MENTORING" is overlaid in large white letters across the center of the image.

MENTORING

Mentoring

Structure and Content

Hold orientations for all mentors and mentees

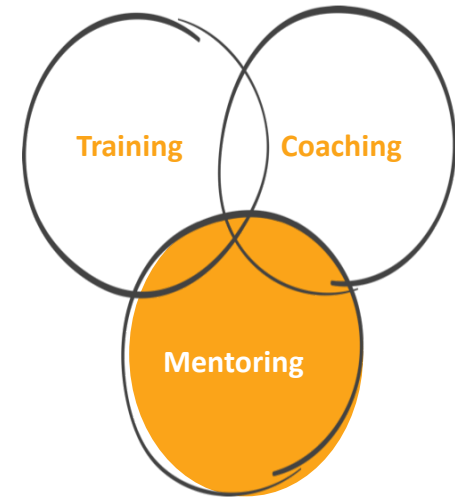
Currently there are 30 Global Mentors

1 experienced global mentor (i.e. teacher and/or passionate educator) provides support to 4-5 mentees (teachers in Kakuma) via WhatsApp for 4-6 months (+ silent observers)

Global mentors push mobile mentoring curriculum (e.g. reminders, tips, and strategies) linked to teacher training

Global mentors and mentees interact to help teachers find new strategies and solutions to their challenges, while also offering words of encouragement

Safaricom Foundation has provided all teachers with phones and airtime



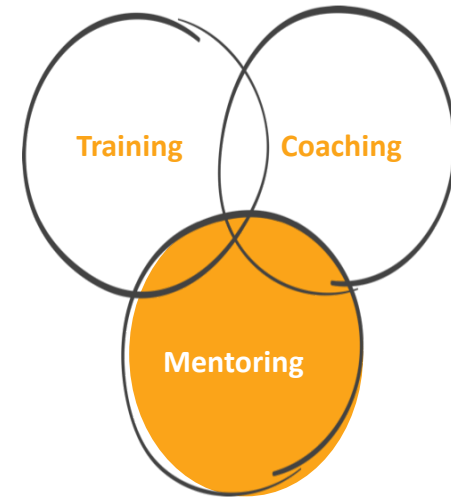
Mentoring

Data Collection & Learning Strategies

Qualitative and quantitative coding of WhatsApp messages

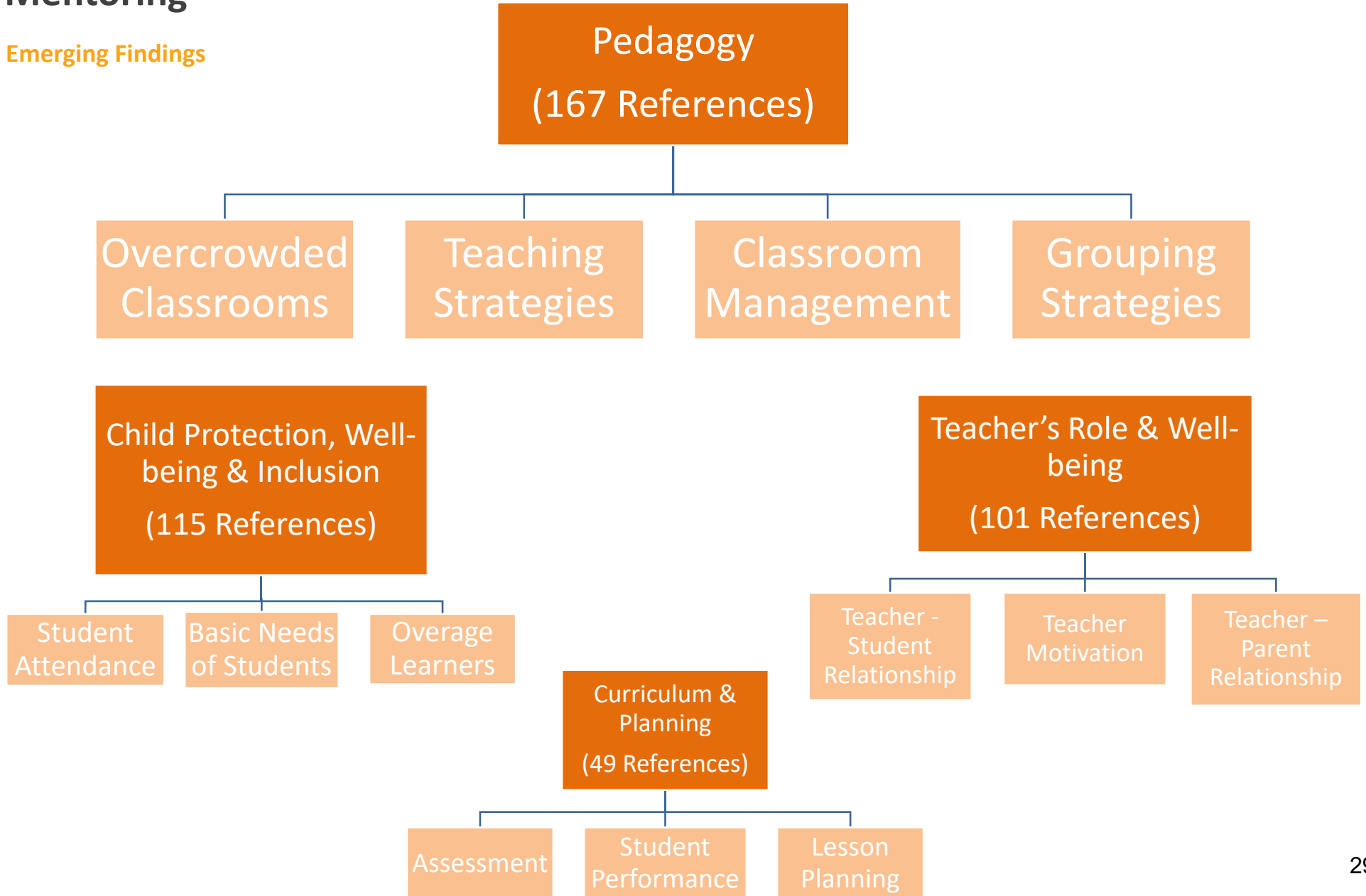
Questionnaire with Global Mentors

Focus group with Global Mentors



Mentoring

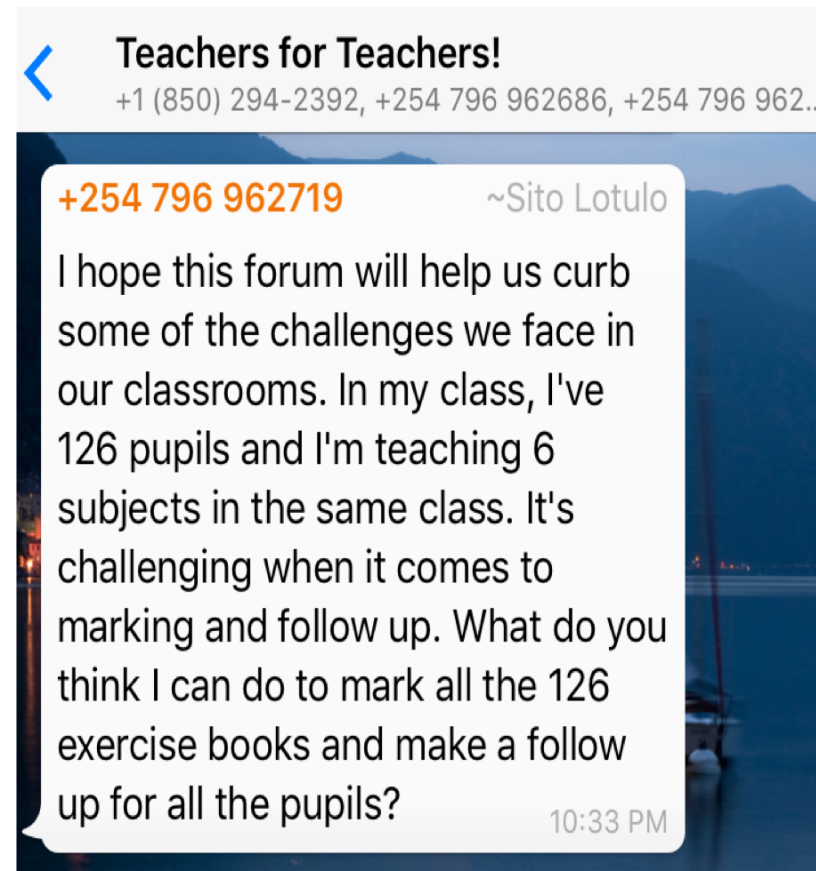
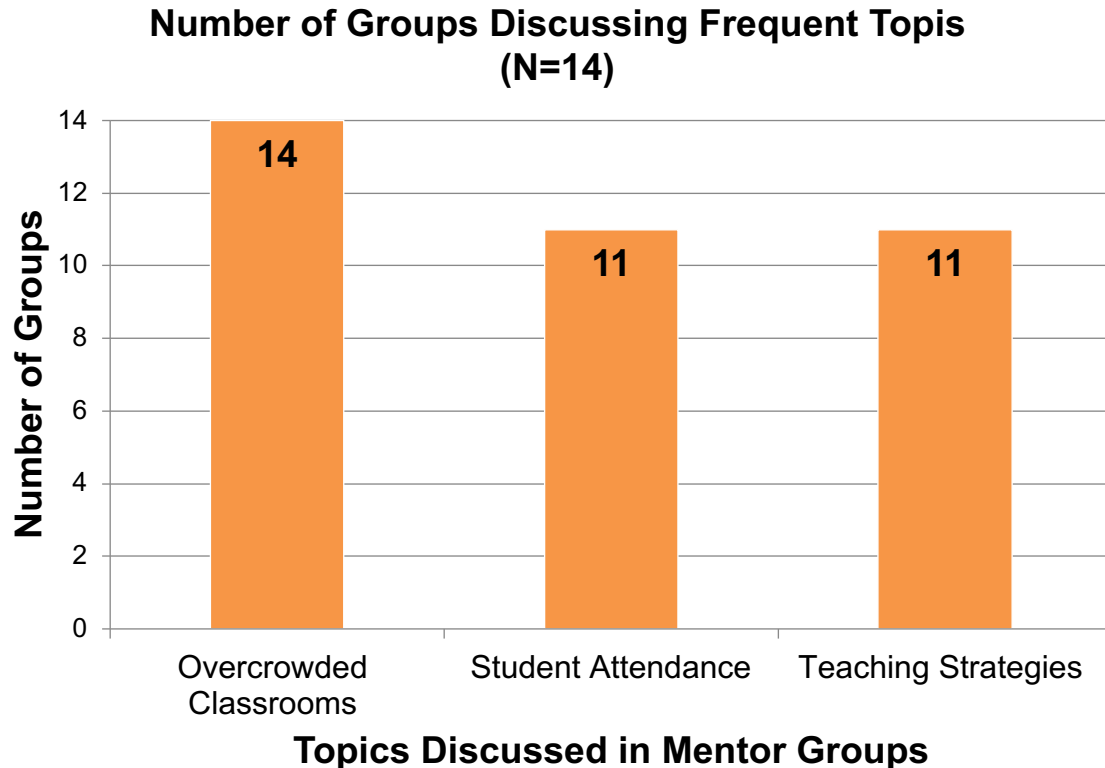
Emerging Findings



Mentoring

Emerging Findings *(continued)*

The most frequent discussions focus on **overcrowded classrooms, student attendance and classroom management.**



Mentoring

Emerging Findings *(continued)*

Relatively equal distribution of mentor vs mentee engagement.

Male teachers are participating more than female teachers.

Almost half the groups have stated that solutions shared have been tested in the classroom and have worked for them.

Safe space to discuss serious concerns and violations, including: early pregnancy, severe corporal punishment, and child marriage.

The Teachers for Teachers team is working closely with partners on the ground to identify the reporting system to ensure that teachers receive the necessary support.



MOST
SIGNIFICANT
CHANGE

Most Significant Change

Emerging Findings

Teachers taking proactive steps to keep kids in school through family outreach

Positive changes in teacher-student relationships

“The change in advance[d] knowledge is significant to me because it has enabled me to positively interact with all students, creating a safer learning environment where students are able to approach me openly with trust and honesty”

-male refugee teacher, Kakuma refugee camp, January 2017



Training
Coaching
Mentoring

Lessons Learned

Opportunities

Teachers from pilot training ready to partner (e.g. co-trainers/lead trainers) on Teachers for Teachers model

Limitations/Challenges

Rely heavily on teacher self-report data (classroom observations, student MSC forthcoming)

Not able to assess relationship between TPD model and improvements to student learning

Did not isolate different elements of model to measure effectiveness of independent parts (during pilot phase)

Teachers for Teachers model doesn't lead to a certificate (yet)

A photograph of four people standing outdoors on a dirt path, laughing and smiling. From left to right: a man in a light blue t-shirt and khaki pants; a woman in a tan t-shirt and dark pants; a man in a light blue button-down shirt and khaki pants; and a man in a blue and black striped button-down shirt and khaki pants. In the background, there are green trees and a simple building with a corrugated metal roof. A large white 'Q&A' text is overlaid in the center of the image.

Q&A

A young Black man is shown in profile, smiling broadly. He is wearing a white t-shirt with the text "I STAND #withM" printed on it. The background consists of a light-colored, textured wall and a window with a blue frame. The text "TEACHERS' VOICES" is overlaid in large, white, sans-serif font across the center of the image.

TEACHERS' VOICES

I STAND

#withM

Teachers' Voices

Highlights

Cultivating and sharing teachers' own perspectives and stories through multimedia (please see www.tc.columbia.edu/refugeeeducation for more profiles)



Training
Coaching
Mentoring



ASANTE SANA!

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