A teacher professional development initiative for teachers working in extraordinary circumstances.

Teachers for Teachers integrates in-person teacher training, peer coaching, and mobile mentoring to foster local and global communities of practice among teachers in Kakuma Refugee Camp.

KAKUMA REFUGEE CAMP
Established in 1991, Kakuma is one of the largest refugee camps in the world.

WHERE DO THEY COME FROM?
- Education Context
  - 177,798 number of refugees
  - 106,879 are under the age of 18
  - 6,680 children are out of school at the primary level
  - 9 out of 10 youth are out of school at the secondary level
  - 86% of teachers are refugees
  - 40% of teachers have not received training

TEACHERS FOR TEACHERS’ REACH
- 130 teachers trained
- 329 hours of training
- 77 teacher learning circles facilitated by peer coaches
- 33 global mentors recruited
- 20 out of 21 primary schools represented
- over 30,000 learners taught by newly trained teachers

KEY FINDINGS
Teacher professional development models are needed to make positive changes in teaching practices, creating safer learning environments for learners, improving relationships, and bolstering teacher confidence, motivation, and well-being.

Mobile technologies can extend the reach and impact of teacher professional development initiatives.

Adapting teacher professional development approaches to local contexts is critical.

Teacher collaboration is essential for maximizing changes in teaching practice.

"Now I go to the class fully prepared. When I entered the classroom, nothing "scared" me anymore. I know exactly what I want to do... I have a plan that was not possible to be done before. I didn’t know what to say and what to do... Now I just teach which is easier to do..."
- South Sudanese Refugee Teacher

RECOMMENDATIONS
Involving teachers in all teacher professional development design and planning processes.

Provide continuous, multi-modal and contextualized teacher professional development.

Leverage technology and other innovative practices wisely.