



**Knowledge hub**  
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**Collection of best practices**

**Summary of the best practice**

1. Title of the best practice (e.g. name of policy, programme, project, etc.) \*

Good practices in Teachers Professional Development (BRiCE 2018-2022)

2. Country or countries where the practice is implemented \*

South Sudan and Uganda

3. Please select the **most relevant** Action Track(s) the best practice applies to \*

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

#### 4. Implementation lead/partner organization(s) \*

Education for Life Consortium led by Oxfam and including: Education International (EI), Forum for African Women Educationalists Uganda (FAWEU), Uganda National Teachers Union (UNATU), Teachers College - Columbia University, Luigi Guissani Institute of Higher Education (LGIHE), Community Development Initiative (CDI)

#### 5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. \*

The Education for Life project provides second chance education through accelerated education programmes (AEP/ALP)<sup>1</sup> for adolescents and youth in Uganda and South Sudan. A key element of the project is to strengthen the education systems by providing continued teacher professional development (TEPD).

#### 6. What makes it a best practice? \*

Building on the “Teachers in Crisis Contexts” (TiCC), global evidence-based approach from Inter-Agency Network for Education in Emergencies (INEE), the project has adapted TiCC to the specific needs of teachers and learners in the crisis affected environments of Uganda and South Sudan. The TEPD centres offer a mixed methods approach and continuous support and engagement with teachers; among the activities are training as well as Teacher Learning Circles (TLCs) and classroom visitations/observations among teachers as outlined in the TiCC Peer Coaching materials. Implementing partners and local stakeholders, including governments, district education officials, trainers of local primary teacher colleges, and teachers have taken part in the development of the TEPD package. The process was also informed by a teacher needs assessment carried out in Uganda in 2018 in the settlement area and a desk review of relevant documentation in South Sudan. Results are well documented and validated by the final evaluation of the project.

## **Description of the best practice**

## 7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? \*

The BRiCE project is being carried out in Northern Uganda and the southern part of South Sudan, which were already challenged by multiple crises before the onset of the current COVID-19 pandemic. Children, and especially girls, have been particularly affected. In addition, national and global activities are supported.

According to UNICEF, by 2021 the cumulative effects of years of prolonged conflict, chronic vulnerabilities and weak essential services had left 8.3 million people in South Sudan, including 4.5 million children, in need of humanitarian assistance. The state fiscal situation is weak, and there is very little expenditure on social services, as reflected in the low salaries for persons working in the social and health sectors. Nearly four million persons are displaced, including 1.5 million of whom internally, and 2.2 million who are refugees in neighbouring countries.

Uganda is internationally recognised for its attention to refugees. The international community has backed the government through the Education Response Plan for Refugees and Host Communities in Uganda (ERP). The ERP is a multi-year costed plan (2018-2021) for provision of education to 567,500 children and youth in refugee-hosting areas, including Lamwo, where the Palabek Refugee Settlement is situated and BRiCE provides support. Following the arrival of over 1.3 million refugees in Uganda, the initiative represents collective national efforts to respond to the learning and protection crisis suffered by children and youngsters in refugee-hosting areas.

Applying a training of trainers (ToT) approach, the TEPD is offered to accelerated learning/education programme (ALP/AEP) teachers as well as formal primary school teachers in 24 schools in Lamwo District, Uganda, and 18 schools in Torit, Kapoeta, and Juba, South Sudan. As part of the conflict sensitive approach, AEP/ALP centres are hosted by a formal primary school.

The teacher trainers are part of government structures. When the teacher trainers' capacity is built, they may reinforce other teachers' training activities and thereby, over time strengthen the national education system.

420 teachers in Uganda and 357 teachers in South Sudan have taken part in TEPD. Most of the trained teachers are national teachers but, in both Uganda, and South Sudan a few of the teachers are from South Sudan and Uganda respectively. South Sudanese nationals need to be registered teachers with the Ministry of Education and Sport in order to teach in Ugandan schools. These teachers have completed their formal teacher training in Uganda.

## 8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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To address the need for alternative education, consortium partners AVSI, Oxfam and CDI contracted teachers directly and paid them an incentive. Basic requirements for recruitment were agreed among consortium partners. All AEP/ALP teachers hired/ recruited were required to complete the Teacher Education Professional Development (TEPD) Training. Much as in Uganda, LGIHE taught selected tutors five modules.

The work on TEPD is building on previous years of work regarding Teacher in Crisis Contexts (TiCC), such as the Training for Primary School Teachers pack, which has been developed as a tool to be used in global practice once it is contextualized to the needs of each country. The TEPD package was led by Luigi Giussani Institute for Higher Education (LGIHE), in partnership with UNATU, FAWEU and other implementing partners (AVSI, CDI, Oxfam). A qualitative and coherent approach to TEPD has been developed.

After a first introductory module on “the risk of education”, the four other modules are:

- (1) The teacher’s role and Well-being was revised and adapted by UNATU who updated the module with the teachers’ professional Code of Conduct in Uganda and South Sudan, Uganda Education Service Regulations Act 2012, and context sensitive activities
- (2) Child protection: on Child Protection, Well-being and Inclusion was integrated and contextualized by FAWE-U after implementing a Gender Responsive Pedagogy (GRP) training for all implementing partners of the Consortium.
- (3) Pedagogy: This process was informed by: The Uganda Primary school Teachers’ Guide; Ministry of Education and Sports Handbook on Teacher/Instructor/Tutor Education and Training Policies; and the Education Service Regulations Act - Instrument 2012.
- (4) Curriculum and Planning was adapted to the Uganda/South Sudan Primary School Curriculum and syllabus and integrated with the MoES Schemes of Work and Lesson Plans (both for Uganda and South Sudan).

The topics also included conflict-sensitive teaching and participatory methodology among others. In addition, handouts were prepared regarding PTAs, SMCs, material regarding Teacher Learning Circles. Teacher learning circles are teachers from the same school that learn from and support one another, with the ultimate aim of improving student learning outcomes. The groups reflect on current teaching practices and seek ways to enhance their instructional effectiveness. Modules on life skills training and psychosocial support were prepared to teachers and learners.

The tutors trained the teachers in charge of the learner AEP/ALP teaching. The teaching took place in the already existing primary schools, during hours when the schools were not being used by the primary school, in abandoned classrooms or even under a tree. Teaching took place for 3-4 hours each day.

## 9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? \*

777 teachers were trained with TEPD (the target was 665). Teachers have gained new capacity through Teacher Education and Professional Development and changed their teaching practices using participatory methods, gender- and conflict-sensitive approaches.

The teachers have adopted learner-centred methods and improved the classroom management. Corporal punishment has been substituted with positive discipline and respect instead of fear. At 97 percent, a very high percentage of the female learners in candidate classes sat for the primary leaving exam.

The teachers have also become aware of how language may stigmatise learners. They have, for example, realised that it is important not to categorise learners as “refugee children” and “host children.” A learner is a learner.

Final evaluation confirms that 81% of teachers report using participatory methods as well as gender- and conflict-sensitive approaches to “a great or some extent” (target: 65%). Furthermore, 87% of learners and 77% of teachers feel safer at school than when the project started (targets: 75% for learners and 70% for teachers).

A research component supported by the project provided more knowledge and better service through inputs on among others, well-being of teachers, psycho-social support and understanding vulnerabilities of communities during COVID-19, making. For example, the research increased focus on the need to address corporal punishment in the education system. Likewise, the research team supported the consortium to develop a short Psycho-social training package which was rolled out to teachers during COVID-19 lock down. Very few teachers in the supported AEP/ALP centres left their position during the COVID-19 pandemic, contrary to many other schools.

## 10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? \*

TEPD and Teacher Learning Circles (TLCs) are being rolled out, and they are popular; teachers who did not attend trainings have requested to participate in TEPD/TLCs as they see the benefits. Teachers learn from their peers, and they support each other. They, for example, learn how to use different pedagogical practices and approaches by observing lessons.

Teacher trainers are introduced to TLCs and trained in how to support the implementation of TLCs. This training is rolled out to teachers by the teacher trainers. In each school, teachers identify a peer coach who is responsible for organising the TLCs. The peer coach is linked up with a teacher trainer to ensure that teachers are supported in the roll out of TLCs.

The teachers also use classroom visitations peer supervision, involving that a teacher sits at the back of the classroom observing areas of strength and areas for improvement. The aim is for the observing teacher to learn and to provide feed-back to the teacher conducting teaching. This possibility is open to all teachers but requires a certain level of trust, maturity and confidence amongst teachers.

According to partners and teachers interviewed as part of the research for this case study, the trained teachers have increased their capacity to plan lessons and scheme their work with a point of departure in the national curriculum and syllabus.

Gender mainstreaming is embedded in the project and in all parts of the TEPD, including the training, TLCs, and classroom observations, curating a positive impact on the teachers' gender perceptions and actions. Teachers have become much more aware of how they address gender issues and challenge negative gender norms, and they, for example, no longer repeat statements such as "this is for boys" and "girls are not good at math," according to partners. This was confirmed by the midterm review.

The TEPD package also increases the teachers' understanding of their own well-being, including signs of stress. Self-care skills impact the teaching positively, as a thriving teacher is a better teacher. When they understand and embrace their own physical and psychological well-being and reactions, they are able to better recognize and understand the emotions and reactions of the learners and subsequently counsel and support them.

## 11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? \*

Due to continuous follow-up it is clear that most of the trained teachers are able to apply the learnings from the TEPD (this is documented by Final Evaluation). Through collaboration and by using their new skills from the TEPD package the teachers now more easily find solutions to challenges in their professional as well as private lives and in their communities. Combined, this gives the teachers a sense of not being alone. The teachers’ ability to adapt to new situations with support from the project is an indication of increased resilience among the teachers.

Working with national governments to contextualize and approve the TEPD materials is an important, promising practice, although the collaboration has proven to cause some delays in both South Sudan and Uganda. A lesson learned is to build in time for these delays in the programme planning. In keeping with the project design relevant local actors are in charge of providing supervision to the trained teachers. This is important in terms of sustainability. Teacher Learning Circles are an integral element of the TEPD approach as they build on teacher’s lived experiences and create a community of teachers who can support each other in a sustainable way. It does however require that trust is built amongst teachers before they are willing to share their experiences and concerns, and a culture of learning needs to be established where bringing up challenges is welcomed. Substantial support is needed for this activity.

## 12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. \*

<https://inee.org/resources/their-words-teacher-well-being-amidst-displacement-and-fragility-uganda-and-south-sudan>

<https://inee.org/blog/teacher-stories-geofry-okema-palabek-refugee-settlement-uganda>

<https://inee.org/blog/teacher-stories-irene-amiera-palabek-refugee-settlement-uganda>

<https://inee.org/blog/teacher-stories-anei-aleer-mayen-bol-south-sudan>

<https://inee.org/resources/psychosocial-support-pss-and-wellbeing-sms-guide-and-training>

<https://www.oxfam.org/en/research/teachers-change>