Knowledge hub
-
Collection of best practices

Summary of the best practice

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

   Supporting Teachers in Education in Emergencies and Protracted Crises

2. Country or countries where the practice is implemented *

   DRC, Ethiopia, Somalia, Niger, Tanzania, Uganda, South Sudan

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

- [x] 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) *

European Commission - Directorate General for International Partnerships

Safe and quality education for girls and boys in displacement situations in Ethiopia and Somalia
Plan International, Relief International, University of Sussex, Gambella University, Peace and Development Research Centre (PDRC)
Strengthening Quality Learning Environments and Education Systems in Democratic Republic of Congo and Niger Save the Children UK, Institute for Development Studies (IDS), Institut Supérieur Pédagogique de Bukavu (ISP Bukavu) in DRC, Coalition Nigérienne des Associations Syndicats et ONGs de Campagne Education Pour Tous (ASO EPT)
Resilient Learners, Teachers, and Education systems in South Sudan and Uganda
Oxfam IBIS, Oxfam Uganda, FAWEU, UNATU, AVSI Uganda, LGHIE, Oxfam South Sudan, Community Development Initiative, AVSI South Sudan, Education International, Oxfam NOVIB and Columbia Global Centre
Never too late to learn: Providing quality and protective alternative education to displacement affected children in the Democratic Republic of Congo and Tanzania Norwegian Refugee Council (NRC), Babawatoto Centre for Children and Youth Trust, Mouvement International des Droits de L'Enfant, de la Femme, de l'Homme Veuf et de leur Promotion Sociale (MIDEFEHOPS), Child Resilience Alliance (CRA – former CGCA), War Child UK

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

education, teachers, emergencies and protracted crises, continuing professional development, multi-country approaches, research, DRC, Ethiopia, Somalia, Niger, Tanzania, Uganda, South Sudan

6. What makes it a best practice? *

Contributes to what works to develop teacher capacity during emergencies and protracted crises

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? *

   This best practice note describes strategies that work to develop teacher capacity during emergencies and protracted crises, based upon lessons learned during Building Resilience in Crises through Education (BRiCE), a five-year EU funded programme to develop evidence-based models for delivering safe, quality basic education for children in environments affected by fragility and protracted crisis. Despite the growing evidence base on quality pre-and in-service teacher education in economically stable and peaceful contexts, less attention has been paid to what works to prepare teachers for education in emergencies and protracted crises.

   The management of education in emergencies and protracted crises is complex. In the most extreme situations, students and teachers may be traumatised from fleeing active combat zones and may have lost family members and property, and have immediate protection and health needs. In protracted crises students and teachers may have been resident in refugee camps for some time, in contexts where they may not speak the local language and where host country education and income generation opportunities are extremely limited. Students may also have missed out on formal education for significant periods of time. Depending on the situation, teachers may or may not be qualified and experienced, may or may not speak the first language of the learners, and may be required to teach an accelerated host or home country curriculum for the first time.

   Alongside preparation to deliver and assess a basic learning programme, teachers may also require a specific set of skills which go beyond normal classroom requirements, such as the ability to manage large and multi-age groups in informal educational settings with limited resources, the ability to provide psycho-social support to students and identify health needs and child well-being and protection issues, and the capacity to deliver sensitive content in the classroom to promote peace, tolerance, and equal learning opportunities for boys and girls.

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? *

BRiCE was implemented from 2018 to 2022. Four consortia , each working in two settings in 7 countries (DRC, Ethiopia, Somalia, Niger, Tanzania, Uganda, South Sudan), undertook activities to improve access to quality education for crisis affected girls and boys by developing teacher capacity. A dedicated research group in each consortium undertook an independent programme of research. Although the four projects operated independently, common activities emerged for developing teacher capacity. In all contexts, project teams worked with local ministry of education officials to understand local curriculum requirements and student needs in a wide variety of formal and informal education settings, including early childhood, primary and secondary in both government and camp schools to design learning programs.

Teacher education materials reflected the skills and knowledge needed to work in complex environments. Common themes included capacity and needs assessments, legal frameworks and teacher codes of conduct, child well-being and protection strategies, psycho-social support strategies, teaching strategies during COVID-19, pedagogical techniques such as literacy and numeracy strategies and those needed to teach multilingual and large classes, and skills for teaching accelerated education programmes.

The projects worked with government education staff, and NGO and community service organisations to identify and train teacher trainers. The projects used a wide variety of evidence-based professional development modalities including face to face training and then provided trainees opportunities to practice and receive feedback in classroom situations through lesson observations and feedback with coaches. Communities of practice and peer learning circles were featured in several of the projects. During COVID 19, hybrid or online training took place where infrastructure and connectivity allowed, with SMS campaigns and broadcasts to local radio stations also used.

A key feature of all of the projects was engagement with national education stakeholders to ensure the relevance of training content.

A common theme during the implementation of activities was cross-sectoral collaboration with government departments, multilateral and bilateral organisations working to support refugees, and organisations providing both emergency humanitarian response and longer-term development support.

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? *

The programming approach taken by the EU through BRiCE was innovative and successful. Each consortia worked in two countries and had regular exchanges within consortia members and between them to compare and contrast approaches across a wide range of contexts and stakeholders. Consortia included international and national implementing partners and research partners, resulting in independent research and monitoring and evaluation capacity across the 7 country contexts, while sharing and building experience among research institutions. The five-year commitment to work in EiEPC contexts also meant stability for the implementing partners and the ability to have medium term outcomes.

All projects generally show a positive trend of more effective teaching. In Niger and DRC, midline assessments and inspector reports of teaching quality against a standard competency framework have indicated a trend in more effective teaching by program participants, and reduction in the use of corporal punishment by teachers. In Ethiopia and Somalia, learners reported being satisfied with the performance of their teachers who had participated in CPD. In Uganda and South Sudan, teachers were able to apply gender-sensitive teaching methodologies, and at midline, participants reported positive perceptions of their learning and teaching experiences. In Tanzania and DRC, increased positive teacher conduct has been reported by interviewed students in AEP. Interviewed parents also reported appreciation for the increased engagement of teachers.

The projects show that effective practices in stable contexts can also be used in EiEPC settings, with careful consideration of contextual factors such as availability of trainers and safety, as well as adaptation of training content to meet the needs of teachers, and the need of flexibility on the modalities for training delivery and longer time to roll out the trainings. Training, coaching, communities of practice, peer to peer learning and classroom observations are possible, but require local capacity and resources to manage effectively. The content of pre- and in-service professional development must balance pedagogical and pastoral needs. Aligning teacher professional development with national competency standards anchors professional development strongly within national systems.

A positive outcome of the programme is the way in which partners worked with and through education systems. In Ethiopia and Somalia, working through government teacher education colleges provided an efficient and effective way of training teachers, resulting in participants graduating with government-recognised qualifications. In Uganda and South Sudan, the development of a teacher training programme with government stakeholders resulted in a curriculum aligned to national requirements, building local education stakeholder capacity. In all contexts, involving regional education authorities as trainers or supervisors facilitated school and classroom visits and a focus on education quality.

Research findings provide strong insights into the lived realities of teachers and learners in fragile contexts. 'Whole teacher' capacity development approaches are critical in crisis contexts for preparing teachers to manage psycho-social, health, and child protection and well-being needs. Professional development must prepare teachers pedagogically to deliver accelerated education

programs and to manage large multi-age and multilingual classes. Other significant research findings speak to the importance of teachers being compensated and recognised professionally for the work that they do, and the importance of this recognition to their well-being. Another research outcome is that teachers experience violence because of their status in the community. This may lead to high turnover of the most experienced staff. Research also showed the discrimination students face upon completion of ALP and the difficulties of integration into host country 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? *

A key takeaway is that no one single solution is appropriate to develop teacher capacity. In every context teachers had specific needs, and the professional development delivery modalities available to support teachers were different and adjusted flexibly to the needs of each context.

Research findings from BRiCE show that teachers need broad preparation for the complex situations that they may be required to teach in. Depending on the context, this can include training in health, psycho-social, human rights, and peacebuilding skills, alongside pedagogical skills for managing large, multi-age, and multilingual classes. Research findings also showed the important link between teachers' well-being and students' well-being.
In addition to the high-quality training provided by national teacher education institutions, an emerging body of high-quality professional development materials for teachers in crisis contexts exists. These materials variously cover classroom pedagogy, psycho-social support, and child well-being and rights, and they form a good basis for planning programming. Nevertheless, it is critical that they are adapted according to the specific needs of the context in terms of language, length, appropriateness and teacher needs. It is important to remember that this can take time and require resources.

The importance of working with and through local government structures was reinforced in multiple project locations. Working with national authorities to develop accelerated learning programmes for students meant that the final programmes were aligned with national curricula, were familiar to teachers, and could be assessed and accredited appropriately. Developing the capacity of local school inspectors and local education authorities resulted in capacity development that was taken more seriously by schools, added to the institutional capacity, and could continue after the projects finished. In complex local political situations where violence was prevalent, working with local authorities meant that political sensitivities could be respected. For teacher management, working closely with national education authorities meant alignment with teacher competency standards resulting in coherent observation and evaluation frameworks and with the potential for professional recognition and compensation. Of note is that programming in EiEPC contexts requires careful consideration of local political contexts where national government interests and refugee population interests may not align. Questions of curriculum, language of instruction, and recognition of qualifications in host country schools all have implications for the sustainability of teacher education programmes and require careful discussion with authorities, and consideration of alternative solutions if local authorities choose not to support programme activities or outcomes.
Gender-based violence and gender in emergencies best practices are all relevant and should be included in teacher education programming in EiEPC contexts.

A common theme across BRiCE projects has been the flexibility and adaptability of the implementation and research partners, and the funding agency (EU). Implementation and research activities were variously delayed, adapted, or cancelled because of political violence, natural hazards, unforeseen project outcomes, and changes in local government priorities, as well as COVID 19. The content of professional development activities also changed during the life of the project adapting to changes in national government education policy, for example the expansion of free primary education in DRC, and the resulting large increase in student numbers. There were also

benefits in having a longer term approach (project's duration of 4 years) to the teacher training programmes with continuous support being provided using different modalities.

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)? *

Education in emergencies and protracted crises must be organized in such a way as to provide responsive teaching and a familiar and safe routine for children whose lives have been disrupted by conflict or disaster.

Teachers are essential for providing that education - but they require the knowledge and skills to provide the necessary learning opportunities and to respond to the needs of students that stretch beyond just the classroom to psycho-social, health, and well-being requirements, as well as being able to manage the stress and trauma that they themselves may be facing, and which men and women experience differently.

The evidence from BRiCE on what works to prepare teachers in crisis contexts is still emerging but points clearly to the need for flexibly adapting evidence-based professional development modalities to the context, ensuring longer term continuous support, and tailoring professional development content to meet the needs of teachers and students, while supporting the capacity of national teacher education institutions to function effectively if they are able to do so, while ensuring the support of national education authorities.

Development partners could also further investigate the innovative and longer-term programming approach taken here - which, although riskier from a fund management perspective, has produced valuable lessons about operating in EiEPC contexts to provide continuous support to teachers and students, strengthen national education systems, and support partner governments, and has delivered increased access to quality education for boys and girls in the most challenging situations.

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://uganda.oxfam.org/what-we-do-governance-and-accountability/building-resilience-crisis-through-education-brice-project

https://plan-international.org/eu/case-studies/education-in-emergencies/

https://www.ids.ac.uk/projects/brice-project-teachers-role-and-well-being-in-contexts-of-protracted-violent-conflict/

https://inee.org/sites/default/files/resources/AEWG - Executive Summary- Accelerated Education in the Democratic Republic of Congo%2C South Sudan%2C Tanzania and Uganda.pdf

https://www.unicef.org/esa/media/4866/file/EducationThinkPieces-10-Education-in-Emergencies.pdf

https://inee.org/sites/default/files/resources/TiCC Case Studies v2 - TW TM SL v1.0 EN LowRes.pdf

https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers

https://www.savethechildren.org/content/dam/usa/reports/ed-cp/common-approaches-catalogue-2020-ch1455299.pdf

https://shls.rescue.org/shls-toolkit/social-emotional-learning/

http://www.asercentre.org/p/50.html