



TEACHER TRAINING AND CAPACITY DEVELOPMENT STRATEGY

**BURUNDI REFUGEE RESPONSE
KIGOMA TANZANIA**

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Figure 1: Under the tree classrooms, Ndula Camp ©Babawatoto/Lugano

*"If a child can't learn the way we teach
maybe we should teach the way they learn"*
Ignacio Estrada

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The strategy has been developed in line with the key objectives highlighted in the Joint Burundi Education Refugee Response Plan. The approach is also cognizant of key policy commitments related to refugee education as outlined in the Comprehensive Refugee Response (CRRF) specifically *“the Government of Tanzania (GoT) Commitment # 4 in the Context of CRRF: Improve the quality of protection for refugees in Tanzania by specifically enhancing their access to education and the domestic labour market”*.

Overall, the strategy is developed with a view of the context where revision or annual adjustment will be essential to keeping it relevant. It is our hope that the approaches outlined in this document provide the necessary guidelines for education and others humanitarian actors involved in supporting teachers' professional development.

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List of Acronyms

EWG	Education Working Group
INGOs	International None Governmental Organizations
IELT	Intensive English Language training
IP	Implementing Partner
IRC	International Refugee Committee
MoE	Ministry of Education
M&E	Monitoring and Evaluation
MHA	Ministry of Home Affairs
NGOs	Non-Governmental Organizations
NRC	Norwegian Refugee Council
SCI	Save the Children International
TTCs	Teacher Training Colleges
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

1.0. BACKGROUND

This document is prepared as part of the Education Response Strategy in Tanzania by the Education Working Group (EWG). It is the outcome of consultative forum with refugee education implementing partners¹ in Kigoma Regional Western Tanzania. This strategy is also based on conclusions drawn from individual partner assessments, education working group meetings and general consensus about the need for a harmonized approach to teacher training in all three camps of Nyarugusu, Nduta and Mtendeli.

Teacher Training and professional capacity development is one of the core objectives in the Joint Refugee Education Response plan. Therefore, the purpose of this document is to outline the training framework and approaches to be used when engaging in teacher training and professional capacity development. The strategy employs the in-service teacher training methodology this being the most pragmatic approach in the absence of involvement of the hosting and country of origin ministries of education in teacher training and capacity development.

Teachers in refugee contexts face formidable impediments in accessing pre-service preparation, in-service training, and continuous professional support. This lack of initial training and in-service professional development (PD) results in instruction that is routine and ineffective. This, in turn, results in inadequate teaching approaches like limited engagement of learners and overall insufficient educational delivery. As such, this strategy recognizes that there are real challenges facing teacher education in the refugee camps. Its with this in mind that this strategy recognizes that having a harmonized approach to building teachers capacity is only one step in this difficult reform process of improving teacher's capacities. Therefore, this document serves as guideline which will be used by all education partners involved in teacher training and professional development within the refugee response.

1.2. CONTEXT OVERVIEW

In general, teachers struggle to implement context-specific content in part because they do not have foundational teaching skills. At the other end of the spectrum, in crisis contexts, the situation is direr with many teachers, para/volunteers having no prior training at all.

Some displaced teacher challenges are general teacher challenges:

- Diverse range of qualifications including untrained and unqualified teachers
- Diverse need of learners in resource-poor classrooms

¹ UN Agencies – UNHCR, UNICEF; INGOs – SCI, IRC, CARITAS, NRC, PLAN International,

- Impact of conflict, crisis, displacement
- Recruited, managed, trained by multiple partners
- Low incentive pay
- No interaction between refugee and host community teachers

Currently teacher training is conducted by education partners on a need basis as per their programme plans using ad hoc approach. At the EWG level, data on the number of teachers trained and their qualifications is scanty. Furthermore, there is insufficient information on the curricula that are being used or the level and type of trainings teachers have received. Often, there is inadequate information available about the skill level of teachers being trained as training needs assessment are rarely conducted prior to training. Discussions with partners also reveal that often time than not, all supported teachers are trained on similar skills without recognizing prior experience, qualifications or skill level. Recognizing that there are intrinsic limitations in any teacher training approach for the very good reason that such approaches and curricula are frameworks and nothing more; some discretion should therefore be given to the teacher trainer as they interpret these syllabuses in their classrooms and in their students' schools.

1.3. MAJOR OBJECTIVES OF THE STRATEGY

This strategy is in line with the Regional Refugee Response strategy² and country level plans. It is essential for use by different stakeholders and it explores the relationship to existing mechanisms and programs. The strategy is based on the three objectives linked to teacher training as stipulated in the Joint Refugee Education Response Plan namely;

- a. Language of Instruction: Introduce English and Swahili as part of the East Africa Community integration and for possible transition from the Burundian to the Tanzanian education system
- b. Train new Teachers on learner-centered methodologies, gender and disability related issues in teaching and learning
- c. Conduct in-service teacher training in collaboration with Kigoma education authorities, PO-RALG and Tanzanian Ministry of Education and Vocational Training (Kasulu, Kabanga and Kakonko Teacher Training Colleges)
- d. To facilitate a coherent and predictable teacher professional development plan and offer opportunities for various pathways of upskilling

² **The Burundi Refugee Education Response Plan 2017** Global Objective 1: Teaching and Learning: Language of Instruction and Training, Professional Development, and Instruction and Learning Process Support

1.4. PURPOSE OF THE STRATEGY

The Refugee Teacher Training Strategy 2017-2018 serves the following purposes:

- a. Provide the structure and methodology for teacher training and capacity building activities linked to the education strategy.
- b. Illustrate specific roles and responsibilities of core trainer teams and identify gaps where expertise is needed.
- c. Promote sustainability through building local partnership among the key stakeholders in the education sector including local teacher training institutes and government counterparts
- d. To carry out a capacity mapping linked to education needs, identify who needs to be trained, skills they need to be trained on and the training delivery methods
- e. Include a training framework taking the training requirements and audience into account
- f. To outline the key roles & responsibilities of stakeholders involved in the preparation and delivery of the training and capacity development process
- g. To highlight key assumptions that have been made for training and professional development
- h. To identify any risks associated with training teachers in this specific context and mitigation strategies.

The Training Strategy is the first step within the overall training lifecycle, as indicated below, and would typically be drafted during the Design stage of the overall response plan/ lifecycle:



2.0. TRAINING APPROACH AND FRAMEWORK

This teacher training strategy uses a three pronged approach of building local partnerships, building language skills in preparation for inclusion in national system and using existing global but contextualized open resource materials. The partnership approach seeks to tap into local expertise of teacher training colleges in the region of Kigoma to support refugee teachers training and long term professional development.

2.1. LANGUAGE OF INSTRUCTION INTRODUCE ENGLISH AND SWAHILI AS PART OF THE EAST AFRICA COMMUNITY INTEGRATION TO THE TANZANIAN EDUCATION SYSTEM.

The language training shall be targeted at all teachers with the key objective of enhancing language skills for English and Kiswahili as the medium of instruction in Tanzania. While all teachers will be trained priority will be accorded to all language teachers and this will be rolled out in a phased manner. All teachers should at least have the minimum required competence (intermediary) with the goal of training all language teachers to attain the advanced level. The language classes shall be structured in the following way;

- Each phase shall last a minimum of three months of intensive training
- Competency based tests **MUST** be administered to facilitate progress to the next level.
- Each cohort of trainees will not exceed thirty (30) participants.
- Trainers **MUST** be certified by a recognized language skills training institute
- Training materials **MUST** be from a recognized national body in Tanzania

2.2. CONDUCT IN-SERVICE TEACHER TRAINING IN COLLABORATION WITH KIGOMA EDUCATION AUTHORITIES, PO-RALG3 AND TANZANIAN MINISTRY OF EDUCATION

The EWG shall work jointly to establish partnerships with key regional teacher training institutions namely Kasulu, Kabanga and Kakonko Teacher training colleges. The local TTCs will support in the designing of customized certifiable teacher training programs targeted for refugee teachers. Additionally, the colleges will ensure the incorporation of targeted skills development especially on science subjects. The engagement of local teacher training institutions is meant to serve several purposes including; the sustainability of the supporting teacher's professional development; mitigate issues related to certification; building of local capacity on supporting education needs of refugee communities; facilitate structured and predictable pathways for teachers professional development. The EWG shall seek several avenues of engaging local TTCs ultimately ensuring that;

- Enter into Memorandum of Understanding (MoU) stipulating the roles and responsibilities of each party
- In collaboration with the TTCs, design tailored certifiable teacher training program
- Identify resource persons at the TTCs to facilitate tailored teacher training

³ Prime Minister's Office Regional Administration Local Government

2.3. TRAINING PACK FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

Teachers in Crisis Contexts (TiCC) is a global inter-agency, open source training pack that builds basic teaching competencies for unqualified or under-qualified teachers often recruited to teach in emergency settings including refugee/IDP camps, conflict-affected areas, post-natural disasters, and/or with highly vulnerable populations). In the Burundi refugee context, the materials will be used with both qualified and unqualified teachers as a basis and a refresher training. The materials can also be used by teachers who either find themselves teaching in crisis-affected environments or in host community schools that are integrating children/youth from displaced populations.

Main components of the TiCC training package

The pack is comprised of an Introductory Training Pack and four core modules, developed around a set of 28 teacher competencies. The main components include:



Core Competencies for Primary School Teachers in Crisis Contexts

Competencies: The pack is based on a set of simplified teacher competencies that have been organized into 5 domains--Teacher's Role & Well-being; Child Protection, Well-being & Inclusion; Pedagogy; Curriculum & Planning; and Subject Knowledge.

Introductory Training Pack

Duration: (12 session; 23 hours)

The Introductory Training Pack (ITP) provides a fast-track introduction to key concepts and competencies covered in greater depth in Core Modules 1-4. The ITP was created especially as a pre-service introduction for new teachers or for use when time is constrained.

Core Modules

Duration: (18 sessions; 60 hours):

Overview: The core modules reflect the domains listed above—i.e. Teacher’s Role & Well-being; Child Protection, Well-being & Inclusion; Pedagogy; Curriculum & Planning. Subject knowledge is an essential teacher competency domain; however, due to the specialized content areas of literacy, numeracy and other subjects, it is not covered in this training package. Each module is made up of 4-5 sessions with detailed facilitator guidance. The four modules are intended to be used for continuous professional development over a period of time. The modules are designed to be participatory, interactive, and learner-centered. The Modules At-A-Glance pages provide an overview of the topics covered in each training.

The Training Pack includes a facilitator’s guide, participant handbook and PowerPoint slides for each component of the training. The English training pack can be accessed here: (<http://www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts>) as the French version is still under review at the time of drafting this strategy and should be included as such.

■ TiCC training course module names, estimated duration and sessions

Please note that the modules sequence has been adjusted from the global flow to fit into the local context. This doesn’t in any way affect the important, relevant and the desired learning outcome for each module or for the pack as a whole. It is simply meant to accommodate the needs of the refugee teachers in Burundi refugee response context as discussed and agreed upon by members of the Education working group

Module(s)	Couse title	Duration	For whom
Introductory pack	Guidance using the pack, facilitator tips, sample evaluation and assessment tools and more	23 hours (12 sessions)	ToT
CORE Modules		60 hours	Session Outline
Module 1	Pedagogy	16 Hours	<ul style="list-style-type: none"> ▪ Classroom Management ▪ Active and engaging learning ▪ Questioning ▪ Child development and differentiation ▪ Assessment
Module 2	Curriculum & Planning	14 Hours	<ul style="list-style-type: none"> ▪ Using curriculum ▪ Long-term planning and learning objectives ▪ Lesson planning ▪ Making lessons relevant and meaningful
Module 3	Child Protection, Well-being & Inclusion	18 Hours	<ul style="list-style-type: none"> ▪ Introduction to child protection and child rights ▪ Creating a safe space ▪ Inclusive Classrooms

			<ul style="list-style-type: none"> ▪ Teaching Life Skills and Seeking further support for Children
Module 4	Teacher's Role & Well-being	12 Hours	<ul style="list-style-type: none"> ▪ The role of the teacher in the school and community ▪ Code of Conduct ▪ Teacher Well-being and Stress management ▪ Collaboration and Communities of Practice

3.0. ENHANCING TEACHERS PROFESSION DEVELOPMENT

The above trainings are only one step in improving the performance of teachers and improving education quality. In order to ensure that knowledge and skills gained during the training are translated into changes in practice and attitudes, teachers need support once they return to their worksites (schools). The Performance Improvement Toolkit for teachers contains a number of tools and activities for teachers to use between training opportunities. Trainers are expected to facilitate participants' uptake of these tools. Specifically, trainers should

3.1. ESTABLISHMENT OF TEACHERS LEARNING CIRCLES (TLCS)



- Facilitate the organization of peer to peer or mentoring support opportunities among the teachers who have undergone the training;
- Organize and facilitate Peer Group Meetings to follow up Action Plans developed by participants during trainings to facilitate utility.
- The formation of learning circles will be established across schools to enable teachers learn from one another and receive support from various partners

3.2. CONDUCT CLASSROOM OBSERVATION, FEEDBACK AND SUPPORT



- Each teacher must be observed and provided with feedback at least once in an academic year
- Classroom observation will be conducted as a priority for teachers who have been identified and or have sought additional support.
- The head teachers and deputy head teachers will support this process as part of the school inspectorate and quality delivery of learning
- At the end of each training cycle, a work plan will be developed jointly by master trainers and the participants. It must clearly stipulate the timelines and durations for each activity including development of TLC and classroom observation. Attention should be given to the key school calendar activities while developing these plans

4.0. TRAINERS AND FACILITATORS

In execution of this strategy, the working group will rely on expertise from several of sources. These will include master instructors (from local TTCs), ToTs (trained for TiCC), school inspectors and education coordinators. Some of the desirable profiles will include;

- school-based and teacher-training experience: this will enable trainers to identify appropriate learning experiences for their trainees, based on experience rather than idealization
- a familiarity with the sites of learning both at teacher training institute and school levels, including taking part in teacher learning communities
- a capacity to customize their teaching and learning strategies so that they reflect prior knowledge and experience of those teacher-trainers who are acting as learners in a formal learning environment;
- a capacity to experiment in their classrooms;
- a capacity to engage in processes of professional development;
- a capacity to develop a teacher-training framework, which includes curriculum standards, content knowledge; teaching and learning approaches; and logistics of use, i.e. when and where they should be used, and to translate this into a learning experience for their students.

Ultimately, this strategy seeks to establish a synchronized education and training system, as a strategy for strengthening the capacity of teachers to meet many emerging educational needs.

4.1. STRUCTURE, ROLES AND RESPONSIBILITIES

This section outlines the key people that will be involved in the preparation and delivery of training

■ In the table below, list out the key role and responsibilities of all people involved in the training preparation and delivery process (add additional rows or columns as applicable)

Actors	Location	Responsibilities
Departments of MoE		<ul style="list-style-type: none"> Coordinates and involves in design training curriculum and materials Conducts model demonstration workshops for core trainers
TTC	Kigoma TTCs with travel to each camp to deliver training	<ul style="list-style-type: none"> Design and develop training materials Conduct training for teacher trainees and in-service teachers Produce training plan, schedule training sessions and complete all logistic arrangements, send training invites and training materials Deliver training, track attendance, gather & evaluate feedback Communicate training progress to project team and escalate any risks/issues
Trainer	Based at camp level (Nyarugusu, Nduta, Mtendeli)	<ul style="list-style-type: none"> Attend classroom training session, and provide feedback to trainer Provide support to central trainer and act as a focal point for teachers both pre and post training Act as escalation point for trainer in case of no-shows etc Technical input in design training curriculum and materials Support in training to core trainers
Independent Inspectors		<ul style="list-style-type: none"> Organize training for head teachers, teachers, learners and community. Conduct regular school monitoring and supervision (use action research approach)
EWG		<ul style="list-style-type: none"> Overall responsibility of (a) design training curriculum and materials Ensure quality of training delivery and (c) documentation of lesson learned

5.0. KEY ASSUMPTIONS, RISKS AND ISSUES

Recognizing that the policy environment in the Burundi response in Tanzania is fluid, the members of the EWG acknowledge that there are crucial risks involved and assumptions made in the development of this strategy. Among

these includes; an inherent lack of statutory education delivery support structures (that would otherwise be provided by the MoE), inadequate involvement of host country MoE; inability of the EWG to establish the requisite support structures that would normally be established and supported under the leadership of the MoE (not to mention that this approach is not sustainable).

Notwithstanding these assumptions/risks, the responsibility of training teachers remains a core obligation of the education governing entity.

5.1. KEY ASSUMPTIONS

■ ***In the table below, a list of key assumptions that have been made are provided to training development or delivery. Some examples have been provided.***

	<i>Key Assumptions</i>
<i>Policy environment</i>	<ul style="list-style-type: none"> There is expressed commitment from the hosting government to change the policy to include refugees in the national education system
<i>Training material development and Delivery</i>	<ul style="list-style-type: none"> Use of the global open source teacher training materials provides the basic foundation for teacher training (TiCC) For language skills training, the EWG will utilize nationally approved materials Identified local TTCs will have customized and certified in-service teacher training programs and will be willing to enrol refugee teachers The EWG In collaboration with the existing TTCs will come up with targeted teachers professional programs
<i>Financial resources</i>	As a continuous learning process, teachers professional development is a costly and long term activity and will be planned and resourced on this premises by all members of the EWG




5.2. KEY RISKS

This section of the strategy documents key possible risks or issues related to the overall training of teachers to allow for better planning, coordination and programming.

<i>Risk Description</i>	<i>Impact</i>	<i>Action</i>
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<i>There is a risk that policy change will allow for inclusion of refugees into the national education system</i>	<i>Teachers are not trained on the national Tanzania curriculum</i>	<i>Strategy is adjusted to reflect policy changes and that teachers are supported to deliver on the new curriculum.</i>
<i>All teachers are not trained on language of instruction as per national system</i>	<i>Teachers are not able to sufficiently teach learners using a new curriculum in another language</i>	
<i>The provision of teachers capacity development is heavily reliant on refugee trainers</i>	<i>Teachers are not fully supported due to limited expertise among refugee trainers</i>	<i>Map out and train a pool of master trainers to support training</i> <i>Develop relationships with local TTCs to support training</i>
<i>Incentive scale is flat and less attractive for teachers and individuals with added responsibility within the education sector</i>	<i>High turnover rate among teachers and trainers</i> <i>Limited motivation to seek additional responsibilities like teacher training, supervisors or peer-educators</i>	<i>Review and restructure the incentive scheme on account of qualification, duration of service and level of responsibility</i>

ANNEXES: TOOLS AND TEMPLATES

Document	File
I. Teachers master database and tracker	 2017 Teachers Database and Tracker
II. 2017 August Contextualization & Implementation Strategy	 2017 August TiCC CONTEXTUALIZATION
III. Teacher training budget Draft (based on TiCC)	 2017 TiCC Budget All Camps Draft.xlsx