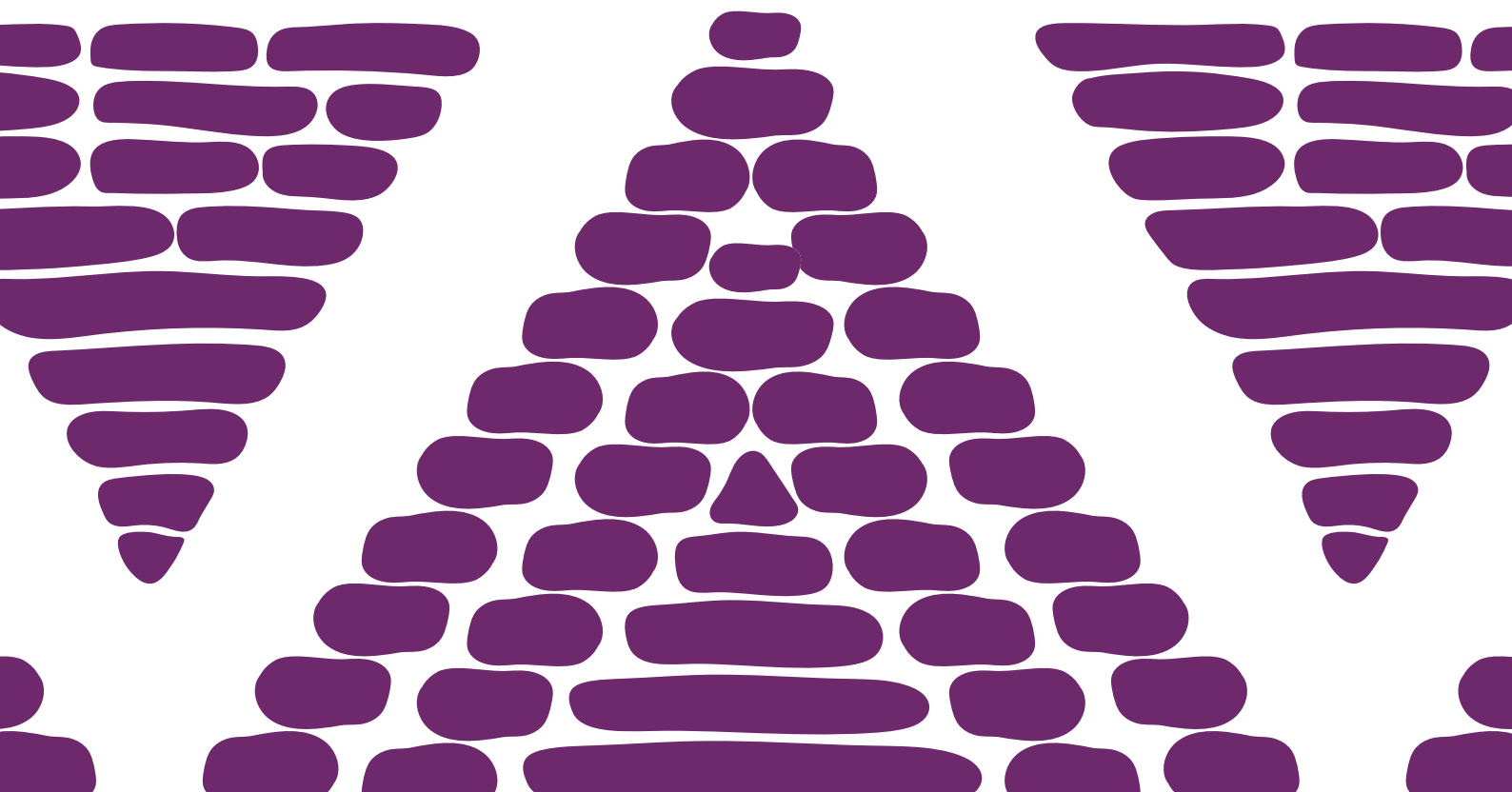


Policy brief

**Ensuring
effective teacher
management in
refugee settings
in Uganda**





Policy brief

Ensuring effective teacher management in refugee settings in Uganda



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About the project

Often considered a model for progressive and inclusive refugee policies, Uganda has been opening its borders to refugees for decades. The country has made considerable progress in education and has demonstrated a strong commitment to improving the quality of provision for all learners within its borders, including refugees.

Effective teacher management – aimed at building teachers’ status, skills, motivation, wellbeing, and retention – is a key policy lever that can help Uganda to achieve its aim of developing and sustaining a high-quality, inclusive, and equitable education system for all learners, including refugees and vulnerable Ugandans.

This policy brief aims to provide research-informed policy guidance for the effective management of primary-level teachers in schools in refugee settings in Uganda. The guidance is intended to support the Ministry of Education and Sports (MoES) and other key stakeholders at multiple levels of governance with developing and implementing teacher management policies, with the overall goal of improving teacher management in refugee settings.

The brief builds on key objectives, strategies, and initiatives set out in key policy documents, including Uganda's Education and Sports Sector Strategic Plan (ESSP) 2017-2020, the National Teacher Policy (NTP), the Teacher Incentive Framework, the Education Response Plan for Refugees and Host Communities in Uganda (ERP I), the Refugees Act of 2006, and the Uganda Country Refugee Response Plan, as well as on findings from the International Institute for Education Planning-UNESCO/Education Development Trust (IIEP-UNESCO/EDT) study entitled *Teacher Management in Refugee Settings: Uganda*.¹

Specifically, the brief includes the recommendations around each of the themes as outlined below.

Part A

The system-level preconditions for supporting effective teacher management in refugee settings, including those for:

- ▶ coordination, collaboration and communication between stakeholders
- ▶ stakeholder capacities
- ▶ policy development and dissemination
- ▶ data collection and analysis
- ▶ financing and resource mobilisation.

Part B

Improving the following key dimensions of teacher management:

- ▶ recruitment and deployment
- ▶ teachers’ professional development
- ▶ working conditions, supervision and appraisal, and career progression.

Limitations

The data on which the findings and recommendations in this policy brief are based were collected between September 2021 and July 2022. The recommendations do not consider more recent policy developments. The findings and recommendations should therefore be read in light of these parameters.

¹ IIEP-UNESCO and EDT (2023)

Acronyms

CCT	Centre Coordinating Tutor
CPD	Continuous Professional Development
DEO	District Education Officer
ERP I	Education Response Plan for Refugees and Host Communities in Uganda Phase 1
ILO	International Labour Organization
NCHE	National Council for Higher Education
NDP III	Uganda's Third National Development Plan (2020/1–2024/5)
MoES	Ministry of Education and Sports
NTP	National Teacher Policy
PTA	Parent-Teacher Association
PTC	Primary Teacher College
SACCO	Savings And Credit Cooperative
SMC	School Management Committee
TDMS	Teacher Development and Management System
TISSA	Teachers Initiative in Sub-Saharan Africa
TTI	Teacher Training Institute
UHEQF	Uganda Higher Education Qualifications Framework
UNATU	Uganda National Teachers Union
UNITE	Uganda National Institute for Teacher Education

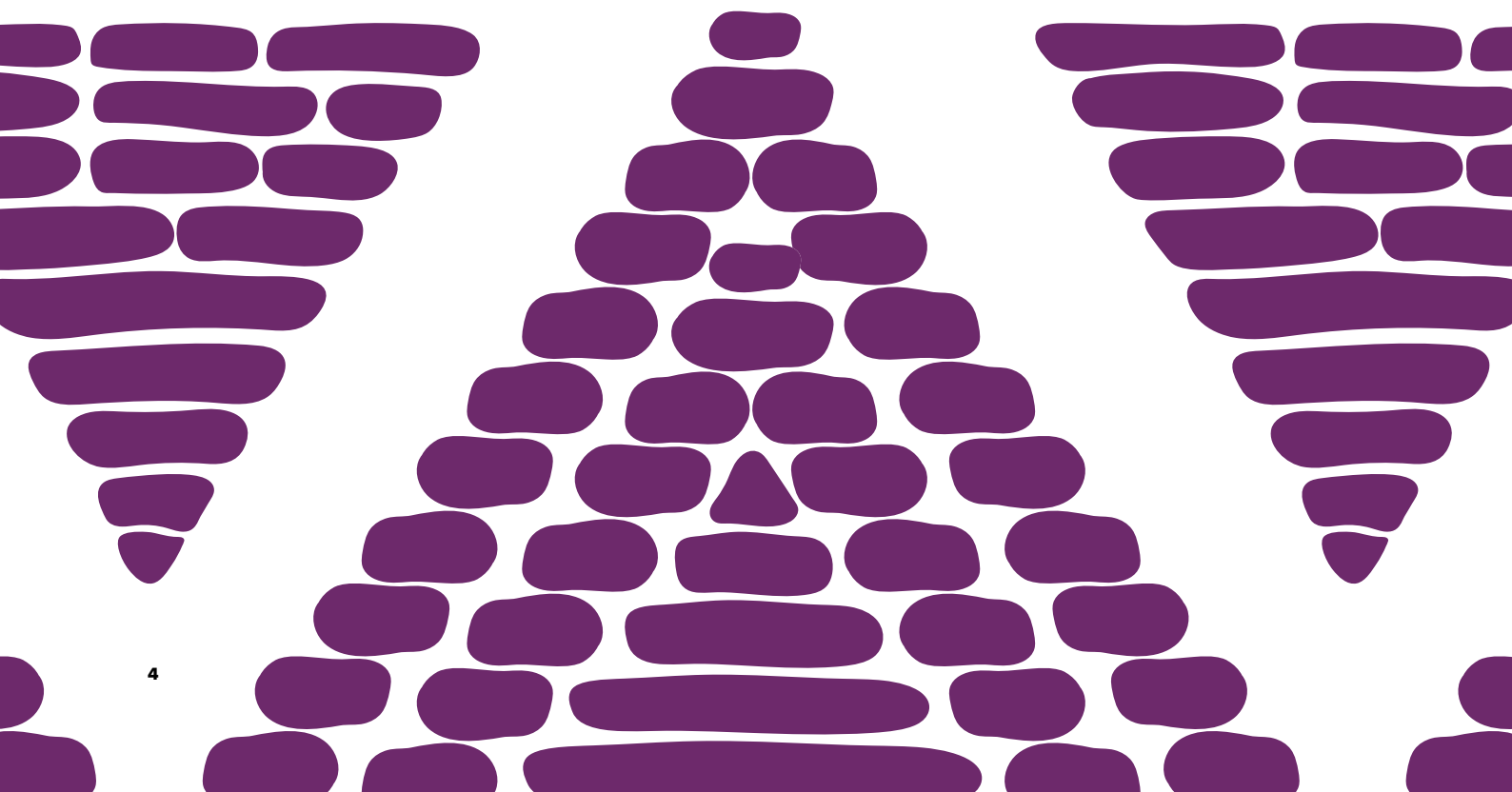
Introduction

Overview of refugee education in Uganda

Uganda has a lengthy history of support for refugees. It is a signatory to global compacts, including the New York Declaration for Refugees and Migrants and subsequent Comprehensive Refugee Response Framework (CRRF) and Global Compact on Refugees (GCR). At the regional level, Uganda ratified the Djibouti Declaration (2016) and Plan of Action on Refugee Education, the Nairobi Declaration on Somali Refugees, and the Kampala Declaration on Jobs, Livelihoods, and Self-Reliance. Internal policies further demonstrate the nation's commitment to inclusion and integration of refugees, some of which pre-date global and regional conventions. The Refugees Act of 2006 provided access to primary education opportunities for refugee children equivalent to those for host community children. The right to basic social services such as health, education, child protection, water and sanitation is codified in the 2019-2020 Uganda Country Refugee Response Plan (RRP). The RRP demonstrates a paradigm shift: rather than focusing simply on refugee care and maintenance, the plan aims for inclusion and self-reliance.

Refugee learners are thus included alongside Ugandan children in the national education system, and the two populations are integrated into the government-aided public schools and community schools which make up the national system. Following the Education Response Plan for Refugees and Host Communities in Uganda (ERP I), additional support is being provided for infrastructure and capacity development to ensure access for refugee children, such as employing a double-shift approach for schools with large pupil-teacher ratios. The coordination of the implementation of the ERP is led by the ERP Steering Committee and Secretariat, who are responsible for ensuring transparency and accountability and providing guidance and oversight. Importantly, in recognition of the government's commitment to inclusion, the ERP Steering Committee and Secretariat is led by the MoES and made up of representatives from government, UNHCR, and other humanitarian partners.

The following outlines the types of teachers covered in this brief.



Teachers in refugee-hosting areas of Uganda

This brief is based upon research covering community- and NGO-funded primary schools in refugee settlements, along with government primary schools (host community schools). In all of these school settings, there are four types of teachers present:

- **Teachers on the government's payroll:** these teachers are on permanent and pensionable terms of service.
- **Teachers on the humanitarian partners' payroll:** these teachers are recruited on one-to-two-year renewable contracts subject to performance and availability of funds.
- **Teaching assistants:** these individuals are recruited by humanitarian partners and parent-teacher associations (PTAs) to support teachers in classroom delivery. Most refugees working in education work as teaching assistants. This role is particularly important in supporting teachers faced with overcrowded and multilingual classes in refugee settings.
- **Teachers recruited by private institutions:** These teachers' terms of service or contracts are determined by the head teacher and may change from time to time. There is no established standard salary for these teachers as the availability of funds is based on the student fees paid by parents.

National and refugee teachers must meet the same criteria to qualify for teaching positions. Teaching credentials obtained outside of Uganda are equated with national standards so that refugee teachers can access the labour market. This has been enabled by the Uganda Higher Education Qualifications Framework (UHEQF) and the National Council for Higher Education (NCHE), in partnership with the International Labour Organisation (ILO) and with the support of several humanitarian partners.

Summary of the policy environment for teacher management in refugee settings in Uganda

In 2013, the Government of Uganda and UNESCO published *Teacher Issues in Uganda: A Shared Vision for an Effective Teachers Policy* as part of the Teachers Initiative in Sub-Saharan Africa (TISSA). This report identified a number of challenges facing the Ugandan education system in terms of effective teacher management, including teacher absenteeism, low teacher motivation, and poor coordination of teacher professional development. The report also identified a need to increase the quality and size of the teaching workforce, to improve and expand pre-service training, and to improve data collection (TISSA, 2013).

To address these challenges, the MoES, in collaboration with partners, developed the National Teacher Policy (NTP). This research-based policy provides a comprehensive framework for teacher development and management in Uganda, designed to improve education outcomes across

all levels, from early childhood programmes to tertiary institutions. The policy addresses four key policy areas: (1) teacher standards and qualifications; (2) teacher training; (3) teacher management; and (4) cross-cutting issues, including gender, ICT, education in emergencies, HIV/AIDS, the environment, and human rights. To drive up standards, the policy also calls for the development of a qualifications framework, strengthened teacher monitoring, and an 'upgrade' to teaching qualifications. The NTP sets out three key mechanisms to address these four key policy areas and to restore the status of the teaching profession: (1) a Teacher Management Information System (TMIS), to support data-informed teacher management, in particular for recruitment and training; (2) a Uganda National Institute for Teacher Education (UNITE), an umbrella body for the management and regulation of pre- and in-service teacher education; and (3) a Teacher Council, a regulating entity for the profession.

Providing evidence-informed policy guidance

This policy brief aims to provide research-informed policy guidance for the effective management of primary-level teachers working in refugee-hosting areas in Uganda to support the implementation of the National Teacher Policy.

The recommendations developed for this brief are presented in two parts:

- **Part A:** recommendations for creating system-level preconditions for strengthening teacher management in refugee settings
- **Part B:** recommendations for improving the different dimensions of teacher management in refugee settings.

In each part, the recommendations are grouped into strategies around a set of objectives, designed with the overarching policy goal of ensuring that teachers in refugee

settings are included in national efforts to transform teaching into a profession of choice. Furthermore, each set of strategies includes a list of suggested key initiatives to support their implementation. To further contextualise the recommendations, each part begins with a brief summary of the findings from the research study *Teacher Management in Refugee Settings: Uganda*, presented as a set of enabling and constraining factors.

Due to Uganda's general support for the integration of refugees into the national education system, it should be noted that many of these recommendations are applicable to teacher management in the country as a whole – not just in refugee settings. Indeed, many of the recommendations below relate to broader system strengthening and quality education, and therefore have implications for all teachers in Uganda, not only for those working with refugees.



About the research informing this policy brief

Research question

What promising policies and implementation strategies exist for the management of primary teachers in refugee-hosting areas in Uganda, and where are there potential areas for further policy development and successful implementation?

Research approach

Using a collaborative, mixed-methods approach, this research examined how primary-level teachers are managed in policy and practice, focusing on schools in refugee-hosting areas in Uganda. The research was conducted in two phases:

Phase 1, which explored the policy landscape framing teacher management in refugee settings and the profile of the teaching workforce.

Phase 2, which further explored perceptions of the policy enactment process, or how policies are communicated, interpreted, discussed, and implemented at various levels of governance, and the management of teachers in practice at school level.

Research methods

Policy document analysis

Analysis of available secondary data (e.g. the Education Management Information System)

Teacher survey with 979 teachers across refugee-hosting areas, of which 828 were Ugandan and 151 were refugee teachers

Semi-structured interviews with key stakeholders at a central level, including the MoES (Ministry of Education and Sports), UNHCR, and UNESCO

Semi-structured interviews with key stakeholders at the district level, including district education officers (DEOs), coordinating centre tutors (CCTs) and primary teacher colleges (PTCs)

Five semi-structured interviews with school principals from five national teacher colleges (NTCs) and focus groups with teachers from 21 schools

Note: The full report for the study can be found [here](#).

Part A

Recommendations for creating system- level preconditions for strengthening teacher management in refugee settings

This section sets out five objectives for creating system-level preconditions for strengthening teacher management in refugee settings in Uganda. Each objective is accompanied by a summary of the key findings from the research according to whether they are enabling or constraining factors in strengthening the overall system and policy environment, and a set of key strategies and initiatives aimed at achieving that objective.

Objective A1 Improve coordination, collaboration, and communication between different stakeholders working on teacher management in refugee settings

Summary of findings

ENABLING FACTORS

At each level of the system, from central planning to the middle tier to the schools, there are key mechanisms to facilitate coordination and communication around teacher management.

The Development Partners' Education Group (DPEG) and the Steering Committee of the Education Response Plan (ERP), along with its Secretariat, are among the groups working to coordinate teacher management at the central level.

At the middle tier, actors including centre coordination tutors (CCTs), district education officials (DEOs), humanitarian partners, and primary teacher colleges (PTCs) positively engage with refugee teacher management.

Because the management of teachers is decentralised, different regions can enact localised responses and coordinate efforts, especially in response to changing student numbers and population groups.

CONSTRAINING FACTORS

Within the Education Service Commission (ESC), teaching assistants are not classified as public servants and they cannot register as teachers, which means that they cannot join the Uganda National Teacher Union (UNATU). Consequently, they do not have a formal space for their voices to be heard.

There is no central database on teaching assistants, as teaching assistants are not able to register on TMIS, which limits the sharing of information. Furthermore, while there is a new provision for the licensing of teachers every one-to-two years to maintain the health of the profession as part of the NTP, teaching assistants currently lack the support to apply to and access this facility.

A1 Strategies

A.1.1. Ensure that refugee teachers and teaching assistants have a formal space where their voices can be heard.

A.1.2. Develop a comprehensive framework for the roles and responsibilities of stakeholders involved in Uganda's education response in refugee settings.

A.1.3. Formalise relationships, strengthen links, and improve communication between the MoES, Office of the Prime Minister, teacher training providers, and education partners on all dimensions of teacher management as they relate to permanent teachers, PTA-recruited teachers, and teaching assistants.

Key initiatives to support the implementation of strategies

- **Develop** a communication strategy that enables the clear communication of teacher and teaching assistant needs to all stakeholders involved in teacher management. Consult with refugee teachers and teaching assistants in the development of strategies and frameworks to ensure that their voices are heard.
- **Consider** including teaching assistants in the national system (such as teacher databases and allowing them to join UNATU) so that their employment is recognised and their voices heard.
- **Ensure** the effective coordination of education partners' initiatives, including by clarifying where and when these are implemented, so that teacher and teaching assistants' needs can be responded to without duplication.

Objective A2 Strengthen and expand stakeholders' capacities to support effective teacher management in refugee settings

Summary of findings

ENABLING FACTORS

Stakeholders demonstrate strong capacity to support teacher management within refugee education, with functioning mechanisms at the district and school levels to respond to the needs of refugee learners, ensure ongoing training for teachers, and support teacher motivation and wellbeing.

At the ministry level, most interviewed senior staff reported having teaching experience and thus have a clearer understanding of the classroom realities and the challenges teachers face.

Unions are active in teacher management and work in tandem with the government, as seen with their efforts to ensure that teachers continued to be paid in a timely manner during Covid-19-related school closures.

Existing mechanisms at the district level provide mostly accurate data on teachers, and districts have responded to refugee learner needs, for example with the recruitment of French-speaking officials and teachers. CCTs have helped to provide supervision, mentorship, and key linkages with teacher training institutes (TTIs).

UNITE can now conduct teacher training along with more specialised courses for teacher management and school inspections.

CONSTRAINING FACTORS

Refugee teachers are technically entitled to access the same governmental structures for teacher training and supportive supervision as Ugandan nationals. However, in reality, the lack of a unit or focal point explicitly devoted to training refugee teachers means the particular challenges refugee teachers and teaching assistants face continue to be overlooked.

Language remains a barrier for ensuring quality education, especially regarding the capacity to instruct francophone learners. Efforts to recruit French-speaking officials and teachers provide some support for francophone refugee groups, but those students and families are still limited in the amount of integration and engagement possible within their schools.

A2 Strategies

A.2.1. Reinforce the capacities of the MoES at all levels by applying a system-strengthening approach that targets all dimensions of teacher management, particularly in schools catering to refugee learners.

A.2.2. Develop the multilingual capacities of teachers to enable them to respond to needs in refugee settings.

A.2.3. Ensure that teacher training colleges have the capacity and support they need to provide quality professional development, including for teachers working in schools catering to refugees.

A.2.4. Improve leadership capacity at the school level to ensure effective teacher management, particularly in refugee settings.

Key initiatives to support the implementation of strategies

- **Support** reciprocal learning through the sharing of promising practices on teacher management and refugee education with both in-country partners and other countries hosting refugees in the region.
- **Create** a working group of stakeholders involved in teacher management in refugee settings to develop guidance, training and support on staff management, particularly for refugee teachers, PTA teachers and teaching assistants.
- **Train** school leaders to analyse and effectively respond to the specific needs of teacher and TAs in refugee settings.
- **Embed** Swahili and French in the teacher training curriculum as alternative languages of instruction.

Objective A3 Improve the development, dissemination, and implementation of policies related to teacher management in refugee settings

Summary of findings

ENABLING FACTORS

The National Teacher Policy (NTP), which applies to both Ugandan and refugee teachers, is research-based, having been developed based on the findings of the 2013 TISSA study.

Decentralisation allows different refugee settings to adopt contextualised, evidence-based policies, with a variety of stakeholders involved in drafting and dissemination processes. Examples include the Education Response Plan for Refugees and Host Communities in Uganda (ERP I), and the NTP.

Government officials, representatives from teacher unions, and education humanitarian partners all demonstrate strong awareness of existing policies and guidelines.

Teacher unions have been involved in policy development for teachers in refugee settings, indicating a broad level of teacher buy-in.

CONSTRAINING FACTORS

According to interviews with both central- and district-level government representatives, decentralisation has not been fully realised, with many decisions still being made at the central level and limited engagement from local stakeholders, resulting in a number of policy gaps.

While the NTP and related policies and strategies are research-based and inclusive in that they apply to all teachers (refugees and Ugandan nationals alike), they have not yet been contextualised in order to explore how to meet the needs of refugee teachers and teaching assistants, and how to encourage more refugees to enter the teaching profession.

According to school-level data, there are no official policies to guide the role of school management committees (SMCs) and parent-teacher associations (PTAs) around teacher management, and findings show that representatives from both groups lack understanding of policy changes.

Many teachers from the study seem to have a limited understanding of policy changes that impact their daily work. For example, most teachers who had heard of the NTP realised that it would require them to upgrade their qualifications, but they were not aware that it could have an impact on their status, their compensation, etc.

A3 Strategies

A.3.1. Explore opportunities for encouraging more active participation by local stakeholders in decision-making to inform policy.

A.3.2. Develop guidelines and mechanisms to support the effective communication of policy changes to school management committees and parent-teacher associations, including around how to further communicate relevant policy changes to teachers.

A.3.3. Continue to mainstream refugee education in future national development plans and education strategies, ensuring that all dimensions of teacher management are addressed.

A.3.4. Link and harmonise policies relating to permanent teachers with those relating to PTA teachers and teaching assistants, and consider developing specific policy guidance on staffing and resourcing at schools which host high numbers of refugees.

Key initiatives to support the implementation of strategies

- **Establish** or reinforce existing dedicated platforms or forums that will facilitate regular and structured interactions between policy makers and local stakeholders.
- **Promote** awareness among SMC and PTA members' representatives of existing education policies related to teacher management that informs their role in schools.
- **Utilise** annual review processes as opportunities for stakeholders across all levels of the education system to provide feedback on progress related to policy and programme implementation.
- **Ensure** that issues related to the working conditions and deployment of teachers are considered in the development and dissemination of policies and strategies on refugee education.

Objective A5 Formalise and strengthen systems for financing and resource mobilisation to support effective teacher management in refugee settings

Summary of findings

ENABLING FACTORS

Ongoing efforts ensure that teachers' pay and contractual terms of service are harmonised.

The existing salary payment system appears crisis-proof, as seen during the COVID-19 school closures, when rapid decision-making and collaboration between government and union stakeholders meant that salary distribution continued.

In some regions, efficient fundraising efforts and budgeting conducted by SMCs and PTAs have supported schools and ensured continuation of programmes and activities.

CONSTRAINING FACTORS

There is insufficient funding to allow teachers to upgrade their qualifications.

Teachers outside of the unions, such as teaching assistants, cannot access credit from teacher Savings and Credit Cooperative Societies (SACCOs).

Private schools within refugee settlements are unable to increase fees when faced with funding shortages, which results in a lack of learning resources and ICT infrastructure.

Humanitarian education partners' support is often short term due to humanitarian funding cycles. However, to allow for more long-term planning, it is crucial that teacher management is supported and funded through more long-term development funding mechanisms.

A5 Strategies

A.5.1. Produce guidelines to support schools in effective budgeting and fundraising to enable funds to be raised without increasing fees.

A.5.2. Ensure that districts are able to allocate financial resources to support teachers in upgrading their education levels.

A.5.3. Develop mechanisms to enable teacher assistants to access credit from teacher SACCOs.

A.5.4. Ensure teacher management in refugee settings is supported through long-term development funding mechanisms.

Key initiatives to support the implementation of strategies

- **Develop** budgeting and fundraising guidelines for schools.
- **Establish** a local government scholarship fund for teachers to upgrade their qualifications based on specific criteria.
- **Lobby** for the incorporation of refugee teachers and assistants into the membership of existing teacher SACCOs.
- **Establish** long-term partnerships with donors to improve the sustainability of funding for teachers in refugee settings.

Part B

Recommendations for improving different dimensions of teacher management in refugee settings

This section sets out three objectives for improving key dimensions of teacher management in refugee settings in Uganda. Each objective is accompanied by a summary of the key findings from the research according to whether they are enabling or constraining factors when it comes to strengthening teacher management, and a set of key strategies and initiatives aimed at achieving the objective in question.

Objective B1 Attract, recruit, and deploy qualified teachers in refugee settings

Summary of findings

ENABLING FACTORS

Refugee teachers can have their teaching credentials from their home (or other) country recognised by the Uganda Higher Education Qualifications Framework (UHEQF) and the National Council for Higher Education (NCHE).

The forecasting of teacher numbers for the coming year is carried out at the school level by headteachers, which enables the Ministry of Finance, Planning and Economic Development to recruit the right number of teachers.

When student numbers fluctuate rapidly and more teachers are needed, DEOs with the Chief Administration Officer and the District HR establish a plan based on the school statistics to determine the number of teachers needed.

CONSTRAINING FACTORS

Not all refugee teachers have copies of their qualifications when they arrive in Uganda. While a standardised test has been developed by UNESCO and UNHCR to address this challenge, it is not yet systematically used and is only available in English.

Refugee teachers in rural and remote areas, where most refugee settings are located, may not be aware of the mechanisms for their credentials to be recognised, and their credentials may not be recognised if they are not at degree level, according to the new Teacher Policy.

There are gaps in effective teacher deployment planning because, for instance, refugee teachers employed by humanitarian partners are not required to register with TMIS.

Despite detailed planning to recruit the teachers required by a school, fluctuation in refugee student populations means that there are frequent challenges in ensuring adequate teacher numbers and specialisations.

B1 Strategies

B.1.1. Improve TMIS data collection to ensure that it captures all existing, working teachers and their school locations, and create more comprehensive tracking programmes within the system to identify and track refugee teachers specifically to better understand who they are, what their training needs are, and where they work.

B.1.2. Enhance school administrator capacities on all supervisory information systems. These include TMIS and EMIS.

B.1.3. Develop programmes for refugee teachers that raise their awareness of available routes for upgrading their existing credentials in order to be eligible for recruitment by the MoES.

B.1.4. Develop flexible teacher staffing procedures for fluctuating refugee student populations at a decentralised level.

Key initiatives to support the implementation of strategies

- **Coordinate** with humanitarian partners, school leaders, and DEOs to ensure that all teachers within a school, including those employed by humanitarian partners, are registered in the TMIS system so that a pool of qualified teachers can be easily identified.
- **Collaborate** with humanitarian partners and teacher training colleges to identify existing teachers who need upgraded credentials and work to integrate those teachers into existing courses, providing funding and other means of support.
- **Conduct** regular needs assessments and continuous monitoring to provide accurate estimates of the number of students in refugee schools so that the correct number of teachers can be identified and teachers are deployed in a timely fashion.
- **Strengthen** existing communication efforts between stakeholders, including school leaders, humanitarian partners, and DEOs, to help ameliorate emergency deployment of teachers through formal routes and ensure that these routes are exhausted before PTA measures or other community-based inputs are needed.

Objective B2 Improve access to and the quality of pre- and in-service teacher professional development in refugee settings

Summary of findings

ENABLING FACTORS

Through the Refugees Act of 2006, refugee teachers are entitled to access Primary Teacher Colleges (PTCs) and national teacher colleges (NTCs).

The NTP and Teacher Incentive Framework for Uganda (TIF-U) policies now require that teachers receive pre-service training in pedagogy alongside practical classroom experience.

Teachers are required to attend CPD every two years and undertake specialised pedagogical training in an area of their choice to renew their teaching licences.

CONSTRAINING FACTORS

There are limited guidelines and monitoring to guide the practical aspect of pre-service teacher training.

Teacher training efforts from humanitarian partners and primary teacher colleges are not well coordinated. In particular, fast-track training programmes for refugees are not sufficiently formalised.

In-service teacher training is overly focused on administrative processes rather than the skills needed to address the particular challenges found in refugee classrooms.

Refugee teachers and teaching assistants are often unaware of, or unable to, access formal training opportunities due to poor support structures and lack of funding.

B2 Strategies

B.2.1. Create a clear framework to guide pre-service and continuous professional development, standardising the amount and quality of practical classroom experience needed for pre-service programmes and the amount and quality of CPD needed for licence renewal.

B.2.2. Improve and standardise programmes for both pre-service and in-service teacher training, with attention to pre-service practical training requirements and in-service professional development content, quality, frequency, and funding for trainings.

B.2.3. Expand CPD programmes to involve teacher assistants and provide routes for teacher assistants to upgrade to full teacher roles, especially for those assistants already acting as classroom teachers.

Key initiatives to support the implementation of strategies

- **Conduct** a mapping and formal review of all existing CPD programmes in key areas such as techniques for large, multi-level and multi-lingual classrooms, trauma-informed pedagogies and practices, psychosocial support, inclusive education, and meeting the needs of refugee learners – including those offered through existing teacher training colleges and humanitarian partners – to identify essential training activities to be included as part of the official CPD requirements for all teachers working with refugee learners.
- **Work** together with humanitarian partners, CCTs, PTCs, and other stakeholders involved in teacher training to review and standardise CPD offerings, with attention to what topics and what kinds of training are to be included, and how long and how often sessions are to be offered. Collaboration between stakeholders will also ensure that offerings are not duplicated and allow for best practices to be shared.
- **Ensure** collaboration between humanitarian partners and the MoES and PTCs to ensure that refugee fast-track training programmes are institutionalised and organised on a regular basis and ensure that refugees receive timely information and support which will enable them to apply to these programmes.

Objective B3 Improve working conditions for all teachers in refugee settings and ensure that they receive adequate supervision, are fairly evaluated, and have access to meaningful opportunities for career progression

Summary of findings

ENABLING FACTORS

The Teacher Incentive Framework has introduced a number of short- and longer-term strategies to support teacher development and motivation, including a salary increase.

The NTP recommends the implementation of a Teacher Council to oversee the implementation of those salary increases.

The Teacher Supervision Tool, developed by the MoES Directorate of Education Standards, supports lesson observation and coaching. Along with the distribution of responsibilities for teacher supervision given to CCTs, DEOs, and other actors, supervision is reportedly regular, with teachers receiving feedback after lesson observations.

CONSTRAINING FACTORS

A pay gap between primary and secondary school teacher salaries means that primary teaching can be a less attractive profession for those who are qualified to teach.

Refugee teachers and teaching assistants are not included in the supervision programme because they are not currently registered via TMIS.

More professional support supervisors are needed, as those currently working cover a large number of schools; remote and hard-to-reach schools further constrain their efforts.

Teachers who depend on humanitarian short-term teaching contracts lack job security.

A3 Strategies

B.3.1. Align primary school teachers' salaries with those of secondary teachers to ensure that quality candidates are attracted to both levels of education.

B.3.2. Maintain existing supervision strategies, ensure that supervision is systematically implemented in all schools, and expand supervision to include refugee teachers.

B.3.3. Investigate incentives for teachers and teaching assistants who are on short-term contracts, including routes to longer-term contracts to improve motivation.

Key initiatives to support the implementation of strategies

- **Further investigate** what forms of school-based supervision and coaching can be offered to fill the gap of professional support supervisors, especially for hard-to-reach schools that may not receive the same level of coverage as those in more urban areas.
- **Enhance** investment in infrastructure around schools, including accommodation for teachers, particularly in remote and hard-to-reach areas, to incentivise teachers and teaching assistants to deploy to otherwise less desirable locations.

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