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## Development of an Operational Framework for Teacher Training Programs in Education in Emergencies Context

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### Abstract

The main purpose of this qualitative study is to develop an Operational Framework for Teacher Training Programs in Education in Emergencies "EiE" Context. Utilizing related Literature Review and Previous Studies, the Researchers developed an initial Operational Framework that consists of the following five components: Pedagogical & Educational Preparation, Psychosocial Support, Soft Skills, Blended Learning and Program Evaluation, and these components are further decomposed into sub-components, then the Framework was validated through conducting open interviews with representatives from the three main stakeholders: Ministry of Education, International & local NGO's working in Education and Teachers teaching refugees. For this Framework to be implemented successfully within its political, social and economic contexts, it must be enabled by three Strategic Pillars: Stakeholders Coordination & Cooperation, Teacher Remuneration & Incentives and Certification. The Researchers recommend having a Multidimensional Approach to Teacher Training to support and empower Teachers with knowledge and key skills for life & work in EiE context. In addition, there is a serious need to increase teachers' access to professional development opportunities through comprehensive training programs that lead to Certification. The Researchers also recommend having a clear & documented Coordination & Cooperation Mechanism that is shared among all stakeholders involved in teacher training.

Keywords: Education in Emergencies, Teacher Training Programs

### تطوير إطار عملياتي لبرامج تدريب المعلمين لتلبية متطلبات التعليم في حالات الطوارئ

#### الملخص

الهدف الرئيس لهذه الدراسة النوعية هو تطوير إطار عملياتي لبرامج تدريب المعلمين في حالات الطوارئ. بالاعتماد على الأدب النظري والدراسات السابقة المتعلقة، طور الباحثان إطار عملياتي مبدئي لبرامج تدريب المعلمين يتكون من خمسة مكونات رئيسية: الإعداد البيداغوجي والتربوي، والدعم النفسي-الإجتماعي، والمهارات الحياتية، والتعليم المدمج وتقييم البرنامج التدريبي، وتنقسم أيضاً هذه المكونات الرئيسية إلى مكونات فرعية. ومن ثم قام الباحثان بالتحقق من الإطار العملياتي المبدئي عبر إجراء المقابلات المفتوحة مع ممثلين للشركاء الرئيسيين في التعليم في حالات الطوارئ: وزارة التربية والتعليم، والمنظمات الدولية والمحلية العاملة في مجالات التعليم، والمعلمون الذين درسوا اللاجئين. وعزز الباحثان أهمية توفر ثلاث دعائم إستراتيجية لضمان نجاح تطبيق الإطار العملياتي في سياقها السياسي، والإقتصادي والإجتماعي: التنسيق والتعاون بين الشركاء الاستراتيجيين، ونظام الأجور والمزايا الخاص بالمعلمين، والشهادات. ويوصي الباحثان بضرورة توفر منحى متعدد الأبعاد لبرامج تدريب المعلمين وذلك لدعمهم وتمكينهم بالقيم، والمعرفة والمهارات اللازمة للحياة والعمل في حالات الطوارئ. كما أن هناك حاجة ماسة لزيادة فرص التطوير المهني للمعلمين عبر الحاقهم بالبرامج التدريبية الشاملة التي تؤدي للحصول على الشهادات. ويوصي الباحثان بضرورة توفر آلية واضحة وموثقة للتنسيق والتعاون بين كافة الشركاء في تدريب المعلمين.

كلمات مفتاحية: التعليم في حالات الطوارئ، برامج تدريب المعلمين

## Introduction:

Over the past half century, the world has seen a rising number of crises stemming from conflict, natural disasters and epidemics, worse, many crises are prolonged, spanning entire childhoods and persisting for generations. Wars, conflicts and natural disasters spare no children, in fact, children suffer the most. In countries affected by emergencies, children often lose their homes, family members, friends, safety and routine. Without access to education, it not only undermines children's present well-being, but also puts their futures and those of their societies in jeopardy. Emergencies and crises disrupted the education of 75 million children between the ages of 3 and 18 in 35 countries around the world; with over 17 million school-aged children in those countries are refugees. In addition, for children who attend school during emergencies, the quality of education can be low, with an average of 70 pupils per teacher, who are often unqualified (UNICEF, 2017).

Education is a human right and should be guaranteed and protected for all people, at all times. In emergencies, human rights law applies in all contexts; people do not lose their human rights because of conflict, famine or natural disasters. Significant numbers of children worldwide are denied education due to the impact of such crisis. Because of this, education is increasingly gaining the attention of several humanitarian organizations and host countries as a fundamental human right that is part of the aid package, even during the time of emergencies (UNRWA, 2012).

Numerous studies have highlighted teachers as the most important factor affecting the quality of education. This is particularly true in refugee contexts where sometimes the teacher is the only resource available. While it is critically important that all children complete their education, it is equally vital that they receive quality teaching and can learn to the fullest extent possible while at school. This concern, shared by all countries trying to improve education systems, is more challenging in crisis situations. Well-trained, motivated and supported teachers are pivotal to children's learning. Yet, "In the world's poorest and most fragile contexts where the need for quality teaching is greatest, professional development for teachers is episodic and limited, and support or follow-up for teachers is almost non-existent (Teachers of Refugees: A Review of the Literature Report, 2018).

The scale of the crisis in the Arab Region has significantly reduced or reversed development gains and greatly affected education; with over 13 million children and youth in the Arab Region not going to school due to conflict, great challenges remain to ensure that all children and youth obtain a quality education. In the face of protracted crisis in the Arab Region, rising pressure on host countries, communities, as well as donors, the need for multidisciplinary approach to making education transformative, and the support to complement humanitarian interventions, with equal access to quality education for all those displaced by crises, has never been so pressing (UNESCO, 2017).

As the international educational community committed to fulfilling a child's right to a quality education. It is known that teacher quality is the single greatest school-level determinant of student learning. It is proven that high-quality professional development and ongoing support for teachers are essential to quality teaching. Thus quality teacher professional development cannot wait. Teachers in the world's poorest and most fragile contexts need high-quality professional development if it is expected from them to deliver a quality education within the most difficult of professional and personal circumstances. International donors must not leave teachers and teacher professional development behind, but rather increase levels of aid to education to improve professional development delivery mechanisms. Donors must also ensure that their humanitarian and development policies are connected, so that funding covers both the need to ensure education in humanitarian emergencies as soon as a crisis hits, and long-term development education strategies (Child Friendly Schools Manual, 2008).

In an environment of multi-dimensional diversity marked by volatility, uncertainty, complexity, and ambiguity; the simple one-sided approaches & perspectives are no longer effective, the trend is towards multidisciplinary approaches that combine scientific methods, intuition and innovation to find solutions to the ever increasing challenges, and this also applies to the Education Sector.

### **Context of the Problem:**

For children in emergencies situations, education is a top priority and a lifesaving, schools give children stability and structure to help cope with the trauma they have experienced, despite the enormous benefits to children; education is often the first service suspended and the last service restored in crisis-affected communities. Education accounts for less than 2% of total humanitarian aid. In addition, there are not enough trained teachers to meet children's educational needs in emergencies and not enough coordination among all the stakeholders involved in humanitarian response (UNICEF, 2017).

A competent and skilled teacher is one of the most important factors in any education system. But in crisis and post-conflict settings, teachers are often in short supply and many are new recruits with minimal experience or education to prepare them for teaching in tough conditions. Those who do have a teaching background or qualification may have to teach content outside of their knowledge area, and may be unprepared to respond to the additional complexities of teaching in a crisis context. To improve the quality of education during the crisis, planned investment in the professional development of teachers is essential to ensure there are a sufficient number of qualified and competent teachers to secure continuity in education (International Network for Education in Emergencies "INEE", 2018).

### **Statement of the Problem:**

In many fragile contexts, teachers are blamed for the poor training and preparation that they have received. They are blamed for not implementing what they have learned in professional development that is often irrelevant, not focused on their problems of practice and offers no support. They are not consulted about policies and programs that directly impact them. In addition, they are poorly paid and working in conditions that most people would desperately want to (and indeed do) escape. In refugee contexts where infrastructure and resources are limited, the role of the teacher a critical one in shaping the future of their students and communities, their role should not be an afterthought, but an integral part of the preparedness and planning phases for education in emergencies. In particular, there is a crucial need of capacity building for creating learning, inclusive and peaceful environments to welcome and encourage refugee children to feel included, enroll in schools and to improve their educational retention. However, teachers in general and particularly those who teach in schools with significant number of refugee children face challenges of how to deal appropriately with them in a classroom environment (UNESCO, 2017).

In refugee settings, teachers typically receive minimal or no teacher training at all and many only have secondary school certificates and their own educational experiences to draw on. If they do receive training, it is often in the form of one-off workshops. Providing refugee teachers with meaningful and sustained support, strengthening a sense of professional identity, and further shaping a culture of better teacher support, are all critical in this context. Teachers need to learn new techniques and methodologies crafted particularly for emergency contexts (Teachers for Teachers Initiative, 2015).

There are not enough trained teachers to meet children's educational needs in emergencies situations in the Arab Region since the human resources are increasingly becoming limited and overstretched, add to it the low quality of education, and over-crowded classrooms (UNESCO, 2017). The recent situation of Education in Emergencies in the Arab Region requires urgent development. It is obvious that Teachers need to receive adequate and well-designed training to teach in Education in Emergencies. This training should be multidimensional and integrative. This dire need encouraged the Researchers to develop an Operational Framework that could guide and streamline the efforts of teacher training in crisis situations and lead to the successful capacity building of teachers.

## Significance of the Study:

There is a clear gap in the current body of literature with relatively little research carried out to date related to Education in Emergencies situations. The Researchers tend to believe that their study has both; theoretical significance that includes: serving as a building block for future teacher certification programs in Education in Emergencies contexts and providing an Organizational Framework that supports all parties involved in humanitarian interventions in streamlining and coordinating their teacher training activities. As well as, a practical significance that includes: assisting the humanitarian organizations in saving time, efforts and maximizing the utilization of the existing limited resources to provide Quality Education in crisis situation, also contributing directly to capacity building of teachers working in emergency situations.

## Objectives of the Study:

The main objective of this study is to have a more standardized approach to teacher training in emergencies context that will lead to saving resources spent by individual parties on the development of training programs. In addition, this study satisfies a current gap in teacher training providing foundational knowledge and skills required by teachers in crisis contexts, where teacher training is often limited to ad-hoc workshops.

## The Study Questions:

This study responded to the following questions: What are the main components of An Operational Framework for Teacher Training Programs in Education in Emergencies Context? And What are the Strategic Pillars required to implement "The Developed Operational Framework for Teacher Training Programs" in Education in Emergencies Context?

## Definitions & Terminologies in the Study:

**Development:** is the process of creating something such as a new product or service. For the purpose of this study, the Development refers to identifying the components and subcomponents that form the Operational Framework for Teacher Training Programs in Education in Emergencies context.

**An Operational Framework:** a list of components derived from the Education literature, the connections between these components, and how they work together as a whole. For the purpose of this study, the Framework is considered the basis of any teacher training program in Education in Emergencies context. It also serves as a "roadmap" that will guide towards realizing the objectives of Teacher Training Programs.

**Teacher Training Programs:** refers to the policies & procedures designed to equip teachers with the knowledge, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. For the purpose of this study, Teacher Training Programs are defined as any of the formal programs that will be established for the preparation of teachers at the primary and secondary - school levels in Education in Emergencies context.

**Strategic Pillars:** A pillar is a supporting, integral, or upstanding member or part, in case of a Strategy the Pillar holds up the vision and guides implementation. For the purpose of this study, Strategic Pillars

are the pillars that provide strength and support needed to implement the developed Operational Framework successfully.

**Education in Emergencies (EiE)**" refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives" (International Network for Education in Emergencies).

### **Limitations & Delimitations of the Study:**

This study tackled Teacher Training Programs in Education in Emergencies context in the Arab Region only and the data collected and interviews were conducted during Y2018. Research in emergency situations can be extremely sensitive, preserving anonymity and confidentiality is very essential, whereby ethical considerations are very critical to be followed and adhered to in all times during the research process and after it too. The Researchers demonstrated that they are trustworthy through building relationships and confidence that information would not be misused.

### **Theoretical Framework**

The United Nations High Commissioner for Refugees (UNHCR) estimated that 65.6 million people are forcibly displaced, having either crossed national borders or become internally displaced within their own countries. Of this estimate, over 22.5 million are refugees. Over half of the world's refugees are children. With an average length of displacement of approximately 20 years, the majority of these children will spend their entire childhoods away from home. Refugee children have limited access to basic social services like healthcare and education. Given the length of their displacement, generations of refugee children throughout the world could miss out on education altogether (UNHCR, 2017).

In this study, reference is made to refugees as defined by the 1951 Refugee Convention as an individual who, 'owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail [oneself] of the protection of that country'.

The New York Declaration for Refugees and Migrants pinpoints education as a critical element of the international refugee response. Furthermore, Education is a basic human right stipulated clearly in the 1951 Refugee Convention, consequently, Education must be prioritized in the humanitarian response, because, in the face of tragedy and loss, it provides hope, stability, security and a sense of future. It is also the precondition for reconstruction and reconciliation. Education protects refugee children and youth from forced recruitment into armed groups, child labor, sexual exploitation and child marriage. Due to the protracted Refugee crisis, rising pressure on host countries, communities, as well as donors, the need for multidisciplinary approach to make education transformative, and the support to complement humanitarian interventions, with equal access to quality education for all those displaced by crises, has never been so pressing (UNICEF,2017).

Teachers in emergency contexts face formidable impediments in accessing pre-service preparation, in-service training, in-service support, or indeed opportunities for learning. This lack of initial training and in-service professional development (PD) results in instruction that is routine and ineffective. This, in turn, results in a lack of learner engagement and overall poor educational delivery. The major barriers to teachers learning in emergency context are described below (INEE, 2015).

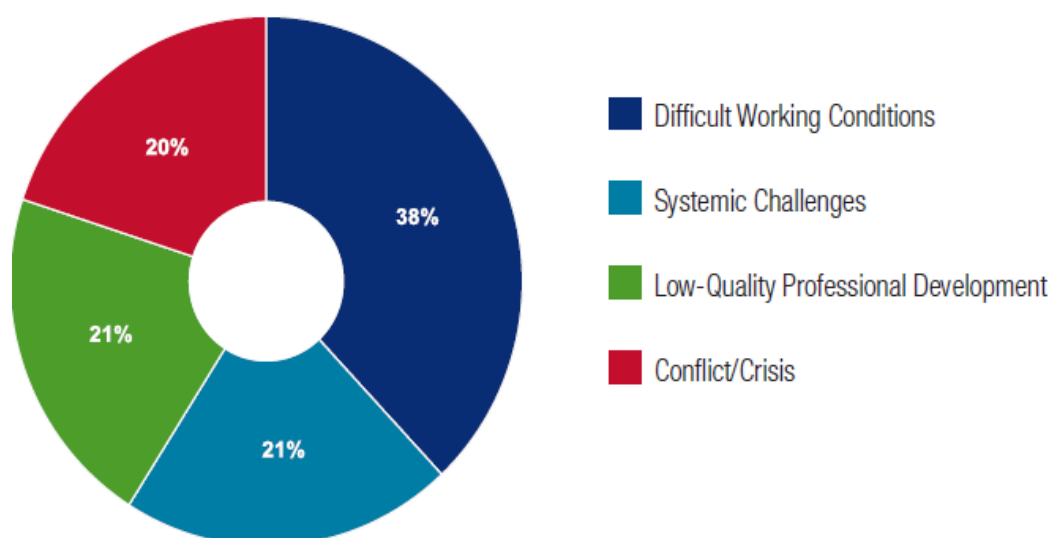


Figure (1): The Major Barriers to Teacher Learning in Emergency Contexts Depicted in 100%

## Low-Quality Professional Development

In many post-conflict environments, what professional development does exist for teachers is often piecemeal versus sustained and intensive. It often occurs only on a short-term basis and is sometimes disconnected from policies around teacher recruitment, assessment, retention, support and compensation. It does not focus on nurturing supportive working relationships and networks among teachers. While teacher training in many fragile systems can bridge some gaps in terms of the quality, it often fails to foster the skills teachers need to respond to particular learning needs and psychosocial needs of children (UNESCO, 2017). It may be perceived, especially by teachers, as being of low quality. Low-quality professional development encompasses four specific areas. These are design, delivery, structure and support services, and they are discussed below:

**Design:** Design issues include instruction that is the same for all teachers regardless of their actual classroom conditions and needs (a standardized, or more negatively, “one-size-fits all approach” also mentioned below); and professional development that lacks relevance, is unaligned with national goals, is not contextual and does not take into account the needs of adult learners or learners who have been affected by natural or manmade emergencies. In addition, professional development may fail to take into consideration that many teachers are often themselves the victims of the aforementioned violence, assault, intimidation and abuse.

**Delivery:** Delivery issues include a lack of modeling of the desired behavioral outcome or intended practice, also include an over-reliance on only one “format” for teacher training – the ubiquitous training or workshop; and one approach to capacity building – the “cascade” or “train-the-trainers” model. These standardized professional development programs risk neglecting rural teachers and often ignore opportunities to harness existing innovation, which can abound in crisis contexts.

**Structure:** Structural issues involve issues of duration, location, time and number– that is, professional development that is not long enough or intensive enough (for example, a week-long workshop versus sustained instruction or in-service mentoring over a period of months); and a focus on the cascade approach, which tends toward demonstration versus hands-on practice and follow-up support. This also includes professional development that is highly fragmented – organized by

many different and independent actors (such as Non- Governmental Organizations) versus being coordinated by a national authority on teacher professional development.

**Support Services:** Support Services issues touch on monitoring, coaching or ongoing follow-up, almost all of which are lacking for teachers in fragile contexts. In refugee settings where qualified teachers are in short supply, teachers are recruited directly from refugee communities with no teacher training or experience, sometimes with low levels of education themselves. As UNHCR (2001) notes, this may be particularly true “in refugee settings where a significant capacity gap exists in the provision of school-based in-service support to teachers (including peer observation, collaboration, coaching and mentoring) and therefore limits the effect and investment of teacher training. To address this capacity gap, refugee teacher training modules need to be accompanied by a secondary layer of guidance and training for teacher educators to build capacity for effective school-based, in-service support to teachers.

### **Previous Studies:**

Education in Emergencies remains a fairly new field, there has not yet been significant research empirically testing the connections between various facets of education and armed conflict/natural disaster. Based on this, the researchers opted to organize the previous studies into two main categories, and listed them in their chronological order starting from the newest study.

#### **Studies related to Education in Emergencies:**

**Müller (2017)** shed light on the coordination of Education in Emergencies (EiE), a relatively new area of intervention within the humanitarian system, whose importance, despite countless advocacy attempts at the international level, is contested both by donors and humanitarian practitioners. Through an examination of documents focusing on the performance of clusters as well as semi-structured interviews with EiE experts involved in the response in Mali and Nigeria. The researcher identified internal and external factors that have an impact in one form or another on the performance of Education Clusters in these contexts. The findings suggested that: 1) both analysis of the literature and expert interviews reveal precisely the same factors (in-country situation, Human Resources capacity, prioritization, advocacy and funding for EiE, and collaboration across levels as having had the most influence on the work of Education Clusters in the past few years. 2) determining whether the roots of potentially influential factors are inherent in the nature of the cluster approach as a coordination mechanism or stem from the external environment in which Education Clusters are embedded (e.g. Mali and Nigeria) remains a challenge. 3) decoupling in the practical implementation of EiE activities from the formal structure of the cluster approach is inevitable due to the complex and fragmented interplay of local, national and international actors operating at the different intervention levels.

**Lerch (2017)** argued that the growing global focus in the 21st century, by the international aid community on education in situations of conflict and emergency, indicated a dramatic shift in how the world responds to humanitarian crises and how it envisioned the role of education. It pointed to an earlier world in which humanitarian and development domains were more strictly divided and where education, though an integral part of development, was not seen as a necessary social service to be delivered in times of humanitarian emergency. The researcher examined the factors that have facilitated the current unprecedented global mobilization around education in crisis settings, studied the striking expansion of a global network that has been integral to this mobilization, and investigated how global specialists experience their work in this emergent professional field. This study illuminated a major global transformation that is bound to profoundly shape the international education sector and national systems of schooling in crisis-affected countries in the coming decades. More broadly, it highlighted

how world cultural, historical, and organizational contingencies shape how the international community responded to humanitarian emergencies and which of the many needs of emergency-affected populations receive global attention.

**Da Cunha (2014)** focused on the ongoing Syrian crisis and with no end in sight; this armed conflict challenges the ability of the international community to deal with this complex situation, questioning the suitability of the United Nations (UN) system and its mechanisms in today's crises. Turkey, an emerging donor country and Syria's neighbor, is seeing its resources stretched day by day, as the number of refugees continues to rise. This study addressed the topic of education in emergencies, analyzing the Turkish Government response strategy towards the education of Syrian refugee children, both in camp and non-camp settings. The study concluded that it is now possible to state that three years after the conflict in Syria erupted; Syrian refugee children in Turkey still face many challenges and difficulties in order to have access to quality and inclusive education. A short-term solution, like the one being sought after once the uprisings began, has proven itself to be inefficient when dealing with the provision of a basic, essential human right such as education. While steps have been taken by the Turkish Government and other agencies towards closing the gap in the education of the Syrian children in Turkey, the findings of this study suggested that the educational response is not sustainable.

### **Studies related to Teacher Professional Development in Crisis Context**

**Nkengbeza (2014)** reviewed the general literature on professional learning communities (PLCs) from the perspectives of various writers, and more emphases have been placed on core components that are used as a conceptual framework. A high school in conflict and post-conflict environment (Liberia) was used as a case. Liberia in conflict and in post-conflict is briefly described and the focus is on education. The main research objective is to find out how a PLC is built in conflict and post-conflict environment. A qualitative research approach is used to gather data from the school, mainly through interviews, observations and document review. The importance of education in conflict prevention is explained and the researched argued that peace-building education should be the goal not only in conflict and post-conflict environments, but also in pre-conflict societies to eliminate violent conflict in societies. The study provided education institutions and other nation builders in pre-conflict, and especially those in conflict and post-conflict environments with a model for building PLCs.

**Frisoli (2013)** focused on Teachers in (post) crisis contexts face an array of de-motivating factors such as insecurity, lack of pay, difficult working conditions, minimal leadership, and feeling undervalued. One model of teacher professional development (TPD) known as "Teacher Learning Circles"(TLCs) was implemented in Katanga province in southeastern Democratic Republic of Congo (DRC) for early grade reading teachers. TLCs appears to be located in two types of contexts, one indirectly impacted by conflict and another that actively experienced consequences of conflict, in both communities, teachers may not be able to overcome feeling overwhelmed and undervalued where teachers' physical, social and emotional needs are not met. This study examined teachers' perspectives, using a "crystallized qualitative case study" approach, how these TLCs operates in varied (post)crisis contexts in the DRC where teachers described their experiences with content, instructional practices and teacher-community support structures of the TLCs. Overall findings suggested that, in TLCs, communities are more stable, teachers effectively manage challenging working conditions, view themselves as professionals, are supported by their communities, participate in an encouraging school community that is fostered by the Head Teacher, and regularly participate in sustained TLCs. Overall conclusion was that TLC teachers are able to adapt and translate what they learn in the TLCs into their classrooms.

**Khalili (2010)** explored the process of planning, implementing, and following-up teacher professional development programs (TPDPs) in Palestine focusing on the programs that are directed to mathematics teachers. The study used qualitative methods, including interviews and document analysis, to collect data. The participants were chosen from two district areas in West Bank and included five policymakers, eight supervisors and training developers, four principals, and six teachers. In addition to



interviews, training materials and policy documents related to teacher training and supervision were studied for the purpose of this study. The findings of the study explained the need to provide teachers with better follow-up methods through and after their participation in TPDPs. The researcher concluded that there should be more emphasis on TPDPs that are planned on the district and schools level or what is called job-embedded professional programs. In parallel, trainers' competences should be upgraded so that they are more able to respond to teachers' needs in their contexts. Improving the way in which TPDPs is planned and implemented will have a greater influence on teachers' beliefs and practices.

The Researchers tend to believe that their study is an original, unique and a differentiated one, due to the following major differences between their study and the previous studies:

- This Study followed a comprehensive and integrated approach starting by: Developing an Operational Framework for Teacher Training Program in Education in Emergencies, then identifying the Strategic Pillars needed to implement this framework in crisis context.
- This Study tried to link directly the Operational Framework to the Global Education Initiatives, while the previous studies were stand-alone studies responding to one specific challenge.
- This study is a Holistic one by seeking to develop A Multi-Dimensional Framework that has operational components which is further decomposed into sub-components, and tackling the strategic perspectives for the developed Operational Framework to be propositioned in its political, social and cultural context.
- This study covered the Arab Region, while the previous studies were limited to a country or two countries.

## **The Research Methodology**

In the case of this study questions, a Qualitative Study was the most suitable because the researchers aim to construct a new Framework through understanding the details of Teacher Training Programs in Education in Emergencies context by being a participant-observer to witness the reality of teaching refugees. In addition, open- interviews with the main stakeholders provided further understandings in a more guided manner. The process of analyzing data in this study was inductive; in which the researchers built abstractions and concepts from details, as well as documentation and analysis of the data collected was first hand utilizing the induction approach.

## **The Initial Operational Framework**

The Researchers have drawn on a wide range of sources to identify the specific components of the Operational Framework taking into consideration: the Literature Review, careful analysis of the Previous Studies, and policy documents & educational-reports published by the International, Regional and Local Organizations working in Education in Emergencies context. We developed the Initial Operational Framework to be a Multi-Tiered One of five main components; then the components are further decomposed into sub-components as follows:

1. Content and Skills: This component focuses mainly on Pedagogy, Action Research and Reflection Skills.
2. Psychosocial Support "PSS": Teachers themselves need continuous support, mentoring and coaching, at the same time they will be taught about PSS concepts, main tools and techniques to apply in the classrooms as well as try to transfer these skills to students to socially support each other.
3. Class & Instructional Management Procedures are needed due to the crowded classrooms.
4. Blended Learning: As teachers in fragile contexts gain greater access to smart-phones, social media, remote training and online resources and courses, they should be familiar with utilizing

technology tools during instruction process and as teachers encouraging students to use all possible ways of the available technology in their learning process. This goes with the current trend that Information and Communications Technologies (ICTs) can enhance the teacher learning opportunity by offering multiple opportunities to practice new skills, apply new knowledge and gain access to new digital resources for classroom teaching. On the other hand, what it cannot do is to replace professional face-to-face contact, instill quality or solve the human and institutional issues that are provoked in fragile contexts.

5. Evaluation component consists of three sub-dimensions: (1) teachers to evaluate the developed training program, (2) peer-evaluation among teachers, and (3) teacher to evaluate their students and to teach them self-evaluation.

Despite that theory and practice of Teacher Training Programs are geared towards designing

Operational Frameworks for those programs; in EiE context, the situation is more challenging and demanding since for the Developed Operational Framework to be successful; it has to have Strategic Pillars that enable the implementation process in crisis settings. The Strategic Pillars also support the proposition of the operational framework within the political, social and economic contexts. An argument may appear regarding the strategic terminology and the counter response can stem from the fact that those pillars are policy driven at the national level made by decision makers along with budget allocation, followed by laws and regulations to be enforced by the educational authorities; thus they are strategic in their innate nature.

### **The First Strategic Pillar: Stakeholders Coordination and Cooperation**

In a crisis, coordination and lines of communication can become complicated and confused. Coordination mechanisms require clear communication, information sharing, clear definition of roles and responsibilities, and strong leadership. Education sector coordination must include Ministries of Education, UN agencies, International/National NGOs and other Stakeholders. In emergency settings, teachers are frequently managed by multiple agencies, with different priorities, rules and agendas, which results in the inconsistent application of rules and requirements. These inconsistencies, coupled with a lack of transparency in teacher management processes not only are powerful demotivators for teachers but also may turn teachers away from entering or remaining in the profession. Thus, establishing management structures that coordinate the multiple agencies involved in providing teachers for refugees to ensure effective management will affect the morale and ultimately the retention of these teachers (Teachers of Refugees: A Review of the Literature Report, 2018).

High-quality professional development, especially in areas of acute crisis (conflict & natural disasters) requires a humanitarian response and an emergency education response, as well as a long-term plan for dealing with immediate and protracted needs of those affected. This demands that humanitarian and emergency responders and education organizations work together to establish a coherent and sequential educational response to a crisis. This pillar builds on the current international momentum to more effectively bridge humanitarian and development efforts. This can ensure not only quick fixes during times of crises, but long-term development work that can lead to lasting change in education and beyond. By working together, stakeholders can ensure that the fundamental right to an education is not erased during emergencies (A Platform for Education in Crisis and Conflict: A GPE Issue Paper, 2015).

## **The Second Strategic Pillar: Teacher Remuneration and Incentives**

In crisis contexts where teachers cannot earn a living, teaching will continue to attract low- quality candidates. If teachers cannot earn a living, they will make the rational economic decision of doing additional paid work. Unfortunately, this has predictable results. Teachers may be so exhausted that they do not focus on their teaching or lack time to prepare lessons or may not show up to class, or emigrate to another country with better teacher pay.

Teachers are motivated and discouraged by different factors, understanding and building on these diverse motivations promotes quality teaching. In emergency settings, communities, parents or NGOs often hire teachers as volunteers, and financial or other material incentives are often non-existent. Initially teachers may work for free but they will most often quickly request some form of payment for their services. If teachers cannot receive payment, they will typically search for paid work, rather than teaching for free (UNESCO, 2017).

Where refugee teachers do not have the right to work they cannot earn a salary, but they may instead receive ‘incentive’ payments. These ‘incentive teachers’ may feel this small, often irregular, nature of the payments, undermine their professional status. On top of being small, these incentives may also risk being irregular, as they depend on donors, and salary disbursement to remote areas may be difficult. Nonetheless, research shows that an education system’s ability to pay its teachers not only well but also on time is ‘closely linked with positive results such as teacher recruitment, retention, satisfaction and morale; factors that have themselves been connected with education quality (Teachers of Refugees: A Review of the Literature Report, 2018).

## **The Third Strategic Pillar: Certification**

Taken into consideration reality of the crisis, especially the man-made ones that are extended for long periods and thus extend heavy pressure to transform the education interventions to sustainable resilient education system through having a pipeline of qualified, competent and certified Teachers. Long-term planning and creating programs that can build up to certification can mitigate the challenges to post-conflict reconstruction. When education systems struggle to respond to the training backlog, there will often be an influx of untrained teachers. Even if many teachers have been trained by International Organizations, these organizations may not be in a position to cover the additional costs of integrating the new teachers. This lag between handing over these recently trained teachers may have a dire effect on the teachers, their livelihoods and, ultimately, their retention (Teachers of Refugees: A Review of the Literature Report, 2018).

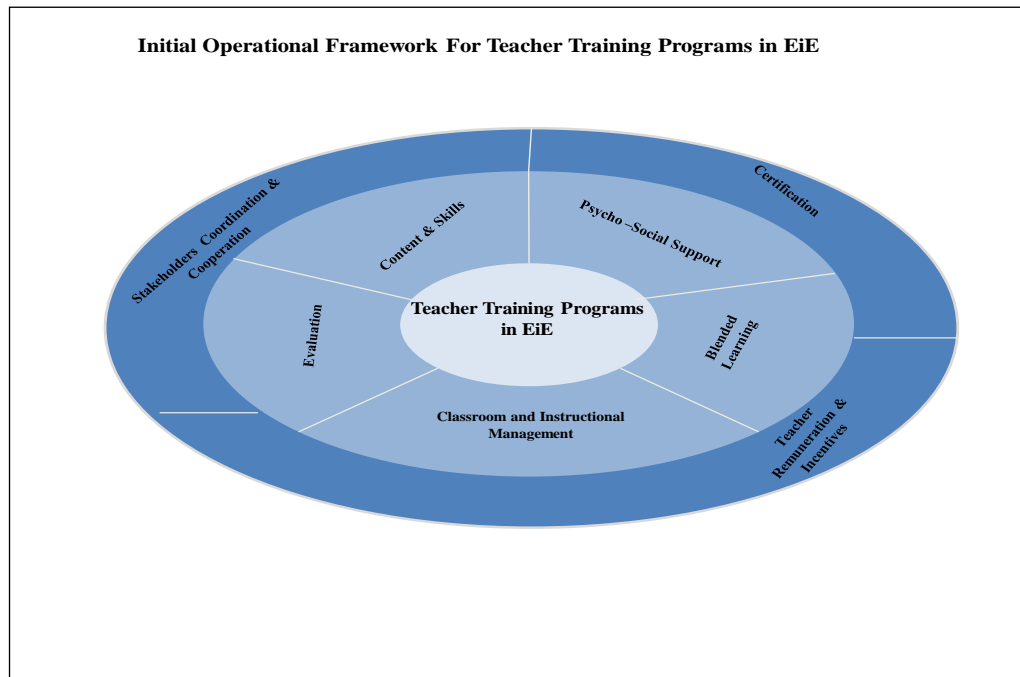


Figure (2): The Initial Operational Framework for Teacher Training Programs in EiE

## Phase Two: Validation of the Initial Operational Framework

The researchers identified three main stakeholders cooperating and coordinating delivery of the humanitarian interventions; including Education in Emergencies services: (1) The Formal Authorities in the hosting countries responsible for Education, mainly the Ministry of Education, (2) the Non Profit Organizations "NGO's" that support & fund Education in Emergencies in crisis context and (3) the Teachers currently teaching Refugees. Since EiE is a new field of research; the researchers chose open interviews as the main data collection tool in phase two with representatives from the three main stakeholders to better understand the: requirements, perceptions and needs to satisfy the requirements of Teachers Training Programs in Education in Emergencies Context. Despite it's an open interview tool of data collection; the Researchers followed similar steps in all interviews as follows:

1. The Researchers started by stressing their awareness of the ethical consideration of qualitative research and the sensitivity of Refugees issues along with the respect of confidentiality of the information and data shared during the interviews.
2. Followed by explaining the research goals and questions.
3. Then, the Researchers shared the initially Developed Framework along with its components and also the proposed Strategic Pillars
4. The Researchers were open for any recommendations & suggestions to enhance and/ or update the initial Framework.
5. We had questions to ask in an open discussion focusing on three main themes as depicted in Table (1) below:

Table (1): Questions Asked During Interviews with the Stakeholders

Challenges: Current & Foreseen	Training Programs	Teachers
* What are the current or expected challenges faced or will be faced during implementation of Teacher Training Programs in emergency context?	* What teacher training programs your Organization has / or tailored for Education in Emergencies?	* In your opinion, what are the main skills of teachers who teach in crisis context?
Is there a teacher training plan in place for emergency phase and beyond?	* Are there any needed "pillars" that will support the implementation of any teacher training programs in Crisis Context?	*How can we retain Teachers who teach in crisis context?
*What human and financial resources are required to support teacher training institutes and centers?	* Is psycho-social support for teachers' part of the pre - and in-service training?	*Is there any remuneration schemes that can help in retaining them?
* What are the long-term training needs and priorities for teachers?	* Do pre-and in-service training programs include new content and learner-centered, active methods?	* Do Teachers have a voice and a way of regularly feeding into the training plan?

All participants responded positively stressing the need for comprehensive training programs and also all of them assured that stakeholder coordination is really a key for successful delivery and implementation of any training program. In addition, there was a consensus that Certification will ensure the continuity and sustainability of teacher training programs and will have positive effects on the teachers' morale and motivation especially if such certification process linked to teacher remuneration and incentives schemes in a crisis context. Many of the participants believe that using technology in teaching will enhance the overall quality of teacher training programs.

Regarding the remuneration and incentives schemes for teachers, all participants believe that having feasible, clear and well-communicated remuneration and incentive schemes will have a direct –positive impact in recruiting and retaining teachers. However, such schemes need to be drafted carefully by subject matter experts and approved by the highest educational authorities in the hosting countries.

All Teachers of refugees, we interviewed showed interest in enhancing their PSS abilities and they demanded a better remuneration and incentives schemes to be in place and to be explained to them during their recruitment process.

The Researchers interviewed The Department Head of Management of Education Unit at the Ministry of Education in Jordan, who clearly appreciated the efforts of the UN Agencies dealing with the Syrian Refugees and assured the advantages of coordination and cooperation among and between all stakeholders.

The Education Consultant at UNESCO Office in Amman, stressed the importance of Action Research as a necessary skill that can help Teachers to better understand the contexts in which they work and the effects (intended and unintended) of their interventions. A National Education Expert working with German Society for International Cooperation, Ltd “GIZ “- Jordan Office discussed & suggested to focus more on the skills as a standalone component due to its importance in the crisis context.

The General Director of Psychological & Social Counseling Development Center in Palestine “Hope Makers” shared with us her experience in formalizing the Psychotherapy training into “High Diploma/ Master in Psychotherapy in collaboration with Al-Qudus University” and she highly encouraged the Certification Process.

The Education Team in CARITAS- Jordan shared with us their training programs dedicated for refugees in all their centers and the focus on providing all of their teachers and even themselves- they all were trained on Psychosocial Support Skills. In addition, they stressed the importance of Evaluation of training programs which leads to continuous improvement of the quality of these programs.

The Regional Education Coordinator at UNICEF-Amman Office explained the coordination efforts himself and his team is doing for managing the Syrian Refugees Teaching process and coordinating all activities with other stakeholders, he actually stressed the importance of having a clear mechanism for coordination that is required in all humanitarian interventions including training programs.

Based on the feedback gathered during the open interviews and the one-to-one conversations with the stakeholders, the Researchers updated the Initial Framework components to the following ones: Component 1: the Pedagogical & Educational Preparation is the main component in any teacher training programs that covers: Pedagogy, Educational Psychology, Classroom Management, Curriculum Planning, and Students-Assessment.

Component 2: The skills needed are many, however, to be feasible; there was a consensus by the interviewed- stakeholders on the main following skills: Reflection Skills, Action Research and Critical Thinking.

Component 3: Psychosocial Support" PSS": Whatever mode of delivery will be used, professional development in crisis contexts must equip teachers with not just pedagogical skills but with Psychosocial Skills to help students who may be suffering from distress. This must be an ongoing process, not a single event. Training needs to be followed up with regular supervision and support in the area of Psychosocial Skills for teachers.

Component 4: Blended Learning: to utilize the available technology resources in a certain emergencies context in all aspects of teaching and learning by both the Teachers and their students including but not limited to: online assignments, online readings, self-assessment and program evaluation.

Component 5: Evaluation: Ongoing monitoring and evaluation data should be used to refine teacher training programs and to ensure corrective feedback during implementation. It's equally important for the teachers to have a voice on the content of their training programs such as feedback from other stakeholders.

Although, each of the five components is distinct; collectively they represent what goes into effective Teacher Training Programs. Teachers must be knowledgeable with the specifics of these components, their integration in instruction is the most important when teaching in EiE context.

Being knowledgeable about and attending to only some of these components will lead to an incomplete picture of the Multi-tiered Teaching and Instruction in Crisis.

The information obtained from the Literature Review and the Previous Studies were integrated and validated with the data collected through the interviews. Then, data were further analyzed using synthesis approach to reach the below Multidimensional- Multi-tiered Operational Framework for Teacher Training Programs in EiE Context as depicted in Figure 3 below.

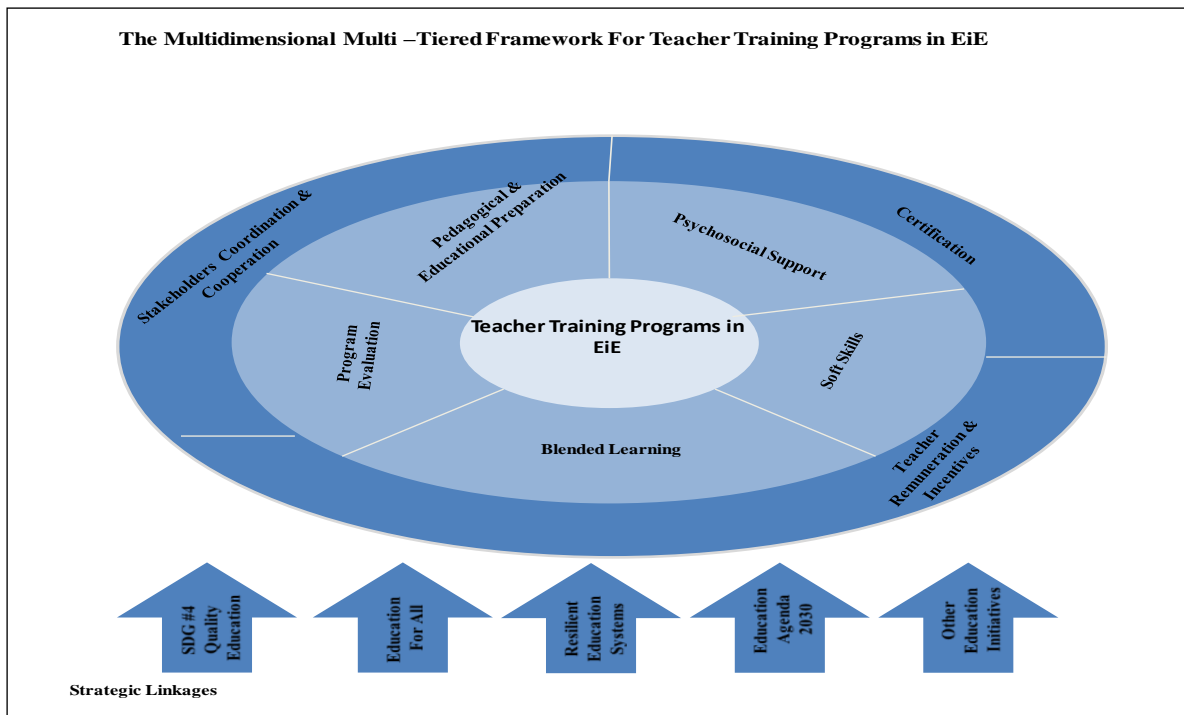


Figure (3): The Multidimensional -Multi- Tiered Operational Framework for Teacher Training Programs in EiE Context

## Conclusions:

EiE is a complex issue that imposes multiple barriers to quality education and impacts teachers differently, this will demand to move away from inexpensive cascade and workshop approaches, toward long-term professional development which promotes teacher collaboration. Hence there is a serious need to have a Multidimensional Approach to Teacher Training to support Teachers in EiE context. The Researchers concluded that all who work in education must recognize teachers as professionals who must have access to the same kinds of high-quality professional learning that other professionals receive. The developed Operational Framework provides the basis for an in-service training program that can be used to prepare unqualified teachers often recruited to teach in emergency settings, and it is also flexible enough for adaptation and use of selected modules depending on the social and cultural needs of teachers. It also can be used with qualified teachers who require refresher training, and for those teachers who are new to teaching in crisis affected environments. It is worth stressing that this developed Multidimensional Framework will contribute directly in achieving the fourth Goal of the Agenda for Sustainable Development (SDG4): aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and it is naturally fit with the urge to build Resilient Education Systems. Also, it will support capacity building efforts in all Global Education Initiatives.

## **Recommendations:**

The Researchers would like to re-stress the fact that there is a clear gap in the current body of literature with relatively little research carried out to date; Education in Emergencies field needs more attention on the part of researchers to support education in emergencies situations. It is a fruitful area for work, with a wide range of questions that can be asked. The Researchers recommend that Ph.D. researchers to play an important role in developing the evidence-base on education in emergencies and should take an increased interest in this new and emerging field. The Researchers hope that their study will serve to galvanize more rigorous and long-term research in this important but under-theorized area, it is only one of the first steps in teacher professional development in emergencies context. We also believe that having a clear and properly drafted Coordination & Cooperation Mechanism shared among all stakeholders in teacher training will help in continuous improvement of teacher training programs.

The Researchers strongly recommend Educational decision makers, whether at the donor or ministerial level to improve teacher pay by creating fair Remuneration and Incentives Schemes, and this strategic pillar will have a multidimensional effect on teacher motivation, teacher shortages, poor teacher quality, poor quality and poor perceptions of teachers in general. Indeed, policies impacting teachers can only be effective if those responsible for implementing them are involved in shaping them, thus the Researchers identified Teachers as a main stakeholder in EiE context and recommend that their voice should be always considered in reshaping and redesigning efforts of teacher training programs.



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