



## IGAD Teacher Training Initiative in displacement-affected communities in the IGAD region

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## IGAD-GIZ TEACHER TRAINING INITIATIVE BULLETIN VOLUME I, JUNE 2022



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## Foreword from the Executive Secretary of IGAD, H.E. Workneh Gebeyehu, PhD

Teachers are the most important elements of the teaching-learning process in any educational system. The quality of teaching and learning outcomes largely depends on the quality of teachers. Quality comes from the capacities we build in our teachers through both regular education and periodic in-service or on-job training opportunities.

The IGAD Regional Education Policy Framework adopted by our policy organs, IGAD ministers in charge of education, in 2018 identified “Teacher Training and Lifelong Learning” as one of the priority intervention areas. Accordingly, IGAD has been implementing programs that aim at improving the skills and competencies of teachers in the region.



The ongoing IGAD-GIZ collaborative initiative on training of secondary school teachers in refugee settlement areas is a very critical step in realizing the goal of capacitating teachers so that they could inspire students, especially girls, to move to the tertiary level of education or to the technical vocational education and training pathways.

In this regard, I wish to express my profound appreciations to the Government of Germany through GIZ for providing the financial and technical support to conduct the training which has impacted the lives of teachers directly and the future of hundreds of thousands of students in the three countries: Ethiopia, Sudan and Uganda, which hosted this pilot phase of the training. By extension, I want to thank the ministries of education and other government institutions, including the ministries of foreign affairs and refugee agencies as well as our development partners at national, regional and international levels.

Given the fact that education for refugees, returnees and host communities is an integral part of the IGAD Five-Year Strategy, I will do everything possible to ensure the sustainability and continuity of the program, in fact, through the continued support of our valued partners. I am firmly convinced that any investment on teacher development will have great multiplying effect in shaping the generations to come.

Finally, I wish to seize this opportunity to extend my sincere appreciation to the IGAD AND GIZ/SIMPI team, as well as Particip and the national coordinators whose collective effort made the training possible. I believe that the lessons from this pilot phase of the initiative will be extremely useful to improve the subsequent phases of the teacher training and any other skills development interventions IGAD and its partners can undertake.



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## Message from the Director, IGAD Social Development Division, Mme Fathia Alwan



It is a great satisfaction to witness the step-by-step realization of the Djibouti Declaration on education for refugees, returnees and host communities some of whose priorities include enhancing inclusive access to quality education. Inclusion happens by equipping and empowering teachers to understand the challenges of their students in terms of diversity, socio-cultural differences, especially in refugee settings and changing school-community settings.

Therefore, by training teachers, IGAD aspires not only to promote quality but also to prepare teachers for a complex learning and teaching environment. When teachers understand their students and the special nature

of their tasks, they encourage learners to be resilient, problem solving and see the larger picture in life. They therefore contribute to transforming the hundreds of displaced, apparently hopeless boys and girls into bright and forward looking young people.

I am delighted to be part of this exciting and life-changing program of the IGAD Teacher Training Initiative that has become so successful thanks to the great commitment and tireless efforts of my colleagues at both IGAD and GIZ. The implementation of this unique intervention has given us a good experience how to initiate, design and run a program that has a great potential for regional integration.

I am excited to hear more from the exchange of lessons at this regional learning workshop which will be participated by teachers who received the training, trainers and coordinators of the program, college deans or principals where the training took place, officials from relevant ministries of all member states, IGAD partners and the implementing firm.

I wish to extend a warm welcome to all of you and assure of my continued support, particularly in using the outcomes of this meeting to improve the modules, ensure relevance of the training and involving more actors to scale up the training in future.



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## Words of appreciation for the Senior Coordinator of Education, Science, Technology and Innovation, Kebede Kassa Tsegaye, PhD

It is immensely gratifying to welcome you all to this very important regional learning workshop of the first ever exercise by IGAD and the Government of Germany through GIZ in training teachers. In the beginning, when we conceived the idea with my friend, Kokebe Hailegabriel Dagne, GIZ Team Leader and Mme Fathia Alwan, Director of Social Development, back in 2019, it just seemed unthinkable. However, we gave it a try by putting our ideas on paper and moving it to a step-further at a time. Then came Milena Adnyanata of GIZ, who started refining the terms of reference and sharing it to the relevant IGAD and GIZ colleagues.



It took us time to get the expressions of interest and process the few that were received. However, we were lucky to have

Particip GmbH, an international consulting firm among the three highly competitive offers, which proved to be extremely capable of undertaking the assignment.

In February 2021, we started a series of national consultation processes in the three countries selected to participate in the training: Ethiopia, Sudan and Uganda. This was followed by studies and preparations to launch the initiative which finally kicked-off in August 2021. The training, which was supposed to be done one-round in each of the three countries, continues to be conducted in three rounds in all the countries. When the final certificates are issued in the third quarter of 2022, the program will have trained hundreds of teachers and impacted millions of students, families and community members.

As a co-facilitator of this novel initiative of Taking IGAD to the People (TIP), I wish to express my sincere appreciation to the top leadership of IGAD, particularly H.E. Dr Workneh Gebeyehu, Executive Secretary, and Mme Fathia Alwan, Director of Social Development Division for their day to day follow up and encouragement. In GIZ, the support and strong commitment of Koko, Milena and Yemisrach Benalfew were quite indispensable. The excellent coordination by Particip notably Deborah Haines, Johannes Edlemann and Stefanos Kouroupis as well the national coordinators Kefalew Dersie (Ethiopia), Musa Idriss (Sudan) and Moses Leviticus (Uganda) did a fabulous job. Ministries of education and other sectoral ministries were extremely helpful and supportive of the IGAD initiative. Moreover, the IGAD heads of mission in Sudan and Uganda were very supportive.

In this regard, I am very grateful to all who contributed, directly or indirectly, to the success of this pilot phase of the teacher training program. It is my hope and strong belief that, we at IGAD and GIZ are now set to share important lessons and ready to lead other large-scale regional programs of this nature.



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## Overview of the project processes and activities (February 2021 to May 2022)

While the training is a key and most visible outcome of the initiative, a number of important processes have contributed to the training of 600 teachers throughout the last year. This brief overview summarises the essential processes and indicates the enabling factors that have contributed to this outcome.

### National Consultations in Ethiopia, Sudan, Uganda

February 2021 saw the **National Consultations** in the Member States. Facilitated by IGAD and the Ministry of Education in each of the three countries the event comprised the formal launch and orientation of the initiative.

### Formation of a Steering Group in each of the three countries

Led by the Ministry of Education in country, the Steering Groups provided ongoing guidance and have maintained oversight of the project activities throughout. An important, initial task was the formation of a 'selection criteria' which determined the regions and NTTCs that would support this pilot phase of the project.

### Briefing, planning and preparation with National Teacher Institutions

#### Prior to the Teachers' Needs Assessment, the National

With the Ministry of Education, the National Teacher Training Institute and Colleges have played a vital role in all processes throughout – starting with support in the organisation of the Teachers' Needs Assessment (TNA), the development of the modules and the organisation and full delivery of the training as well as the ongoing 'review' of the training materials.

### Teachers' Needs Assessment, analysis and dissemination of findings

In two regions in each of the three countries, the Teachers' Needs Assessment (TNA) was completed over a ten-day period. While the findings were analysed at the country level they were also synthesized to help inform a 'regional capacity development approach'.

### Designing the Training Strategy and Approach

The 'design' part of the process involved review of the TNA findings as well as consultation with Focal Points of the NTTCs on their view of the overall strategy (for example, where training should occur, where and how frequent the training sessions would be).



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Development of four Modules with NTTCs: Writing, review and finalisation of four modules: Again, the NTTCs were consulted on the priority themes of the training. The findings revealed that Pedagogy, Psychosocial Support, Life Skills and ICT the Training were the priority and most urgent needs.

### Selection of Schools and Teachers

Based on the Findings from the Needs Assessment and agreed criteria, 100 teachers were selected in each country.

#### ● Test Run (Facilitators preparation and planning of the training)

Teacher Trainers convened for an approximate 7 to 10 days for further orientation of the modules. It was also an opportunity to 'run through' and practice the sessions they may be delivering and also contextualise and enhance the materials further.

#### ● Teacher Training – Round 1 (starting with Pedagogy followed by Psychosocial Support, Life Skills, ICT)

The training took place within or close by to the Teacher Training Colleges over a period of five months.

#### ● Continuous Reflection (Technical Reporting, module evaluations)

A 'learning loop' or continuous reflection was factored into the training strategy. The sessions were 'phased' so that teachers would have time to learn new concepts, return to school to apply new ideas and reflect upon the learning.

#### ● Teacher Training – Round 2 (starting with Pedagogy followed by Psychosocial Support, Life Skills, ICT)

On completion of the first round of teaching a further cohort of 100 teachers were selected in each country. This meant that approximately 600 teachers participated in this pilot phase.

Certification Teachers' 'professional development' and 'completion of training' was acknowledged with a Certificate, endorsed by the Executive Secretary of IGAD and also the Ministry of Education.



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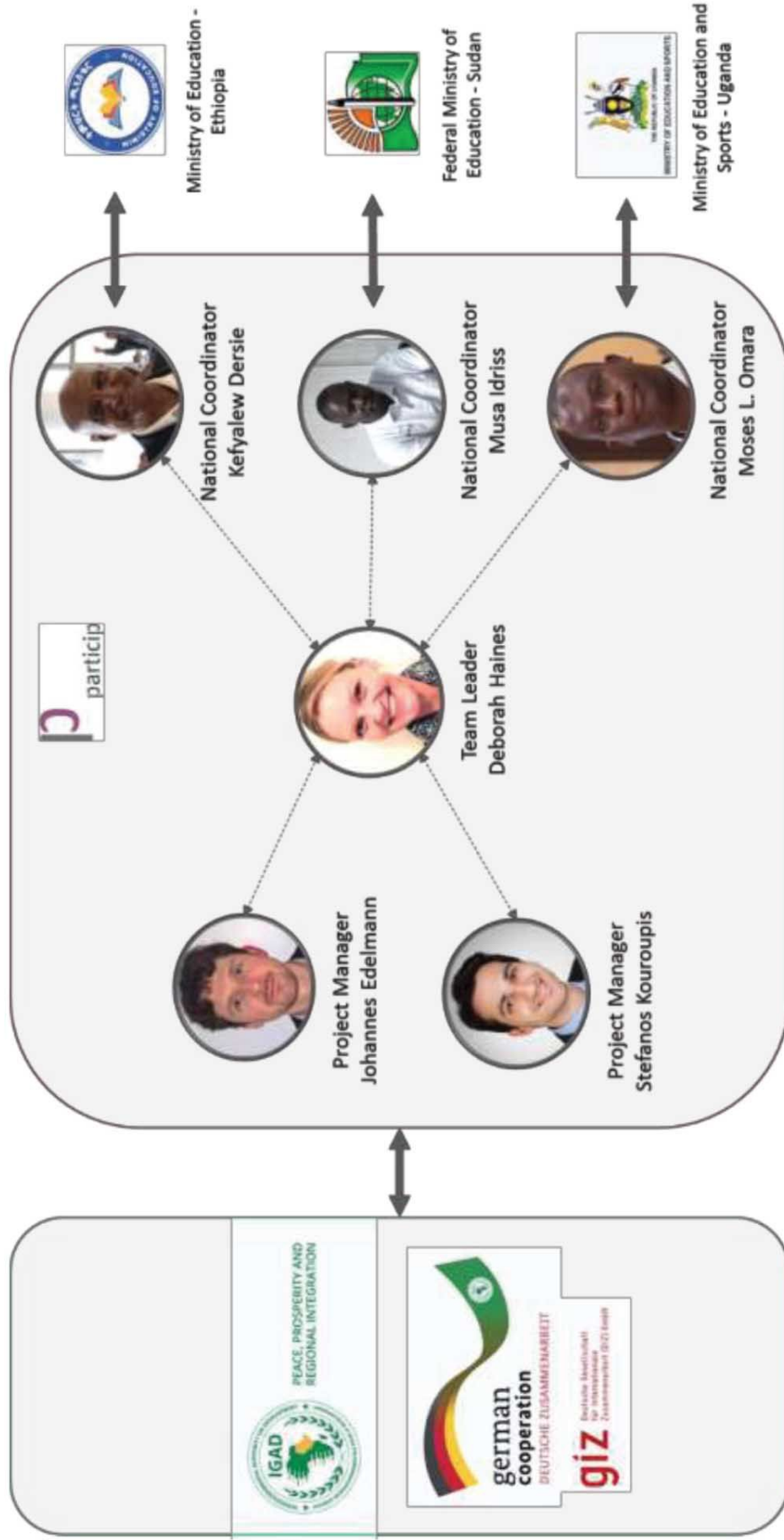


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# Overview of the Project Team's relations with stakeholders



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# IGAD-GIZ Teacher Training Initiative

## The challenge

The challenges for education in refugee settings in the Horn of Africa are manifold. Teachers do not have enough training and they teach with low-level of teaching skills. They are also less prepared to address the specific situation of students who have been affected and impacted by conflict including trauma and gender-based violence. The drop-out rate is high, schools can be overcrowded, the language of instruction is often a challenge and certification and accreditation of skills needs improvement. Teachers in refugee settings are often working in classrooms made up of large numbers of students with different learning levels and psychosocial needs.

## Our approach

Training and skills development of refugee and host community teachers is critical for quality education and enhanced learning outcomes. This is what the Intergovernmental Authority on Development (IGAD)'s teacher training initiative builds upon.

The IGAD-GIZ Teacher Training Programme is an integral part of implementing the Djibouti Declaration and its accompanying Plan of Action (PoA) on education for refugees, returnees and host communities and focuses on secondary level teaching. This can bolster access to tertiary education and TVET programmes. In the first pilot phase, the teacher training initiative is implemented in Uganda, Sudan and Ethiopia.

Project name	Training of secondary teachers in displacement-affected communities in the IGAD region (SIMPI project)
Commissioned by	German Ministry for Economic Cooperation and Development (BMZ)
Project regions	Ethiopia: Gambella and Somali regions Sudan: Kassala and White Nile regions Uganda: Western Uganda and West Nile regions
Lead executing agency	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Partner organisation	IGAD
Duration	02/2021 – 05/2022
Budget	1,657,890 EUR

The project “Strengthening IGAD Migration Policy Implementation (SIMPI)”, which is implemented by GIZ and commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) strengthens IGAD’s capacity in the area of migration. The main objective of the project is that the mandate of IGAD is implemented more effectively in the field of migration and displacement.

This is realised by supporting IGAD in the following three result areas:

*Below from l. to r.: Teachers during the trainings in Sudan, Ethiopia and Uganda*



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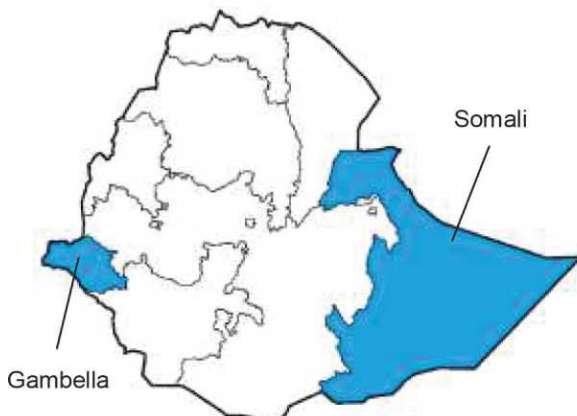


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- **Output 1:** The preconditions for implementing regional policies in the field of migration and displacement have improved.
- **Output 2:** The capacities of local authorities in selected IGAD Member States to provide services for host communities, refugees and migrants in border regions have been strengthened by IGAD.
- **Output 3:** The preconditions for documenting lessons learned and data relating to migration and displacement have improved in the IGAD region.

The main purpose of the initiative is to develop the capacity of secondary teachers to deliver quality education in refugee settings and host communities. Improving the quality of secondary school teaching has an accelerating effect and will enable refugee students to attend higher tertiary education or TVET programmes.

The project started with the National Consultations in each of the three Member States, where the Steering Groups for the project in each country were formed. Active from the very start, the groups provided guidance on the overall approach to teacher training, starting with the formation of criteria for selection of the regions (where the project would operate), the criteria for the selection of teachers who would join the training and also where teachers would be trained and how.



Regions of project implementation in Ethiopia: Somali and Gambella region.

Essentially led by the Ministry of Education (MoE) the group members include representatives from the National Teachers'



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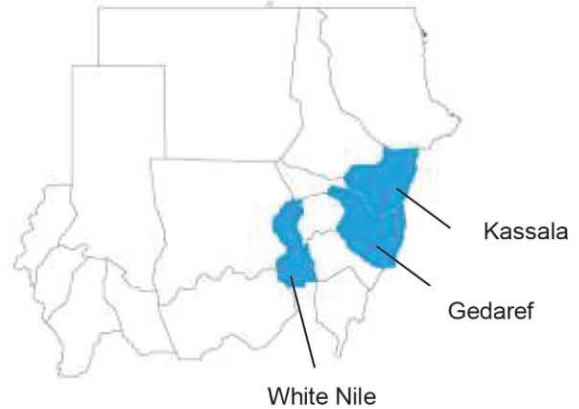
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Training Institutes, and also key bodies including COR (in Sudan) ARRA (in Ethiopia), UNHCR. All have actively supported the training activities throughout.



Regions of project implementation in Sudan: White Nile and Kassala clustered with Gadaref region.

The teachers are from six regions across the three countries. The teachers come from both host and refugee communities including Gambella and Dollo Ado (Ethiopia). In Sudan teachers were drawn from White Nile, Gedaref and Kassala and in Uganda teachers are from West Nile and South Western Uganda.



Regions of project implementation in Uganda: West Nile and South Western Uganda region.

The Teacher Training Colleges that have supported the delivery are: Muni Teachers College and Mubende Teacher Training College (Uganda), Gambella Teacher Education Health and Science College and



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Dollo Ado College of Teacher Education (Ethiopia), and Kassala Teacher Training Institute, Kosti Teacher Training, Gedaref Teacher Training College (Sudan).

## National Consultations

The very start of the project in February 2021 saw the **National Consultations** in the Member States. Attended by all key stakeholders, including the Ministry of Education, Ministry of Foreign Affairs, DICAC and ARRA (Ethiopia) and COR (Sudan), UNHCR, UNESCO and all key partners providing support to the education of refugee and host communities, the consultation facilitated the launch of the teacher training initiative. The event enabled a full discussion of the contribution of the initiative to the Djibouti Declaration and also enabled initial discussions for the formation of the Steering Group in each country. Led by the Ministry of Education, the Steering Groups proceeded to inform the overall approach of the teacher training and have kept abreast of and provided guidance on project activities throughout the year. An important task at the very beginning was to **select the project sites** – the regions where training would be taking place. The National Teacher Training Colleges have also played an essential, integral role. The first 300 teachers (100 teachers in each country) were identified and this also marked the beginning of the close and continued collaboration with National Teacher Institutions and Colleges in each of the six locations.

## Project Timeline

Feb. 2021	National Consultations in Ethiopia, Sudan, Uganda
Feb. – Mar. 2021	Briefing, planning and preparation with National Teacher Institutions
Apr. 2021	Teachers' Needs Assessment, analysis and dissemination of findings
May 2021	Designing the Training Strategy and Approach
June – July 2021	Developing the Modules with NTTCs: Writing, review and finalisation of four modules: Pedagogy, Psychosocial Support, Life Skills and ICT the Training
	Selection of Schools and Teachers
July – Aug. 2021	Test Run (Facilitators preparation and planning of the training)
Aug. 2021 – Jan. 2022	Teacher Training – Round 1 (starting with Pedagogy followed by Psychosocial Support, Life Skills, ICT)
Aug. 2021 – May 2022	Continuous Reflection (Technical Reporting, module evaluations)
Feb. 2022 – May 2022	Teacher Training – Round 2 (starting with Pedagogy followed by Psychosocial Support, Life Skills, ICT)

Below from l. to r.: Teacher trainers during the test runs in Ethiopia, Sudan and Uganda.



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## Teachers' Needs Assessment

The colleges were also involved in the teachers, students and Head Teachers were consulted through Focus Group Discussions and one-to-one meetings and discussions as well as a 'teachers' and students' survey. A total of 267 teachers were consulted along with 688 students. The findings were analysed based on three country-level assessment reports, a final, regional assessment report was compiled. Led by the Ministry of Education in each of the three Member States, the **Teachers' Needs Assessment** took place in April 2021. *R.: Training participants after first workshop in Ethiopia.*



## National Teachers' Colleges involved in the project

	Region	Teacher Education College
Ethiopia	Gambella	College of Teacher's Education and Health Science College
	Dollo Ado	Dollo Ado College of Teacher Education
Sudan	White Nile	Kosti Teacher Training Centre
	Kassala	Kassala Teacher Training Institute
	Gedaref	Gedaref Teacher Training College
Uganda	West Nile	National Teachers College, Mune, Arua
	South Western Uganda	National Teachers' College, Mubende

## Module development

The module development was a rapid but key activity of the project throughout June and July 2021. The Particip National Experts liaised closely with Focal points of the National Teacher Colleges who explored all of the colleges pre-existing material in the four themes – offering any existing teachers' resources, training material relevant to Pedagogy, Life Skills Psychosocial Support and ICT. This was the starting point for the module development and once the first draft was produced the NTCS reviewed and assisted in producing the final

draft. The final resources included a **Facilitators' Guide, Teachers' Manual, Power Point for Trainers and Objectives of the Module**. Once the modules were finalised a period of planning and preparation followed where the Facilitators/Teacher Trainers took time to digest all the materials including the Facilitators' Guide and Teachers Manuals. This short but important activity also enabled the Trainers/Facilitators to practice or '**Test Run**' the modules before the training began. The teachers were selected from schools within the six regions although in Sudan and Uganda there are three sites with two sites 'clustered



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### Comprehensive Teachers' Needs

**Assessment** the findings of which determined key themes and focus on the teacher training. The Ministry of Education led the assessment while the NTTIs and key partners including UNHCR, COR (Sudan), DICAC (Ethiopia) also provided support throughout. With the aim of completing a gender aware and gender balanced assessment Education Officials Throughout August 2021 to May 2022, **607 teachers** completed the training in two cohorts.

(306 teachers in the first cohort from 08/2021 to 01/2022 – and 301 teachers in the second cohort 01/2022 to 05/2022).

The training was delivered in states or intervals enabling a **'learning loop'**. This meant that teachers participated in a 4- or 5-day training and then returned to school to apply, practice and reflect upon the learning before returning to the Teachers' College once again for further training. Teachers were also supported to formulate their own, **Professional Development Plan**. At the end of training sessions and as they completed each module, the teachers were supported to reflect and formulate their own Professional Development Objectives to draw upon and use in their teaching, over the coming weeks, before returning once more for further training.

**Modules Developed:** Starting with Pedagogy, the teachers completed the training in four modules over a five-month period. Gender and social Inclusion are integrated throughout the modules.

#### Pedagogy (6-days)

Introduction to Pedagogy  
Classroom Routines & Setting up a Classroom  
Code of Conduct  
Effective Communication Diversity/Differentiation  
Managing Behaviour  
Managing a Large Class  
Teaching and Learning Resources  
Methods of Questioning  
Lesson Planning  
Schemes and Work and Curriculum  
Learner-Centred Methodologies  
Developing and Action Plan  
Reflection, Growth Mindset

#### Psychosocial Support (4 days)

Understanding Wellbeing  
What is Psychosocial Wellbeing  
Positive Discipline  
Describing Stress  
How teachers deal with Stress  
Coping with Stress and Distress

Classroom based Activities to Support Psychosocial Wellbeing  
Positive Communication  
Mindfulness for Students  
Reflection and Review of Action Plans

#### Life Skills (4 days)

Time Management  
Self-awareness and self-esteem  
Coping with Emotions  
Stress Management  
Empathy  
Critical Thinking  
Problem Solving  
Collaboration Skills  
Interpersonal Relations  
Creativity and Innovation  
Conflict Management  
Financial Literacy and Entrepreneurship

#### ICT (3 days)

Why ICT in the Classroom  
ICT Skills Check-in  
ICT Project Lesson planning and digital resources  
ICT for Differentiation  
Open Educational Resources  
MW Word Skills Check-in  
Social Media and Teaching and Learning  
Check-in with e-mail  
Managing Classroom Records with ICT  
Chair Debate  
Review of Lesson Plans  
Planning and Reflection  
Development of Individual Lesson Plans

*Below from l. to r.: Teachers during the trainings in Ethiopia, Uganda and Sudan.*



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## Test Run

During July and August 2021 Facilitators from the Teacher Training Institute and Colleges came together for a period of between 7 and 10 days for an 'orientation' and 'Test Run' of the modules. The National Coordinators facilitated sessions where the trainers took time to read through and discuss the goal of the training, the objectives of each module and session, the content and methodologies of the module they would be supporting. This was



also an opportunity to 'practice' how they would run a training session, consider the material that would be needed, gather resources and also run a Q&A session to help with preparation.

## Training Completed

By the close of May 2022, a total of 607 teachers from the three Member States completed the training across the three countries.



*Training participants after the certificates' ceremony in Uganda.*



*Training participants after the certificates' ceremony Ethiopia.*



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### Composition of teachers by Gender in the 1<sup>st</sup> and 2<sup>nd</sup> Round of Teacher Training

	1st Round - Aug 2021 to Feb 2022		2nd Round - Feb 2022 to May 2022	
	Male	Female	Male	Female
Ethiopia	89	17	90	10
Sudan	58	42	56	45
Uganda	57	43	44	56
Total participants per gender	<b>204</b>	<b>102</b>	<b>190</b>	<b>111</b>
Total participants per round	<b>306</b>		<b>301</b>	
Total number of participants	<b>607</b>			



Training participants after the certificates' ceremony in Sudan.

Ethiopia: 106 teachers first round, 100 teachers, second round.  
 Sudan: 100 teachers first round, 101 teachers, second round.  
 Uganda: 100 teachers first round, 100 teachers, second round.

### Training Methodologies

The training methods were designed to model and provide hands-on experience of learner centered methodologies that could also be tried in the classroom. The methods were also described, with examples, in the Teachers' Manual for easy reference.

### Learning and Reflection

Teachers have offered their insights and perspectives on a range of aspects of each of the modules. The training evaluation took place at the end of each module. The findings from the Evaluations are reflected in the technical report compiled by the National Experts at the end of every training/module. Also, towards the end Training Round I, the National Experts, both Teachers and Trainers completed a 'review' of the modules and the findings of this will be drawn upon when the modules are revised and improved before Round III.



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## Certification

More than 600 teachers fully completed the course and have received a 'certificate of completion' which was endorsed by IGAD Executive Secretary and the Minister of Education (or Commissioner of Teachers' Professional Development) and also GIZ, in each of the three countries. The awards ceremonies were supported by the Ministry of Education. In addition, Facilitators or Trainers delivering the modules were awarded a 'certificate of professional development' to acknowledge the critical role they have played and the quality support provided in both the development and the delivery of the modules.

Teacher Training core modules. There have been two 'rounds' of training (with approximately 300 teachers in each cohort across the three Member States).

The teachers completed four core modules the themes of which respond directly to the challenges and needs as that emerged from the Teachers Needs Assessment (which took place in April – May 2021). These are Pedagogy, Psychosocial Support, Life Skills and ICT. This assessment was a confirmation of some of the most challenging realities for teachers and the students they teach.



The Trainers' certificate noted the specific module they had supported.



The training involves a range of teaching methodologies designed to model ideas and enable teachers to replicate and experiment with the same on return to their classrooms. Throughout the training, teachers and the trainers have given detailed feedback on which sessions and content they felt was most helpful and relevant to them and which content could be adapted, changed in some way or removed.

## Our achievements

February 2021 saw the launch of the IGAD Regional Teacher Training initiative in three Member States: Ethiopia, Sudan and Uganda. Eighteen months on, the project has seen **607** teachers of refugee and host communities across six regions celebrate completion of four



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## Selection of photos from the trainings



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