

Teacher Well-being in Refugee Camp and Host Communities in Kenya: A Case of Garissa and Turkana Counties

By

The TeachWell Voices & TeachWell Unlocking Playful Learning Project

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Table of Contents

List of Tables	4
List of Figures	4
Preliminaries	Error! Bookmark not defined.
List of Acronyms.....	4
Definition of Terms.....	5
Abstract.....	6
Background to the Study	7
Context of the Study.....	7
The TeachWell Project.....	8
The Teacher Well-being Study	9
Purpose of the Study	10
Objectives of the Study.....	10
Research Questions	10
Significance of the Study.....	10
A Conceptual Framework for Teacher Well-being	11
Methodology.....	13
Research Design	13
Study Setting	13
Garissa County	14
Turkana County.....	14
Population of the Study	15
Eligibility Criteria	15
Sampling Considerations	16
Quantitative Sampling and Sample Design	16
Qualitative Sample Selection.....	20
Sampling Technique	20
Qualitative Sampling Procedures.....	20
Sample selection	21
Methods of Data Collection	22
Desk review	22
Survey.....	22
Interviews.....	22
Focus Group Discussions	23
Data Management and Analysis	23
Quantitative Data Analysis	23
Qualitative Data Analysis.....	24
Data Management Procedures	24
Measures of Quality Control.....	25
Validity and Reliability	25
Trustworthiness and Credibility.....	25

Ethical Considerations	26
Gender Equity and Inclusion Considerations.....	26
Dissemination and Stakeholder Sensitization Plan	27
Stakeholder Mapping	27
National Level Dissemination and Sensitization	28
Global Engagement	28
Communication Tools and Products	29
Monitoring & Follow-Up.....	29
Limitations, Potential Risks and Challenges.....	29
Study Timelines and Milestones	30
References	31

List of Tables

Table 1: Socio-ecological levels of teacher well-being.....	10
Table 2: Actual and Planned Sample Allocation.....	16
Table 3: Cases of schools for the Study.....	18
Table 4: Sample Selection for Qualitative Study.....	19
Table 5: Study Timelines and milestones.....	25

List of Figures

Figure 1: Conceptual framework for teacher well-being in low resource crisis contexts.....	11
Figure 2: Gantt chart showing the time schedule study.....	26

List of Acronyms

1. APHRC African Population and Health Research Center
2. CCRF Comprehensive Refugee Response Framework
3. DRC Danish Refugee Council
4. EiE Education in Emergencies
5. IDP Internally Displaced Person
6. IGAD Intergovernmental Authority on Development
7. FCV Fragile, Conflict and Violent
8. FCV Fragility, Conflict, and Violence
9. HC Host communities
10. INEE Inter-agency Network for Education in Emergencies
11. IRC International Rescue Committee
12. MHPSS Mental Health and Psychosocial Support
13. PPS Probability Proportional to Size
14. SCI Save the Children International
15. SDGs Sustainable Development Goals
16. TCCD Teacher Continuous Capacity Development
17. TPD Teacher Professional Development

- 18. UNHCR United Nations High Commissioner for Refugees
- 19. USAID United States Agency for International Development

Definition of Terms

Crisis and conflict-affected contexts: areas experiencing armed conflict, violence, displacement disrupting infrastructure, governance and security and culminating into widespread human rights abuses.

Equity: Redistribution of resources (human, institutional, and financial) in education to address systematic inequality in learning outcomes.

Gender: the socially constructed roles, behaviors, expressions, and identities of girls, boys, women, men, and non-binary people.

Host communities: a community that hosts large populations of refugees or internally displaced persons whether in camps, integrated into households or independently.

Host community teachers are teachers registered with the national teacher service, who work in host community schools or camp settings in countries or communities of asylum.

Internally displaced teachers are national teachers who have been displaced and are working in a host community school, or an IDP camp or non-camp settlement.

Mental well-being refers to how people feel about themselves, their lives, and ability to cope with everyday challenges. It includes resilience, satisfaction, self-esteem, and emotional balance.

Mental health refers to a person's emotional, psychological, and social functioning, including the ability to manage stress, work productively, and relate to others. It is often assessed clinically and can require medical or therapeutic intervention.

Refugees: People who have fled war, violence, conflict, or persecution and have crossed an international border to find safety.

Refugee camp: is intended as a temporary accommodation for people who have been forced to flee their home because of violence and persecution.

Refugee teachers: are refugees who have been employed to teach in the host community or camp or non-camp settlement schools.

Returnee teachers: are refugee or internally displaced teachers who, upon returning to their country or community of origin resume teaching.

Teacher well-being: encompasses how teachers feel and function in their jobs, including teachers' affections, attitudes, and evaluations of their work.

Abstract

Teachers are instrumental in ensuring safe and secure environments that support learner achievement and well-being especially in conflict-affected contexts. Yet these teachers, in need of mental health and psychosocial support themselves, often receive limited incentivization, professional development and income for basic needs like food to cope under these complex conditions. This is exacerbated by teaching conditions in overcrowded multilingual, multicultural, mixed-ability classrooms. Informed by Bronfenbrenner's (1979) socio-ecological model, this study seeks to establish the status of teacher well-being, including factors that affect it, psycho-social support mechanisms available, coping strategies and teachers' mental literacy with a focus on Garissa and Turkana counties. The goal is to generate evidence to inform teacher professional development as well as advocacy for policies and programs with relevant stakeholders at county and national levels, towards better support for teacher well-being in refugee contexts. We will conduct a rapid desk review for information on what works towards optimizing teacher well-being in refugee contexts within SSA. We will also use surveys and in-depth interviews with teachers for experiential perspectives as well as key informant interviews with head teachers and policy actors for administrative and policy insights respectively. Finally focus group discussions with women teachers will provide insights into the gender dynamics around teacher well-being.

Background to the Study

According to UNHCR (2024), 43.4 million people globally live as refugee and asylum seekers, of which 40% are school-aged children and youth. Refugee gross enrolment rates are currently at 38% for pre-primary, 65% for primary, 41% for secondary, and 6% for tertiary education (Pacifico, Ferrans, Almassri, & Kebe, 2024). Further, more than 14.8 million school-aged children are refugees, living in countries with limited resources to meet the educational needs of their own citizens (Falk et al., 2019; Mendenhall et al., 2017). Yet, education provides a possibility to anchor support towards the cognitive, social, and emotional development of affected children in emergency and Fragile, Conflict and Violent (FCV) contexts (UNHCR, 2017; Kirk & Winthrop, 2013).

Teachers are instrumental in ensuring safe and secure environments that support learner achievement and well-being in such contexts (Mendenhall, 2017; Riggs & Davidson, 2016). Yet these teachers, in need of Mental Health and Psycho-Social support (MHPSS) themselves, often receive limited incentivization, professional development and income to access basic needs like food and healthcare to cope under these complex conditions (McCallum et al., 2017). This is exacerbated by teaching conditions in overcrowded multilingual, multicultural, mixed-ability classrooms (Burns & Lawrie, 2015; Mendenhall et al., 2018; Wolf et al., 2015). Women teachers are disproportionately affected, given challenges like gender-based violence, insecurity, mobility and debilitating socio-cultural norms, as well as their roles as caregivers and educators (Frisoli & Smiley, 2018; Smiley, Moussa, & Brown, 2018). These challenges have affected women teachers' recruitment and retention culminating in severe women teacher shortages with significant implications for girls' access to role models (Smiley, Moussa, & Brown, 2018).

Teachers, particularly those affected by crisis situations, need support in developing their own social-emotional skills to address their emotional challenges, which in turn allows them to provide better cognitive, social, and emotional support, with equitable outcomes for their students and education systems (Mendenhall, Gomez, & Varni, 2018; Frisoli, 2013). Yet, a paucity of attention has been paid to teacher well-being with the emphasis on learners and community level experiences (Chopra and Adelman 2017; Dryden-Peterson et al. 2019). It is imperative to develop a better understanding of how to support teacher well-being in low resourced crisis contexts, given unprecedented levels of global displacement and pervasive protracted conflicts, with a proliferation of displaced children spending entire academic lives in displacement. This study will generate evidence on the well-being of refugee and host community teachers with a focus on Kenya, a country with one of the largest refugee populations in Africa (Concina et al., 2024).

Context of the Study

Kenya is a host country to one of the largest refugee populations in Africa, comprising approximately 616,887 registered refugees as of March 2025 (51% men; women 49%). Most of this population (52%) is children (0-17 years) (UNHCR, 2025). A significant number of refugees emanate from Somalia (53.5%), South Sudan (31.9%), Democratic

Republic of Congo 6.8%) and Ethiopia (4.5%). Almost half of the refugees in Kenya reside in Garissa- Dadaab camp (44%), 40% in Turkana-Kakuma camp and 16% in urban areas (mainly Nairobi). Like in the camps, refugees in host communities such as Kalobeyei Settlement live in informal settlements with an increased risk of cholera, measles, and other outbreaks due to poor water, sanitation, and hygiene infrastructure, experiencing similar shocks and stresses but without the same network of humanitarian support provided to refugees.

Kenya is signatory to international, regional, and national commitments that offer protection to refugees, including the right to education (Mendenhall et al., 2025). Indeed, despite the location of refugee schools in segregated camps refugee students access Kenya's competence-based education (Bellino & Dryden-Peterson 2019). The Djibouti Declaration on Regional Refugee Education (IGAD 2017), signed by the Ministers of Education from Djibouti, Ethiopia, Kenya, Somalia, South Sudan, Sudan, and Uganda, remains the most progressive policy for refugee inclusion. The Declaration explicitly foregrounds the rights of refugee teachers, highlighting the imperative to strengthen regional and national frameworks to promote their inclusion. It advocates improved pathways to certification, including equivalency mechanisms, fast-track training, continuous professional development, alignment of teacher salaries and conditions as well as attention to gender parity, which have implications for teacher well-being. However, the implementation of these action points across the IGAD member states remains a challenge. Kenya's national refugee inclusion framework for example, is largely silent on refugee teachers (Mendenhall & Falk, 2023).

Yet, these teachers work in overcrowded classrooms, with student-to-teacher ratios as high as 180 learners to one teacher, especially in lower primary, and which is exacerbated by limited scholastic materials and inadequate school infrastructure (Mendenhall et al., 2015). These poor working conditions have been aggravated by the low remuneration, heavy workloads, and the magnitude of learners' academic, psychosocial, and diverse linguistic needs (Nzoka & Onyango, 2021). Moreover, there are limited pathways for teacher certification, professional development opportunities, with even fewer teachers benefitting from on-the-job supervision and/or mentorship (Mendenhall, 2017).

The TeachWell Project

The TeachWell project, funded by the LEGO Foundation and the Grundfos Foundation, seeks to enhance the quality of inclusive education and teacher well-being in refugee and refugee-hosting communities in Kenya. The project, implemented in Turkana and Garissa Counties (both camps and host communities) over a period of five years (2023-2028), comprises two grants: Grant 1 (TeachWell Voices), led by Save the Children International (SCI), seeks to advocate changes in policy, participation, and financing, to improve the quality of instruction and wellbeing of refugee teachers. Grant 2 (TeachWell Unlocking Playful Learning), led by International Rescue Committee (IRC), seeks to strengthen quality, equitable and inclusive teacher continuous capacity development (TCCD), and supportive school environments for teachers and learners in refugee camps and refugee hosting communities in Kenya. This will be achieved through strengthening competencies and resilience of teachers, creating an enabling policy environment, developing safe and supportive school environments including

mental health and psychosocial support, access to water, sanitation, and hygiene (WASH) services) as well as increased resilience in schools during crises.

The Teacher Well-being Study

The upcoming teacher well-being study in Garissa and Turkana is strategically aligned with the core TeachWell project interventions, and will generate vital insights to inform their design, adaptation, and implementation in fragile and underserved settings.

First, the study will contribute directly to the **teacher capacity development** intervention by identifying the specific emotional, professional, and contextual challenges faced by teachers in these marginalized regions. Understanding possible challenges—such as high stress levels, lack of teaching resources, and exposure to trauma—will inform targeted strategies to strengthen teacher resilience and classroom effectiveness.

Second, the study will feed into efforts on **teacher professional development (TPD)** by uncovering teachers' needs and preferences for training models that are responsive to their realities. It will examine how professional development can incorporate psychosocial support, culturally relevant pedagogy, and context-specific leadership training to enhance job satisfaction and retention in remote counties.

Third, the study is foundational to the **mental health and psychosocial support (MHPSS)** intervention. It will document teachers' mental health burdens and coping strategies, while also identifying gaps in existing support systems. This evidence will guide the design of practical MHPSS models—such as peer-support networks, school-based counselling approaches, or referral systems—that can be piloted and scaled.

Fourth, by capturing how schools and teachers operate under conditions of chronic underfunding, insecurity, and displacement, the study will directly inform the **education system resilience** intervention. It will provide empirical evidence on what enables teachers to remain committed and adaptive in fragile settings, thus offering actionable recommendations for building school-level and systemic resilience.

Finally, given the presence of displaced populations and refugee-hosting schools in both Garissa and Turkana, the study will also contribute to the **enabling policies for refugee teachers**. It will explore the inclusion and well-being of refugee teachers and their integration into national systems. These insights will be instrumental in shaping advocacy and policy dialogue on inclusive, equitable support for all teachers, regardless of status.

In sum, the teacher well-being study will strengthen the design, contextual relevance, and effectiveness of all TeachWell interventions in Garissa and Turkana, providing possibilities for scaling up in Kenya and beyond.

Purpose of the Study

The teacher well-being study seeks to establish the status of teacher well-being within refugee camps and refugee hosting communities in Kenya, with a focus on Garissa and Turkana counties. The goal is to generate evidence to inform teacher professional development as well as advocacy for policies and programs with relevant stakeholders at county and national levels, towards better support for teacher well-being in refugee contexts.

Objectives of the Study

- i) Assess the status of teacher well-being and how it varies by gender and other demographic characteristics in refugee camp and host community schools in Turkana and Garissa, .
- ii) Examine the factors that influence teacher well-being in refugee camps and host community schools in Turkana and Garissa, and how it varies by gender and other demographic characteristics.
- iii) Identify mechanisms, if any, at the individual (e.g. coping strategies), school and community-level for supporting the well-being of teachers in refugee camp and host community schools in Turkana and Garissa.
- iv) Assess the extent that teachers in refugee camps and host community schools in Turkana and Garissa feel prepared to support teacher and learner well-being.

Research Questions

- i) What is the status of teacher well-being for refugee camp and host community schools in Turkana and Garissa? To what extent does teacher well-being vary by gender and other characteristics (e.g. displacement status, age, teaching experience)?
- ii) What factors influence teacher well-being in refugee camp and host community schools in Turkana and Garissa, and how do these vary by gender and other demographic characteristics?
- iii) What mechanisms, if any, exist for supporting the well-being of teachers in refugee camp and host community schools in Turkana and Garissa? What can be done to improve teacher well-being in these settings?
- iv) To what extent have teachers in refugee and refugee host community schools in Garissa and Turkana, been prepared to support their own, as well as their learners' well-being?

Significance of the Study

Teachers in refugee settings often work under intense pressure, including large class sizes, limited resources, curriculum uncertainty, exposure to trauma (their own and their students') as well as insecurity, poor living conditions, and professional isolation. They also face marginalization given the gross underpaid work, limited training opportunities and

inadequate general support. This has culminated into high turnover, undermining consistency, and continuity in their services.

Yet, as the backbone of education delivery in refugee settings, teacher well-being is especially critical as it not only correlates with students' academic achievement but also their social-emotional development, which is especially critical for displaced children who are most likely victims of trauma.

This study on teacher-well-being is significant in providing the opportunity to illuminate the impediments to their well-being, generating evidence to inform pathways for meaningful support. The findings promise to inform relevant policy and program design specifically through offering evidence-based guidance to primary stakeholders such as humanitarian agencies, NGOs, and education ministries in developing targeted interventions (e.g., mental health support, training, professional development) to support teacher well-being meaningfully and sustainably.

The study is aligned to continental and global commitments towards fostering equity and human rights, while promoting quality and inclusive education. These include Goal 4 Agenda 2063 (inclusive and equitable quality education), Sustainable Development Goals (SDG) 4 (quality education) and SDG 3 (good health and well-being) amongst others.

[A Conceptual Framework for Teacher Well-being](#)

We apply Falk et al.'s (2019) conceptual framework on teacher well-being in low resource, crisis, and conflict-affected contexts. The conceptual framework, which outlines the individual and contextual factors that support or hinder teacher well-being, is based on the existing research and evidence base on how teacher well-being and related factors promote or impede equity in access, retention, progression, and learning for both teachers and students in low resource, crisis, and conflict-affected contexts. It was developed using data from Kenya, refined through another study in Uganda and further validated during a presentation to over 45 academics, practitioners, policymakers, donors, and teachers during a USAID and Education Conflict & Crisis Network-sponsored workshop on teacher well-being at the Comparative and International Education Society (CIES) 2019 conference.

The framework applies Bronfenbrenner's (1979) a socio-ecological model of child development to recognize the interrelated environments, interactions, and relationships that contribute to teacher well-being. It organizes the environments, or levels, pertinent to teacher well-being into six levels – individual, school, community, national, regional, and global – and identifies factors across these levels that influence teacher well-being.

Table 1: Socio-ecological levels of teacher well-being

Level	Well-being factors
Individual (Teacher characteristics)	1. Gender 2. Displacement factors 3. Employment status 4. Level of education 5. Teaching experience 6. Coping mechanisms 7. Content knowledge 8. Cultural competence
School	1. Teacher student relationships 2. Peer relationships 3. School leadership 4. School resources
Community	1. Access to resources 2. Respect and recognition 3. Responsibility and duty
National	1. Policy environment a) Teacher management b) Compensation c) Certification and right to work d) Teacher professional development
Regional	
Global	

The conceptual framework also applies a protective and risk factor framing to recognize the dual nature of factors influencing teacher well-being. Protective factors (e.g. peer relationships, recognition), are individual or environmental attributes that provide possibilities of positive outcomes for the person and/or the system, while risk factors (e.g. conflict, disrespect) increase the likelihood of negative outcomes.

Finally, the conceptual framework identifies four main constructs, namely: teacher self-efficacy, job stress and burnout, job satisfaction, and social-emotional competence, often used by researchers and practitioners to measure or assess teacher well-being.

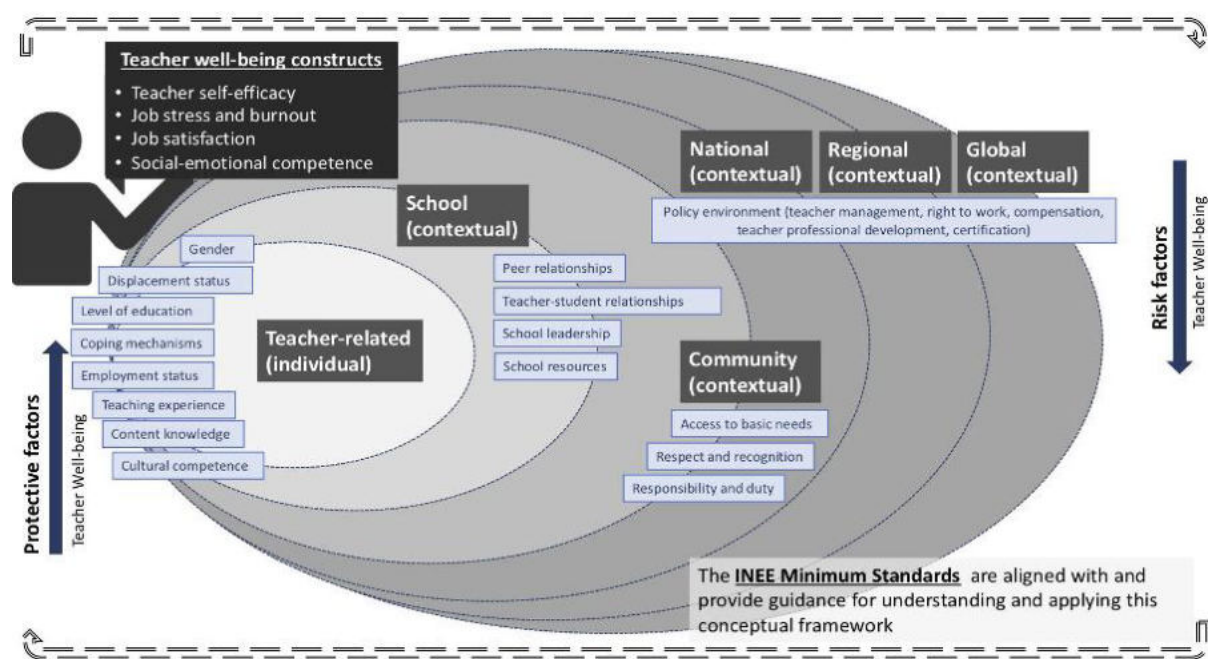


Figure 1: Conceptual framework for teacher well-being in low resource, crisis, and conflict-affected contexts

Overall, the cognizance of the interactions within and between factors as afforded by this framework will be critical in supporting the study to examine teacher well-being at different levels, also enabling the study to consider factors that might contribute both positively and negatively, to teacher well-being. The framework will also make it possible to generate recommendations towards more comprehensive support to teachers in refugee and crisis/conflict affected settings particularly in Kenya.

Methodology

This section comprises the research design, study setting, population, sampling considerations, methods of data collection, data management and analysis, measures of quality control, ethical considerations, gender equity and inclusion, and finally, strategies for research communication.

Research Design

We will use a cross-sectional concurrent mixed methods design with quantitative and qualitative approaches to conduct this study as expounded further in the section.

Study Setting

We will collect data from refugee camps as well as refugee hosting communities in Garissa and Turkana counties.

Garissa County

Garissa County, located in Northeastern Kenya along the border with Somalia, is home to a predominantly Somali population. The county is characterized by Islamic cultural and religious practices, which influence educational norms, particularly gender roles. Traditional values emphasize patriarchy, early marriages, and limited participation of girls in education, although these social norms are gradually evolving, especially in urban areas. Despite this, early marriage, safety concerns, and conservative views on co-education continue to affect school attendance, especially for girls. While Islam remains the dominant religion with teachings that broadly support education for both genders, the interpretation of these values often limits educational opportunities for girls, particularly in rural areas (UNHCR, 2023; UNHCR, 2022).

Dadaab, located within Garissa County, is a major refugee complex divided into four main camps: Dagahaley, Hagadera, Ifo, and Ifo 2. As of early 2025, the Dadaab refugee complex hosts over 413,000 refugees, primarily from Somalia. The camps are spread across a vast area and are home to a significant number of refugees, contributing to the pressure on local infrastructure, including education services. The educational system in Dadaab faces significant challenges, with 22 primary schools in the camps serving more than 31,000 learners (UNHCR, 2023).

In contrast, Garissa County's host communities are served by 217 primary schools, enrolling over 57,000 learners (UNHCR, 2023; Basic Education Statistics Booklet 2020). Despite this, the region's education system is strained due to overcrowded classrooms and a lack of teaching materials, contributing to high stress levels among educators. Additionally, language barrier, with Somali being the primary language of instruction, hinder literacy in both English and Kiswahili, further exacerbating educational challenges.

As of 2025, educational attainment in Garissa remains very low, with over 87% of host community members and 84% of refugees having never attended school (UNHCR, 2023). Girls' education remains a challenge, particularly in rural areas, despite broad community support for gender-equal education. Enrollment rates at secondary school levels are particularly low, with only 9% of school-age refugee children attending secondary school in Dadaab (UNHCR, 2023).

Turkana County

Turkana County, located in northwestern Kenya, is one of the country's most remote and underdeveloped regions. It borders South Sudan, Uganda, and Ethiopia and is characterized by arid climatic conditions, limited infrastructure, and poor access to essential services. The focus of this study is on Turkana West sub-county, which is home to both the Kakuma Refugee Camp and the Kalobeyei Integrated Settlement—two of Kenya's largest refugee-hosting areas in the County (UNHCR, 2023; UNHCR, 2022)

Kakuma Refugee Camp, established in the early 1990s, accommodates refugees from over 19 ethnic backgrounds, with the largest groups being from South Sudan (57%), Somalia (18%), and the Democratic Republic of the Congo (7%). The Kalobeyei Settlement, designed as a

more sustainable alternative to traditional camps, aims to foster socio-economic integration between refugees and host communities. Together, these areas house over 200,000 refugees and asylum-seekers.

The educational landscape in Turkana West is shaped by both opportunity and challenge. According to the 2020 Basic Education Statistical Booklet, the county has 471 primary schools, including both public and private institutions. Public schools in Turkana enroll 74,289 boys and 67,145 girls, while private schools enroll 4,667 boys and 4,108 girls. However, public schools suffer from a critical shortage of teachers, with a pupil-to-teacher ratio of 1:88, compared to 1:27 in private schools. In the refugee settings, there are 21 primary schools in Kakuma and 8 in Kalobeyei.

Overcrowding remains a significant concern in Turkana, particularly in the refugee camps, where schools such as PEACE Primary School in Kakuma enroll over 4,000 learners, with class sizes often exceeding 200 students of mixed ages and nationalities. Teachers, many of whom are recruited from the refugee population, face numerous challenges, including limited training, inadequate teaching materials, and poor infrastructure. Furthermore, recent humanitarian funding shortfalls, especially reductions in U.S. aid, have exacerbated resource constraints, leading to disruptions in food and water supply, which have also sparked community protests.

Population of the Study

The population will comprise teachers as well as members of the school community, who can provide information on teacher well-being: heads of institutions/head teachers, teachers and policy actors (education officials-Ministry of Education (MoE) and Teacher Service Commission (TSC)), teacher supervisors (curriculum support officers-CSO both from TSC and Lutheran World Federation (LWF) , Quality Assurance and Standards Officers-QASOs), and county directors of education. These respondents will provide information on teacher well-being within refugee and host community school contexts.

Eligibility Criteria

Inclusion Criteria

- Age 18 and above for teachers, head teachers, all education officials
- Teachers of learners of Grade 1-9 in refugee and host community schools
- Be affiliated to a refugee school or school in a refugee host community either as a teacher, head teacher or policy actor
- Have provided informed consent for adults above 18
- Willingness and ability to comply with study procedures.

Exclusion Criteria

- Head teachers, teachers, and learners in national schools outside refugee camp and host locations.

Sampling Considerations

This section provides information as regards the sampling procedure and techniques for both the quantitative and the qualitative sampling considerations. The sample as will be illuminated in the sections that follow comprises 1000 teachers (quantitative sample—see Table 2) and 74 participants (qualitative sample—see Table 4), which culminates in 1,074 in total.

Quantitative Sampling and Sample Design

The target population for the study includes all teachers working in public primary and junior secondary schools located in refugee camps and refugee-hosting communities in Turkana and Garissa counties, Kenya. According to the 2025 TeachWell (Teacher Continuous Capacity Development TCCD Baseline Survey, this population consists of approximately 5,786 teachers across 692 schools. Among them, 1,046 are refugee teachers working in 49 refugee-serving schools, including 22 in Dadaab, 21 in Kakuma, and 6 in Kalobeyei. The remaining 4,740 are national teachers working across 643 schools, which include both host community schools and refugee-serving schools.

The main objective of the survey is to understand the status of teacher professional wellbeing and the factors that help or hinder their well-being in refugee and host communities in Kenya. The study pays particular attention to refugee teachers and national teachers working in refugee and host community schools, with additional attention of women teachers across both groups. These groups were selected based on their relevance to workforce structure and policy priorities.

This study employs a stratified multistage cluster sampling design. The sampling frame is divided into four strata based on location (Garissa or Turkana) and school type (refugee-serving or host community). Within each stratum, schools are selected as primary sampling units using Probability Proportional to Size (PPS). Teachers are then sampled within selected schools in proportion to school size.

While the number of schools selected per stratum is defined in advance, the sampling strategy may be adjusted slightly to reduce travel time and fieldwork complexity. For example, fewer schools with larger staff sizes or schools in proximity may be prioritized where feasible.

Sample Size Determination

To generate meaningful and statistically valid estimates of teacher professional wellbeing, the sample size was calculated using standard assumptions for a proportion estimate at a 95% confidence level with a $\pm 5\%$ margin of error. Assuming maximum variability ($p = 0.5$), the required unadjusted sample size is:

$$n_0 = \frac{(1.96^2 \cdot 0.5 \cdot (1-0.5))}{0.05^2} = 384$$

Since the total number of eligible teachers in the study population is finite (5,786), a finite population correction was applied:

$$n_{adj} = \frac{384(5786)}{(384 + (5786 - 1))} = 360$$

The study aims to produce subgroup estimates for **four analytical groups**: refugee men teachers, refugee women teachers, national men teachers, and national women teachers. Based on the adjusted sample size of 360 per analytical group, **the ideal total sample would be 1,440 teachers.**

Surveying this many teachers would require covering about one-quarter of the total population, which is not feasible given the available budget, staffing capacity, and time constraints. It would also create challenges for training, coordination, and travel across remote and sometimes hard-to-reach schools. To make the study manageable while still meeting its analytical goals, the total sample size has been set at 1,000 teachers. This sample will allow for subgroup analysis across the four key groups, but with a trade-off: the margin of error for subgroup estimates will be wider than 5 percent. Specifically, for a subgroup size of about 250 teachers, the margin of error increases to approximately 6.2 to 7.0 percent, depending on the observed proportion and design effect. This level of precision is still acceptable for policy-relevant comparisons, especially given the study's focus on identifying major patterns and disparities in teacher wellbeing.

The sampling strategy prioritizes balanced representation across the four groups. While the confidence intervals for each subgroup will be slightly wider than in the ideal case, the design still provides reliable estimates while staying within the limits of what can be implemented in the field.

Disproportionate Allocation Across Refugee and Host Settings

To ensure that refugee teachers are adequately represented in the sample, the study does not allocate the 1,000 teachers strictly in proportion to population size. Instead, it uses a disproportionate allocation strategy that places greater emphasis on displacement status. Although refugee teachers make up only 18 percent of the total teaching workforce, they are central to the study's focus. As a result, 600 teachers will be sampled from refugee-serving schools and 400 from schools that primarily serve national teachers. This allocation allows for disaggregated analysis within the refugee group, including by gender and location (Dadaab vs. Kakuma/Kalobeyei), without inflating standard errors beyond acceptable limits. Sampling 50/50, by contrast, would have reduced statistical power for these subgroup comparisons and constrained the ability to examine heterogeneity among refugee teachers. In addition, this allocation is logistically feasible given the total number of refugee teachers (1,046), and consistent with the equity-driven nature of the study.

The 600 teachers to be sampled from refugee-serving schools are distributed across the two refugee strata based on the relative number of total teachers in each setting. Dadaab, for example, accounts for roughly 40 percent of all teachers in refugee settings. This results in an allocation of 240 teachers to Dadaab and 360 to the Turkana refugee schools. Similarly, the 400 teachers to be sampled from host community schools are distributed across Garissa and Turkana based on the relative number of teachers in each setting. Similarly, the 400 national teachers sampled from host community schools will be distributed between Garissa and Turkana in proportion to the number of teachers in each setting.

Within each refugee-serving stratum, the sample will include both refugee and national teachers. To maintain emphasis on refugee perspectives while acknowledging the presence of national staff in these schools, approximately 75 percent of the sample in each refugee stratum will be refugee teachers and 25 percent will be national teachers. Based on this ratio, the Dadaab sample of 240 teachers will include around 180 refugee teachers and 60 national teachers, while the Turkana refugee sample of 360 teachers will include approximately 270 refugee teachers and 90 national teachers. This means that out of the 600 teachers sampled in refugee settings, around 450 will be refugee teachers and 150 will be national teachers.

The table below presents the actual and planned sample allocation across the four strata. It includes the total number of teachers and schools per stratum, the share of refugee teachers, and the number of schools and teachers to be sampled in each area.

Table 2: Actual and Planned Sample Allocation

Stratum	Teacher Count (A)	School Count (B)	Number of refugee teachers (C)	Target Teachers	Target Refugee Teachers	Target National Teachers	Target Schools
Garissa - Host Community	1,287	217	0	114	0	114	20
Garissa - Dadaab Refugee	509	22	449	240	180	60	11
Turkana - Host Community	3,225	426	0	286	0	286	38
Turkana - Refugee (Kakuma + Kalobeyei)	765	27	597	360	270	90	13
TOTAL	5,786	692	1,046	1000	450	550	83

The number of schools to be sampled in each stratum is based on dividing the target number of teachers by the average number of eligible teachers per school. For example, in Dadaab, there are 509 teachers across 22 schools, resulting in an average of approximately 23 teachers per school. To reach the target of 240 teachers in Dadaab, the study will sample approximately 10 to 11 schools using Probability Proportional to Size (PPS). The same logic is applied to the other three strata, adjusting the number of schools based on average school size and teacher distribution.

Where possible, the number of schools may be reduced, and more teachers sampled within each school to increase efficiency and reduce logistical burden. Priority will be given to

schools with larger teacher populations and those located in close geographic proximity. In total, the study anticipates sampling approximately 83 schools across the four strata.

School and Teacher Selection Within Strata

Once the number of schools to be sampled in each stratum is determined, the actual schools will be selected using Probability Proportional to Size (PPS) sampling. A complete list of eligible schools will be compiled for each stratum, using teacher counts to guide selection. The total number of teachers will define school size.

Within each selected school, the number of teachers to be surveyed will be determined proportionally based on school size and the target sample for that stratum. This approach maintains balance while preventing oversampling from very large schools.

To support meaningful gender-disaggregated analysis, the sampling strategy will deliberately ensure the inclusion of women teachers across both refugee and host community schools. In settings where women teachers are underrepresented, purposive sampling may be applied to include all available women within selected schools. The remainder of the sample will then be filled by randomly selecting men teachers to meet the school-level target. This approach helps address known gender imbalances in the teaching workforce and ensures sufficient sample size for subgroup analysis. Any differences in selection probability introduced through purposive gender sampling will be corrected during analysis using post-stratification weights, preserving the validity and representativeness of the overall results.

Ensuring Representativeness Through Weighting

The use of proportional sampling and purposive oversampling for women refugee teachers introduces unequal selection probabilities. These will be corrected during analysis through the application of post-stratification weights. This ensures that the final data remain representative of the broader population and that estimates for key subgroups are statistically valid and unbiased.

Non-Response

While every effort will be made to achieve full participation, some level of non-response is expected during data collection. Non-response may occur either at the school level, where a selected school is unavailable or declines to participate, or at the teacher level, where individual teachers may be absent or choose not to respond.

At the school level, if a selected school cannot be reached or does not agree to participate, a replacement school will be drawn from the same stratum using the same PPS approach. Replacement will only be used after reasonable attempts have been made to reach the original school.

At the teacher level, field teams will attempt to reach selected teachers through follow-up visits when possible. If non-response persists, post-stratification weights will be used during analysis to correct for unequal response rates by school type, gender, and displacement status.

This approach helps protect the representativeness of the final data and ensures that the findings remain valid and useful despite occasional non-response.

Qualitative Sample Selection

Sampling Technique

We will use purposive sampling, that is selecting “individuals and sites for study because they can purposefully inform an understanding of the...central phenomenon in the study” (Creswell, 2007, p. 125). This will enable us to select relevant school sites from which the respondents will be purposively drawn. The schools/cases will comprise school characteristics that are associated with teacher well-being:

- School affluence/socio-economic status has a bearing on resources; ownership which in this context includes government, private and refugee schools; academic rating which could be on the spectrum between high and low; location which includes rural and urban; school composition which entails single sex and mixed schools; type of school which could be day, boarding or both and finally teacher-student ratio.
- We will select three schools (one government, one private and one refugee school considering the above characteristics) from the camps (Dadaab and Kakuma) and the host communities (Garissa host community (GHC) and Kalobeyei- Turkana host community (THC)). This will lead us to focus on 12 schools in all.

Table 3: Cases of schools for the Study

Cases	Government school	Private school	Refugee school
Dadaab	1	1	1
Garissa host community	1	1	1
Kakuma	1	1	1
Kalobeyei (THC)	1	1	1
Total	4	4	4

Qualitative Sampling Procedures

We will employ purposive sampling to select participants with experience and knowledge, to provide rich, relevant, and context-specific insights into teacher well-being in refugee settings of Garissa and Turkana in Kenya. The first point of reference for recruitment of county education directors, head teachers, teachers, curriculum support officers (CSOs) and Quality Assurance Support Officers (QASOs) will be the Lutheran World Federation (LWF). This organisation has so far played a critical liaison role between the TeachWell project consortium partners and school communities during previous interventions within the camps and host community schools.

- LWF will introduce us first to the county directors of education who will then confirm the proposed list of schools to be included amongst the cases of the study.
- The directors will in turn introduce the team to the CSOs and QASOs affiliated to the schools from whom we will seek voluntary participation and consent.
- The county directors of education will also introduce the team to the head teachers who will then introduce us to the teachers through a meeting, in which we will explain the study and request for voluntary participation and provide consent forms to affirm voluntary participation.

Sample selection

Sample size determination of the qualitative component of the study will be guided by data saturation, the point at which no new information or themes are observed. The sample pending saturation will comprise:

- 18 teachers (2 from the government, 2 private and 2 refugee schools from each camp of Dadaab and Kakuma-Kalobeyei; while we will select 1 from the government, 1 private and 1 from each host community of Garissa and Turkana);
- 36 women teachers (2 groups with at least 6 teachers from the government, 2 groups with at least 6 teachers from the private and 2 groups with at least 6 women teachers from the refugee schools from each camp of Dadaab and Kakuma, while we will select 1 group with at least 6 women teachers from each host community of Garissa and Turkana);
- 12 head of institutions (1 from the government, 1 from the private and 1 from the refugee school from each camp of Dadaab and Kakuma, as well as each host community of Garissa and Turkana);
- 2 education officials (1 from the MoE, and 1 from TSC);
- 4 CSO/QASOs-1 each from Dadaab, 1 Kakuma, 1 from each host community of Garissa and Turkana;
- 4 county directors (MoE/TSC) (2 from Garissa and 2 from Turkana County)

Table 4 (see below) shows a summary of the qualitative sample and the corresponding methods of data collection as explained in the sections that follow.

Table 4: Sample Selection for Qualitative Study

No.	Category	Data collection method	Dadaab Camp	Kakuma Camp	Garissa - HC	Turkana - HC	Sample
1.	Teachers (men and women)	In depth interviews	6	6	3	3	18
2.	Female teachers	Focus group discussions	2 groups (6 per group)	2 groups (6 per group)	1 group (6 women)	1 group (6 women)	36
3.	Heads of institutions	Key informant interviews	3	3	3	3	12
4.	Education Officials (MoE, TSC)	Key informant interviews	2				2

5.	CSOs/QASOs	Key informant interviews	1	1	1	1	4
6.	County directors	Key informant interviews	1	1	N/A	N/A	2
8.	Total						74

Methods of Data Collection

We will specifically use a desk review, survey, interviews and focus group discussions to collect the quantitative and qualitative data.

Desk review

We will conduct a rapid desk review to provide information on what works towards optimizing teacher well-being in refugee contexts within SSA. This will generate information on best practices that can be scaled to inform relevant interventions.

Survey

Data will be collected using structured questionnaires (Appendix A) designed in the REDCap mobile application. Research assistants will use password protected computer-android tablets for data collection. This will ensure confidentiality, privacy, and protection of study-related data. With support from the project data manager, the study tools will be designed with relevant edit checks to ensure accurate, consistent, and reliable data collection.

The survey is powered to provide meaningful estimates of teacher professional well-being. The survey includes multiple Likert-scale items measuring different aspects of teacher wellbeing, including stress, motivation, and emotional and physical health. These items will first be examined for internal consistency within domains using reliability tests such as Cronbach's alpha. Where appropriate, additive scores will be constructed by summing standardized item responses within each domain. If items demonstrate strong inter-item correlation across domains, an overall composite index may be computed either as a simple sum or through dimensionality-reduction techniques such as factor analysis. All steps in index construction, including reliability assessments and any weighting decisions, will be transparently reported in the analysis documentation.

Interviews

We will use in-depth interviews (Appendix B) with refugee teachers and teachers in host communities as the primary respondents of the study. This will provide insights into teacher well-being from an experiential perspective. We will also conduct key informant interviews (KIIs) with heads of Institutions/head teachers (Appendix C) to provide insights into teacher well-being from a school administration perspective. Additionally, KIIs (Appendix D) with policy actors (officials from the MoE and TSC at county and refugee host sub-counties), will also provide information on teacher well-being largely from a policy perspective. All the interviews will take approximately 1 hour, which will be recorded with permission from participants. The interviews will inform our understanding of contextual conceptualization of teacher well-being, highlighting which factors are most relevant to consider in designing research, programs, and policies to support teachers in these settings.

Focus Group Discussions

The team will conduct focus group discussions (FGDs) with women teachers (Appendix E) as well as men teachers (Appendix F), who will provide insights into the gender dynamics around teacher well-being in the refugee and refugee hosting counties. The FGDs, which will take approximately 1 hour and 30 minutes, will be recorded with permission from participants.

Data Management and Analysis

Quantitative Data Analysis

The analytical strategy will be carried out in three stages: (1) descriptive analysis, (2) bivariate and subgroup comparisons, and (3) multivariate econometric modeling. This phased approach will allow for a progressively deeper understanding of the relationships between teacher characteristics, institutional environments, and wellbeing outcomes.

Descriptive statistics will summarize teacher characteristics, institutional contexts, and reported wellbeing outcomes. Key indicators, including stress levels, burnout symptoms, job satisfaction, and intentions to stay in the profession, will be calculated both overall and disaggregated by factors such as displacement status, gender, county (Garissa vs. Turkana), school type (refugee-serving vs. host community), and integration into national systems (e.g., certification, use of the national curriculum, government contracts). Frequency distributions, means, medians, and proportions will be utilized based on the type of variable. Additionally, composite indices (e.g., stress index, access to professional development index) will be created using additive scores and validated through internal consistency checks (e.g., Cronbach's alpha).

Bivariate and Subgroup Comparisons: Key relationships of interest—such as the effect of displacement or gender on stress levels or job satisfaction—will first be explored through bivariate analyses. Chi-square tests will be used for categorical outcomes, while t-tests or ANOVA will be employed for continuous variables, complemented by non-parametric tests as robustness checks. These comparisons will help identify whether stressors, resource access, and intentions to stay vary significantly across groups, particularly between men and women refugee teachers and their host community counterparts.

Multivariate Analysis: Logistic Regression Models

We will use logistic regression models to examine the factors associated with teacher well-being in both refugee and host community schools. The models will focus on four main outcomes: high levels of stress or burnout, intention to leave the profession, low job satisfaction, and low motivation.

These outcomes are constructed from teachers' self-reported experiences—such as emotional strain, plans to leave teaching in the next five years, feelings of regret about their career choice, or diminished drive and enthusiasm for their work.

The models will include a range of predictor variables captured in the survey, including gender, displacement status, contract type, payment regularity, workload, class size, and years of teaching experience. Additional variables will reflect teachers' access to professional development, support from school leadership, participation in decision-making, peer collaboration, and perceived respect and recognition within the school and broader community.

Interaction terms—such as gender by displacement status or professional development access by displacement status—will be included where theoretically justified, to explore whether key associations vary across subgroups. All models will adjust for the clustered sampling design and will apply post-stratification weights as needed to restore representativeness.

This approach allows us to estimate how personal and institutional conditions shape teacher well-being, while also identifying meaningful differences across groups that can inform targeted policy and programming.

Qualitative Data Analysis

The qualitative audio data obtained from the IDIs, KIIs and FGDs will be transcribed, typed, and edited to produce written transcripts, which will then be read to familiarize the team with the data. This will generate some initial thoughts about the data at this stage, which the researchers will begin documenting. Coding the transcripts will then follow, using Nvivo, to segment sentences and/or paragraphs into categories as informed by the literature, patterns within the transcript and/or intuitive interpretations. We will develop a codebook to be used to code all the transcripts. It will contain a list of codes, their definitions, labels, information on code use, and an example of a quote to illustrate the code. The researchers will use the codebook for coding the data to maximize coherence among multiple coders. We will develop codes for both categories that fit the predictable pattern, as well as those that are unusual patterns and/or surprising—but are of conceptual interest. We will then use the coding to and conduct thematic analysis which will generate themes, that will appear as major findings on teacher well-being in refugee and refugee host communities in Garissa and Turkana in Kenya

Data Management Procedures

Data will be downloaded from the REDCap system, de-identified, and processed for analysis. Routine data management will involve the design and execution of weekly queries to identify and resolve data quality issues in a timely manner. These queries will be shared with research assistants for the correction of erroneous or incomplete entries.

Following data cleaning, a well-labelled and de-identified dataset will be handed over to the project statistician for analysis. To ensure secure storage and confidentiality, a backup of the dataset will be maintained on a cloud-based, password-protected server, accessible only to the study team and designated investigators from APHRC, Save the Children International (SCI), and the International Rescue Committee (IRC).

Measures of Quality Control

For purposes of quality assurance, we will use measures of validity and reliability for the quantitative data as well as trustworthiness and credibility for the qualitative data as explained in the next section.

Validity and Reliability

Internal consistency of composite indices (e.g., stress, job satisfaction, inclusion) will be assessed using Cronbach's alpha. A threshold of 0.70 or higher will be considered acceptable for scale reliability. Enumerator training will include standardized protocols for question administration to reduce interviewer bias and ensure consistency across enumerators.

In instances where responses require enumerator judgment or manual coding—such as open-ended questions, teacher role classifications, or qualitative notes—inter-rater reliability (IRR) will be assessed. A random sample of responses will be independently coded by multiple enumerators and the degree of agreement will be measured using appropriate reliability statistics.

Content validity will be ensured through the careful alignment of survey items with well-established constructs from the literature on teacher stress and wellbeing in crisis contexts. Construct validity will be assessed by examining inter-item correlations and factor structures where appropriate (e.g., exploratory factor analysis for wellbeing indices). Pilot testing will also be conducted to refine the questionnaire for clarity, comprehension, and cultural appropriateness.

Pilot testing will also be conducted to refine the questionnaire for clarity, comprehension, and cultural appropriateness. This will be done in a small number of schools located in Garissa and Turkana counties, which are not part of the final study sample. Specifically, one refugee-serving school and one host community school will be selected per county. Teachers from both refugee and host communities will participate in the pilot, ensuring that the tool is tested in settings that closely reflect the diversity of the target population while avoiding contamination of the main study sample.

Trustworthiness and Credibility

Through prolonged engagement in the field, we will build trust with the participants to generate rich data. Triangulation, using multiple sources (teachers, head teachers, policy actors), as well as methods (desk review, surveys, interviews and FGDs), will be used to corroborate findings across the refugee camps and refugee hosting counties. We will also make use of peer review and/or debriefing, using experts in the field of teacher well-being as well as other stakeholders to provide an external check of the research process, including validation of the findings. Using member checking, we will take data, analyses, interpretations, and conclusions back to the research respondents so that they can check the credibility of the account. Finally, we will present our study using a rich, thick description to allow readers to make decisions regarding transferability of the findings.

Ethical Considerations

The first phase of ethical review will be the institutional review boards of the partner organizations—African Population and Health Research Center (APHRC), International Rescue Committee (IRC) and Save the Children International (SCI). These committees will review the protocol and the research tools to ensure scientific soundness, safety and well-being of human participants and ethical rigor. The protocol will then be submitted to the Daystar University for ethics approval, after which we will obtain approvals from the National Commission for Science, Technology, and Innovation (NACOSTI) and Garissa and Turkana County governments respectively. After receiving ethical clearance from this board, the research team will obtain a letter of authorization from the Ministry of Education, to access schools and targeted educational stakeholders. We will work closely with the local County Directors of Education to access the schools. During the school visits, we will request permission and/or consent from all the designated school leaders, teachers, government, and policy actors before initiating any data collection. Throughout the consent process, each research participant will receive a comprehensive explanation of the study's objectives to fully comprehend the purpose of the study and their role. This will include emphasizing voluntary participation, and withdrawal from the study, and assured confidentiality through use of pseudonyms. Incentives in the form of monetary reimbursement of costs associated with participation will be offered to facilitate participation. The incentive will be adequately described in advance to avoid disappointment. If we identify participants with psychosocial issues during data collection, we will ensure that they are referred to appropriate services within the health system. Research enumerators will be trained to identify signs of distress to support the referral process. Data protection will be ensured through holding personal data confidentially with non-disclosure except for legal purposes, in which case participants will be informed about the processing of their personal data. The data will also be stored on password-protected computers to restrict third party access.

Access to identifiable data will be strictly limited to the core research team, including the principal investigator, project manager and designated research assistants. Any individuals accessing the data will be required to sign confidentiality agreements and be trained in data protection procedures. All the transcribers will work only with de-identified data. Data security will be ensured through storing all electronic data on encrypted, password-protected devices and secure servers approved by APHRC, which will be the host institution. Hard-copy data (e.g., signed consent forms or handwritten notes) will be stored in secured locked cabinets at APHRC premises to prevent unauthorized access. Further, data retention, following study completion and, in accordance with APHRC research guidelines, will be retained for a period of five years. During this time, access will remain restricted, and usage will be guided by the study's ethical protocols. Finally, data destruction will be conducted securely, permanently deleting it using data-shredding software; Physical documents on the other hand, will be shredded and disposed of via secure waste disposal services. Any data archived for future research will be coded to maintain participant anonymity.

Gender Equity and Inclusion Considerations

We will integrate gender, equity and inclusion throughout the project, and gender will be conceptualized using an intersectional lens. This will make it possible to take markers of

disadvantage/exclusion such as sex, disability, socio-economic class into consideration to address the unique experiences of the diverse populations in the refugee and refugee hosting communities in Garissa and Turkana. Further, the research team will comprise diverse men and women researchers, with the capacity to collect, analyze, report, and disseminate sex-disaggregated data. Additionally, we will recruit a gender diverse sample (e.g. persons with disability, varied age, socio-economic and education) making it possible to capture diverse experiences. Further still, in addressing gender-based risk associated with this study, we will anticipate and map possible gendered harm for each category in the population, to devise measures to mitigate harm. In our interactions and reporting throughout the project, we will use terms that challenge conscious and unconscious bias—avoiding expressions that perpetrate bias against any group of people and remaining open to continual learning to support the adoption of culturally sensitive gender inclusive language. In addition, our study will have gender transformative outcomes—highlighting and challenging harmful sociocultural gender norms and stereotypes affecting teacher well-being.

Dissemination and Stakeholder Sensitization Plan

We will ensure the findings from the teacher well-being study are widely shared, discussed, and used to inform education policy and programming at national, county, and global levels. The dissemination and sensitization sessions will make it possible to inform key stakeholders at national, county, and school levels about teacher well-being in refugee contexts. They will also provide opportunities to build strategic alliances for uptake and application of findings across education and humanitarian sectors, contributing evidence to national, regional, and global dialogues on teacher well-being to inform teacher support policies and practices in fragile and refugee-hosting contexts. This will entail inclusive, and targeted dissemination and engagement with diverse stakeholders using varied strategies.

Stakeholder Mapping

Stakeholder mapping will be conducted to include enrich the stakeholder inventory which currently comprises diverse actors at national, county, school and regional/international levels as shown below:

Level	Stakeholders
National	Ministry of Education (MoE), Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD), Development Partners Group on Education, UNICEF, UNESCO, NGOs (e.g., Windle Trust, NRC, LWF)
County	County Directors of Education (CDEs), Sub-County Education Officers, Teacher Service Commission County Directors, Department of Refugee Services (DRS) County Reps, Local NGOs and education coalitions

Level	Stakeholders
School-Level	Headteachers, Boards of Management, Teachers (including refugee teachers), student peer leaders
Regional/International	Inter-agency Network for Education in Emergencies (INEE), UNHCR, UNESCO-IIEP, Education Cannot Wait (ECW), Global Partnership for Education (GPE), Global Refugee Forum (GRF) 2025, African Union education clusters

National Level Dissemination and Sensitization

We will share key findings with diverse stakeholders and generate dialogue on their implications as follows:

- **National Dissemination Workshop** in Nairobi (MoE, TSC, DRS, NGOs, donors, media)
- **County Dissemination Workshops** in Garissa and Turkana (targeting local education officials, school leaders, teachers, CSOs)
- **Regional Webinar** co-hosted with INEE or GPE focusing on East African displacement contexts
- **Media Engagement:** Op-eds, radio interviews, and social media threads on teacher well-being
- **Local Conferences Presentations** e.g. Aga Khan Conference, Kenya Education Management Conference

Global Engagement

These sessions, which will position Kenya's evidence and experience within global education and displacement dialogues, will entail several activities

- **Presentation at the Global Refugee Forum (GRF) – December 2025:** Contribute to teacher well-being and inclusion discussions through panel participation, side events, or evidence submissions.
- **Global Education Cluster and INEE Roundtable:** Present cross-context lessons and best practices
- **Integration into Kenya's GRF Pledges and National Strategy** on inclusive education
- **Submission of Findings to International Publications,** UNHCR education reports, and Education Cannot Wait (ECW) platforms
- **Presentation at Global Conferences** such as the Comparative and Inclusive Education Society (CIES) conference which will focus on peace education

Communication Tools and Products

We will develop research and learning products tailored to diverse audiences to reach all target all stakeholders using relevant tools.

Tool	Target Audience
Technical Report, Journal Article	Researchers, policy analysts
Policy Briefs (3–5 pages)	Policymakers, donors, TSC, MoE
Executive Summary (2-pager)	School heads, County Officers
Infographics and Slide Decks	Public presentations, webinars
Short Video/Testimonial Clips	Social media, regional events
Webinar Recordings & Podcasts	Regional/global networks
Blogs, op-eds	Parents, students, communities

Monitoring & Follow-Up

- Hold **follow-up meetings** with MoE, TSC, and county education officers to track use of findings in planning and policy.
- Prepare a **policy influence report** summarizing uptake and use of study evidence.

Limitations, Potential Risks and Challenges

Low participant response rates may reduce the power of the study. We aim to achieve effective participant sensitization by clearly informing participants of the study's purpose while emphasizing the direct benefit of informing policy and practice towards teacher well-being in refugee and refugee hosting communities in Kenya. We will also use voluntary participation when recruiting participants to ensure that participants are not pressured to enroll in the study.

Lack of or limited support from policy stakeholders may affect the roll out of the study through encumbrances to access to schools, head teachers and teachers. We will involve officials from the county governments, MoE and TSC in protocol review presentations and feedback, to obtain goodwill and buy-in of the project, and we will leverage existing relationships established from earlier work.

To mitigate the risk of potential data exposure or leaks, we will discuss compliance with privacy and accountability among study participants. All members of the study team will sign a data confidentiality agreement.

There is a risk of the team getting short-staffed if a team member leaves or becomes unavailable during the project implementation period. To mitigate this risk, we will ensure that project documents are accessible to all team members to ensure project continuity.

Finally, the focus on well-being risks triggering negative experiences, including distress. We will support the respondents by referring them to appropriate services within the health system.

Study Timelines and Milestones

The study will be conducted for 12 months – 3 months for project pre-planning activities; 1 month for data collection; 3 months for data analysis; 3 months for report writing, 2 months for post study activities including stakeholder engagement and developing research and learning products.

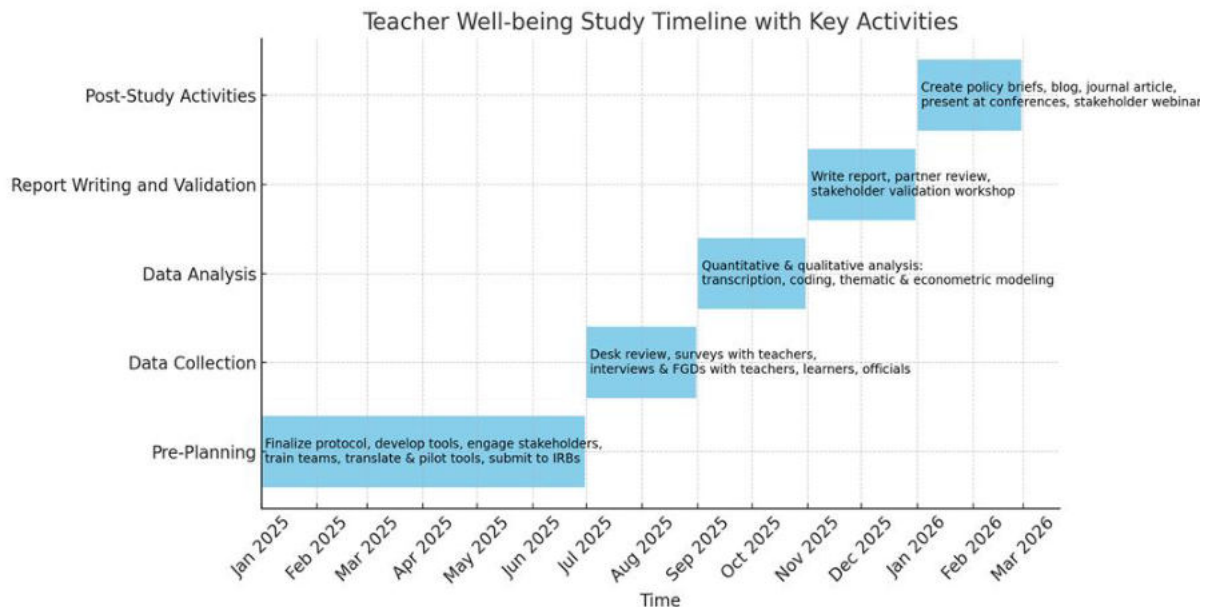
Table 5 below presents a summary of the key activities and corresponding timelines for each phase of the Teacher Well-being study.

Table 5: Study Timelines and milestones.

Phase	Timeline	Key Activities
Pre-Planning	Jan – June 2025	- Finalize study protocol - Develop data collection tools (survey, interviews, FGDs) - Engage stakeholders (MoE, counties, TSC) for feedback on the protocol and tools - Recruit and train field teams - Translate and then pilot the tools - Submit the protocol to the internal IRBs (APHRC, IRC, SCI) - Submit the protocol to external ethical committees (Daystar University, NACOSTI)
2. Data Collection	July – Aug 2025	- Desk review - Quantitative surveys with teachers - Qualitative interviews and FGDs with teachers, head teachers and policy actors
3. Data Analysis	Sept– Oct 2025	- Quantitative data analysis (descriptive analysis, bivariate and subgroup comparisons, and multivariate econometric modeling) - Qualitative data analysis (transcription, coding, thematic analysis)
4. Report Writing and Validation	Nov- Dec2025	- Writing the technical report - Sharing drafts with partners for review and input - Convening workshop with relevant stakeholder to validate the report
5. Post-Study Activities	Jan- Feb2026	- Developing research and learning products (policy brief, blog, journal article) - Conference presentation - Learn shop/webinar with stakeholders (MoE, TSC, NGOs, county education officials)

Figure 2 (below) presents a Gantt chart that provides a visual representation of the study activities and their corresponding timelines across each phase of the Teacher Well-being study.

Fig 2 Gantt chart



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- 32.