

Teacher Baseline Assessment Report

Turkana and Garissa Counties

February 2025



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Executive Summary

The Teacher Baseline Assessment highlights the status of teacher preparedness, practices, and support in refugee and host community schools across Garissa and Turkana counties. Findings indicate that 85.7% of teachers were confident and/or very confident in teaching the Competency-Based Curriculum (CBC), yet gaps remain in applying learner-centered pedagogy and supporting learners with differing abilities. For instance, 50.8% of teachers integrated play in lesson plans sometimes, while only 44.05% did so consistently, pointing to irregular adoption of play-based learning. Teachers reported moderate stress, with 26.0% citing no stress from inadequate salary, while 24.8% reported much stress and 19.9% extreme stress. Administrative support was uneven: while 59.0% agreed that time was allocated for collaboration, only 47.1% agreed that administration rewarded teachers. Despite these challenges, intrinsic motivation remained high, with 55.7% strongly agreeing they had a passion for teaching and 47.7% agreeing they complete work without reminders. Mental health challenges were reported by 36.1% of teachers overall, with higher prevalence in Turkana (46.3%) compared to Garissa (22.3%), and in refugee schools (45.1%) compared to host community schools (32.0%). Importantly, the effects of mental health issues on work performance were more pronounced in Turkana (44.4%) and in refugee schools (37.6%) than in Garissa (16.5%) and host community schools (27.7%), signaling context-specific vulnerabilities. While 42.0% of teachers who experienced mental health issues sought help, the uptake of services was uneven, with higher help-seeking in Turkana (59.3%) and refugee schools (45.9%) compared to Garissa (23.6%) and host schools (40.1%). This baseline establishes critical evidence to inform interventions aimed at improving teacher capacity, well-being, and learner outcomes.

Key Findings

Teacher Practices

- 48.9% of teachers had knowledge of Learning through Play (LtP) to a good extent, while 35.5% had LtP knowledge to a great extent.
- 51.4% of teachers had confidence in playful learning to a good extent, while 38.2% had playful learning confidence to a great extent.
- 48.6% of teachers were using playful learning to a good extent, while 40.7% use playful learning to a great extent.
- 52.6% could identify learners' social-emotional limitations to a good extent, and 32.1% to a great extent.



- 50.8% of teachers integrated play in lessons sometimes, while only 44.05% did so all the time.
- Songs (28.39%) and dramatization (19.52%) were the most common play-based methods, while card activities (11.69%) and other methods (0.63%) were least used.

Teacher Motivation & Stress

- 85.7% of teachers were confident and/or very confident in teaching CBC.
- Stressors included inadequate salary (24.8% much stress; 19.9% extreme stress), workload (18.3% much stress; 11.9% extreme stress), and large class sizes (19.6% much stress; 15.0% extreme stress).

Teacher-Pupil Relationship

- 93.3% of teachers agreed and/or strongly agreed they help struggling pupils.
- 95.5% of teachers agreed and/or strongly agreed they encourage shy pupils.

Peer Collaboration

- 91.7% of teachers agreed and/or strongly agreed they have peer problem-solving at school.
- 97.6% of teachers agreed and/or strongly agreed they maintain peer respect.

Administrative Support

- 59.0% of teachers agreed administration allocated collaboration time, but only 47.1% agreed that administration rewarded teachers.
- 86.5% of teachers agreed and/or strongly agreed that the administration supported solving professional problems.

Mental Health Prevalence

- 36.1% of teachers overall reported ever experiencing mental health issues.

Impact of Mental Health on Work

- Overall, 30.9% of teachers reported that their mental health issues affected their work.

Help-Seeking for Mental Health Issues

- Overall, 42.0% of teachers sought help, while 58.0% did not.

Background and Introduction

The Teachers Baseline Assessment was designed to establish the pre-intervention status of teachers in terms of knowledge, skills, competencies, and resilience, which constitute the primary outcomes that the project seeks to deliver. During the Teachwell project inception phase, Key Performance Indicators (KPIs) were developed to benchmark progress of the project's implementation. These indicators, aligned to the project's theory of change and the Teacher Continuous Capacity Development (TCCD) framework, are intended to assess immediate results and track performance throughout the project lifecycle. The Monitoring, Evaluation, Accountability, and Learning (MEAL) plan outlines a structured mechanism for measuring progress at different points, depending on the nature of change anticipated and the integration of new teacher cohorts.

The baseline assessment plays a dual role of both programmatic measurement and research. On one hand, it provides essential data to set indicator targets, many of which require baseline evidence to establish realistic benchmarks. On the other, it embeds a research element from the design stage, incorporating selected questions from the project's research and learning agenda. This dual approach ensures that data generated is not only useful for routine monitoring but also contributes to evidence building, adaptive programming, and future scaling.

Objectives

- i. Formative analysis of implementation context in Garissa and Turkana including schools, communities and key stakeholders.
- ii. Generate comprehensive data on teacher entry behavior, knowledge, skills as well as assess application of child-centered methodologies and mental health and psychosocial support (MHPSS).
- iii. Generate baseline values for the project performance indicators for the first cohort of teachers in TCCD training.
- iv. Identify key opportunities and challenges which may affect the implementation of the proposed project activities.
- v. Provide recommendations to inform and refine TeachWell programming strategies

Methodology

Methods of Data Collection

The assessment adopted individual response level interview. A questionnaire was used to interview respondents. Meanwhile, grades 1 to 3 teachers of Kiswahili, Mathematics and English language were interviewed as the target respondents.

Sample Size

Sample size was 315.

Yamane's sample size formula for known population=

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the desired sample size,

N is the TCCD cohort 1 teachers known population,

e is the margin of error, and

The margin of error is 5% at 95% confidence level.

Therefore,

Sample size(n) = $1500/1500(0.05)^2=315$.

Meanwhile, $315(\text{sample size}) + 10\%$ (sample size adjustment for any eventuality) = 347.

Sampling Criteria

Teachers were selected for interviews from all sub counties of Turkana and Garissa Counties and Sub Counties were assumed as clusters with sub county wards as sub clusters. Public primary schools from all the wards were randomly sampled and included in the assessment except those falling within insecure regions like Hulugho and Liboi regions of Garissa County. Non probabilistic purposive sampling was used to include only public primary school teachers in the assessment. Meanwhile, teacher gender and teaching subject balance was considered for every school during interviews.

Data collection was conducted at the school level, and grades 1 to 3 teachers of Mathematics, Kiswahili and English languages were purposively interviewed. A total of 327 responses were collected from grade 1 to 3 teachers of Mathematics, Kiswahili and English from 153 (66 Garissa County, 87 Turkana County) primary schools during the data collection exercise. This covered 6 sub counties from Turkana County (Loima, Turkana West, Turkana South, Turkana North, Turkana East and Turkana Central) and 6 Sub Counties from Garissa County (Lagdera, Mbalambala, Garissa Township, Dadaab, Fafi, and Ijara). The 153 primary schools were drawn from 39 (18 Dadaab, 21 Kakuma) refugee camp schools and 114 (48 Garissa County, 66 Turkana County) host community schools.

Data Collection Tools and Devices

The assessment questionnaires consisting of the grades 1 to 3 teacher level questionnaire, Headteacher level questionnaire and classroom observation questionnaire were developed and



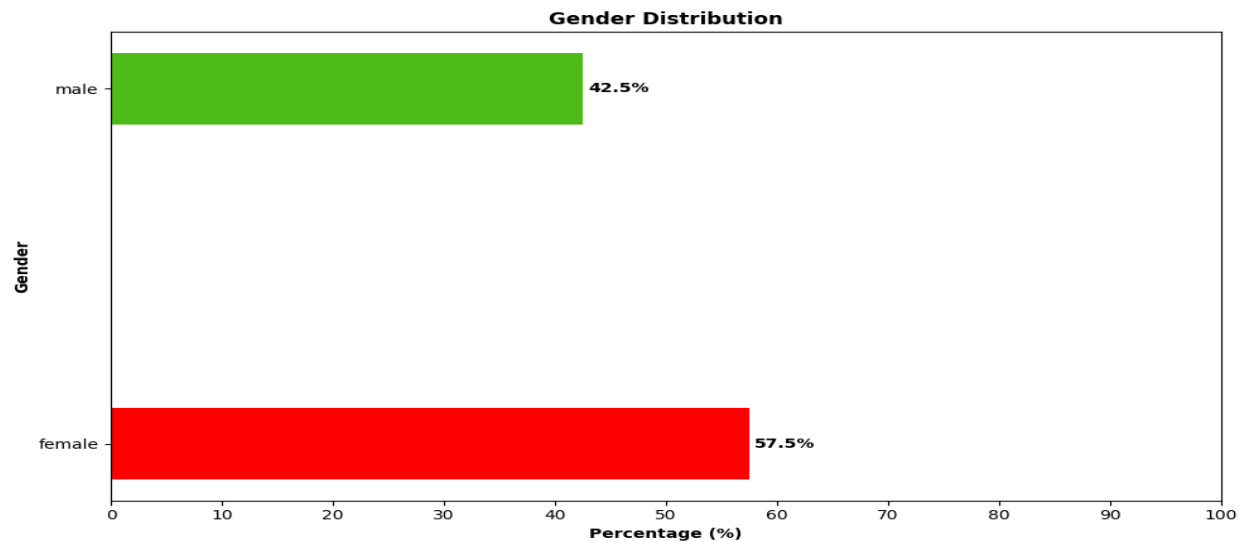
commcare tool digitization conducted. Data collection of the teachers baseline assessment was conducted using tablets. CommCare Computer Application Programming Interface (CAPI) with Commcare HQ server were used. Data Enumerators interviewed the teachers, under the supervisory leadership of their respective team leaders.

Data Analyses Methods

Frequency analysis, cross tabulations, data visualization plots, and multiple response analysis were conducted. Microsoft Excel, Microsoft PowerBI and Python programming were used in analyses.

Results and Discussions

Teacher Gender Distribution

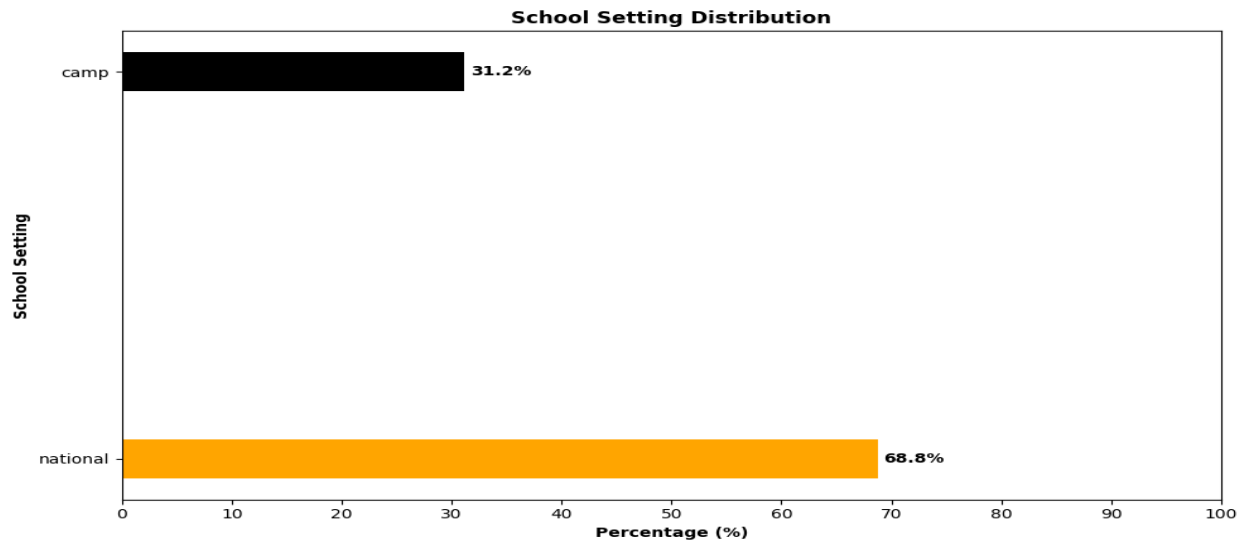


The demographic analysis of teachers who participated in the baseline assessment revealed a gender distribution that was skewed slightly towards female teachers. Specifically, 57.5% of the sampled teachers were female, while 42.5% were male. This finding suggests that the teaching workforce in Garissa and Turkana counties is predominantly female, reflecting broader national and regional trends in the education sector where women tend to be more represented in teaching professions, particularly at the foundational levels.

The relatively higher proportion of female teachers may have important implications for both classroom dynamics and learner outcomes. Research has shown that female teachers often play a critical role in fostering inclusive learning environments, particularly for girls, by serving as role models and reducing gender-related barriers to education. On the other hand, the lower proportion of male teachers could point to challenges in attracting and retaining men in the teaching profession in these counties, which may be influenced by socio-cultural factors, career preferences, or recruitment patterns.

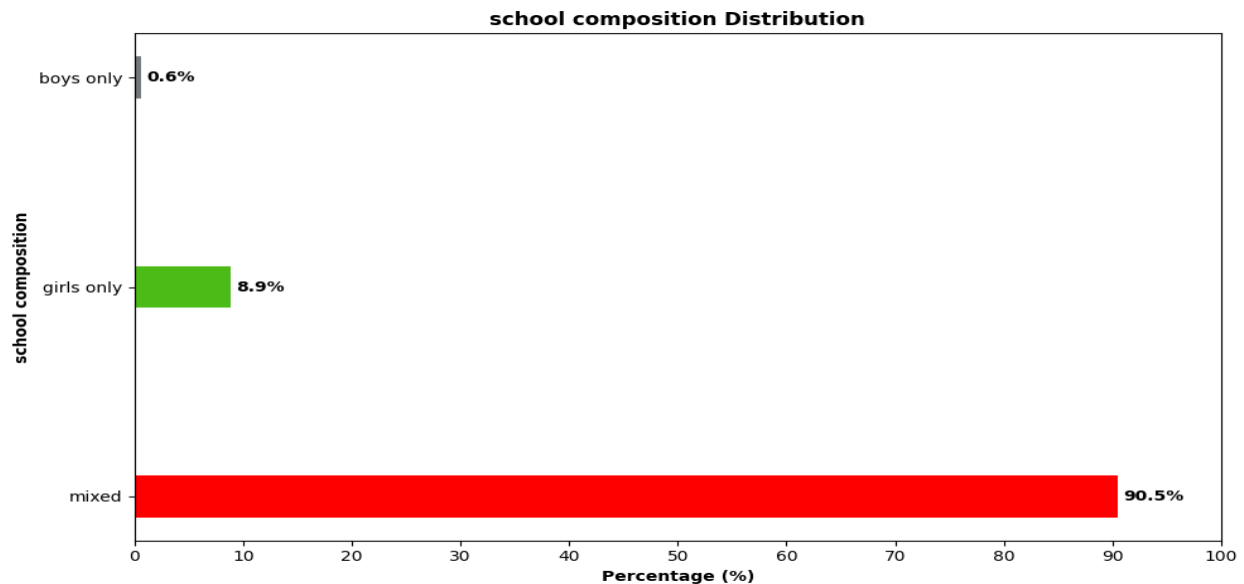
This gender distribution also provides important context for interpreting other findings from the baseline assessment, such as teacher professional development needs, classroom practices, and learner engagement. Understanding the gender composition of the teaching workforce is therefore essential for designing targeted interventions, ensuring gender responsiveness in teacher training, and promoting a balanced representation in the education system.

School Setting Distribution



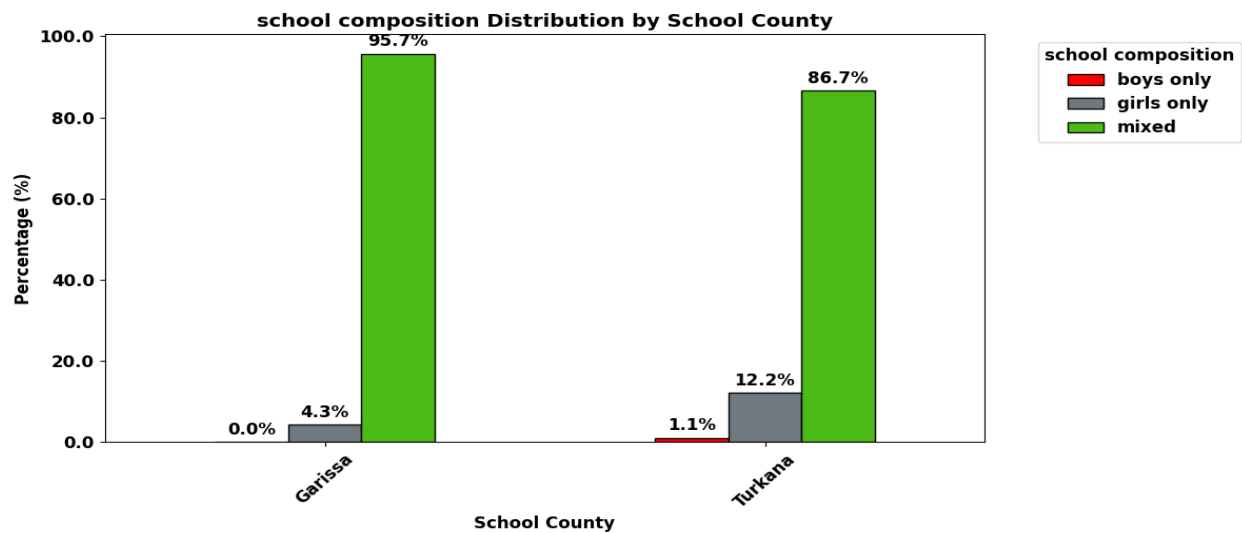
The baseline assessment further revealed that many of the teachers, 68.8%, were drawn from host community schools, while 31.2% were from refugee schools. This distribution highlights the significant role host schools play in providing education within Garissa and Turkana counties, which host large refugee populations. The higher representation of host schools may reflect their greater overall numbers compared to refugee schools, as well as the larger population of host-community learners they serve. However, the substantial proportion of teachers from refugee schools underscores the importance of including refugee education in the assessment, given the unique challenges faced in these contexts, such as limited resources, overcrowding, and the need for psychosocial support.

School composition



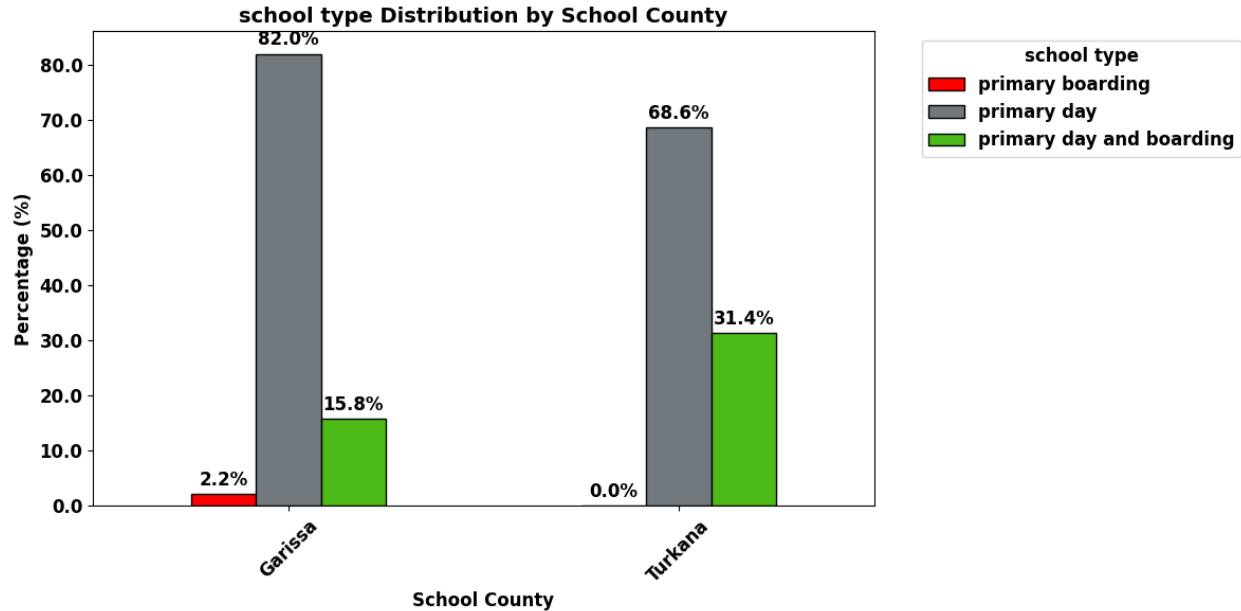
School composition analysis indicates that only 0.6% of teachers were from boys-only schools and 8.9% from girls-only schools, while the vast majority, 90.5%, were teaching in mixed schools. This indicates that education in Garissa and Turkana counties is predominantly delivered in co-educational settings, which aligns with national education policies that encourage inclusivity and equal learning opportunities for both boys and girls. The minimal presence of single-sex schools suggests that such institutions are less common in these regions, with girls-only schools being relatively more established than boys-only schools, likely to promote girls' education in areas where gender disparities in schooling persist.

School Composition Distributed by County



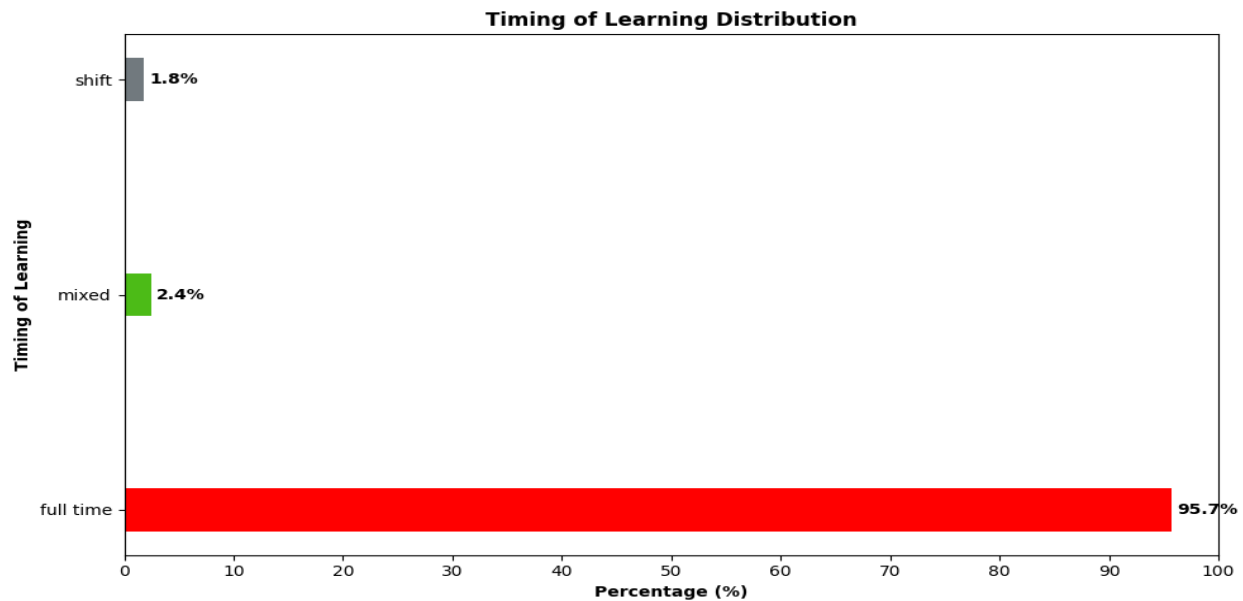
At the county level, the composition of schools shows some notable variations between Garissa and Turkana. In Garissa, a higher proportion of schools were mixed (95.7%) compared to Turkana, where mixed schools accounted for 86.7%. Conversely, girls-only schools were more prevalent in Turkana (12.2%) than in Garissa (4.3%), suggesting targeted efforts to promote girls' education in Turkana. When comparing host and camp schools, camp schools reported a greater share of mixed institutions (96.1%) relative to host schools (88.0%). However, host community schools had a higher representation of girls-only schools (12.0%) than camp schools (2.0%), indicating a stronger emphasis on providing safe, gender-specific learning spaces for girls in host communities. Boys-only schools, though few overall, were slightly more common in camp settings than in host schools, reflecting differences in community needs and school establishment patterns across the two contexts.

School type



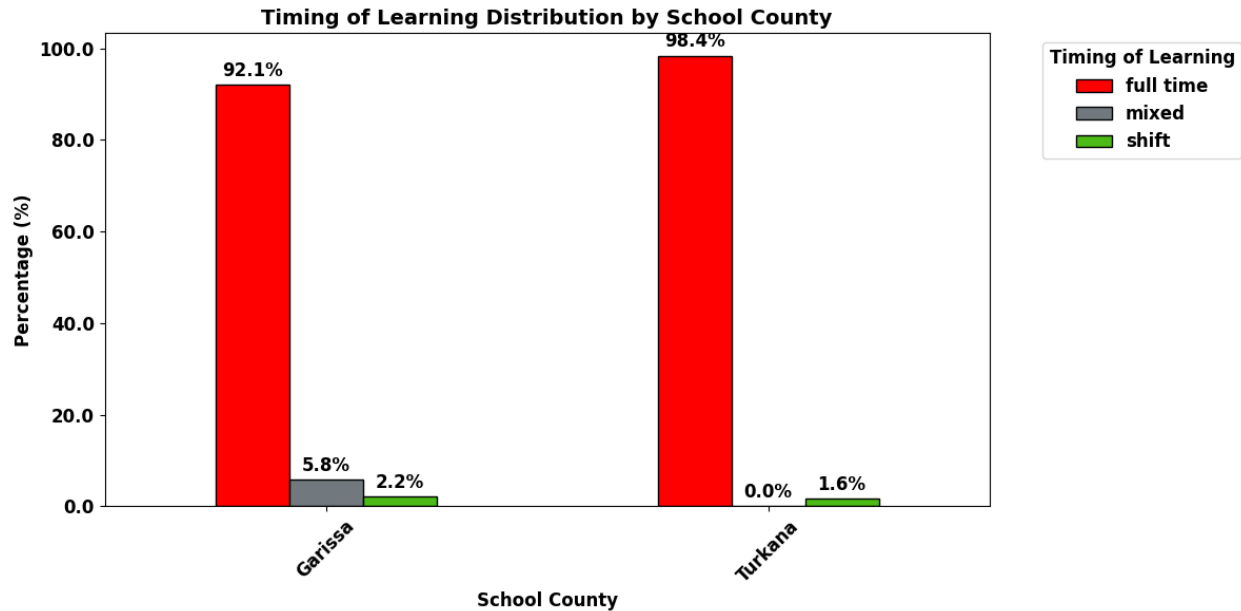
Analysis of school type by county and setting shows distinct differences in the distribution of primary day and boarding schools. In Garissa County, 82.0% of schools were primary day schools, a higher proportion than in Turkana, where 68.6% of schools fell in this category. In contrast, Turkana had a larger share of primary day and boarding schools (31.4%) compared to Garissa (15.8%), indicating a stronger presence of boarding facilities in Turkana. When comparing settings, camp schools were overwhelmingly primary day schools (99.0%), reflecting limited boarding infrastructure in refugee contexts, whereas host community schools had a lower proportion of primary day schools (63.1%) and a much higher share of primary day and boarding schools (35.6%). This suggests that while camps primarily provide day schooling due to resource and management constraints, host communities have developed more boarding facilities to accommodate learners from dispersed settlements and pastoralist households.

Timing of Learning



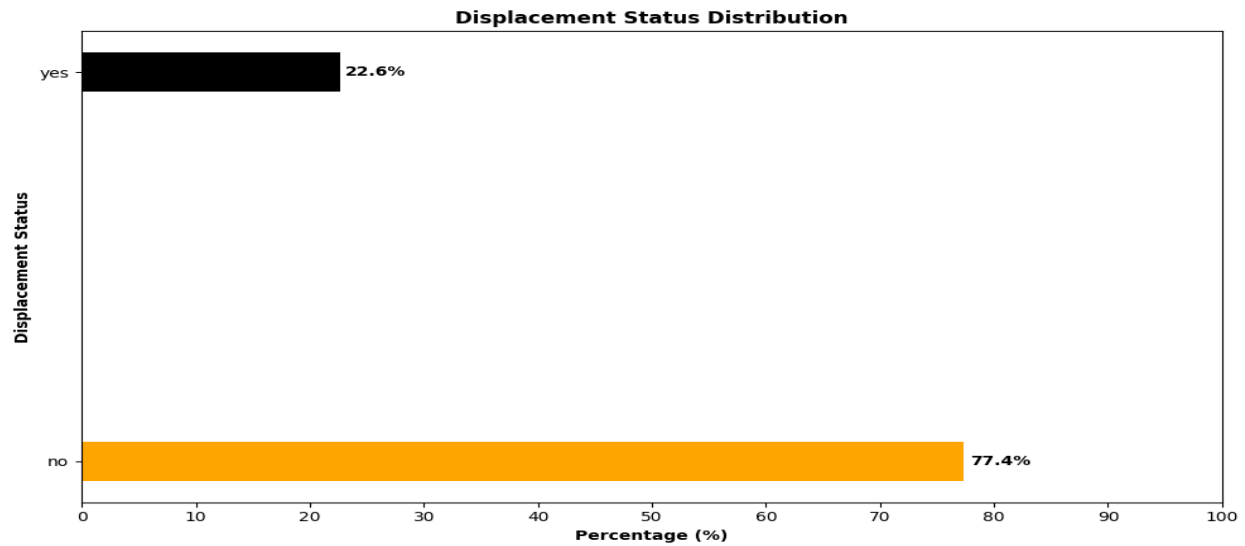
Majority of schools assessed, 95.7%, operate as full-time institutions, indicating that most learners attend classes throughout the standard school day without rotation. A smaller proportion, 2.4%, were classified as mixed, combining elements of full-time and shift systems, while only 1.8% of schools operated on a shift basis. The limited use of shift schooling suggests that, despite pressures on resources in some areas, most schools maintain a traditional full-time structure, which is generally associated with more stable learning environments and consistent instructional time.

Timing of Learning by County



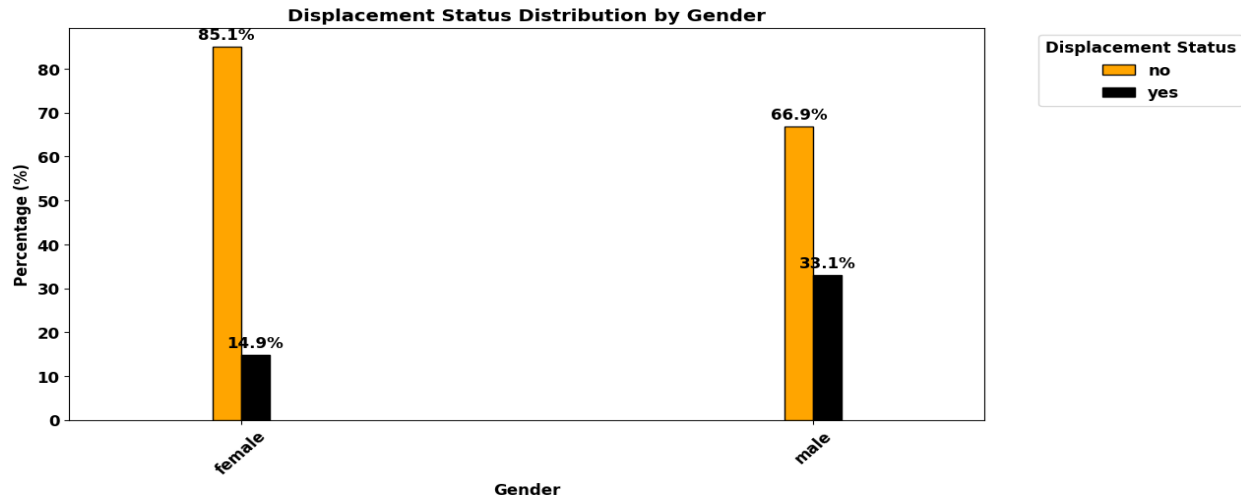
In both Turkana and Garissa counties, the vast majority of schools operate on a full-time basis, though with slight variations between the two. In Turkana, 98.4% of schools reported full-time learning compared to 92.1% in Garissa, reflecting a stronger prevalence of the standard full-day model in Turkana. A similar trend was observed when comparing camp and host community schools, where 97.1% of camp schools and 95.1% of host community schools followed full-time schedules. These findings indicate that, across both counties and school settings, full-time learning is the dominant structure, ensuring learners have access to consistent and uninterrupted instructional time.

Displacement status of a teacher



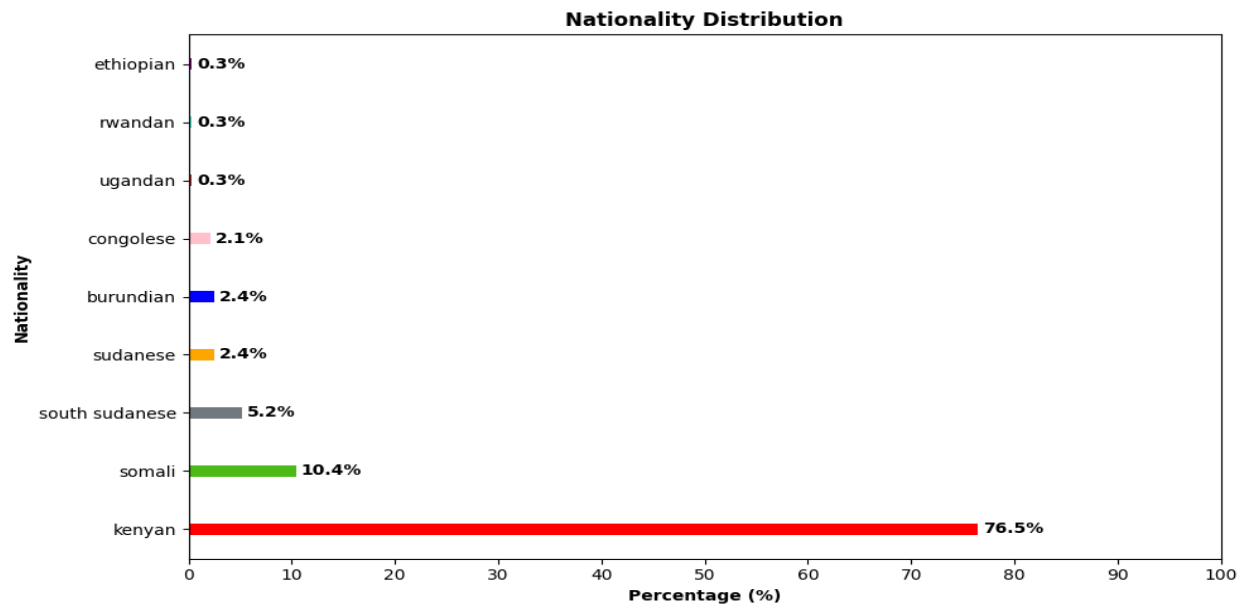
According to the report, 22.6% of teachers were displaced, while the majority, 77.4%, were not displaced, highlighting that although displacement affects a significant proportion of the teacher's population, most teachers still come from stable community settings.

Teacher Displacement by Gender



Teacher displacement patterns varied across gender, county, and school setting. A higher proportion of displaced teachers were male, accounting for 33.1%, compared to 14.9% of female teachers, suggesting that male teachers may be more affected by mobility and instability linked to displacement. At the county level, 24.5% of teachers displaced were from Turkana schools, while 20.1% were from Garissa schools, pointing to a slightly greater impact in Turkana. The most striking difference, however, was observed between camp and host community schools: in camp settings, most of the teachers (58.9%) experienced displacement, whereas in host schools the figure was much lower (5.8%). This highlights the heightened vulnerability of teachers working in refugee camps, where displacement is more common due to conflict, insecurity, and migration dynamics.

Teachers Nationality



The teaching workforce in the assessed counties is predominantly composed of Kenyan nationals (76.45%), who form the clear majority across both host and camp schools. They are followed by Somali nationals (10.40%), most of whom are likely refugee teachers serving in camp settings, reflecting the presence of Somali refugee populations in the region. While other nationalities are also represented within the teaching workforce, their proportions are minimal and thus have an insignificant impact on the overall composition. This distribution underscores the reliance on Kenyan teachers to sustain the education system, while also highlighting the contribution of Somali refugee teachers in addressing staffing needs within refugee schools.

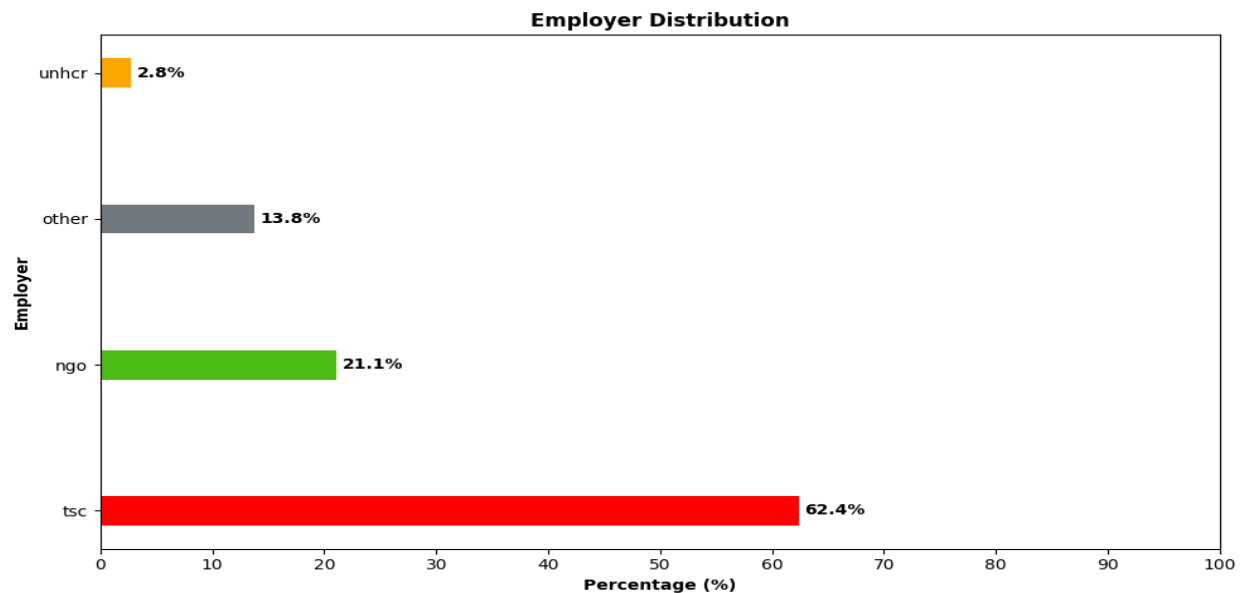
Language Literacy

Language Literacy	None(%)	Basic(%)	Good(%)	Fluent(%)
Understanding English	0	4.59	26.6	68.81
Reading English	0.3	3.4	19.9	76.5
Writing English	0.3	3.4	20.8	75.5
Speaking English	0.6	4.6	23.9	70.9
Understanding Kiswahili	0.9	11.6	20.2	67.3
Reading Kiswahili	1.2	10.7	19.3	68.8
Writing Kiswahili	1.2	11.3	22.6	64.8
Speaking Kiswahili	1.2	12.5	19.6	66.7
Understanding French	91.7	2.4	0.6	5.2
Reading French	92	2.1	0.6	5.2
Writing French	92.7	1.5	0.6	5.2
Speaking French	91.7	2.4	0.6	5.2
Understanding Arabic	78.3	14.7	4	3.1
Reading Arabic	84.1	10.7	3.4	1.8
Writing Arabic	83.5	10.7	4.3	1.5
Speaking Arabic	79.8	13.1	4	3.1
Understanding Amharic	99.1	0.6	0.3	0
Reading Amharic	99.1	0.3	0.3	0.3
Writing Amharic	99.1	0.3	0.3	0.3
Speaking Amharic	99.1	0.3	0.3	0.3
Understanding Somali	70.6	9.2	0.3	19.9
Reading Somali	74.9	5.2	1.5	18.3
Writing Somali	76.5	3.7	1.2	18.7
Speaking Somali	73.7	6.4	0.6	19.3
Understanding Other Languages	71.3	8.3	3.7	13.1
Reading Other Languages	71.6	7.6	6.7	9.8
Writing Other Languages	71.9	8	5.2	10.4
Speaking Other Languages	71.9	8	3.1	13.1

Teachers' language proficiency revealed that for English, none of the teachers lacked understanding, though 4.59% had only basic understanding, 26.6% had good understanding, and a majority 68.1% were fluent. In terms of English reading skills, 0.3% reported no skills, 3.4% had basic skills, 19.9% had good skills, and 76.5% were fluent readers. Writing skills showed a similar trend, with 0.3% having no skills, 3.4% with basic skills, 20.8% with good skills, and 75.5% fluent writers. For speaking, 0.6% had no skills, 4.6% had basic skills, 23.9% had good skills, and 70.9% were fluent. Regarding Swahili, 0.9% of teachers reported no understanding, 11.6% had basic understanding, 20.2% had good understanding, and 67.3% were fluent. Reading in Swahili followed a similar pattern, with 1.2% having no skills, 10.7% basic skills, 19.3% good skills, and 68.8% fluent skills. Writing skills showed 1.2% with no skills, 11.3% with basic

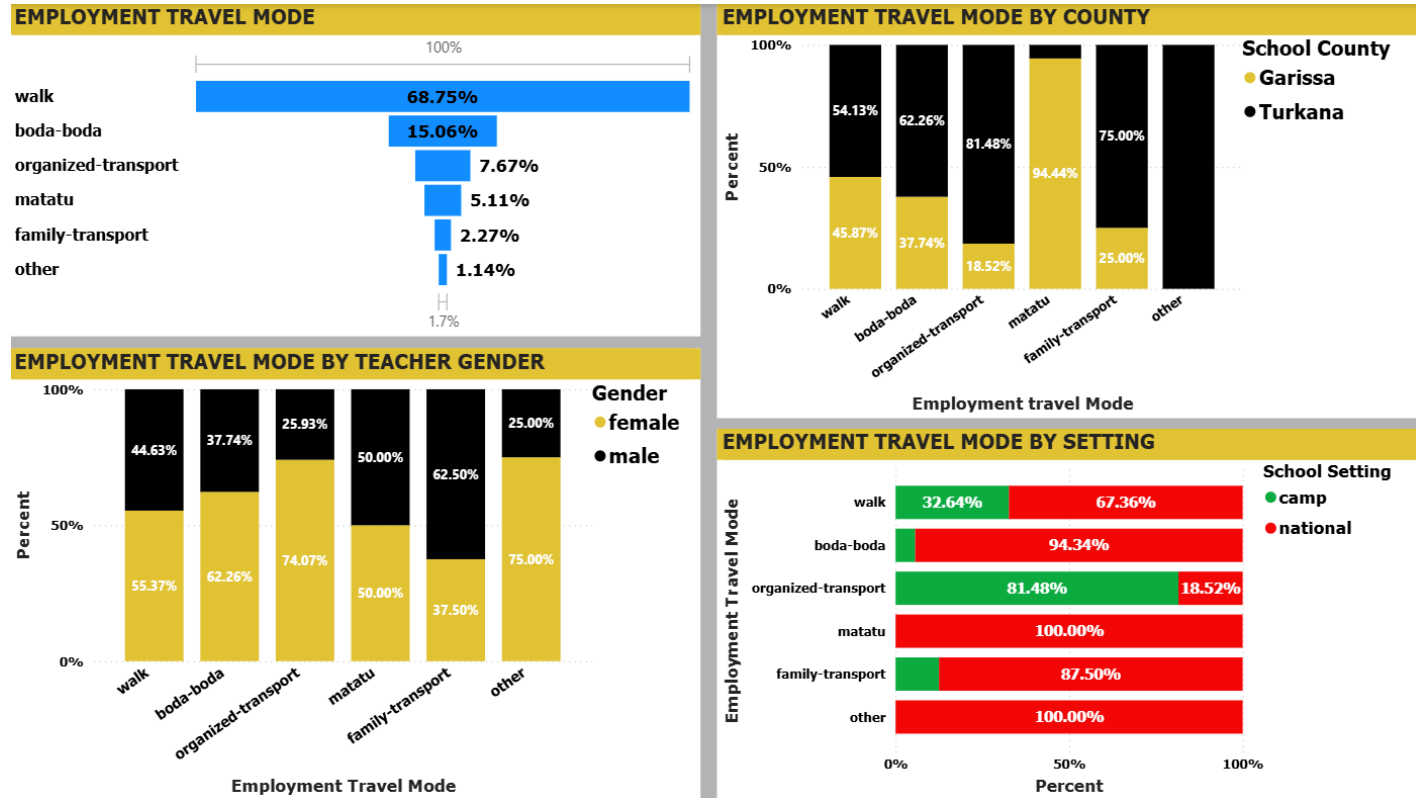
skills, 22.6% with good skills, and 64.8% fluent writers. Speaking ability was also high, with only 1.2% having no skills, 12.5% basic skills, 19.6% good skills, and 66.7% fluent speakers. These results indicate that teachers generally have stronger proficiency in English than Swahili, though both languages show high levels of fluency, reflecting their central role in Kenya's education system.

Employer Distribution



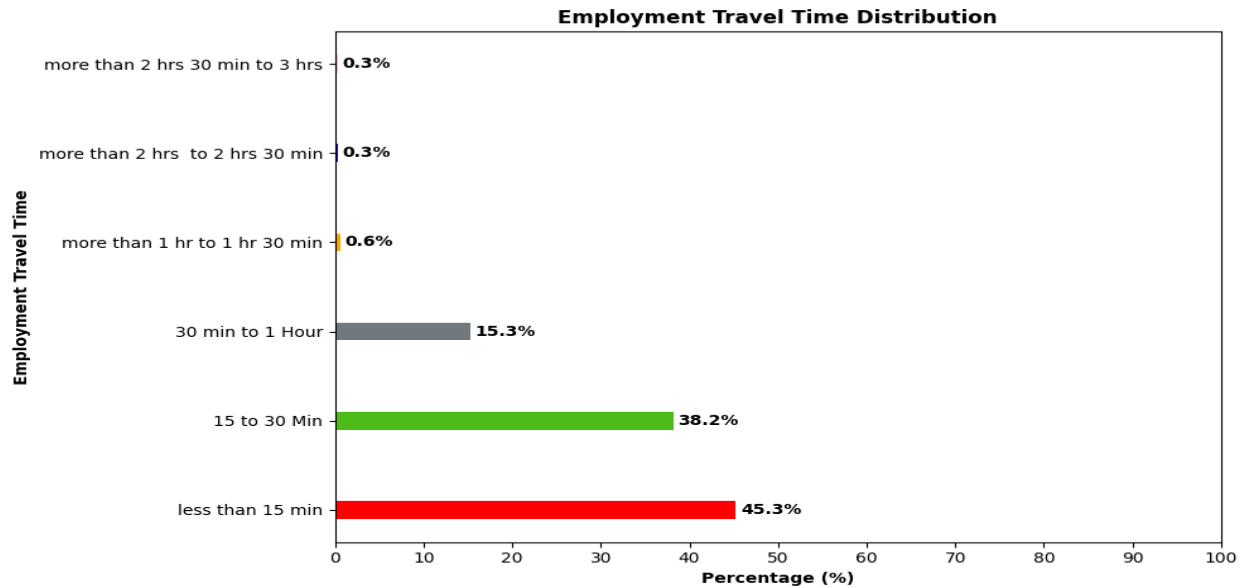
Majority of teachers (62.4%) were employed under the Teachers Service Commission (TSC), highlighting the central role of government in staffing schools. 21.1% were employed by NGOs, reflecting the significant contribution of non-state actors, particularly in refugee settings. A smaller proportion (13.8%) reported being under other employers, which may include community arrangements, while 2.8% were employed by UNHCR, underscoring its role in supporting refugee education through direct teacher engagement

Employment Travel Mode



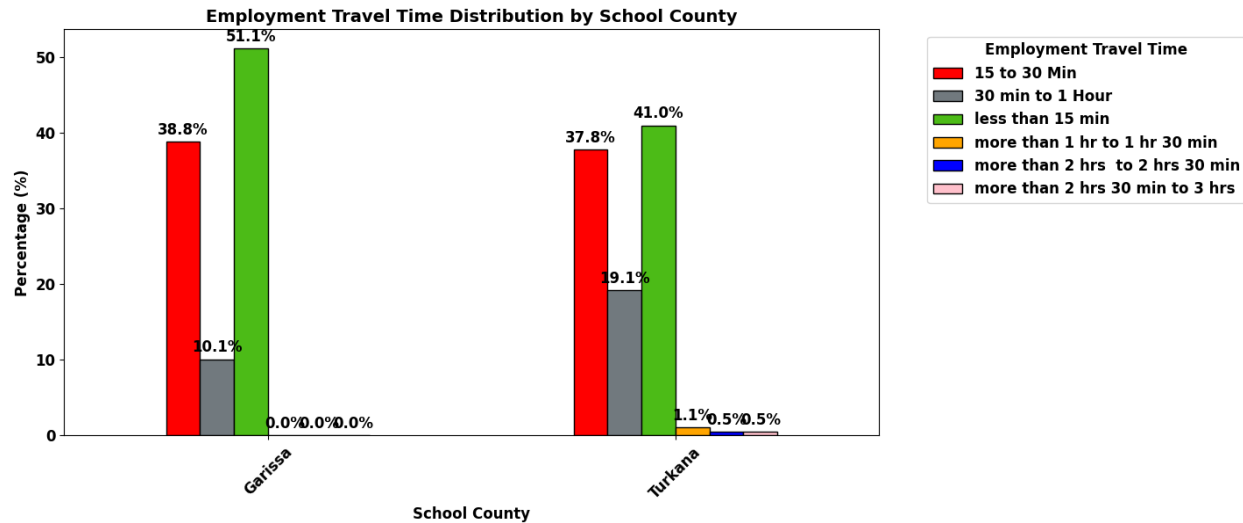
Teachers' modes of transport to school indicate that the majority (68.75%) walk to their schools, reflecting both proximity and limited transport options in many areas. This is followed by 15.06% who rely on boda bodas (motorcycle taxis), which are a common means of transport in remote and rural regions. A smaller proportion (7.67%) use organized transport, while 5.11% commute by matatu (public minibuses). Additionally, 2.27% depend on family transport, and 1.14% use other modes, showing that while walking is dominant, teachers utilize a variety of transport means depending on accessibility and availability.

Time Taken to Reach School from Teacher Residence



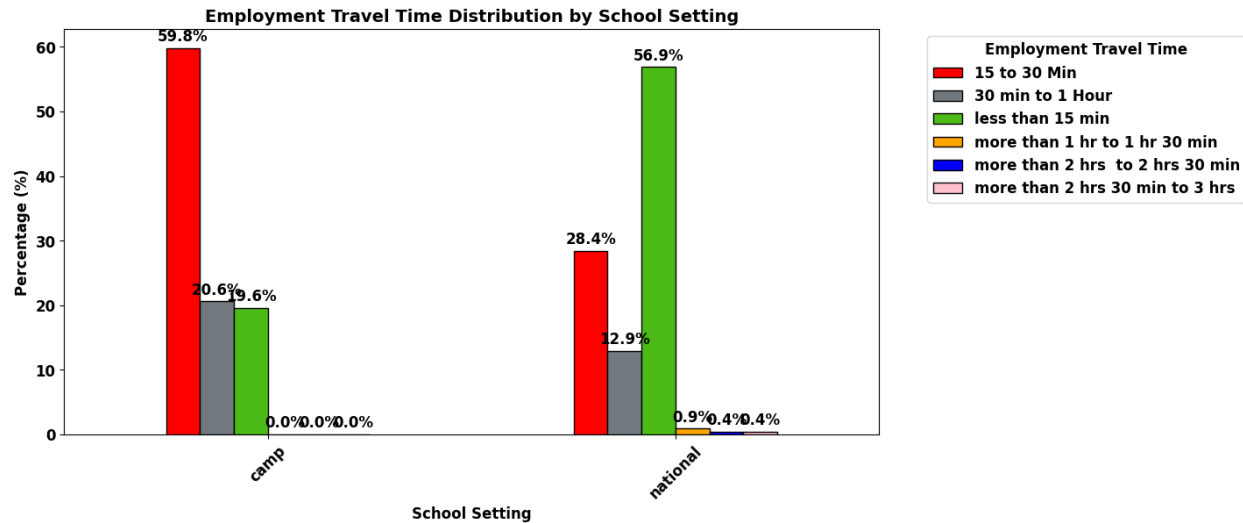
Nearly half of the teachers (45.3%) take less than 15 minutes to reach school, while 38.2% spend 15 to 30 minutes commuting. A smaller share, 15.3%, travel between 30 minutes and 1 hour, and very few report longer commutes, with 0.6% spending 1 to 1.5 hours, 0.3% traveling 2 to 2.5 hours, and another 0.3% taking 2.5 to 3 hours. This suggests that the majority of teachers live relatively close to their schools, though a small fraction face long travel times that could affect punctuality and teaching effectiveness.

Time taken to reach school from Teacher Residence by County



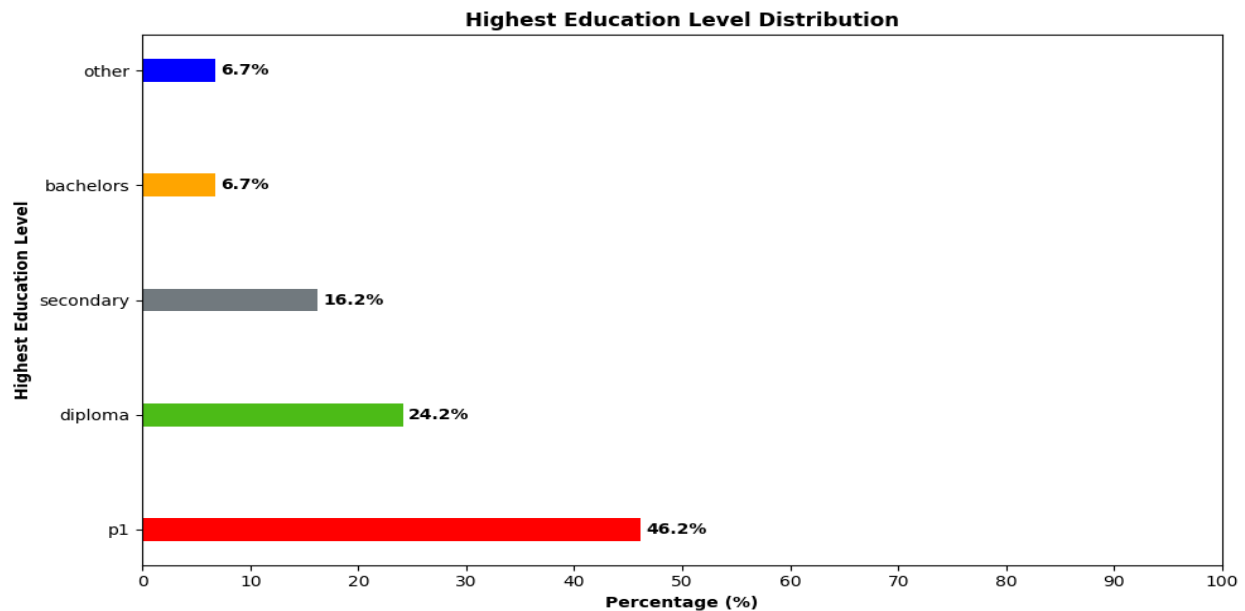
County by county analysis of commuting time by county shows notable differences between Garissa and Turkana. In Garissa County, just over half of the teachers (51.1%) take less than 15 minutes to reach their schools, while 38.8% spend 15 to 30 minutes and 10.1% commute between 30 minutes and 1 hour. None of the teachers in Garissa reported commuting more than one hour. By contrast, in Turkana County, commuting times were more spread out, with 41.0% taking less than 15 minutes, 37.8% commuting 15 to 30 minutes, and 19.1% traveling 30 minutes to 1 hour. A small but notable proportion of teachers in Turkana reported longer commutes, with 1.1% taking 1 to 1.5 hours, 0.5% between 2 and 2.5 hours, and another 0.5% between 2.5 and 3 hours. These findings suggest that teachers in Garissa generally live closer to their schools than those in Turkana, where a small segment faces significantly longer travel times.

Time taken to reach school from Teacher Residence by Setting



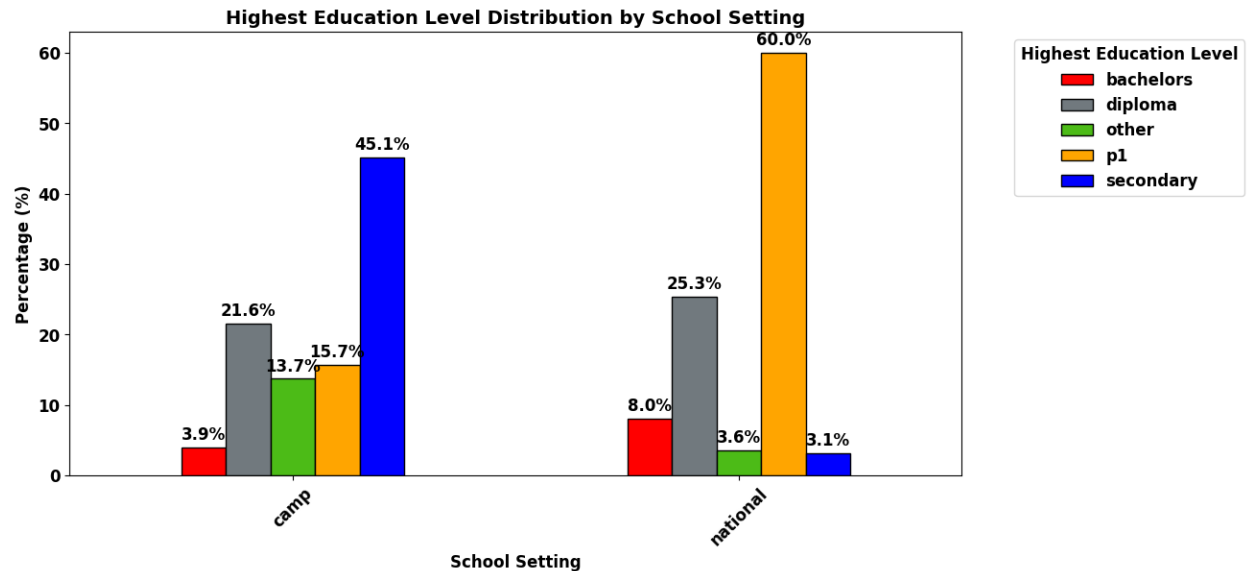
A comparison of commuting times between refugee and host community school teachers reveals clear contrasts. In refugee setting schools, the majority of teachers (59.8%) take 15 to 30 minutes to reach school, followed by 20.6% who travel 30 minutes to 1 hour, and 19.6% who live less than 15 minutes away, with none reporting commutes longer than an hour. In host community schools, however, a majority (56.9%) take less than 15 minutes to reach their schools, while 28.4% travel 15 to 30 minutes and 12.9% commute 30 minutes to 1 hour. A small fraction of host teachers face extended travel, with 0.9% commuting 1 to 1.5 hours, 0.4% between 2 and 2.5 hours, and another 0.4% between 2.5 and 3 hours. These findings suggest that refugee teachers generally have more moderate commute times, while host community teachers are more likely to live very close to their schools but also include a few who travel significantly longer distances.

Highest Education Level



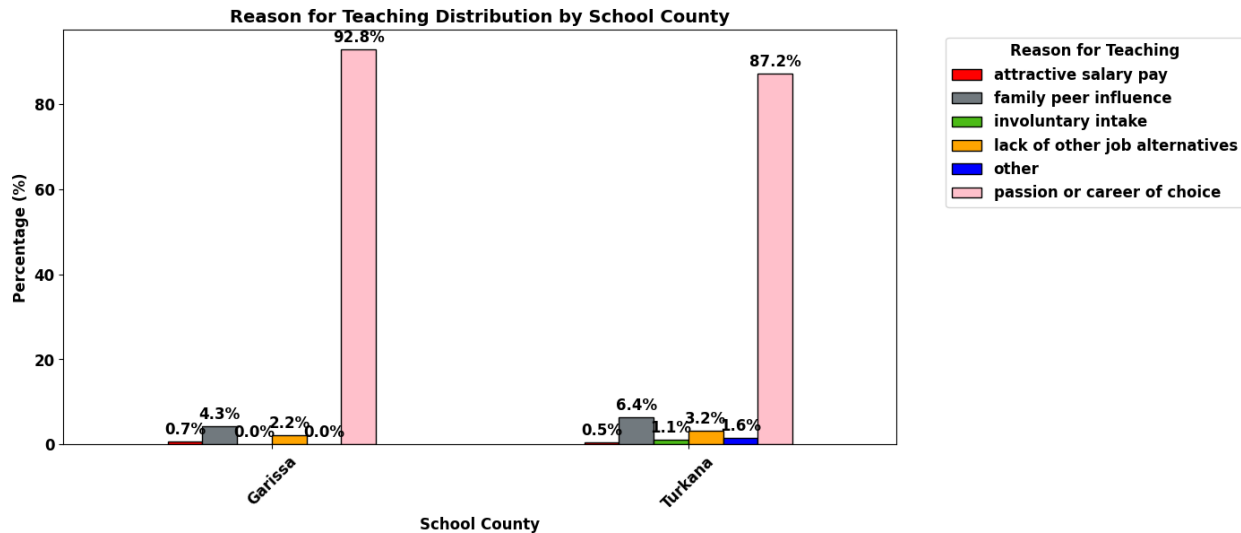
Teacher qualifications analysis showed that nearly half (46.2%) held a P1 certificate, making it the most common qualification among the teaching workforce. This was followed by 24.2% with a diploma, while 16.2% had attained secondary-level education only. A smaller proportion (6.7%) were qualified at the bachelor's degree level, and another 6.7% reported other forms of training or qualifications, indicating a diverse range of professional preparation among teachers.

Highest Education Level by Setting



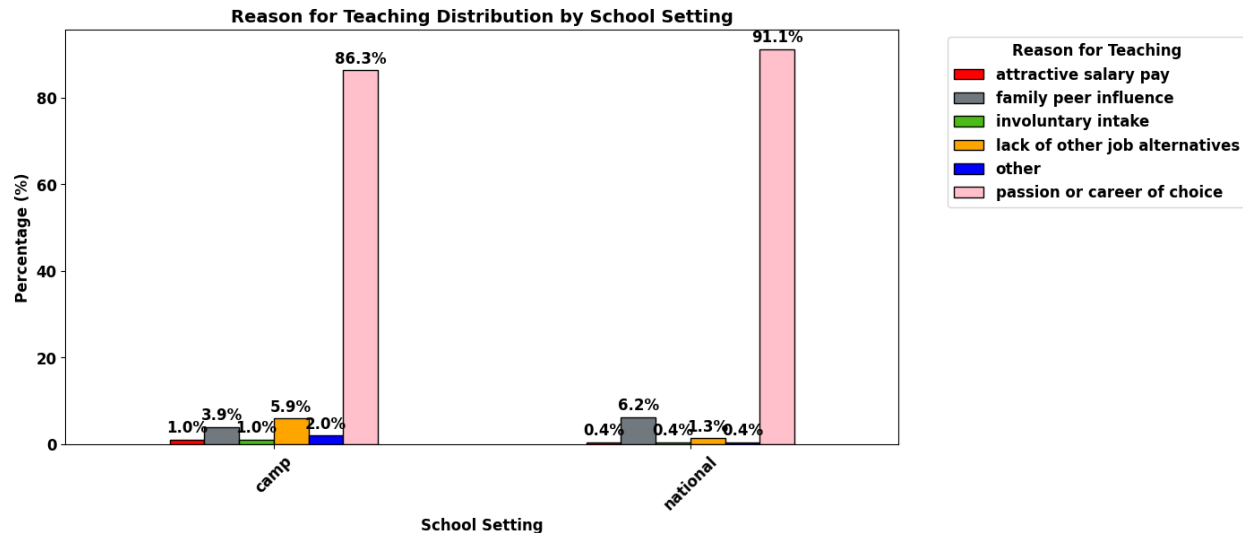
Teacher qualification levels varied notably between refugee and host community schools. In refugee setting schools, the largest share of teachers (45.1%) had only secondary-level education, followed by 21.6% with a diploma, 15.7% with a P1 certificate, 13.7% reporting other forms of training, and just 3.9% holding a bachelor's degree. In contrast, in host community schools, the majority of teachers (60.0%) were P1 certificate holders, with 25.3% having a diploma, 8.0% a bachelor's degree, 3.6% classified under other qualifications, and only 3.1% reporting secondary-level education. These results suggest that refugee schools rely more heavily on less formally qualified teachers, while host schools have a stronger concentration of professionally trained P1 and diploma holders.

Reason for Teaching by County



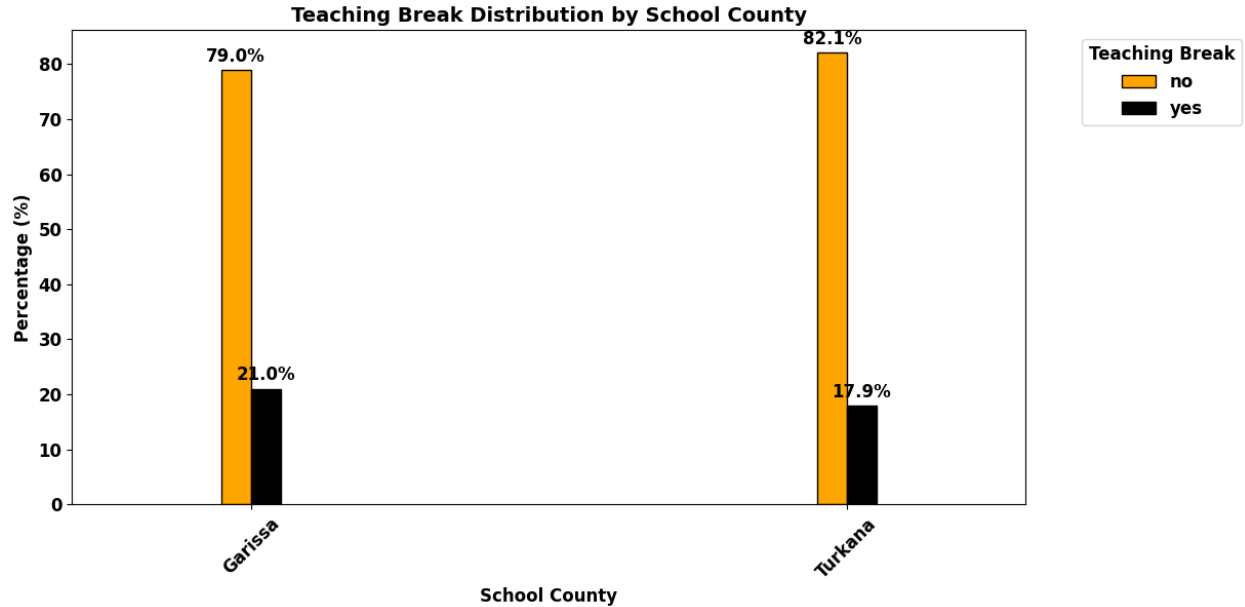
Motivation for joining the teaching profession showed a strong alignment across both counties, with passion for teaching being the predominant driver. In Garissa County, most teachers (92.8%) cited passion as their main motivation, while smaller proportions mentioned family or peer influence (4.3%), lack of other job alternatives (2.2%), and very few pointed to attractive salary pay (0.7%), with none reporting involuntary intake or other reasons. Similarly, in Turkana County, 87.2% of teachers identified passion as their reason for teaching, followed by 6.4% influenced by family or peers, 3.2% citing lack of alternative jobs, 1.1% entering involuntarily, 1.6% noting other reasons, and only 0.5% motivated by salary. These findings highlight that, despite challenging contexts, intrinsic motivation rather than financial or external pressures largely drives teachers in both counties.

Reason for Teaching by Setting



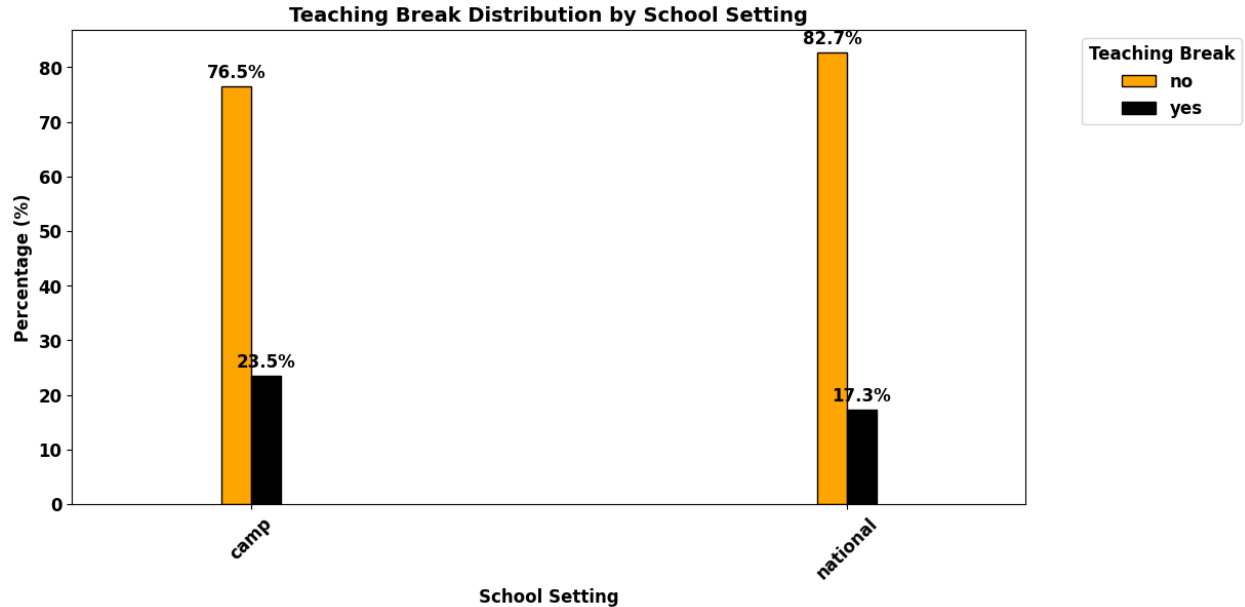
Teachers in both refugee and host community schools reported being primarily motivated by passion for teaching, though with slight variations in distribution. In refugee schools, the majority (86.3%) cited passion as their main reason, while 5.9% joined due to lack of other job alternatives, 3.9% were influenced by family or peers, 2.0% indicated other reasons, and smaller shares (1.0% each) pointed to attractive salary or involuntary intake. In host community schools, passion was even more dominant (91.1%), followed by 6.2% who were influenced by family or peers, 1.3% who lacked alternative jobs, and 0.4% each who reported attractive salary, involuntary intake, or other reasons. These findings underscore that while external factors play a minor role, intrinsic motivation remains the key driver for teachers across both school settings.

Teaching break since Employment by County



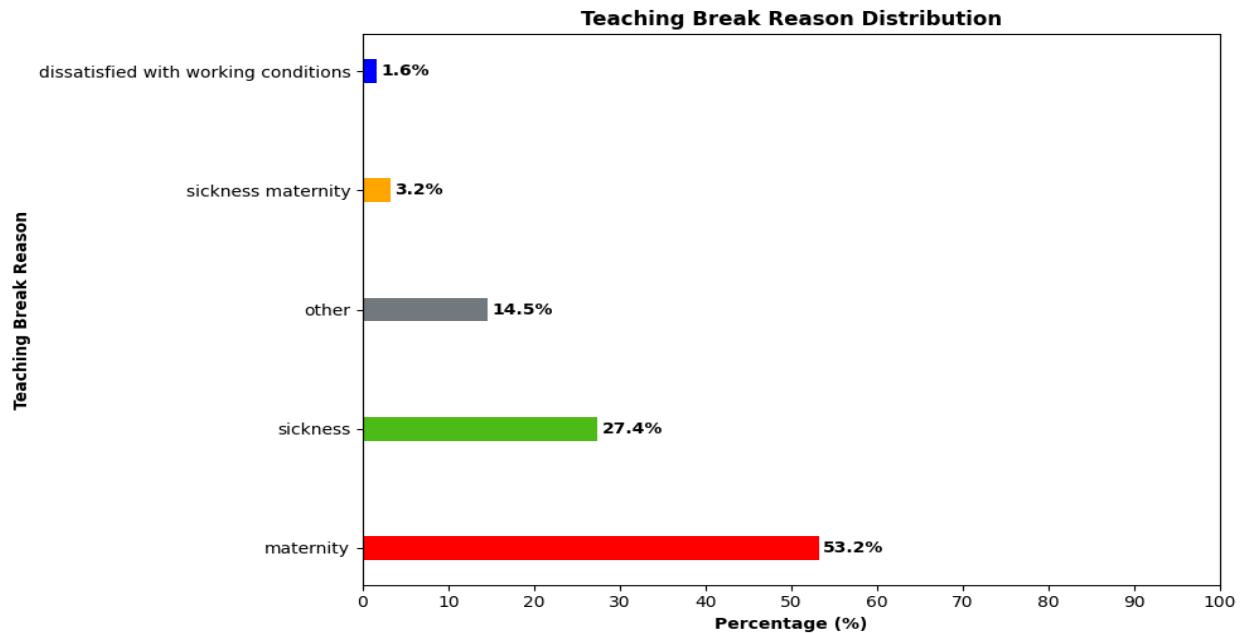
In terms of teaching continuity, the majority of teachers in both counties reported never having taken a break from the profession. In Garissa County, 79.0% had never taken a teaching break compared to 21.0% who had, while in Turkana County, an even higher proportion (82.1%) had never taken a break, with 17.9% having done so. This suggests relatively stable retention of teachers in both contexts, though Garissa shows slightly higher instances of career interruptions.

Teaching break since Employment by Setting



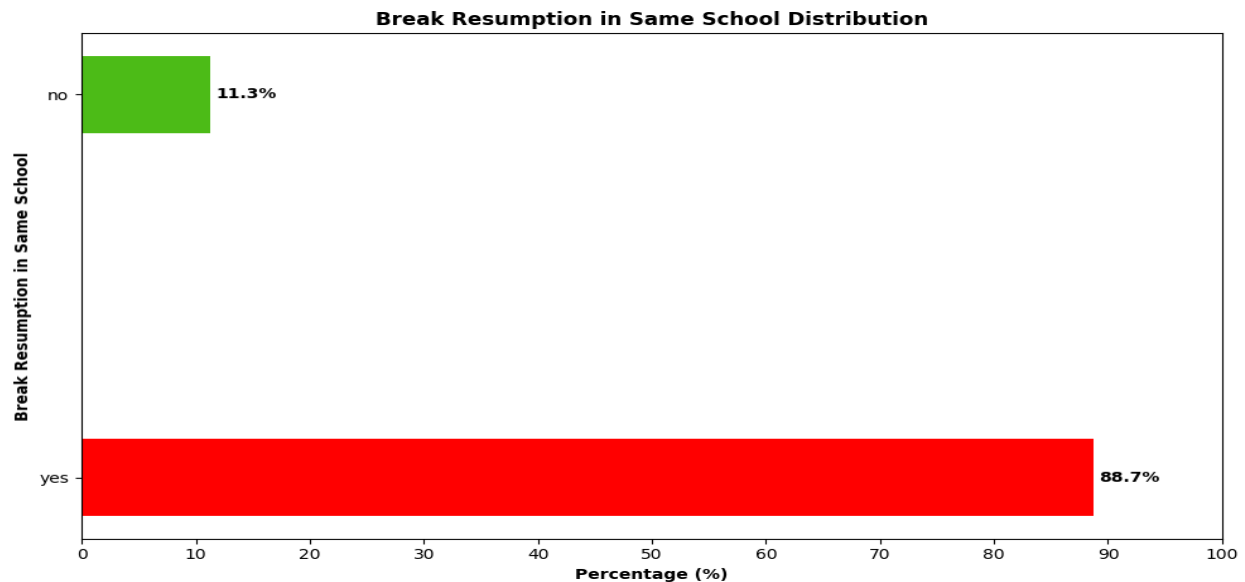
Teaching continuity by school setting shows that in refugee schools, 76.5% of teachers had never taken a teaching break, while 23.5% had experienced one. In contrast, in host community schools, a higher proportion (82.7%) reported continuous service without a break, compared to 17.3% who had taken a break since employment. This indicates slightly greater career interruptions among teachers in refugee settings than in host communities.

Teaching Break Reason



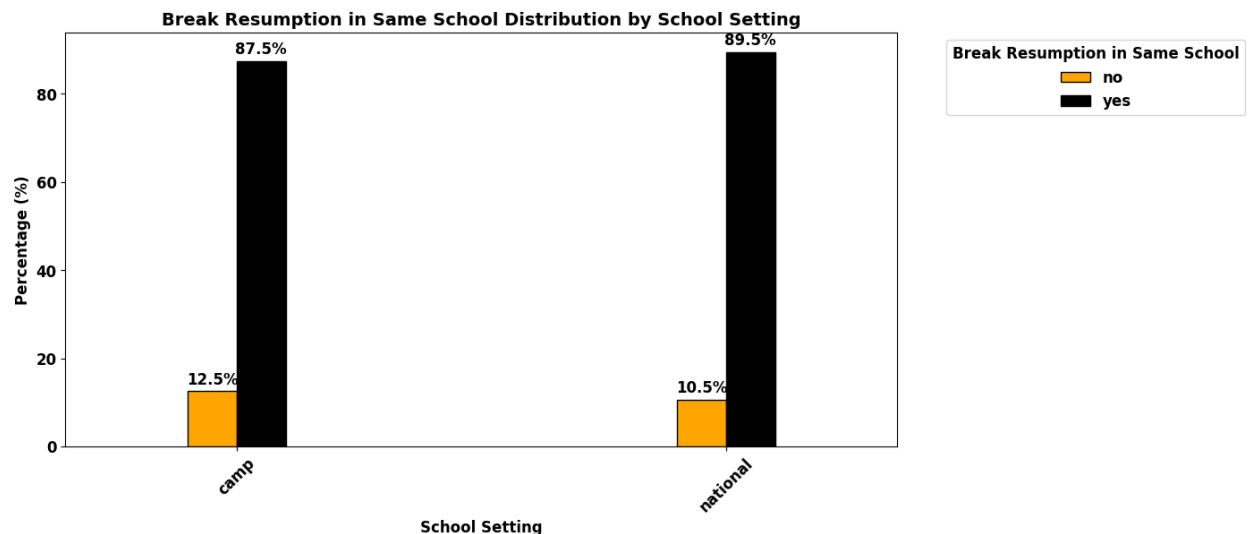
Among teachers who reported taking a break from teaching, the majority (53.2%) did so due to maternity, followed by 27.4% who cited sickness and 14.5% who stopped for other reasons. Smaller proportions indicated combined maternity and sickness (3.2%) or dissatisfaction with working conditions (1.6%), highlighting that personal and health-related factors are the primary drivers of teaching interruptions.

Teaching Resumption in Same School after Teaching Break



Majority of teachers who took a break from teaching (88.7%) resumed work in the same school, while a smaller proportion (11.3%) did not return to their previous schools, indicating generally strong retention within institutions even after career interruptions

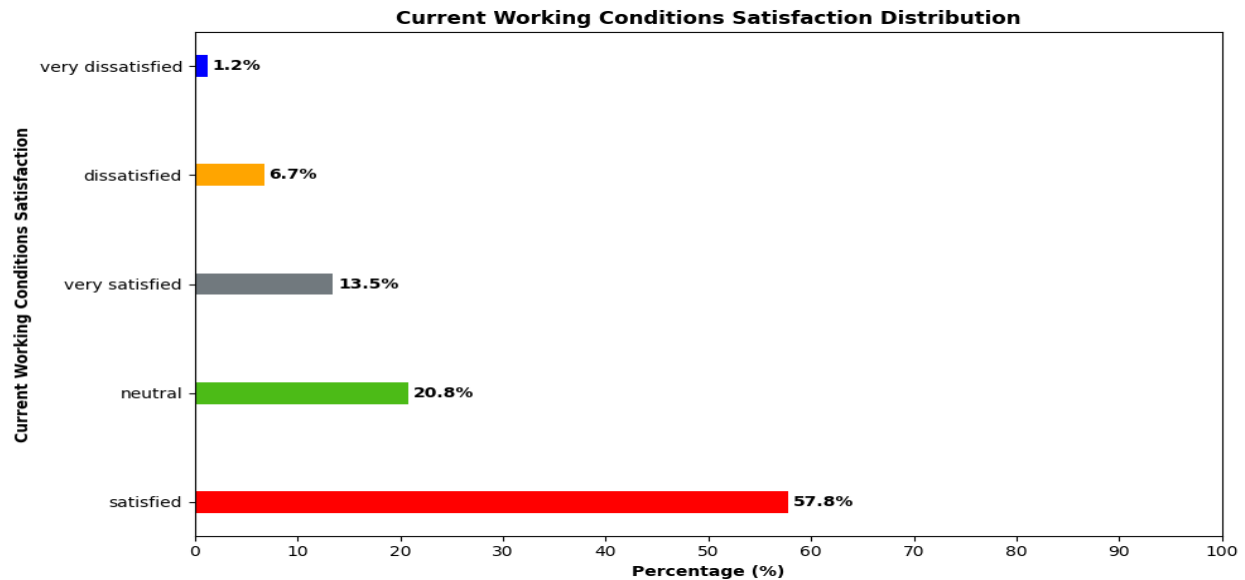
Teaching Resumption in Same School after Teaching Break by Setting



Considering teaching resumption after a teaching break, 87.5% of teachers in refugee schools returned to the same school, while 12.5% did not. Similarly, in host community schools, the majority (89.5%) resumed teaching in the same school, with only 10.5% not returning. This

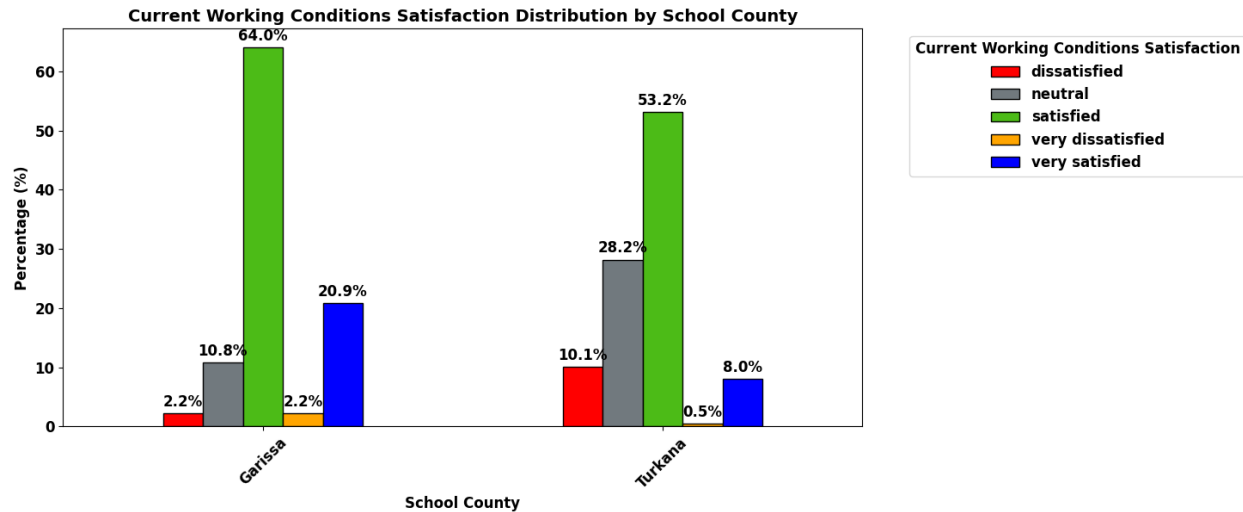
shows strong overall retention across both settings, though slightly more teachers in refugee schools failed to return to their previous institutions compared to those in host communities.

Current Working Conditions Satisfaction



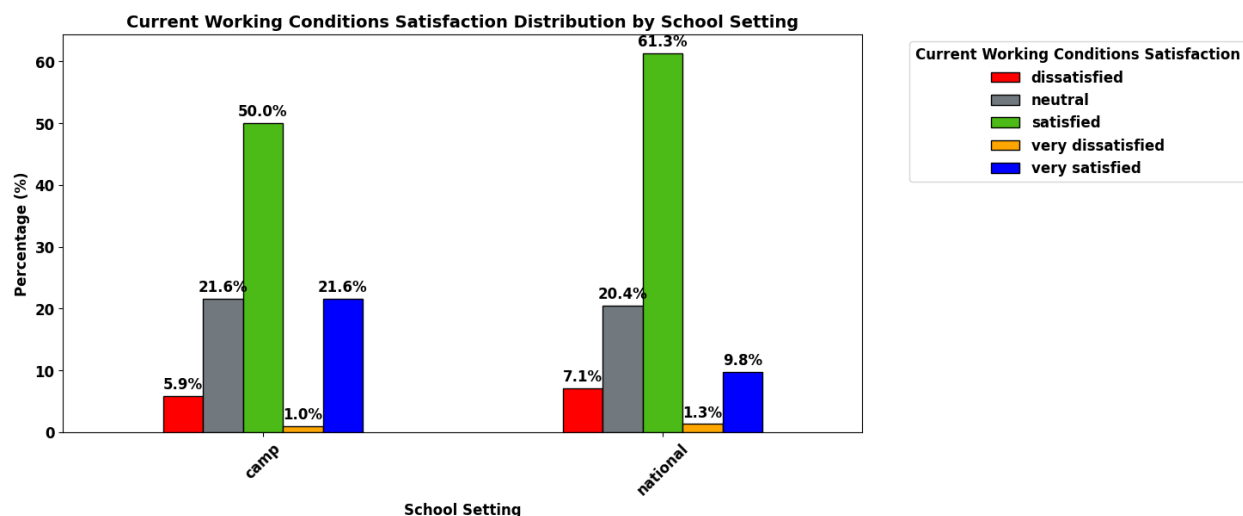
Teacher satisfaction with current working conditions show that the majority (57.8%) reported being satisfied, while 20.8% expressed a neutral stance. A smaller proportion (13.5%) indicated being very satisfied, suggesting that although most teachers view their work environment positively, fewer consider it excellent. On the other hand, 6.7% were dissatisfied and 1.2% were very dissatisfied, highlighting that while overall satisfaction levels are relatively high, a minority of teachers still face challenges that negatively affect their perception of the working environment.

Current Working Conditions Satisfaction by County



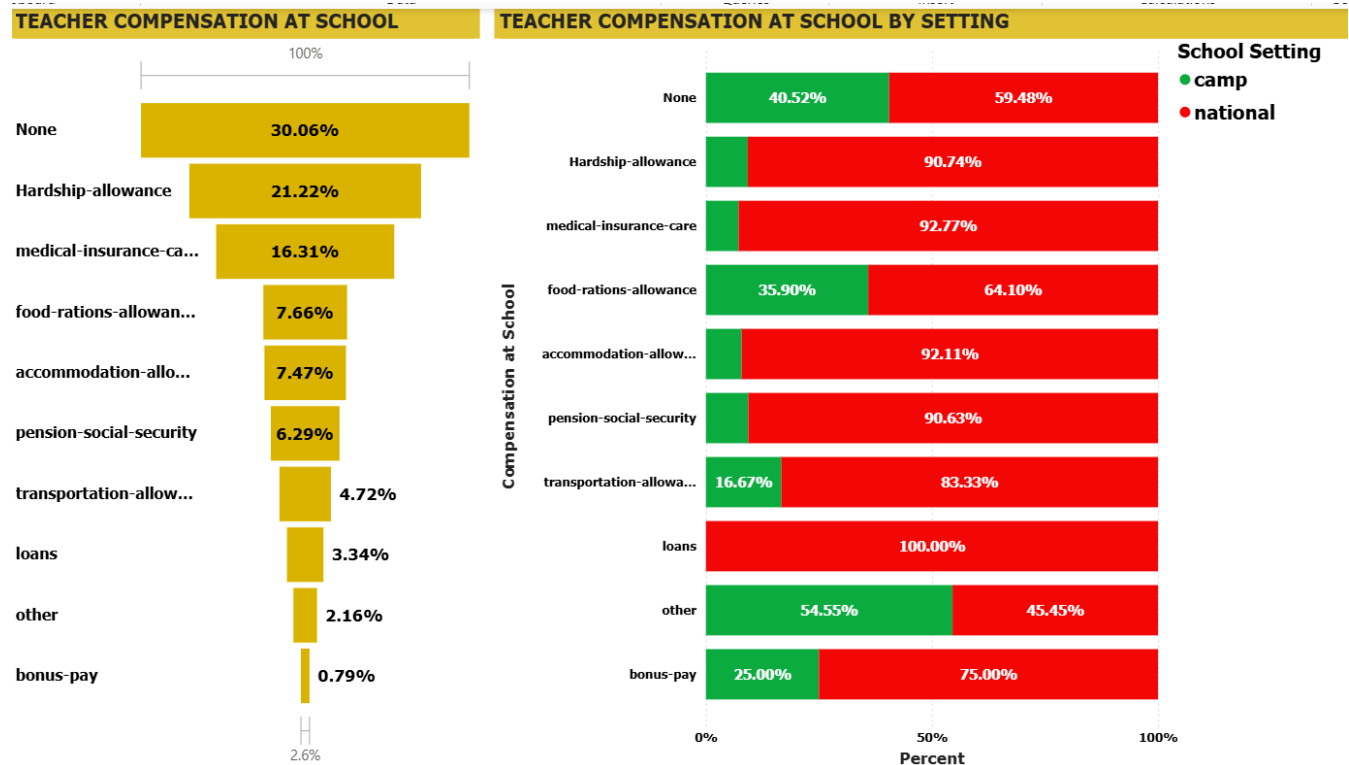
Teacher satisfaction with current working conditions varied between the two counties. In Garissa County, most teachers (64.0%) reported being satisfied, while 20.9% were very satisfied, 10.8% were neutral, and smaller proportions were dissatisfied (2.2%) or very dissatisfied (2.2%). In Turkana County, satisfaction levels were slightly lower, with 53.2% reporting being satisfied and only 0.8% very satisfied, while a larger share (28.2%) remained neutral. Dissatisfaction was more pronounced in Turkana, where 10.1% were dissatisfied and 0.5% were very dissatisfied. These results suggest that while satisfaction dominates in both counties, Garissa teachers report higher levels of strong satisfaction compared to their counterparts in Turkana, where neutrality and dissatisfaction are more common.

Current Working Conditions Satisfaction by Setting



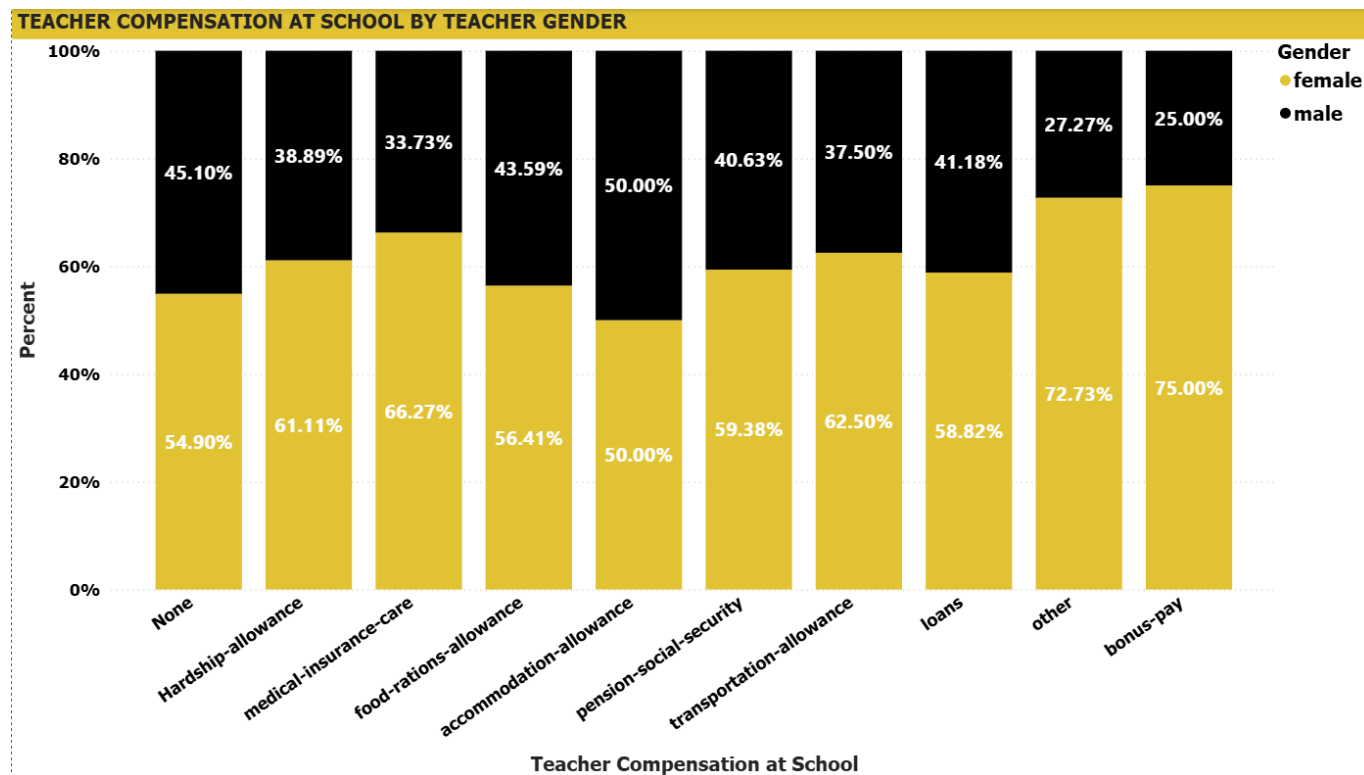
Teacher satisfaction levels also differed between refugee and host community schools. In refugee settings, half of the teachers (50.0%) reported being satisfied, while 21.6% were very satisfied and another 21.6% remained neutral. A smaller share expressed dissatisfaction, with 5.9% reporting being dissatisfied and 1.0% very dissatisfied. In host community schools, satisfaction levels were higher, with 61.3% of teachers satisfied and 9.8% very satisfied, while 20.4% were neutral. Dissatisfaction was slightly higher compared to refugee schools, with 7.1% dissatisfied and 1.3% very dissatisfied. Overall, this suggests that while satisfaction dominates in both contexts, refugee teachers are more likely to report strong satisfaction (“very satisfied”), whereas host community teachers more consistently report being satisfied, though with slightly higher dissatisfaction levels.

Other Financial and Non-Financial Teacher Compensation at School



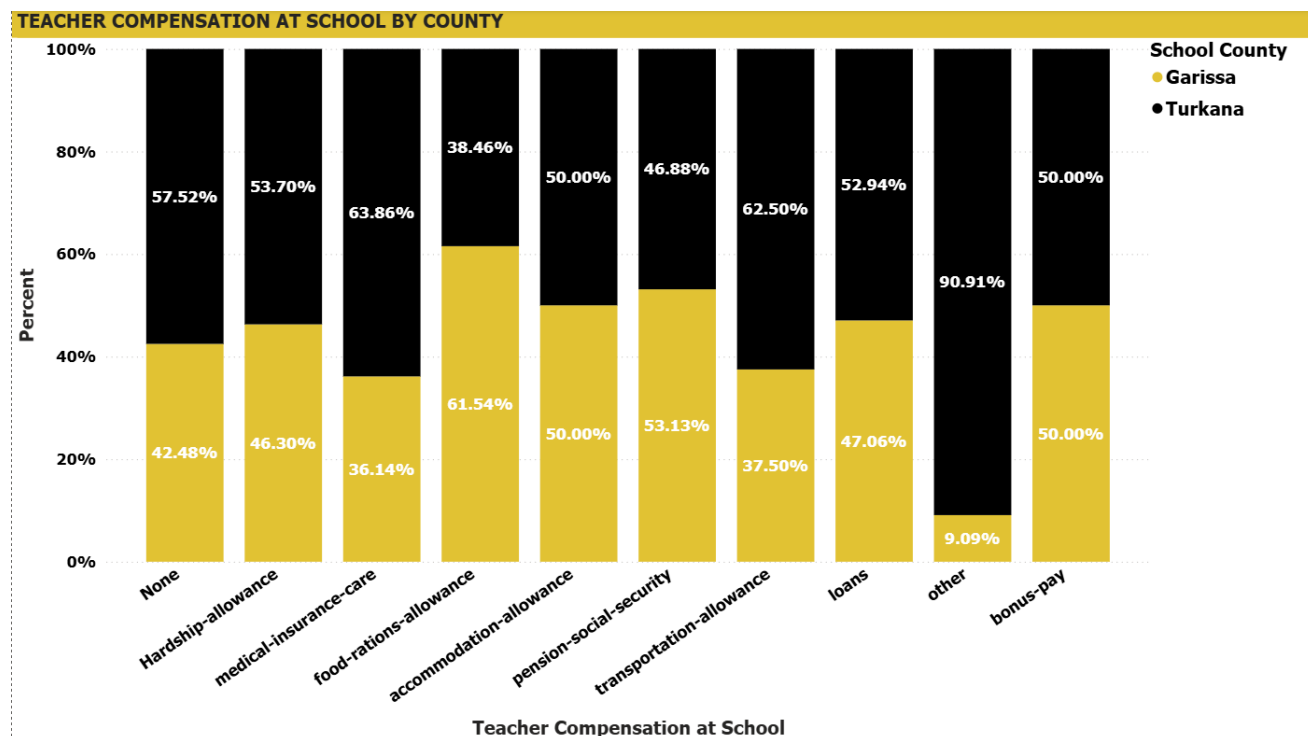
Teacher compensation beyond basic salary showed that a significant proportion (30.06%) reported receiving no other form of compensation. Among those who did, the most common benefit was hardship allowance (21.22%), reflecting the difficult working environments in Garissa and Turkana counties. Other notable compensations included medical insurance care (16.31%), food rations allowance (7.66%), accommodation allowance (7.47%), and pension or social security benefits (6.29%). Smaller proportions received transport allowance (4.72%), accessed loans (3.34%), benefited from other unspecified compensation (2.16%), or earned bonus payments (0.79%). This distribution highlights significant disparities in teacher welfare support, with many teachers lacking additional benefits despite working in challenging conditions.

Other Financial and Non-Financial Teacher Compensation at School by Gender



Female teachers emerged as the highest beneficiaries of additional financial and non-financial compensations at the school level, with particularly strong representation in several key areas. The leading forms of compensation for female teachers included bonus payments (75.0%), other payments (72.3%), medical insurance care (66.27%), transportation allowance (62.50%), and hardship allowance (61.11%). This trend suggests that female teachers not only access a wider range of benefits but may also be prioritized in certain welfare and support schemes, reflecting efforts to enhance their retention, motivation, and overall well-being in often challenging teaching environments.

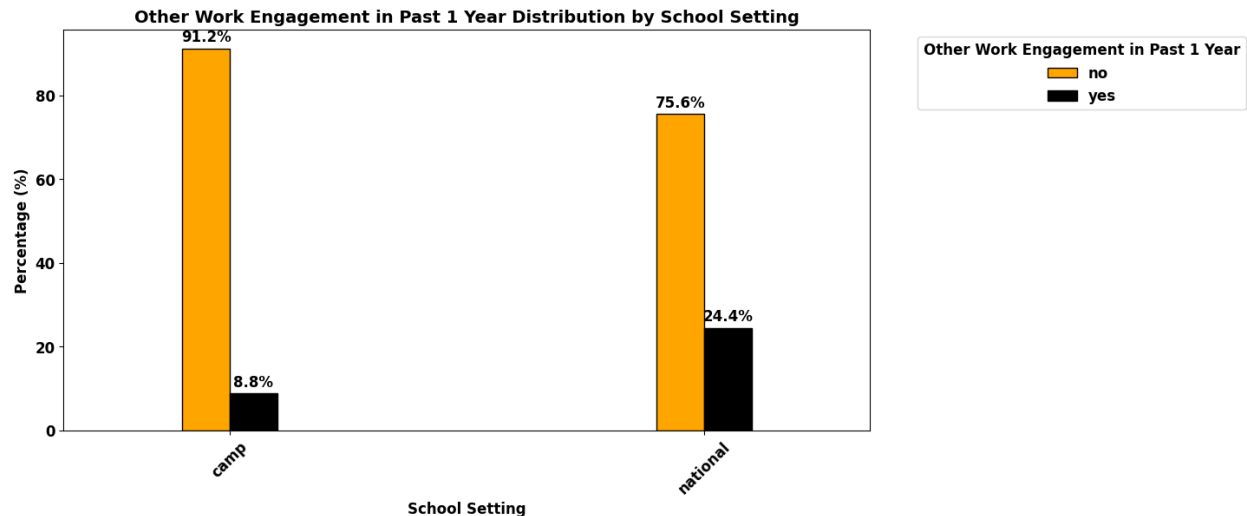
Other Financial and Non-Financial Teacher Compensation at School by County



Other financial and non-financial teacher compensation at school shows notable differences between Turkana and Garissa counties. In Turkana County, most teachers reported receiving no additional compensation (57.52%), while significant proportions benefited from medical insurance care (63.86%), transport allowance (62.50%), and loans (52.94%). Hardship allowance (53.70%), pension or social security (46.88%), and food ration allowances (38.46%) were also provided, though to varying extents, while accommodation allowance (50.0%) and bonus pay (50.0%) were evenly distributed. Interestingly, 90.91% of teachers in Turkana cited “other” forms of compensation, suggesting locally adapted or school-specific incentives. In contrast, Garissa County had fewer teachers without additional compensation (42.48%) and higher proportions benefiting from food ration allowances (61.54%) and pension or social security (53.13%). However, Garissa reported lower access to medical insurance (36.14%), transport allowance (37.50%), and loans (47.06%) compared to Turkana, while hardship allowance (46.30%), accommodation allowance (50.0%), and bonus pay (50.0%) were moderate and balanced. Only 9.09% in Garissa cited “other” compensation, significantly lower than in Turkana. Overall, this highlights that while both counties offer similar types of compensation,

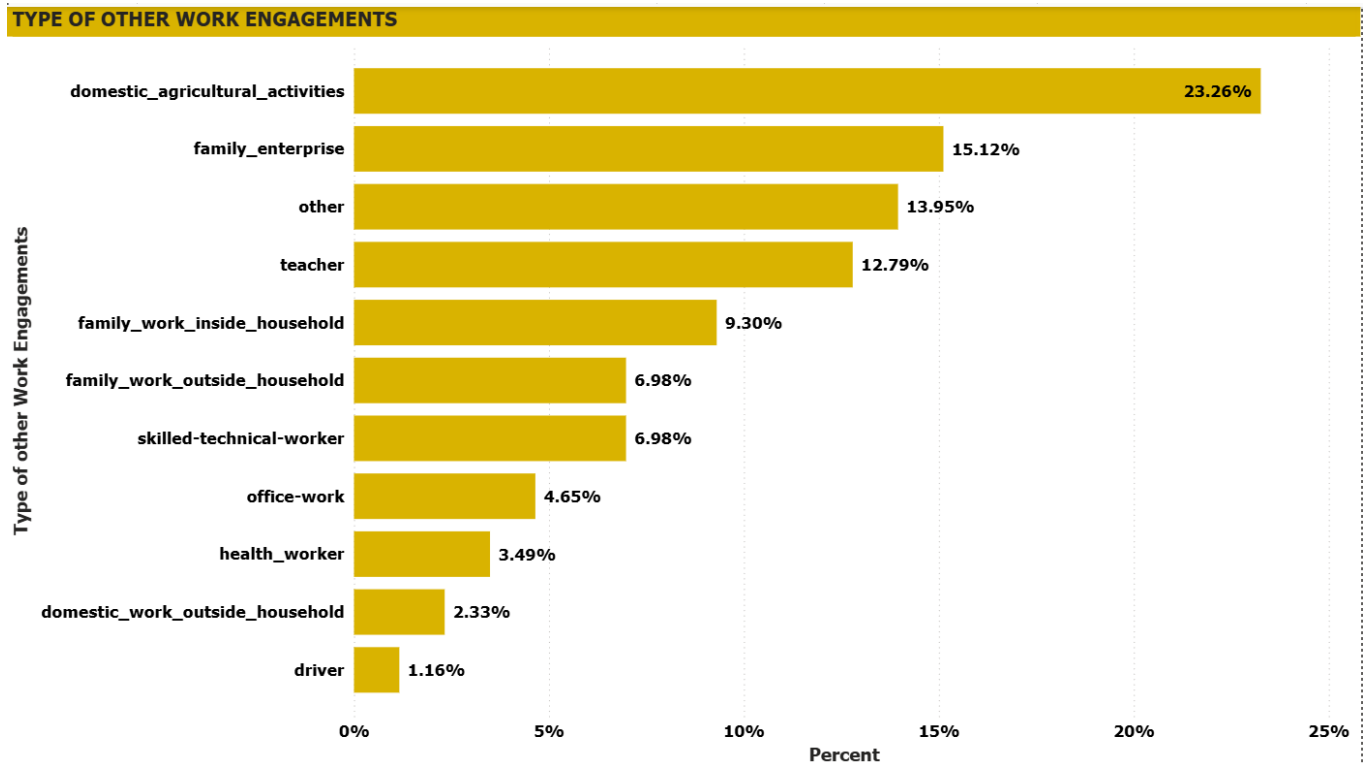
Turkana teachers benefit more from diverse allowances and insurance, whereas Garissa teachers rely more on food rations and pension-related support.

Other Work Engagements in the Past 1 Year by Setting



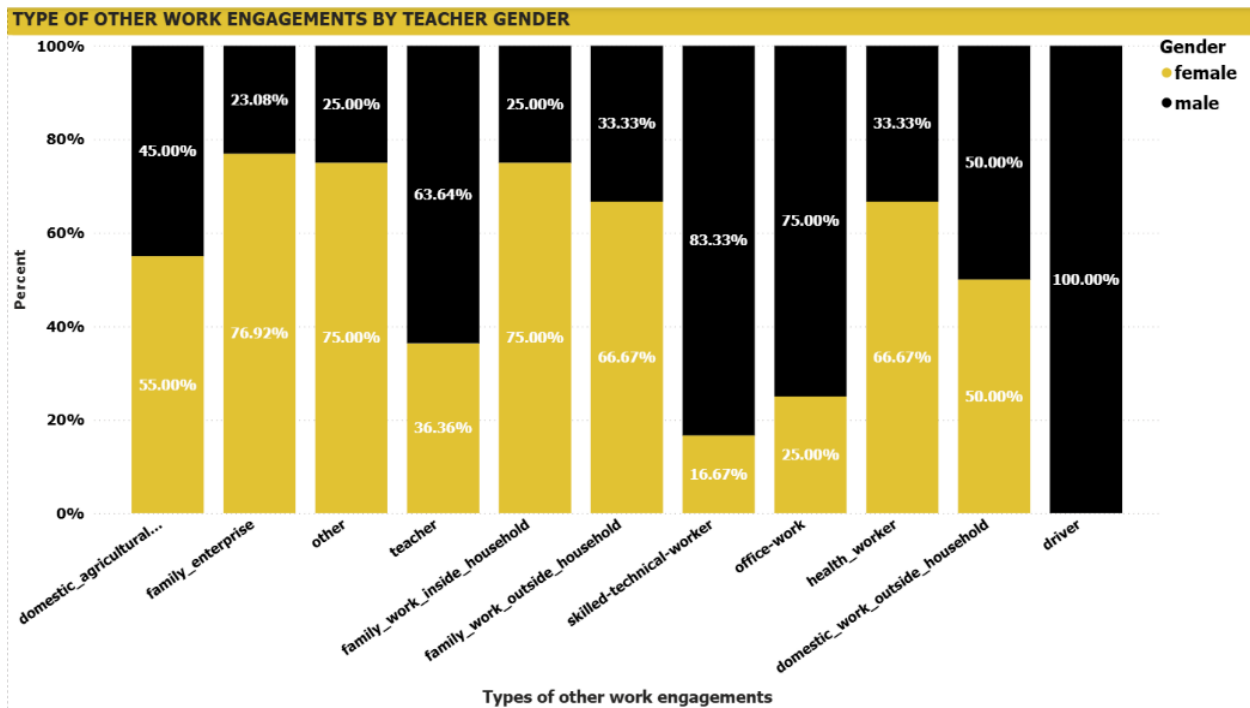
Engagement in additional work outside teaching varied between refugee and host community schools. In refugee settings, most teachers (91.2%) reported not engaging in any other work in the past year, with only 8.8% indicating that they had. In contrast, in host community schools, a smaller proportion (75.6%) had not engaged in other work, while a notable 24.4% had undertaken additional income-generating activities. This suggests that teachers in host communities are more likely to supplement their income through other forms of work compared to their counterparts in refugee settings, possibly due to differing economic opportunities and financial pressures.

Types of other Work Engagements



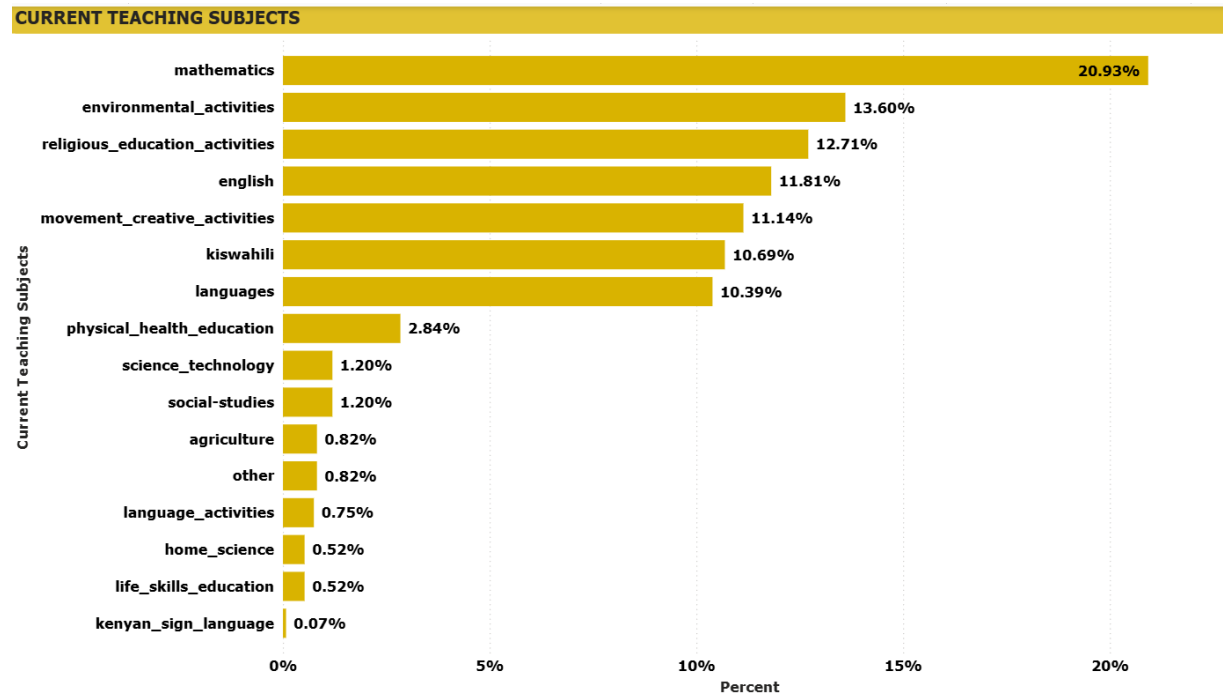
Among teachers who engaged in other forms of work outside their teaching roles, the most common activity was domestic agricultural work (23.26%), reflecting the strong reliance on farming as a supplementary livelihood in these regions. This was followed by involvement in family enterprises (15.12%), which are likely to include small businesses or informal trading. The least common form of alternative work was driving (1.16%), suggesting limited engagement in transport-related income activities compared to agriculture and family-based ventures.

Types of other Work Engagements by Gender of Teacher



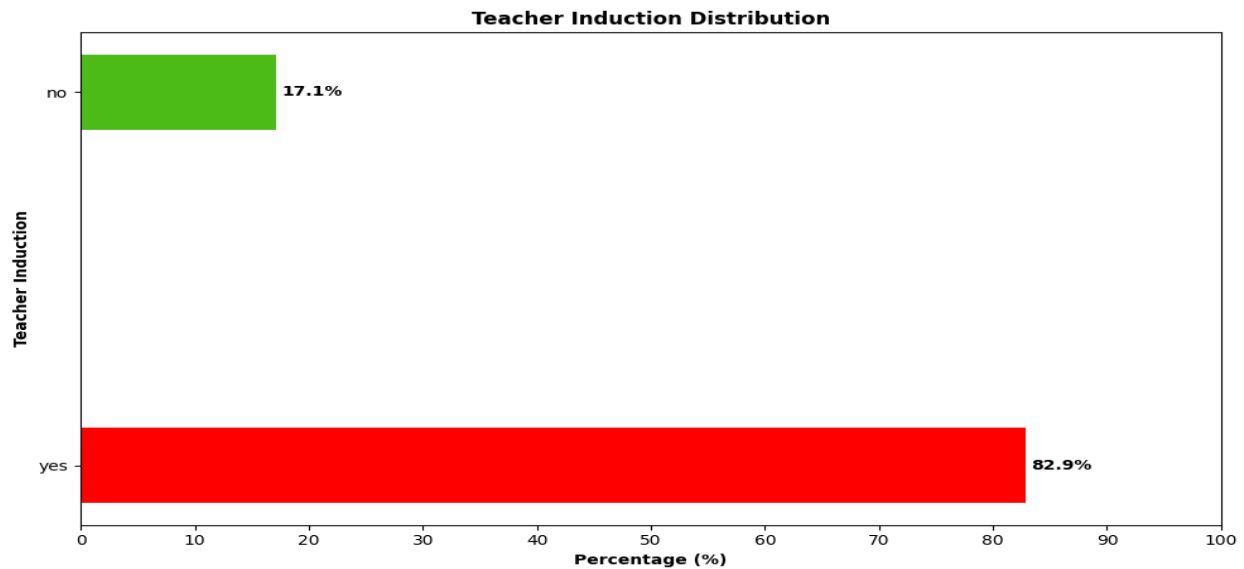
Analysis of other work engagements by gender shows distinct patterns between female and male teachers. For female teachers, the leading activities included family enterprises (76.92%), other unspecified work engagements (75.0%), family work inside the household (75.0%), family work outside the household (66.67%), and roles as health workers (66.67%), reflecting their stronger involvement in family-centered and caregiving-related activities. In contrast, male teachers dominated more specialized roles, with 100% of those engaged in driver work, 83.3% in skilled technical work, and 75.0% in officer-related roles, highlighting a gendered division of labor where men tend to take up technical and formal roles while women are more engaged in family and household-related work.

Current Teaching Subjects



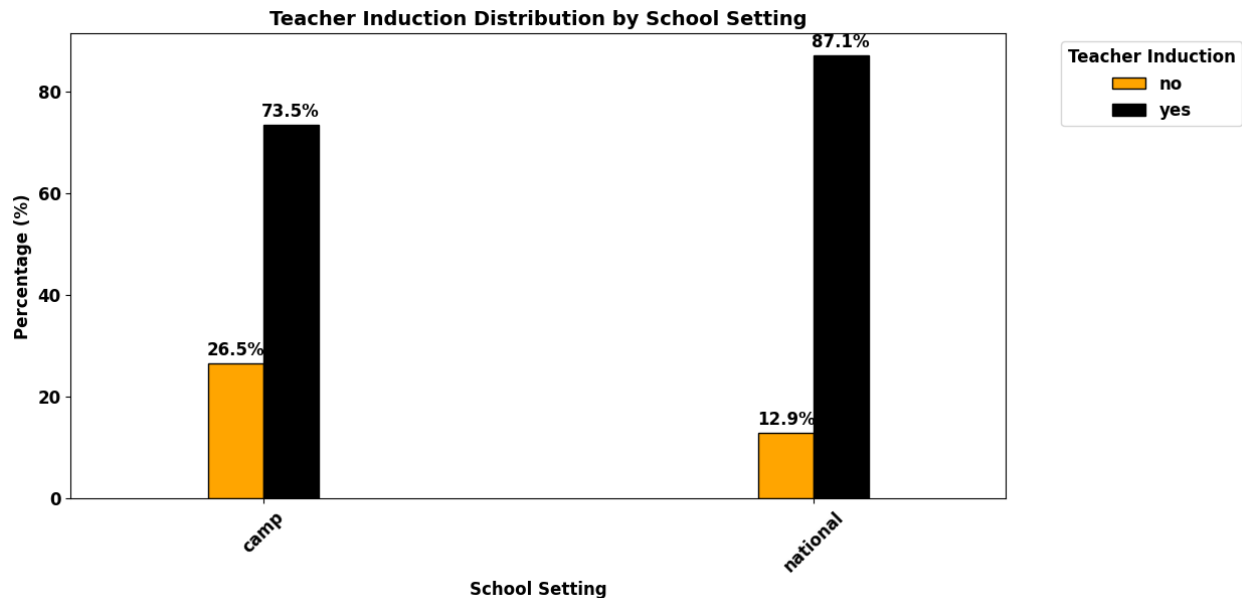
The distribution of teaching subjects shows that the largest share of teachers (20.93%) are currently instructing in Mathematics, making it the most widely taught subject. This is followed by Environmental Activities, taught by 13.60% of teachers, reflecting its importance in the primary curriculum. At the other end of the spectrum, only a very small proportion (0.07%) of teachers reported teaching Kenyan Sign Language, highlighting limited specialization in this area and pointing to potential gaps in inclusive education for learners with hearing impairments.

Teacher Induction Program



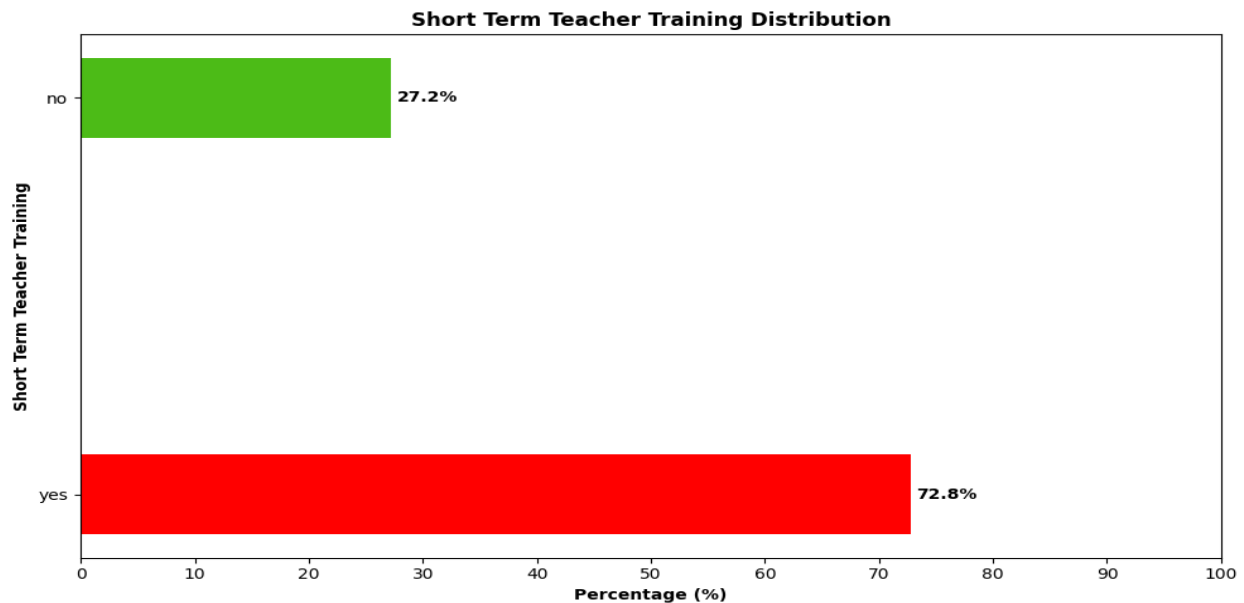
majority of teachers (82.9%) had undergone teacher induction programs, equipping them with foundation professional skills and orientation to the teaching role, while a smaller proportion (17.1%) reported not having received such induction. This indicates that although most teachers benefited from structured entry into the profession, a notable minority may have begun teaching without formal induction support, which could impact their preparedness and effectiveness in the classroom.

Teacher Induction Program by Setting



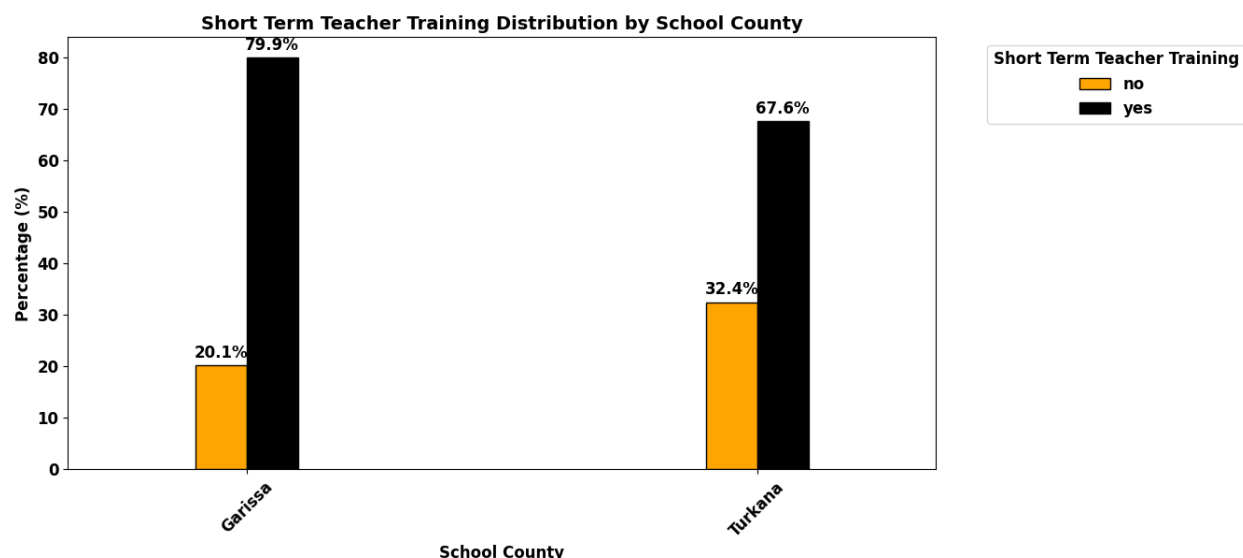
Participation in teacher induction programs varied between refugee and host community schools. In refugee settings, 73.5% of teachers reported having gone through an induction program, while a significant 26.5% had not, suggesting gaps in professional orientation for a notable share of teachers. In contrast, in host community schools, a higher proportion (87.1%) had received induction training, with only 12.9% missing out. These findings indicate that while induction is widely implemented in both contexts, host community teachers are more consistently supported through structured entry into the profession compared to their refugee school counterparts.

Attendance of any Short-Term Teacher Training



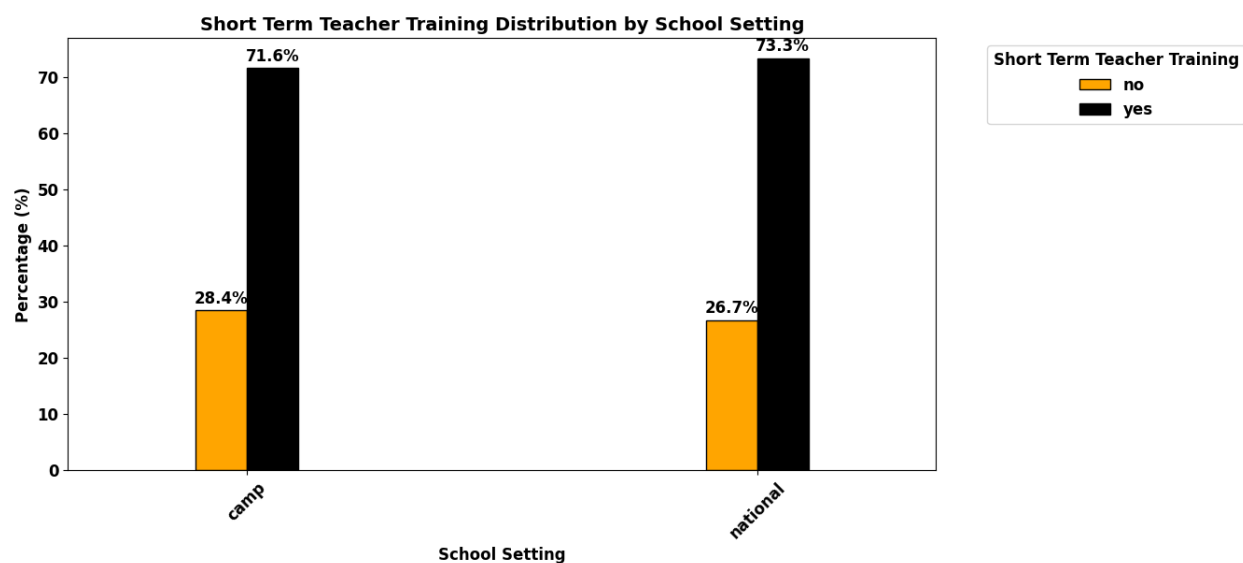
majority of teachers (72.8%) have participated in short-term teacher training programs, which are often designed to build specific skills or enhance subject knowledge, while 27.2% reported never having attended such training. This suggests that although most teachers have had opportunities for professional development through short-term courses, over a quarter remain without this form of capacity-building support, potentially limiting their access to updated pedagogical practices.

Attendance of any Short-Term Teacher Training by County



Attendance in short-term teacher training varied between the two counties. In Garissa County, a higher proportion of teachers (79.9%) reported having attended such training, while 20.1% had never participated. In Turkana County, attendance was lower, with 67.6% of teachers having undergone short-term training and 32.4% having never attended. These findings suggest that teachers in Garissa have greater access to professional development opportunities compared to their counterparts in Turkana, where a significant share of teachers remain without exposure to short-term training programs.

Attendance of any Short-Term Teacher Training by Setting



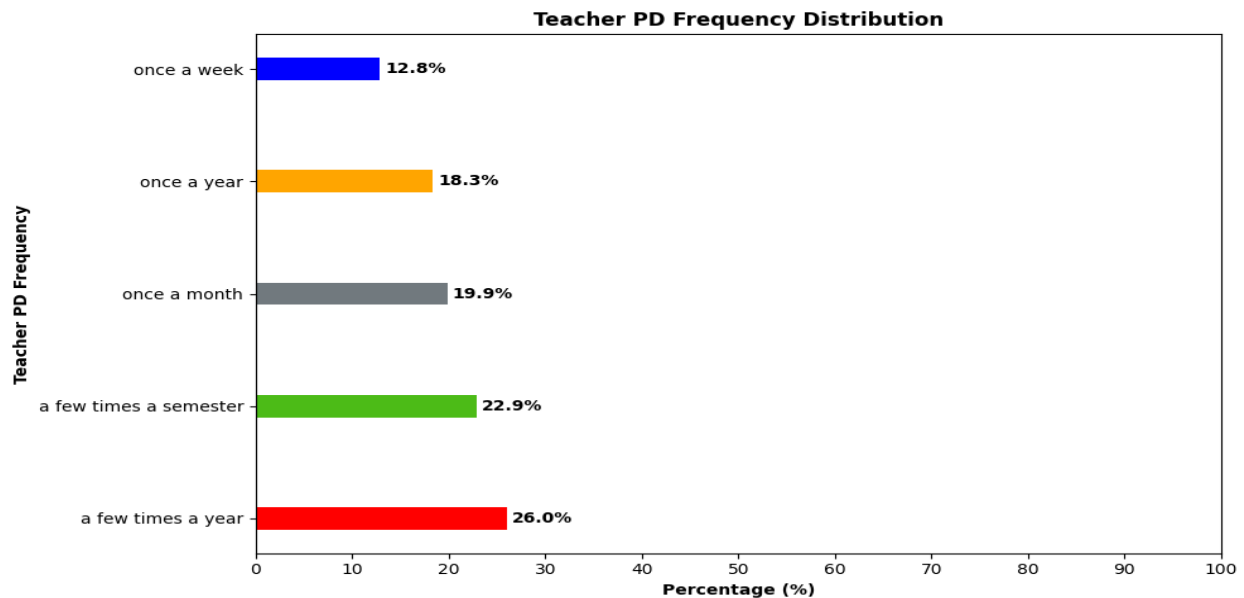
Short-term teacher training by school setting show relatively similar patterns between refugee and host community schools. In refugee settings, 71.6% of teachers reported attending short-term training, while 28.4% had not. In host community schools, a slightly higher proportion (73.3%) had participated in such training, compared to 26.7% who had never attended. This suggests that while access to short-term professional development is fairly widespread across both settings, a considerable minority of teachers in each context still lack exposure to these opportunities, potentially creating gaps in continuous skills enhancement.

Teacher Participation in TCCD Activities in the Past 12 Months

Participation in TCCD Activities in the Past 12 Months	Yes(%)	No(%)
In person TCCD Training	62.7	37.3
Online Training	27.8	72.2
Peer Learning Mentoring	70.3	29.7
Peer Learning Network Training	67.3	32.7
Coaching from Supervisor or other Staff	75.8	24.2
SMS Learning	19.9	80.1
Other TCCD Training Activities	30.2	69.8

Participation in Teacher Continuous Career Development (TCCD) activities over the past 12 months varied considerably across different modalities. Most teachers engaged in in-person TCCD training (62.7%), while a smaller share participated in online training (27.8%), showing that face-to-face platforms remain more popular than digital alternatives. Peer-based approaches were particularly prominent, with 70.3% of teachers involved in peer learning mentoring and 67.3% in peer learning network training, highlighting the strong role of collaborative learning. Coaching from supervisors or other staff also recorded high participation at 75.8%, making it one of the most widely accessed forms of professional support. In contrast, SMS-based learning had the lowest uptake, with only 19.9% participation, suggesting limited preference or accessibility for mobile-based platforms. Additionally, 30.2% of teachers reported involvement in other TCCD training activities beyond the main categories. Overall, the results reflect a strong reliance on in-person and peer-supported learning formats, while digital and mobile-based training approaches remain underutilized.

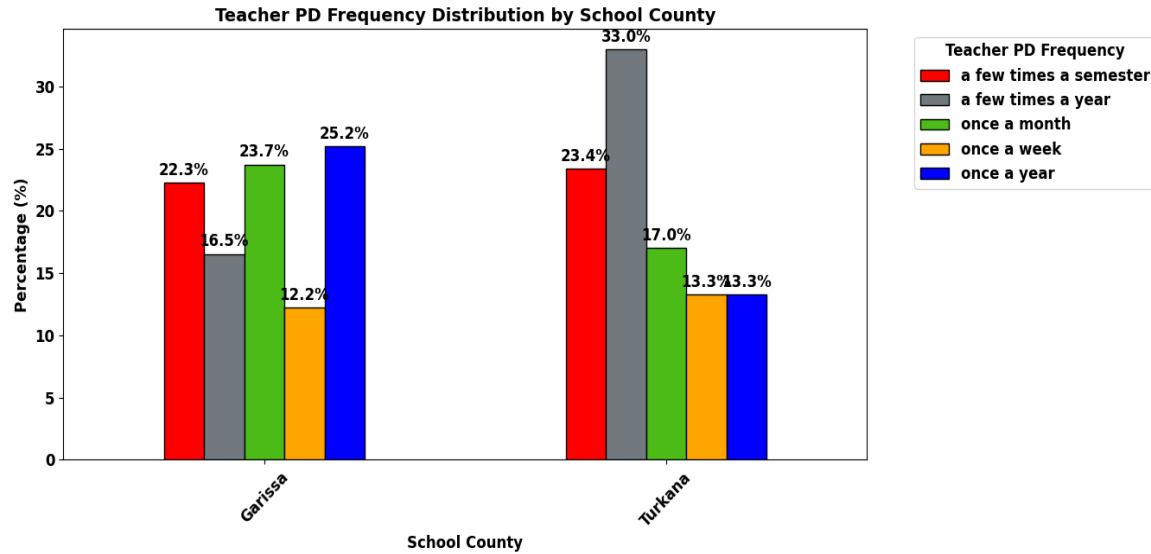
Teacher Frequency of Receiving Professional Development



The frequency of teacher professional development (TPD) participation varies considerably, with the largest proportion of teachers (26.0%) accessing such opportunities only a few times a year, followed closely by 22.9% who receive training a few times each semester. Another 19.9% of teachers benefit from TPD once a month, while 18.3% access it just once a year. Only a small proportion, 12.8%, engage in TPD as frequently as once a week. These findings suggest that although professional development is available, for most teachers it occurs sporadically rather than consistently, which may limit the sustained impact of these programs on teaching quality and classroom practices.

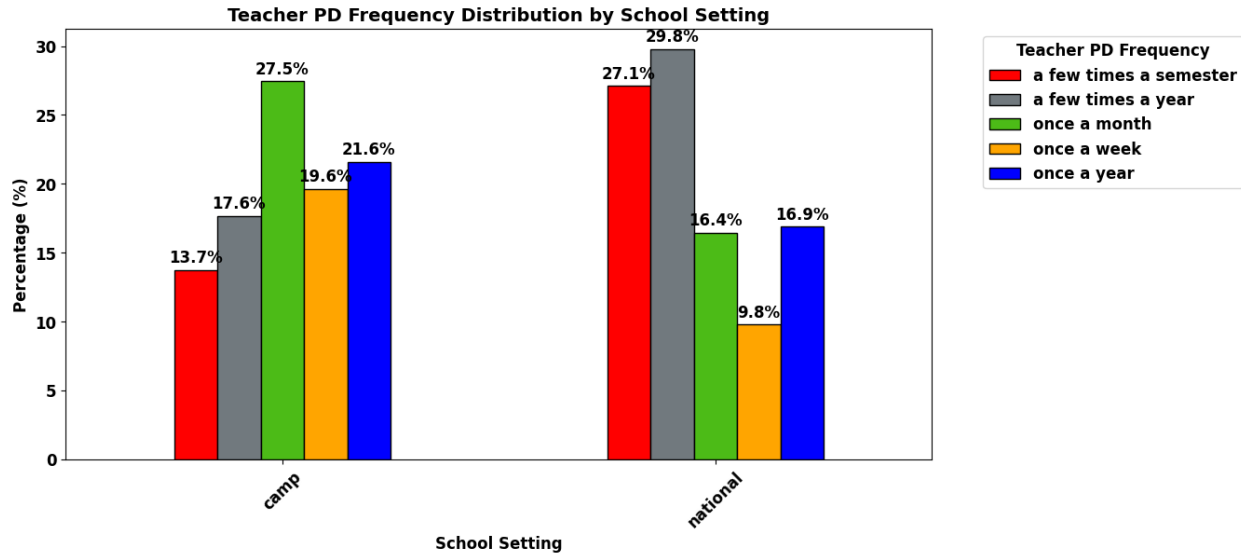
Teacher Frequency of Receiving Professional Development by County





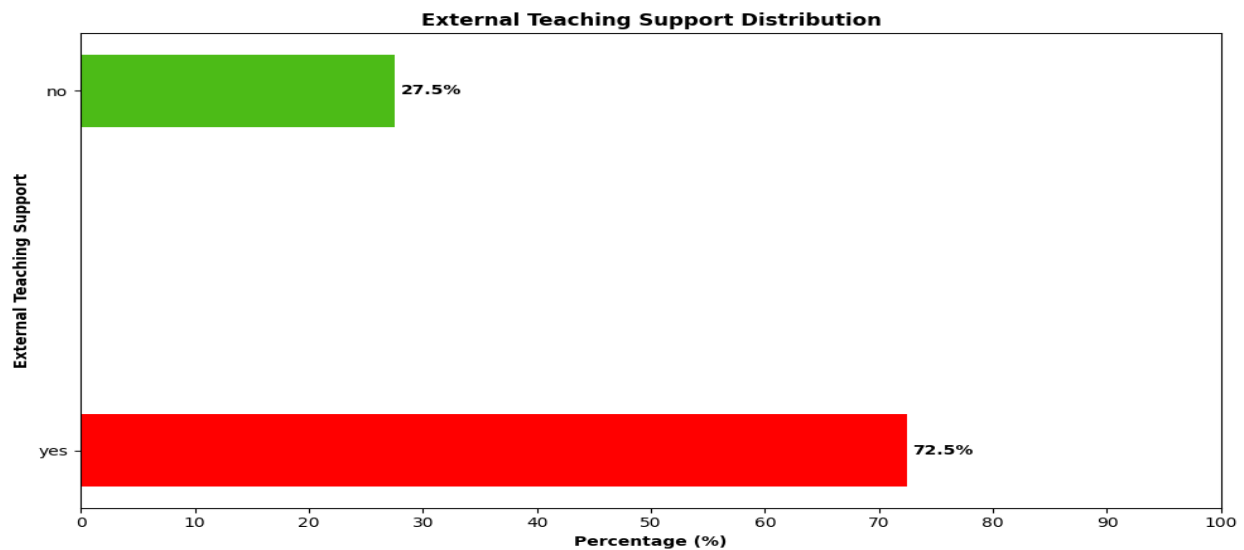
In Garissa County schools, professional teacher development (TPD) attendance is spread across different frequencies, with 25.2% of teachers receiving it once a year, 23.7% once a month, 22.3% a few times a semester, 16.5% a few times a year, and 12.2% once a week. In contrast, Turkana County shows a different distribution, where the largest proportion, 33.0%, access TPD a few times a year, followed by 23.4% a few times a semester, 17.0% once a month, 13.4% once a year, and 13.3% once a week. This highlights that while Garissa has more teachers engaging in annual or monthly TPD, Turkana tends to have teachers accessing it more regularly a few times within the year or semester.

Teacher Frequency of Receiving Professional Development by Setting



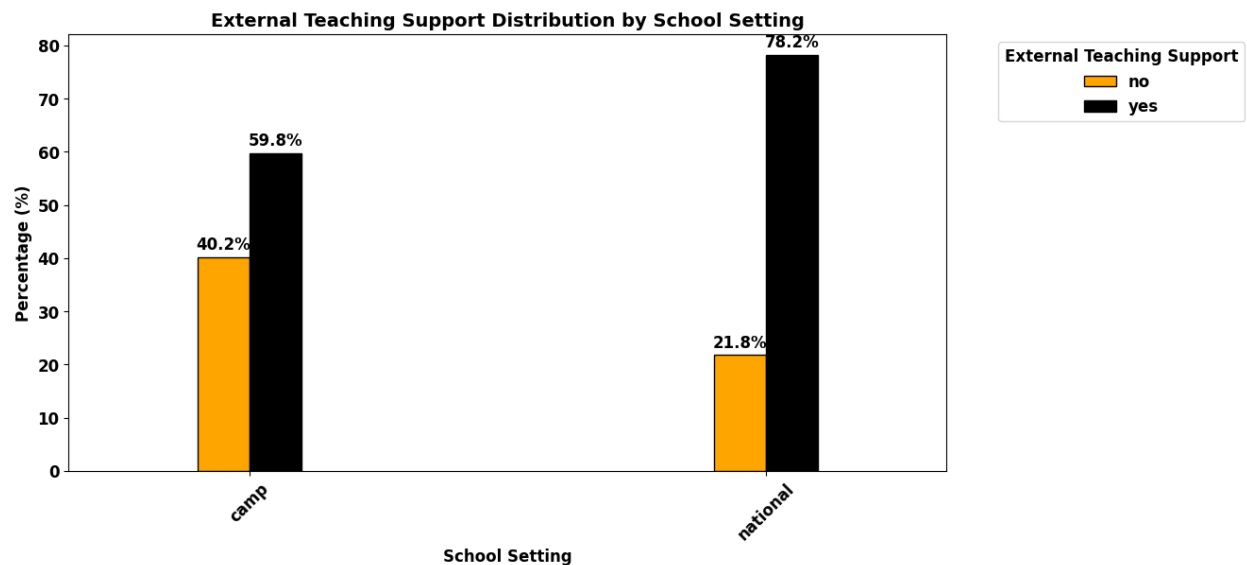
In refugee setting schools, professional teacher development (TPD) participation varies, with 27.5% of teachers receiving it once a month, 21.6% once a year, 19.6% once a week, 17.6% a few times a year, and 13.7% a few times a semester. On the other hand, in host community schools, the highest share, 29.8%, of teachers receive TPD a few times a year, followed by 27.1% a few times a semester, 16.9% once a year, 16.4% once a month, and 9.8% once a week. This shows that refugee school teachers tend to engage more in monthly or weekly professional development, whereas host community school teachers mainly receive it a few times a year or semester.

Teaching Support, Assessment, and Feedback from an Officer Outside the School within the Last 1 Year



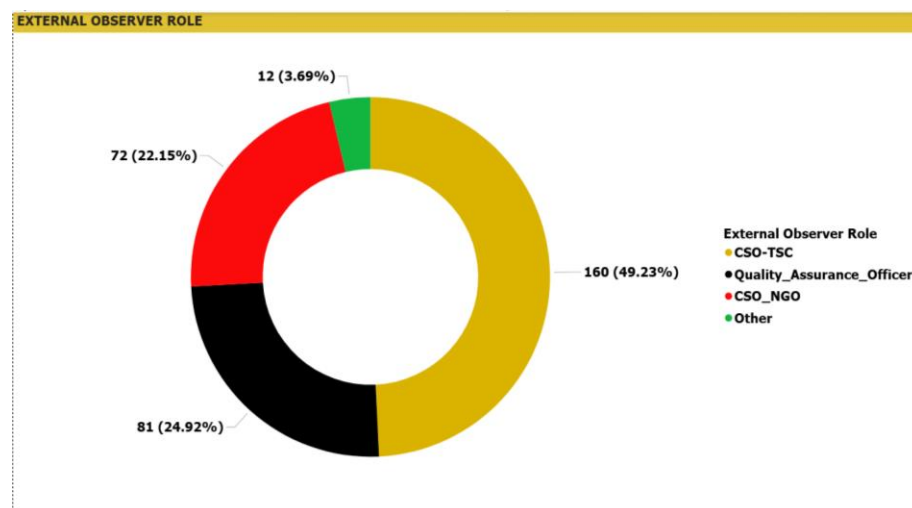
A significant majority of teachers, 72.5%, reported having received teaching support from an external observer within the last year, highlighting the presence of external oversight and professional guidance in their instructional practices. However, 27.5% of teachers indicated that they did not receive such support during the same period, suggesting that while most benefit from this form of professional assistance, a notable proportion still lacks access to external instructional supervision and feedback.

Teaching Support, Assessment, and Feedback from an Officer Outside the School within the Last 1 Year by Setting



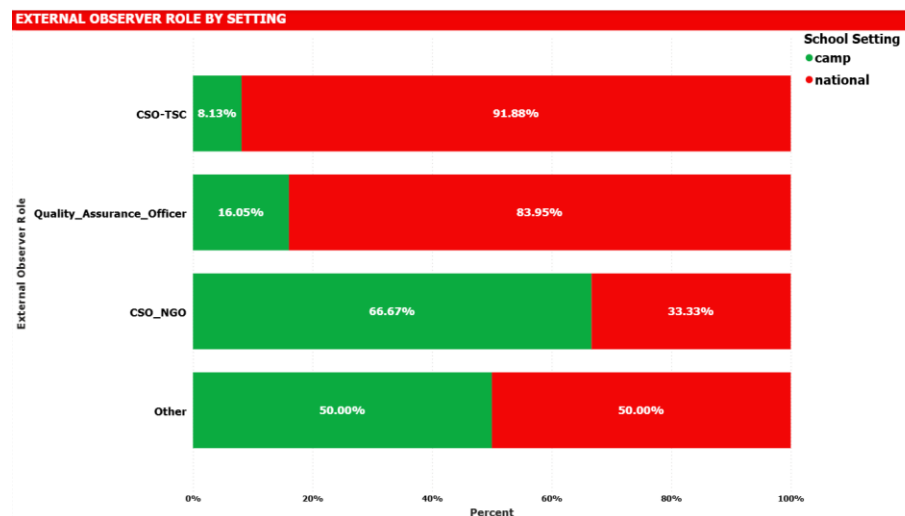
Considering external instructional support, 59.8% of teachers in refugee setting schools reported having received teaching support from an external observer in the past year, while 40.2% did not, indicating limited reach of such professional assistance in these contexts. By contrast, in host community schools, a larger majority, 78.2%, benefited from external observer support, with only 21.8% lacking this guidance, suggesting that host schools have stronger access to external instructional supervision compared to refugee schools.

External Observer Role



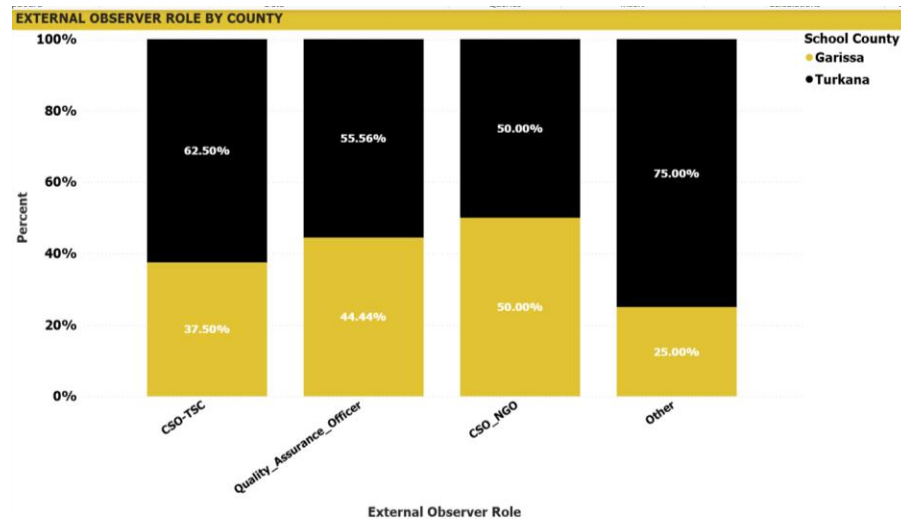
The roles of external observers in providing teaching support were distributed across different actors, with the largest share, 49.23%, carried out by Curriculum Support Officers from the Teachers Service Commission, followed by 24.92% undertaken by Quality Assurance Officers from the Ministry of Education. Additionally, 22.15% of external teaching support came from Curriculum Support Officers affiliated with Non-Governmental Organizations, while the least proportion, 3.69%, was attributed to other external observers, highlighting the central role of government and NGO-linked officers in instructional supervision.

External Observer Role by Setting



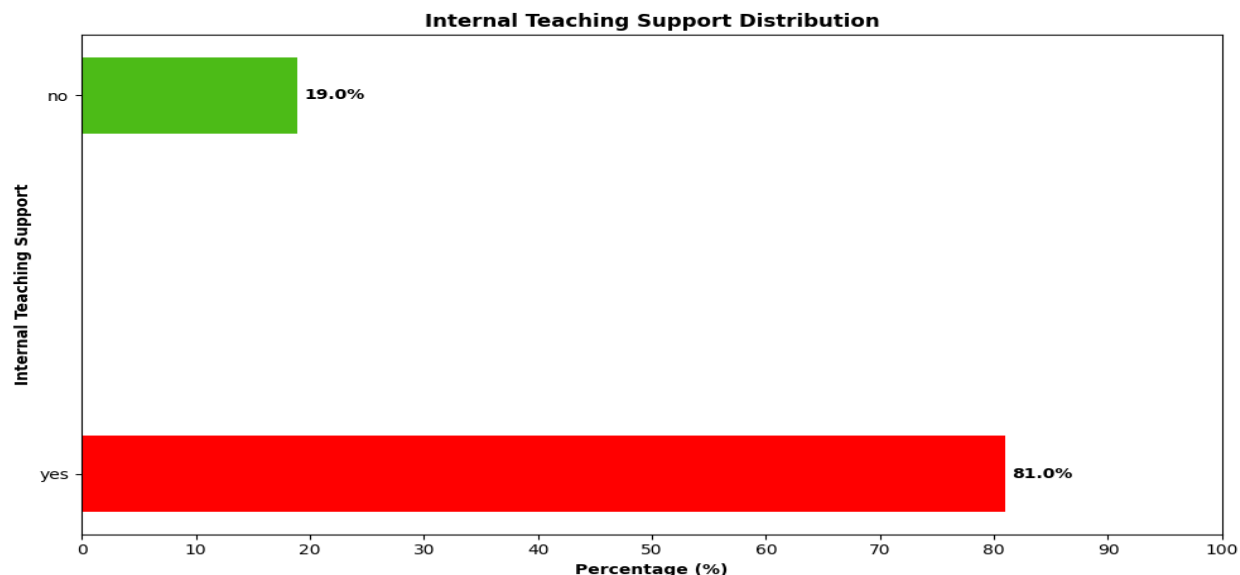
In host community schools, most of the external teaching support was provided by Curriculum Support Officers from the Teachers Service Commission (91.88%) and Quality Assurance Officers from the Ministry of Education (83.95%), while 33.33% of support came from NGO Curriculum Support Officers and 50.0% from other external observers. In contrast, refugee setting schools relied more heavily on NGO Curriculum Support Officers, who accounted for 66.67% of external teaching support, while contributions from TSC Curriculum Support Officers (8.13%) and Ministry Quality Assurance Officers (16.05%) were much lower; however, 50.0% of support still came from other external observers, indicating a heavier dependence on NGO-led oversight compared to host schools.

External Observer Role by County



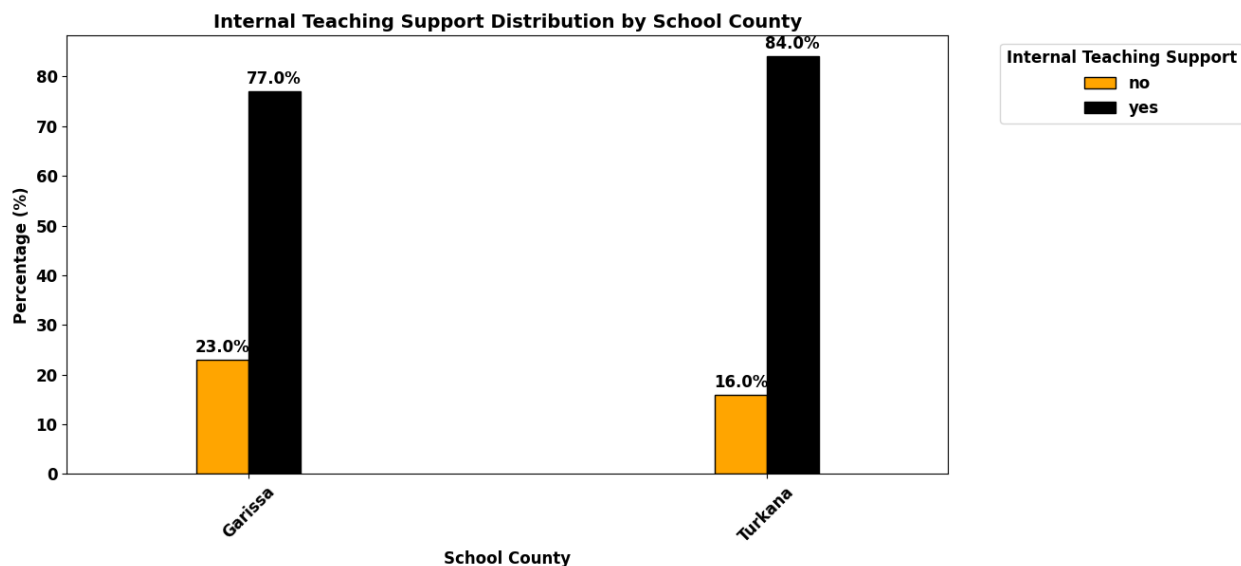
In Turkana County schools, external teaching support was mainly provided by Curriculum Support Officers from the Teachers Service Commission (62.50%), Quality Assurance Officers from the Ministry of Education (55.56%), and NGO Curriculum Support Officers (50.0%), with the highest share coming from other external observers (75.0%). In Garissa County schools, however, the proportions were lower for TSC Curriculum Support Officers (37.5%) and Ministry Quality Assurance Officers (44.44%), while NGO Curriculum Support Officers contributed equally (50.0%) as in Turkana, and other external observers accounted for a smaller proportion (25.0%), reflecting a relatively great reliance on government oversight in Turkana compared to Garissa.

Internal Teaching Support, Assessment and Feedback



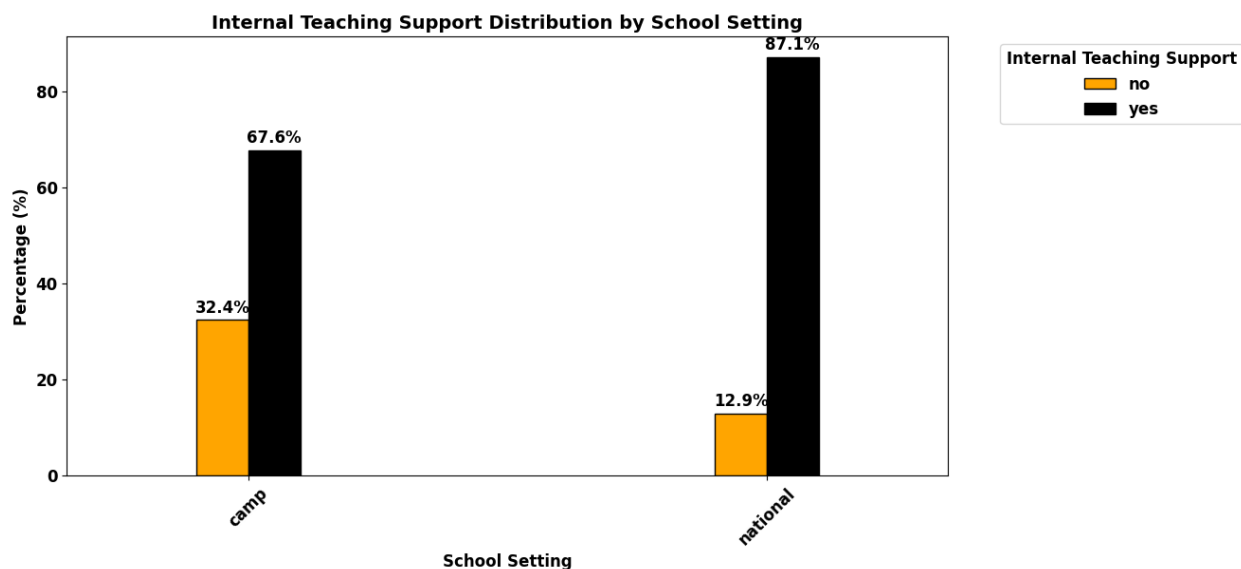
A large proportion of teachers, 81.0%, reported having received teaching support from an internal observer in the last one year, while 19.0% indicated they had not, highlighting that most teachers benefit from internal supervision and guidance within their schools.

Internal Teaching Support, Assessment and Feedback by County



In Garissa County schools, 77.0% of teachers reported receiving teaching support from an internal observer in the last one year, while 23.0% had not. In contrast, Turkana County schools recorded a slightly higher proportion, with 84.0% of teachers receiving such support and 16.0% not, reflecting stronger internal supervisory engagement in Turkana compared to Garissa.

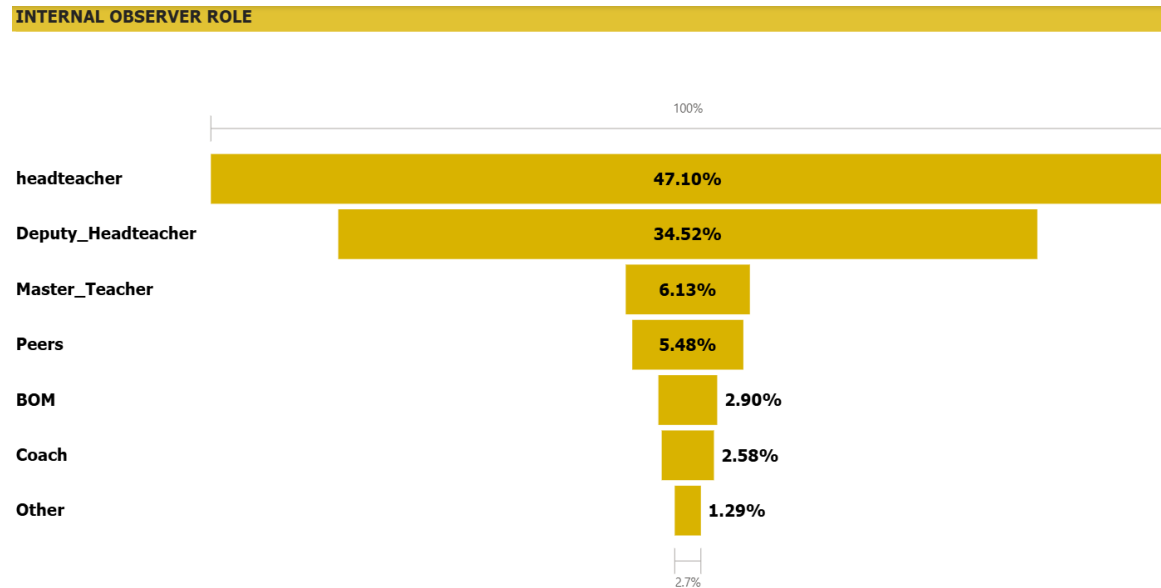
Internal Teaching Support, Assessment and Feedback by Setting



In refugee setting schools, 67.6% of teachers reported receiving teaching support from an internal observer in the last year, while 32.4% had not. On the other hand, host community schools showed a much higher engagement, with 87.1% of teachers receiving internal observer

support and only 12.9% not, highlighting a stronger supervisory presence in host schools compared to refugee schools.

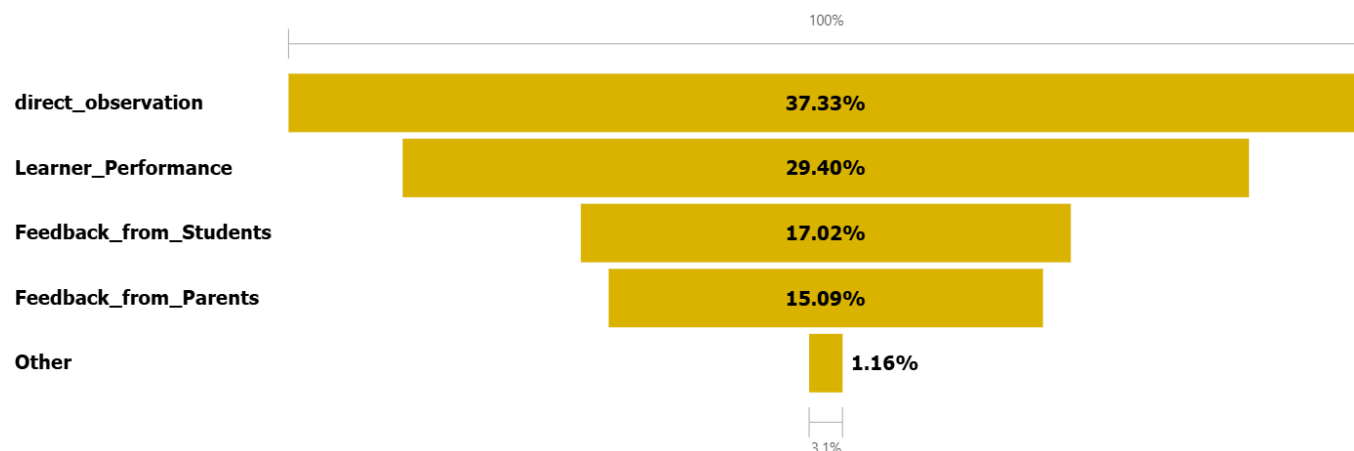
Internal Observer Role



The roles of internal observers varied, with the headteacher accounting for the largest share at 47.1%, followed by the deputy headteacher at 34.52%, and the master teacher at 6.13%. Other contributors included peers at 5.48%, the board of management at 2.90%, coaches at 2.58%, and a small proportion of other internal observers at 1.29%, indicating that school leadership plays the most dominant role in internal teaching support.

Teaching Evaluation Methods

EVALUATION METHODS USED



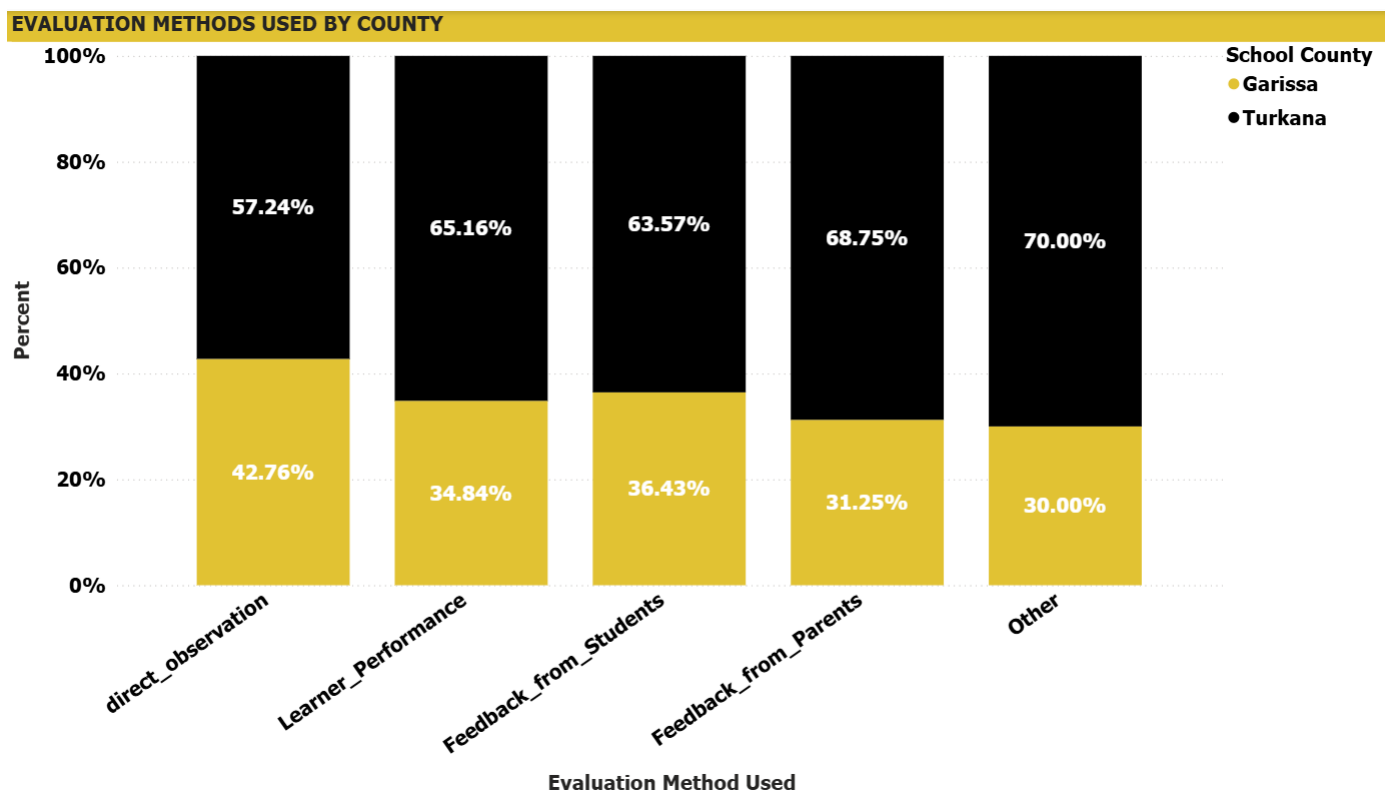
Teaching evaluation methods revealed that direct observation was the most applied approach at 37.33%, followed by learner performance assessments at 29.40%. Additionally, feedback from students accounted for 17.02%, while feedback from parents contributed 15.09%, and a small proportion of 1.16% relied on other evaluation methods, highlighting the predominance of observation and learner performance as the key evaluation tools.

Teaching Evaluation Methods by Setting



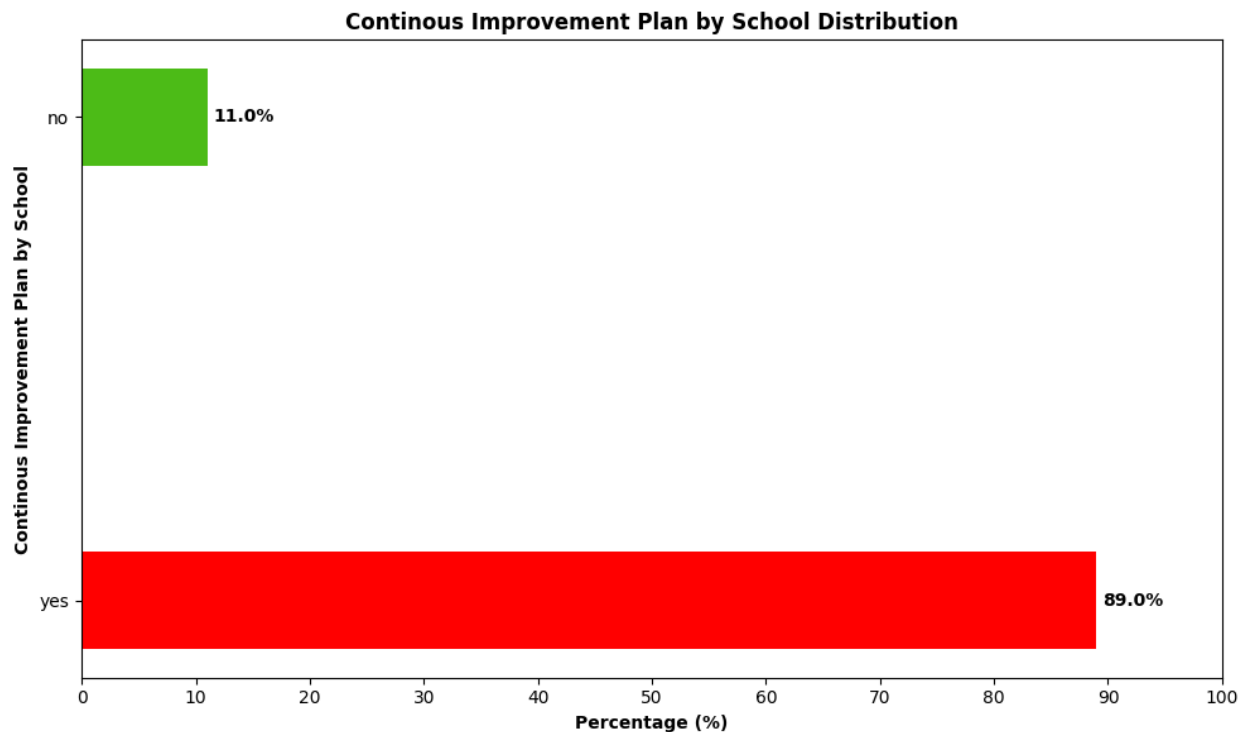
In terms of teaching evaluation methods, host community schools reported higher reliance across most approaches, with 72.57% using direct observation, 81.08% applying learner performance assessments, 80.7% relying on student feedback, 78.79% incorporating feedback from parents, and 100% applying other evaluation methods. On the other hand, refugee setting schools showed lower proportions across the same methods, with 27.43% for direct observation, 18.92% for learner performance, 19.30% for student feedback, and 21.21% for parental feedback, while 100% also applied other evaluation methods, underscoring significant differences in evaluation approaches between the two school settings.

Teaching Evaluation Methods by County



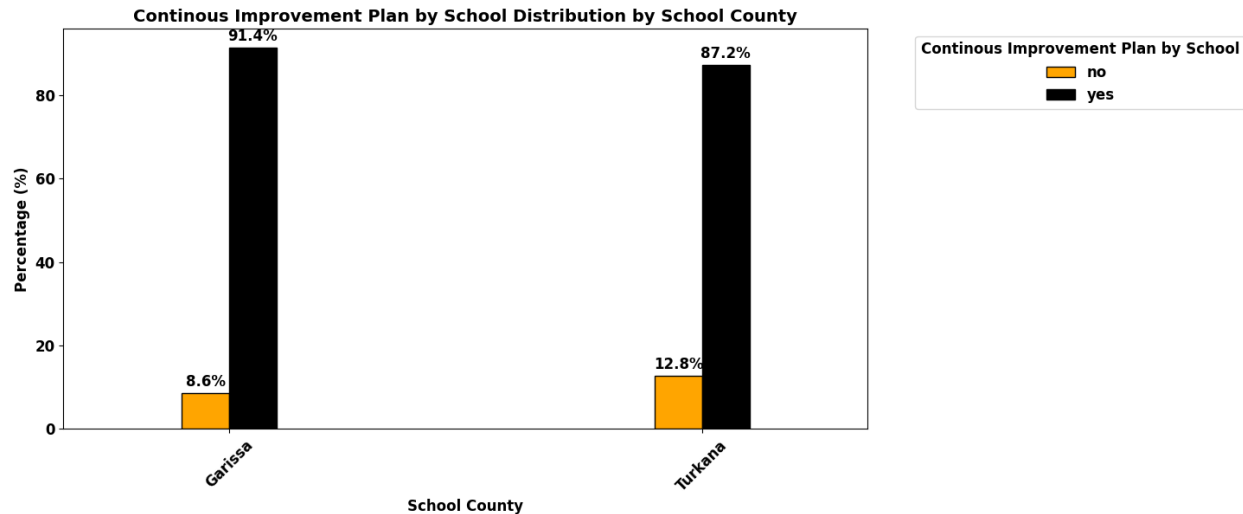
Teaching evaluation methods revealed stronger application in Turkana County schools, where 72.57% of teachers reported using direct observation, 57.24% relied on learner performance, 65.16% incorporated feedback from students, 63.57% used feedback from parents, and 70% applied other evaluation methods. In contrast, Garissa County schools reported lower proportions across these methods, with 42.76% using direct observation, 34.84% applying learner performance, 36.43% relying on student feedback, and 31.25% incorporating parental feedback, while 30% reported the use of other evaluation methods, highlighting regional differences in teacher evaluation practices.

Developed Plan to Improve Teacher Performance



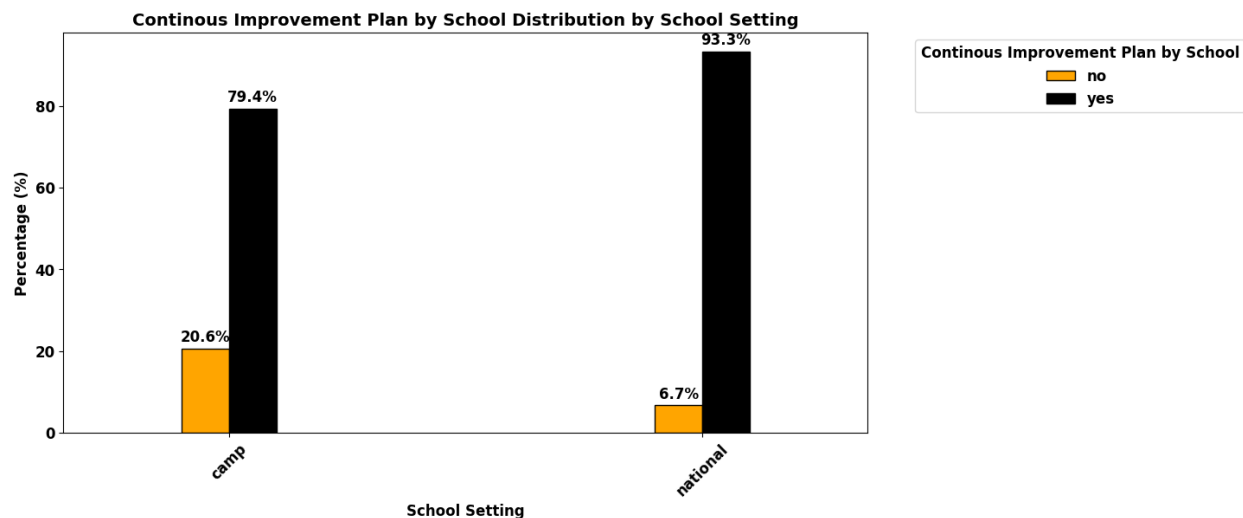
A large majority, 89% of schools, have put in place plans aimed at improving teacher performance, reflecting a strong commitment to enhancing teaching quality and professional growth. However, 11% of schools reported having no such plans, suggesting gaps in structured efforts to support teacher development and performance improvement in some institutions.

Developed Plan to Improve Teacher Performance by County



In Garissa County, 91.4% of schools reported having developed plans to improve teacher performance, with only 8.6% lacking such initiatives, indicating relatively strong commitment to structured teacher support. In Turkana County, a slightly lower but still significant proportion, 87.2% of schools, have developed teacher performance improvement plans, while 12.8% have not, highlighting some variation across the two counties in the adoption of strategies to enhance teacher effectiveness.

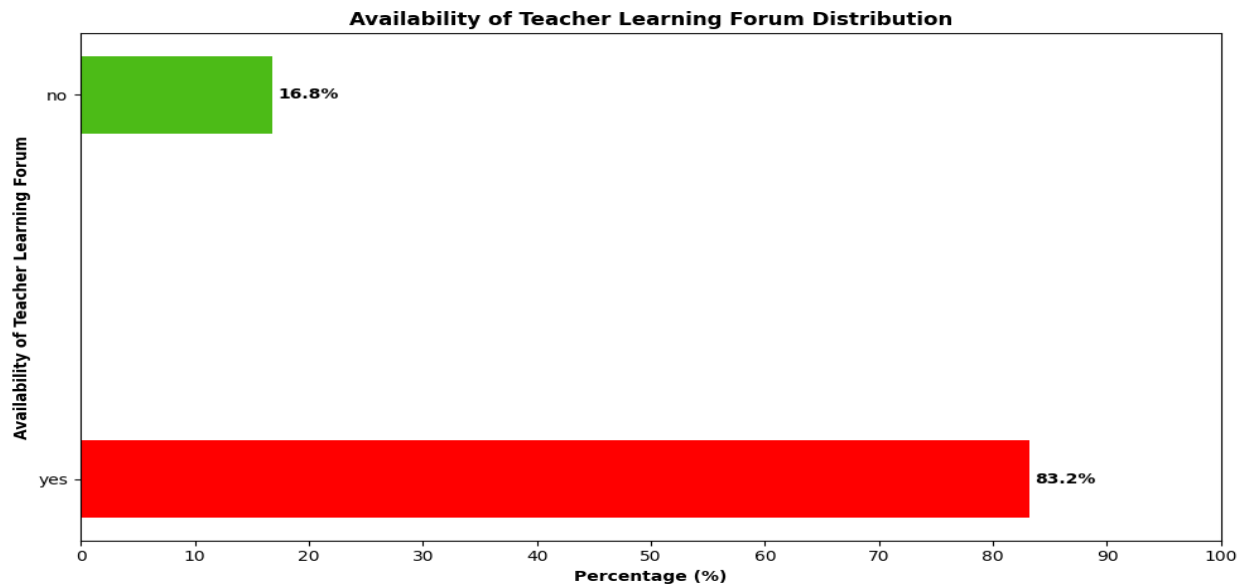
Developed Plan to Improve Teacher Performance by Setting



In the refugee school settings, 79.4% of schools reported having developed plans to improve teacher performance, while 20.6% lacked such plans, reflecting a notable gap in structured teacher support. By contrast, in the host community schools, a much higher proportion, 93.3%,

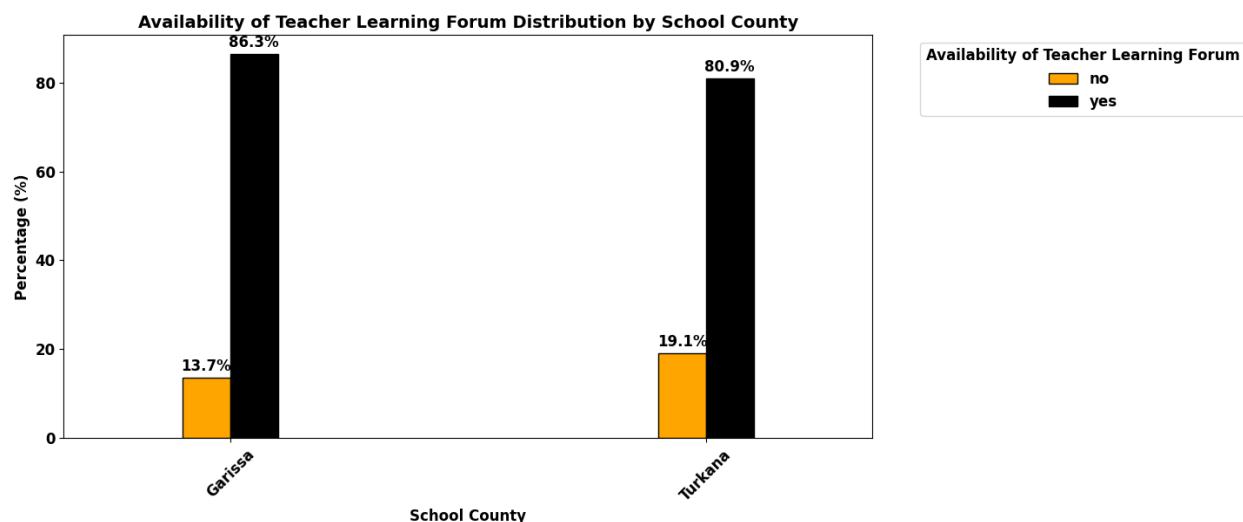
have established performance improvement plans, with only 6.7% not implementing them, indicating stronger institutional commitment to enhancing teacher effectiveness compared to refugee settings.

Availability of a Teacher Learning Cycle or Community of Practice



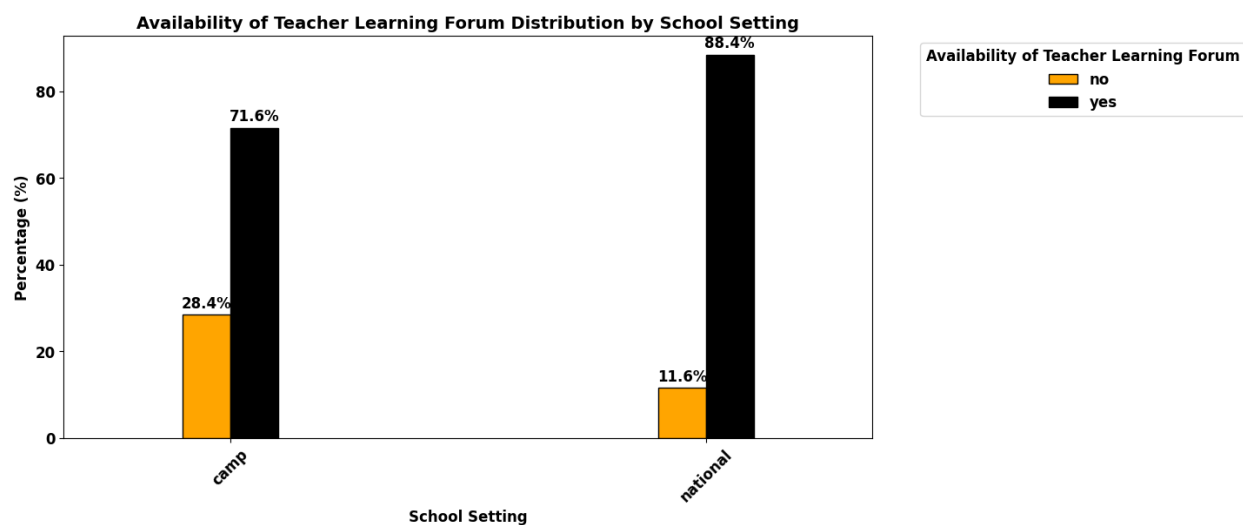
According to the baseline assessment, 83.2% of schools have established teacher learning cycles, providing platforms for continuous professional growth and peer learning, while 16.8% of schools lack such forums, highlighting gaps in collaborative professional development structures across some schools.

Availability of a Teacher Learning Cycle or Community of Practice by County



In Garissa County, 86.3% of schools have established teacher learning cycles, while 13.7% do not, indicating strong adoption of collaborative professional forums. In comparison, in Turkana County, 80.9% of schools reported having teacher learning cycles, whereas 19.1% lacked them, showing a relatively lower uptake compared to Garissa but still reflecting significant efforts toward promoting teacher professional development.

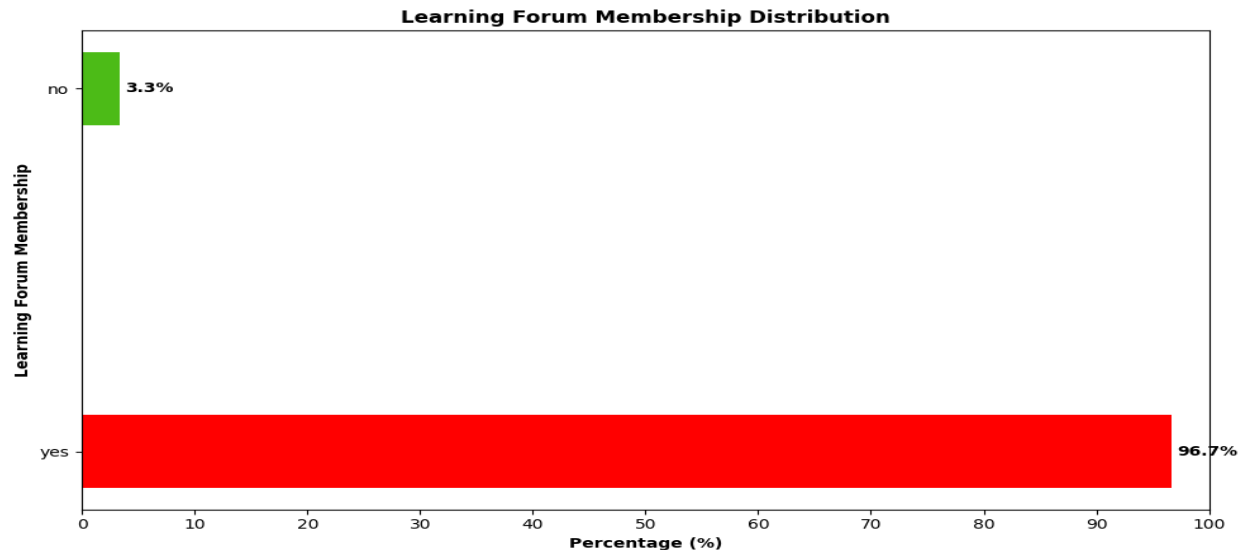
Availability of a Teacher Learning Cycle or Community of Practice by Setting



In the refugee setting, 71.6% of schools reported having teacher learning cycles in place, while 28.4% lacked such forums, highlighting a notable gap in professional collaboration opportunities. By contrast, in the host community setting, a higher proportion, 88.4% of schools, had established teacher learning cycles, with only 11.6% lacking them, indicating stronger

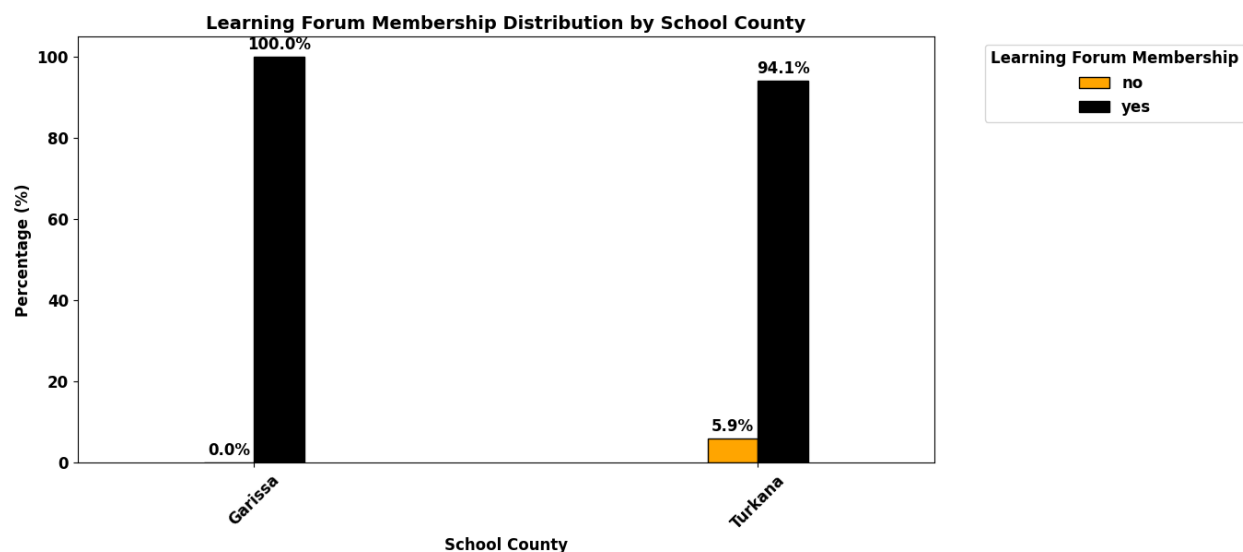
institutional support for continuous teacher learning and peer collaboration compared to the refugee context.

Teacher Learning Cycle or Community of Practice Membership



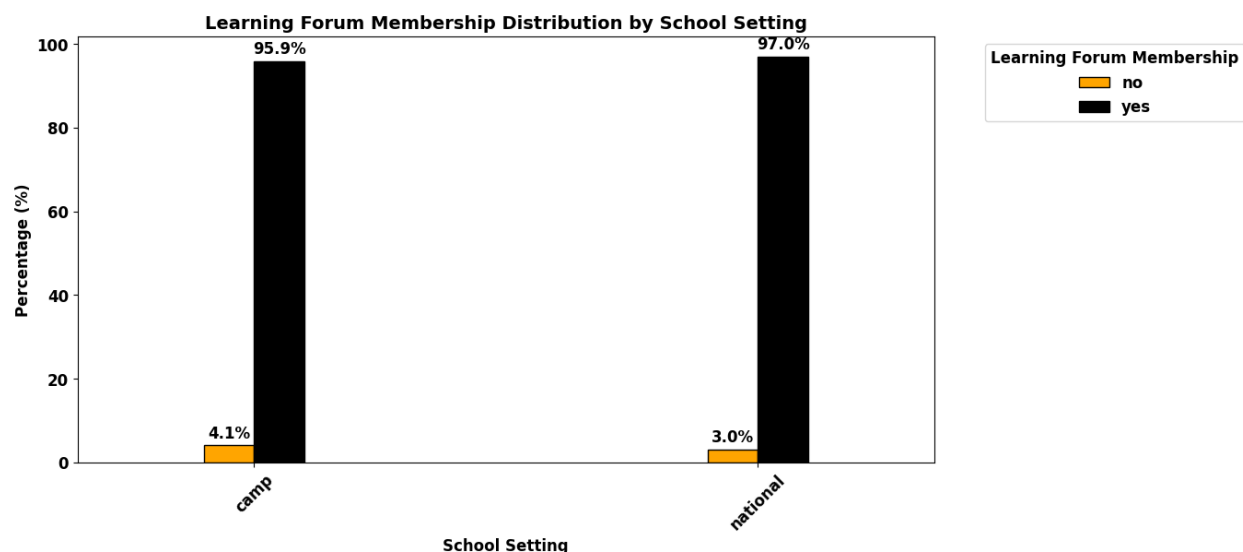
Out of the teachers who confirm availability of teacher learning cycles, a large majority of teachers, 96.7%, are members of a teacher learning cycle forum, reflecting widespread participation in collaborative professional development structures. In contrast, only 3.3% of teachers are not part of such forums, suggesting that teacher learning cycles are well institutionalized and play a significant role in enhancing teaching practices across schools.

Teacher Learning Cycle or Community of Practice Membership by County



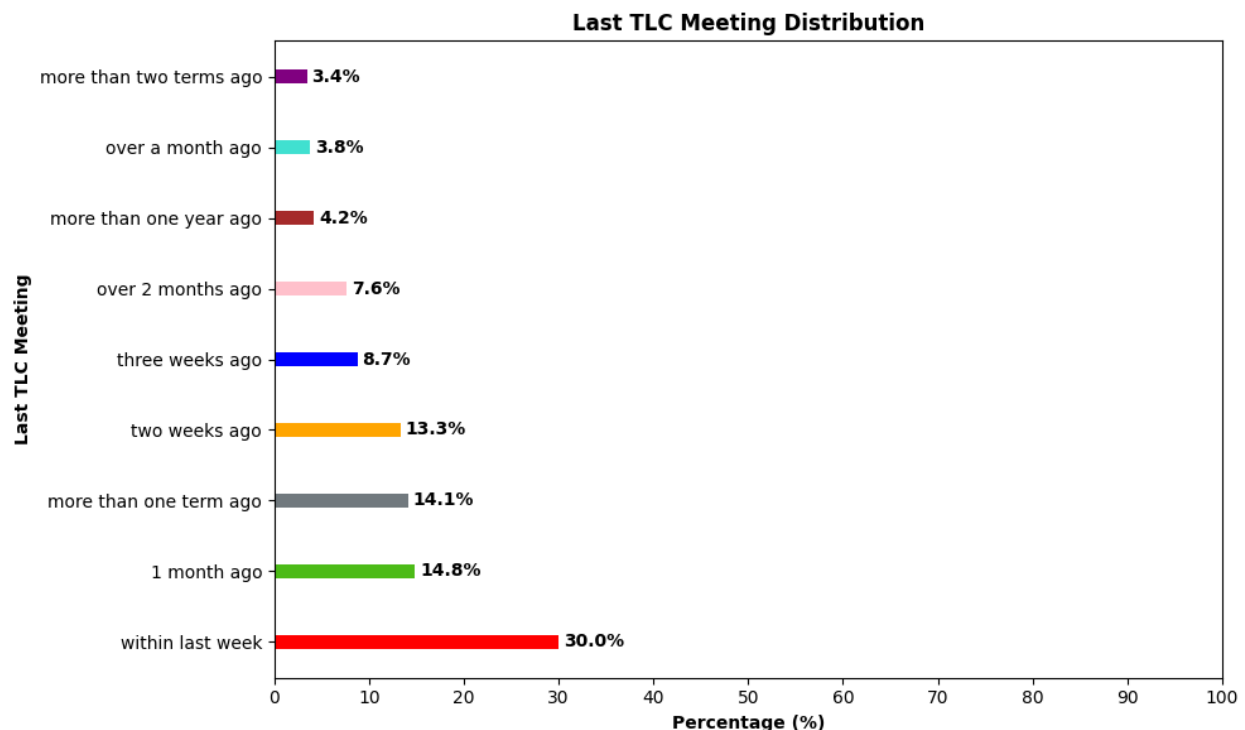
Out of all teachers in Garissa County who reported availability of teacher learning cycle, all teachers (100%) reported having membership in a teacher learning cycle forum, highlighting complete participation in collaborative professional development initiatives. In contrast, in Turkana County, while a strong majority (94.1%) of teachers are members of such forums, a small proportion (5.9%) are not, indicating that although participation is very high, there remain a few gaps in teacher inclusion within professional learning communities.

Teacher Learning Cycle or Community of Practice Membership by Setting



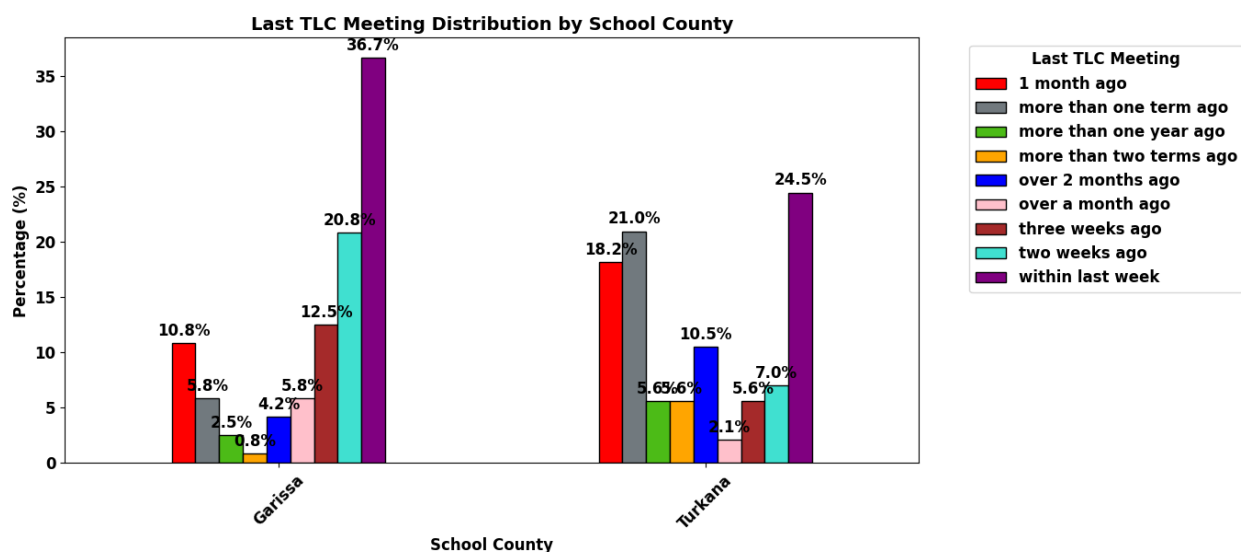
Out of all the teachers in the refugee setting who reported availability of teacher learning cycle, 95.9% of teachers reported membership in a teacher learning cycle forum, while a small minority (4.1%) are not members, showing strong but not universal participation. Similarly, in the host community setting, an even higher proportion of teachers (97.0%) belong to a teacher learning cycle forum, with only 3.0% not participating, indicating that both contexts demonstrate high levels of teacher engagement in professional learning forums, though membership is slightly more widespread in host community schools compared to refugee schools.

Last Time Meeting in the Teacher Learning Cycle or Community of Practice



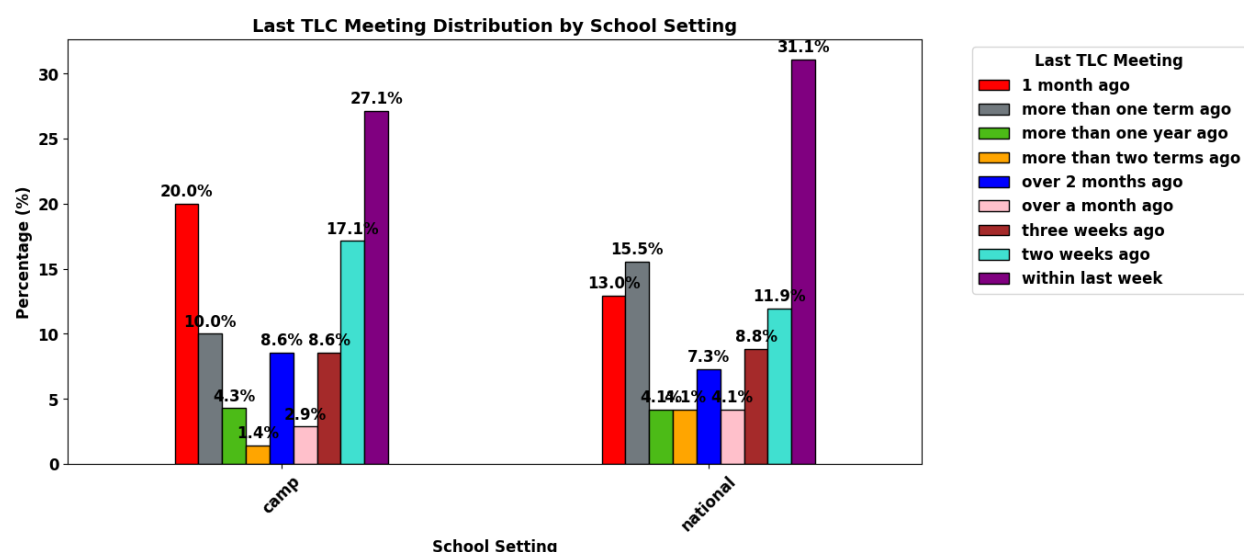
Teachers reported varying timelines for their last participation in teacher learning cycle meetings, with the highest proportion (30.0%) having met within the last week, followed by 14.8% who met one month ago, and 14.1% whose last meeting was more than one term ago. Additionally, 13.3% of teachers participated two weeks ago, 8.7% three weeks ago, and 7.6% over two months ago. Smaller proportions included 4.2% who last attended more than one year ago, 3.8% who met over a month ago, and 3.4% who had last engaged more than two terms ago, highlighting both frequent engagement for a majority and long gaps in participation for a few teachers.

Last Time Meeting in the Teacher Learning Cycle or Community of Practice by County



In Garissa County, participation in teacher learning cycle meetings varied, with 36.7% of teachers reporting they met within the last week, 20.8% two weeks ago, 12.5% three weeks ago, 10.8% one month ago, and smaller proportions including 5.8% more than one term ago, 5.8% over a month ago, 4.2% over two months ago, 2.5% more than one year ago, and 0.8% more than two terms ago. In Turkana County, 24.5% of teachers last met within the last week, 21.0% more than one term ago, 18.2% one month ago, 10.5% over two months ago, 7.0% two weeks ago, 5.6% three weeks ago, 5.6% more than one year ago, 5.6% more than two terms ago, and 2.1% over a month ago, showing more recent and frequent engagement in Garissa compared to relatively spread-out timelines in Turkana.

Last Time Meeting in the Teacher Learning Cycle or Community of Practice by Setting



In the refugee setting, teacher participation in learning cycles showed varied timelines, with 27.1% meeting within the last week, 17.1% two weeks ago, 20.0% one month ago, 10.0% more than one term ago, 8.6% three weeks ago, 8.6% over two months ago, 4.3% more than one year ago, 2.9% over a month ago, and 1.4% more than two terms ago. In contrast, in host community schools, 31.1% of teachers reported meeting within the last week, followed by 15.5% more than one term ago, 13.0% one month ago, 11.9% two weeks ago, 8.8% three weeks ago, 7.3% over two months ago, 4.1% more than one year ago, 4.1% more than two terms ago, and 4.1% over a month ago, suggesting that host community schools generally demonstrated slightly higher proportions of recent engagement compared to refugee schools.

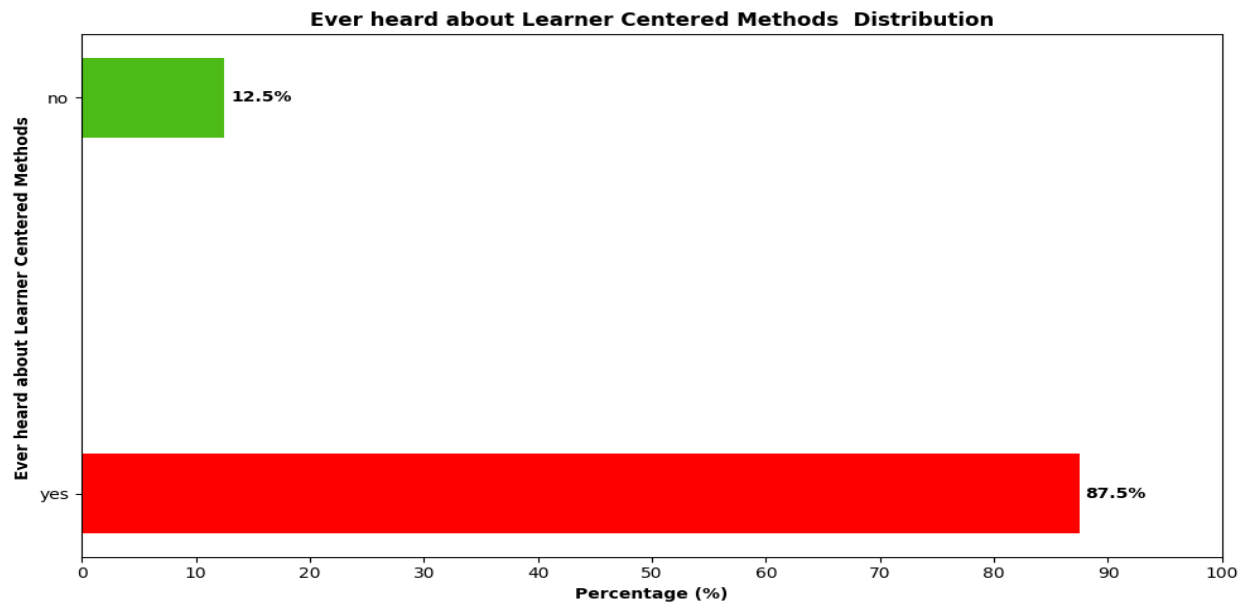
Programs Attended by a Teacher in the Past Term

Programs Attended in the Past Term	Yes(%)	No(%)
Coaching Mentorship Attendance Last Term	56.3	43.7
Teacher Training Attendance Last Term	64.5	35.5
TLC or COP Attendance Last Term	65.4	34.6

Teacher professional development activities were fairly well attended, though with notable proportions of non-participation. Specifically, 56.3% of teachers reported attending a coaching and mentorship program in the last term, while 43.7% did not take part in such mentorship opportunities. Similarly, 64.5% of teachers participated in a formal teacher training session during the same period, compared to 35.5% who did not attend any training. Additionally, 65.4% of teachers engaged in a teacher learning cycle or community of practice, whereas 34.6% did not

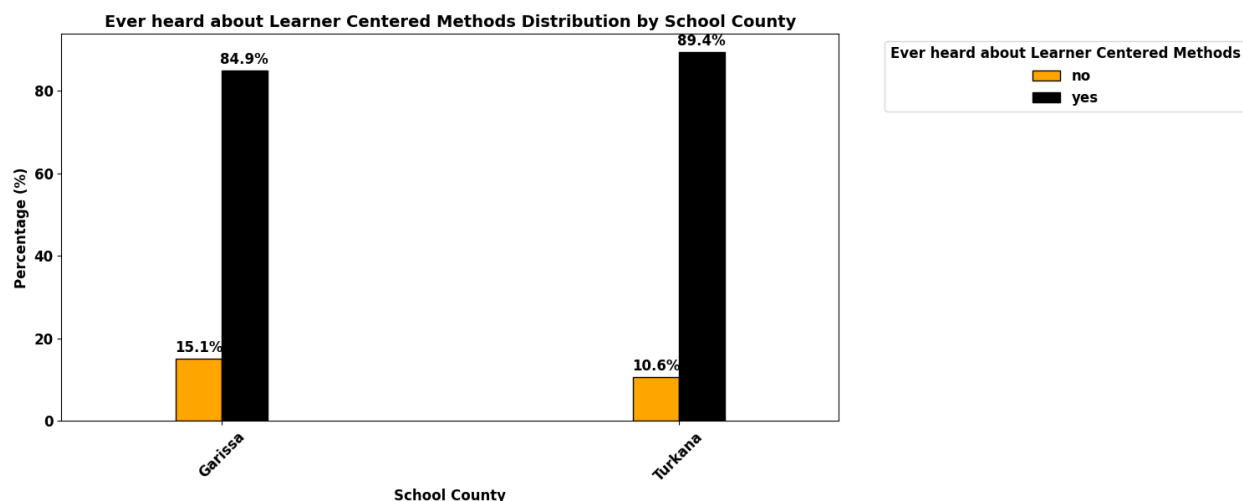
participate in these collaborative professional learning forums. This trend reflects a relatively strong commitment to professional development among teachers, though gaps still remain in attendance across all the three programs.

Ever Heard of Learner Centered Methods



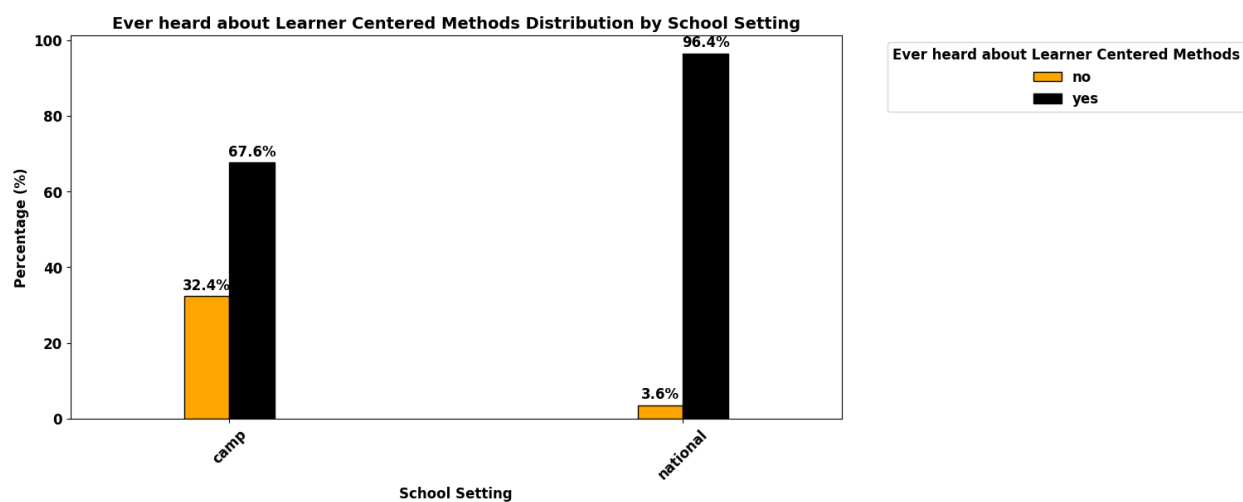
The findings revealed that awareness of innovative instructional approaches is relatively high among teachers, with 87.5% indicating that they have heard of learner-centered methods, which emphasize active student participation, collaboration, and critical thinking in the learning process. However, 12.5% of teachers reported that they have never heard of learner-centered methods, highlighting the need for continued sensitization and training to ensure all teachers are familiar with and able to apply these approaches in their classrooms to enhance teaching and learning outcomes.

Ever Heard of Learner Centered Methods by County



In Garissa County, 84.9% of teachers reported having heard of learner-centered methods, suggesting that a large majority are at least aware of this instructional approach, while 15.1% indicated they had never heard of it, pointing to a knowledge gap that may limit adoption in some schools. Similarly, in Turkana County, 89.4% of teachers acknowledged awareness of learner-centered methods, leaving 10.6% who had not encountered the concept. These findings demonstrate that while awareness is generally high in both counties, a notable minority of teachers remain unfamiliar with learner-centered methods, underscoring the need for targeted professional development to ensure consistent understanding and application across all schools.

Ever Heard of Learner Centered Methods by Setting



In the refugee setting, 67.6% of teachers reported having heard of learner-centered methods, while a significant 32.4% indicated they had never heard of such approaches, highlighting a

substantial awareness gap that may affect instructional practices in these schools. In contrast, in the host community setting, awareness was much higher, with 96.4% of teachers confirming familiarity with learner-centered methods and only 3.6% reporting no knowledge of them. This contrast suggests that while host community schools are largely well-informed about learner-centered practices, refugee setting schools face notable challenges in exposure and training, pointing to the need for increased sensitization and professional development efforts in refugee contexts.

CBC Enhancement Methods

Awareness of CBC Enhancements Modules	yes(%)	no(%)
UDL Awareness	63.6	36.4
SEL Awareness	80.4	19.6
LTP Awareness	98.6	1.4
MHPSS Awareness	78.7	21.3

Teachers' awareness of CBC enhancements shows varying levels of familiarity. Overall, 63.6% of teachers reported being aware of Universal Design for Learning (UDL), while 36.4% were not aware, indicating a moderate knowledge gap. Awareness was much higher for Social and Emotional Learning (SEL), with 80.4% of teachers familiar with the concept and 19.6% not aware. An even greater proportion, 98.6%, reported awareness of Learning through Play (LtP), with only 1.4% lacking knowledge of this method, reflecting widespread understanding among teachers. Meanwhile, awareness of Mental Health and Psychosocial Support (MHPSS) stood at 78.7%, with 21.3% of teachers not aware, highlighting a need for further sensitization and capacity building in this area compared to SEL and LtP.

CBC Enhancement Methods by Setting

School Setting	Enhancement Type Awareness	Yes(%)	No(%)
camp	UDL Awareness	52.2	47.8
	SEL Awareness	78.3	21.7
	LTP Awareness	95.7	4.3
	MHPSS Awareness	79.7	20.3
national	UDL Awareness	67.3	32.7
	SEL Awareness	81.1	18.9
	LTP Awareness	99.5	0.5
	MHPSS Awareness	78.3	21.7

In the refugee setting, awareness of CBC enhancements showed mixed levels, with 52.2% of teachers aware of Universal Design for Learning (UDL) and 47.8% not aware, while 78.3% were aware of Social and Emotional Learning (SEL) and 21.7% were not. Awareness of Learning through Play (LTP) was high, with 95.7% of teachers reporting familiarity and only 4.3% not aware, while 79.7% knew about Mental Health and Psychosocial Support (MHPSS) and 20.3% did not. In contrast, host community schools showed comparatively higher levels of awareness, with 67.3% of teachers familiar with UDL and 32.7% not, 81.1% aware of SEL against 18.9% not, and an overwhelming 99.5% aware of LTP with only 0.5% lacking awareness. For MHPSS, awareness stood at 78.3%, while 21.7% of teachers in host community schools were not aware, mirroring levels like those in refugee settings.

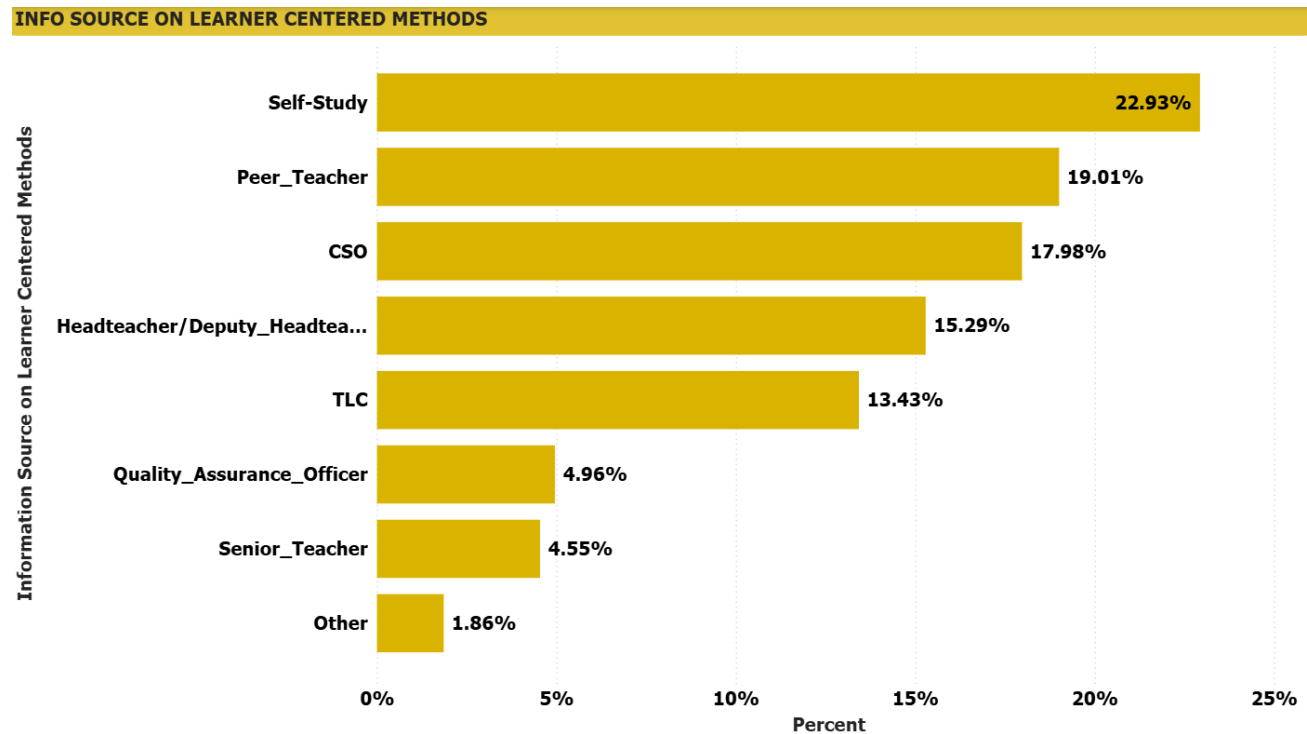
CBC Enhancement Methods by County

School County	Enhancement Type Awareness	yes(%)	no(%)
Garissa	UDL Awareness	65.3	34.7
	SEL Awareness	77.1	22.9
	LTP Awareness	98.3	1.7
	MHPSS Awareness	78.8	21.2
Turkana	UDL Awareness	62.5	37.5
	SEL Awareness	82.7	17.3
	LTP Awareness	98.8	1.2
	MHPSS Awareness	78.6	21.4

In Garissa County, awareness of CBC enhancements varied, with 65.3% of teachers aware of Universal Design for Learning (UDL) while 34.7% were not, and 77.1% aware of Social and Emotional Learning (SEL) compared to 22.9% who were not. Nearly all teachers in Garissa (98.3%) reported awareness of Learning through Play (LTP), with only 1.7% lacking familiarity, while 78.8% were aware of Mental Health and Psychosocial Support (MHPSS) against 21.2% who were not. Similarly, in Turkana County, 62.5% of teachers reported awareness of UDL and

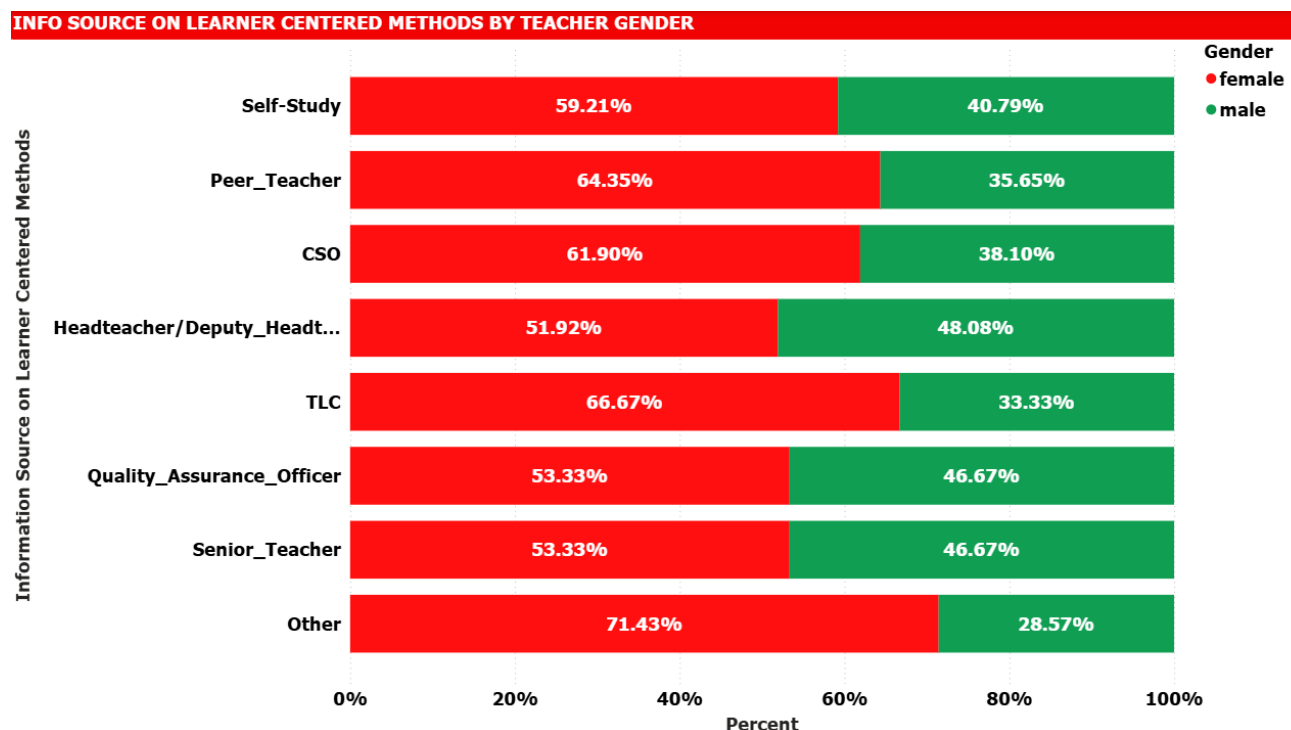
37.5% were not, while 82.7% were familiar with SEL and 17.3% were not. Awareness of LtP was also very high, with 98.8% of teachers in Turkana reporting familiarity and just 1.2% not, whereas awareness of MHPSS stood at 78.6%, leaving 21.4% of teachers in the county not aware of it.

Source of Information on CBC Enhancement Methods



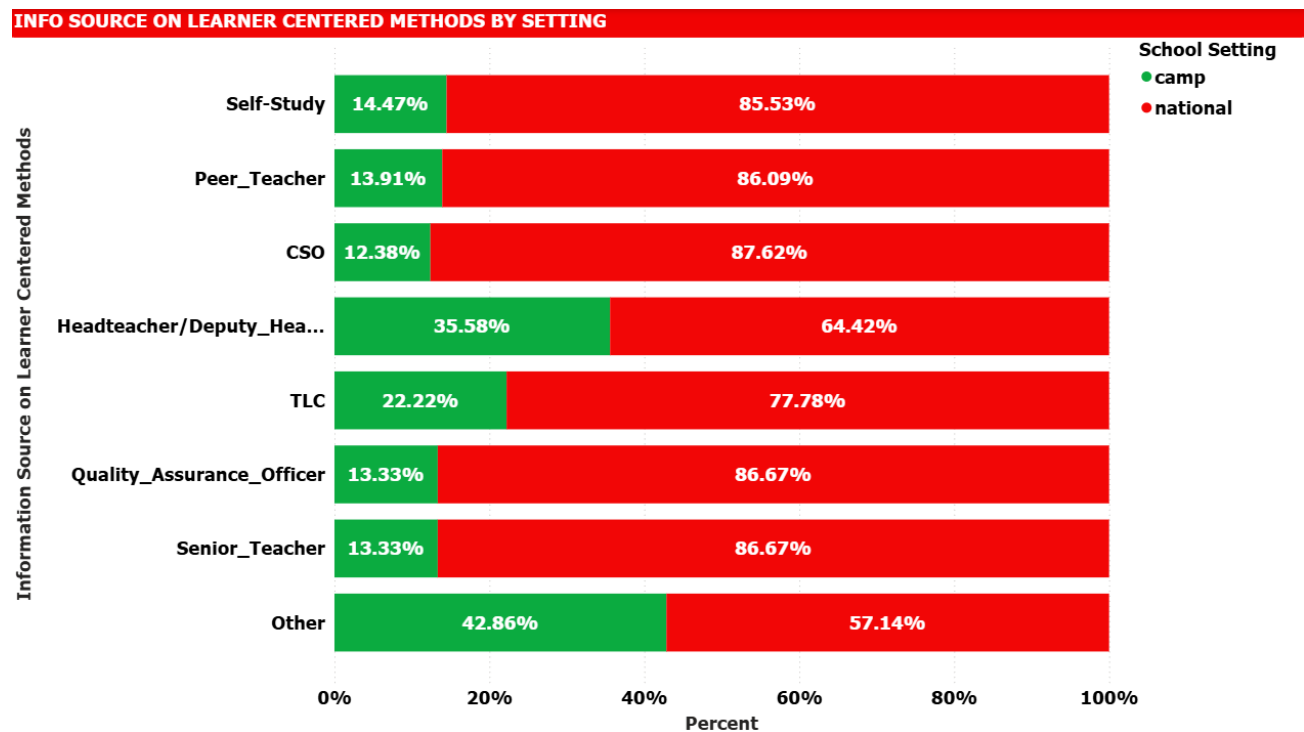
Concerning source of information on learner centered methods, self-study is the most significant source of information on learner-centered methods for teachers, accounting for 22.93%, indicating that many teachers take personal initiative to enhance their instructional knowledge. This is followed by peer teachers, who contribute 19.01%, highlighting the importance of collaboration and shared learning among colleagues. In contrast, senior teachers serve as a much smaller source at 4.55%, while other sources provide the least contribution at just 1.86%, suggesting that structured or formal channels of guidance are less utilized compared to individual effort and peer support.

Source of Information on CBC Enhancement Methods by Teacher Gender



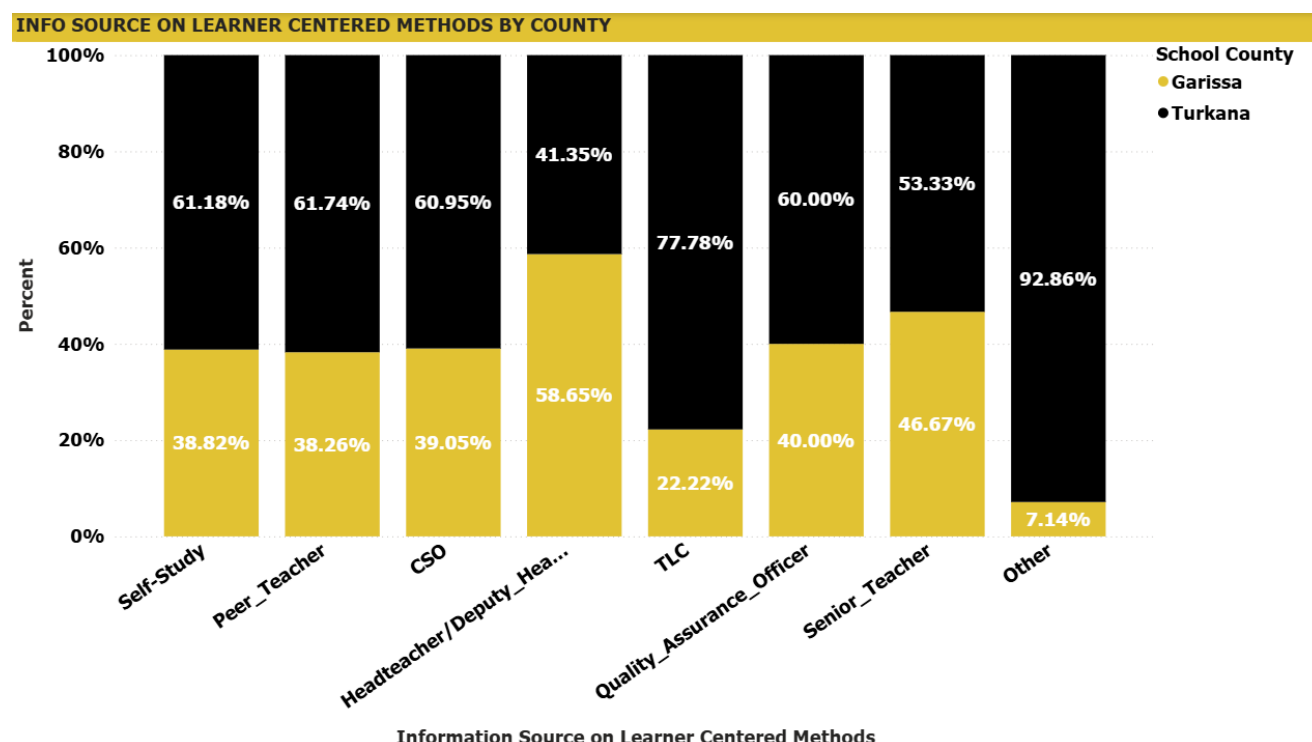
Other sources stand out as the most significant source of information on learner-centered methods at 71.43% for female teachers, followed closely by teacher learning cycles at 66.67%, which underscores the role of structured professional development platforms. Peer teachers also play a major role, contributing 64.35%, reflecting the importance of collaborative learning and knowledge exchange among colleagues. On the other hand, the head teacher is the least cited source at 51.92%, suggesting that while school leadership contributes to professional growth, female teachers rely more heavily on external sources, learning cycles, and peer interactions for exposure to learner-centered methods.

Source of Information on CBC Enhancement Methods by Setting



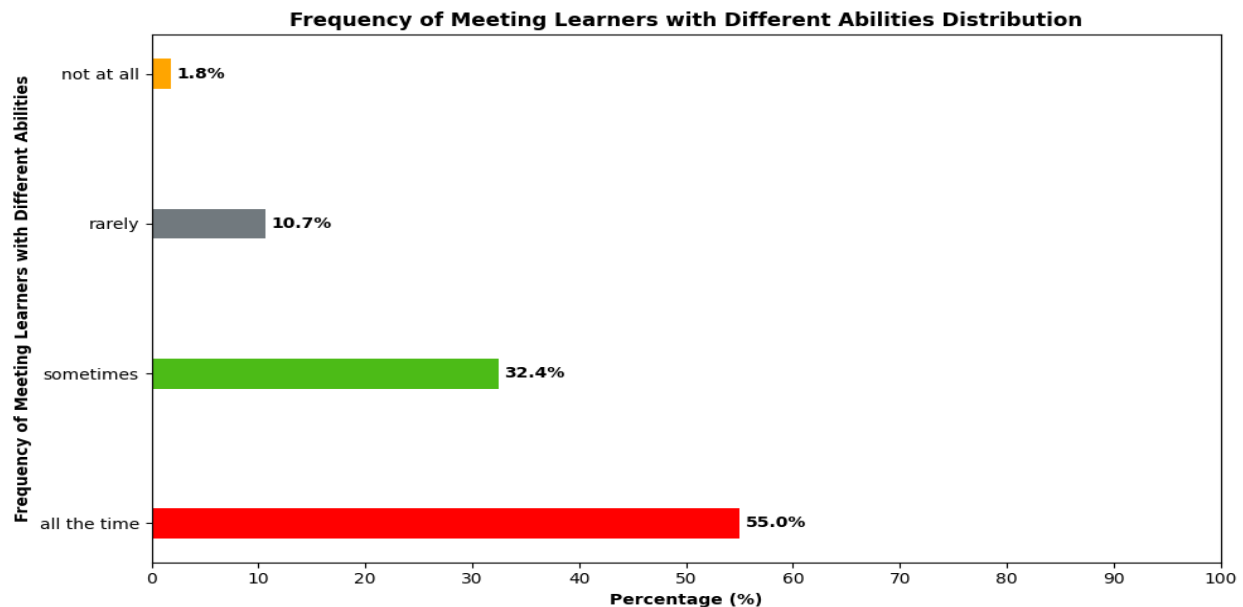
In host community schools, the leading sources were self-study (85.53%), peer teachers (86.09%), CSOs (87.62%), and Quality Assurance Officers (86.67%), all indicating a high level of reliance on professional and peer-driven support systems. Similarly, headteachers or deputy headteachers (64.42%), TLCs (77.78%), and senior teachers (86.67%) also played significant roles, while other sources accounted for 57.14%. In contrast, refugee schools relied less on these mainstream channels, with much lower proportions reporting self-study (14.47%), peer teachers (13.91%), CSOs (12.38%), TLCs (22.22%), Quality Assurance Officers (13.33%), and senior teachers (13.33%) as their sources. However, reliance on headteachers or deputy headteachers (35.58%) and other sources (42.86%) was relatively higher in refugee schools compared to the other categories. These findings suggest that while host community schools access a wide variety of structured and peer-supported information sources, refugee schools tend to depend more on leadership figures and alternative sources, reflecting possible disparities in access to formalized training and peer networks.

Source of Information on CBC Enhancement Methods by County



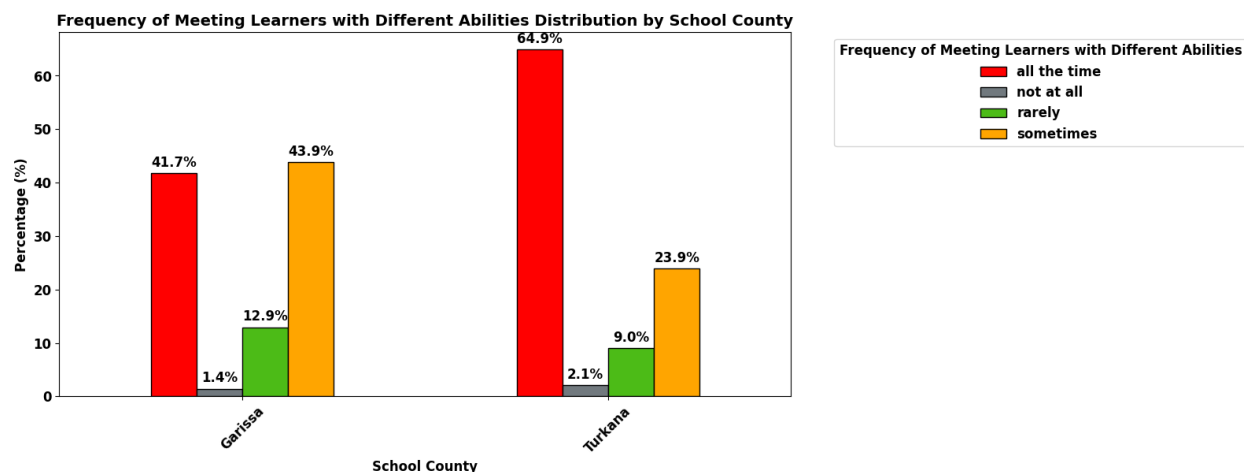
Sources of information on learner-centered methods varied between Turkana and Garissa County teachers, with Turkana teachers showing higher reliance on most professional and peer-driven channels, while Garissa teachers leaned more on school leadership. In Turkana, key sources included self-study (61.18%), peer teachers (61.74%), CSOs (60.95%), TLCs (77.78%), Quality Assurance Officers (60.0%), and senior teachers (53.33%), with other sources contributing the highest at 92.86%. Conversely, Garissa teachers reported lower use of these sources, with self-study (38.82%), peer teachers (38.26%), CSOs (39.05%), TLCs (22.22%), Quality Assurance Officers (40%), and senior teachers (46.67%). However, Garissa teachers reported greater reliance on headteachers or deputy headteachers (58.65%) compared to their counterparts in Turkana (41.35%). These findings highlight that while Turkana teachers draw heavily on diverse and peer-based professional support systems, Garissa teachers depend more on school leadership, indicating differences in teacher collaboration and access to learning resources across the two counties.

Frequency of Meeting Learners with Different Abilities



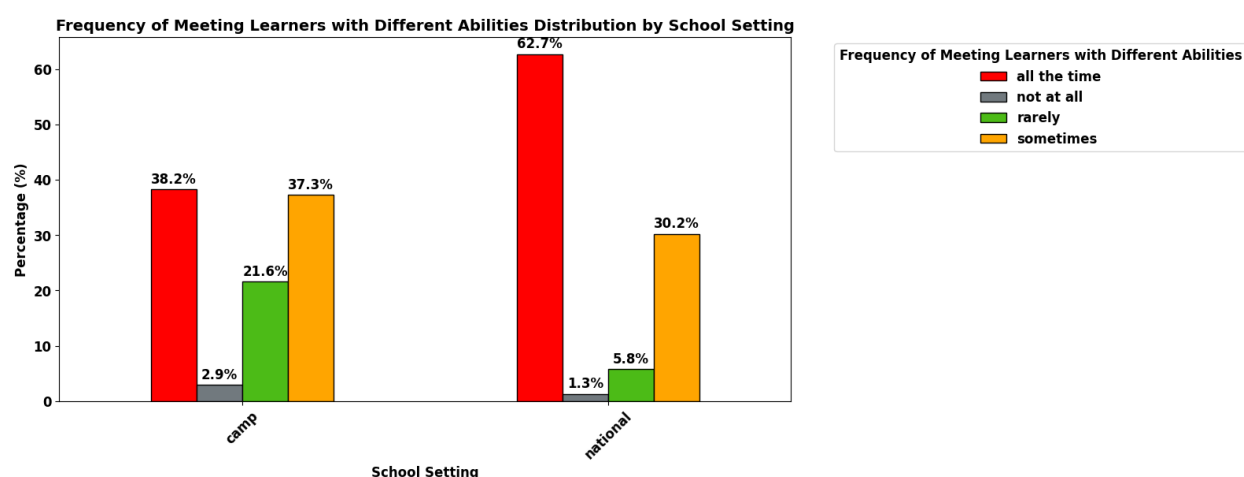
Majority of teachers, 55.0%, reported meeting learners with differing abilities all the time, highlighting the regular presence of diverse learning needs in classrooms. Another 32.4% of teachers encounter such learners sometimes, while 10.7% indicated they meet them only rarely. A very small proportion, 1.8%, reported that they do not meet learners with differing abilities at all, suggesting that inclusivity and varied learning needs are a consistent feature of most teaching environments.

Frequency of Meeting Learners with Different Abilities by County



In Garissa County, the distribution shows that 41.7% of teachers meet learners with differing abilities all the time, while a small proportion of 1.4% reported they do not encounter such learners at all. Additionally, 12.9% of teachers indicated they meet learners with differing abilities rarely, whereas the largest share, 43.9%, encounter them sometimes, reflecting a varied level of exposure among teachers. In contrast, Turkana County presents a stronger trend, with a majority of 64.9% of teachers meeting learners with differing abilities all the time, while 2.1% reported not meeting them at all. A smaller proportion, 9.0%, meet such learners rarely, and 23.9% encounter them sometimes, indicating a higher consistency of exposure to learners with differing abilities compared to Garissa.

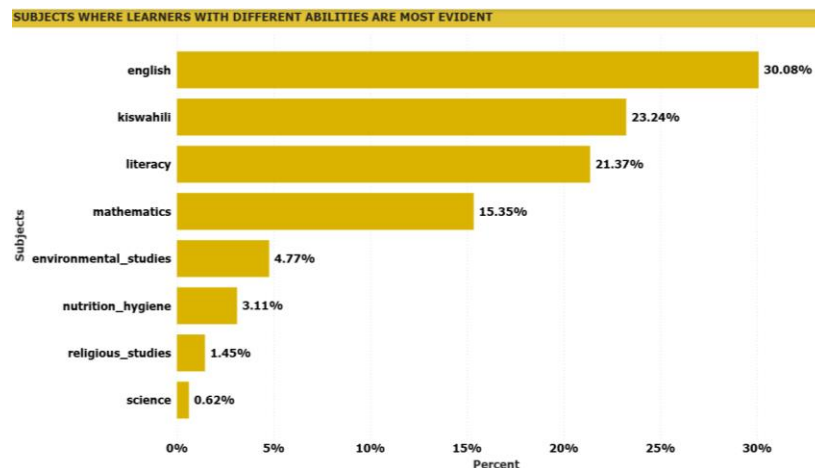
Frequency of Meeting Learners with Different Abilities by Setting



In refugee setting schools, 38.2% of teachers reported meeting learners with differing abilities all the time, while 2.9% indicated they do not meet such learners at all. A further 21.6% stated they

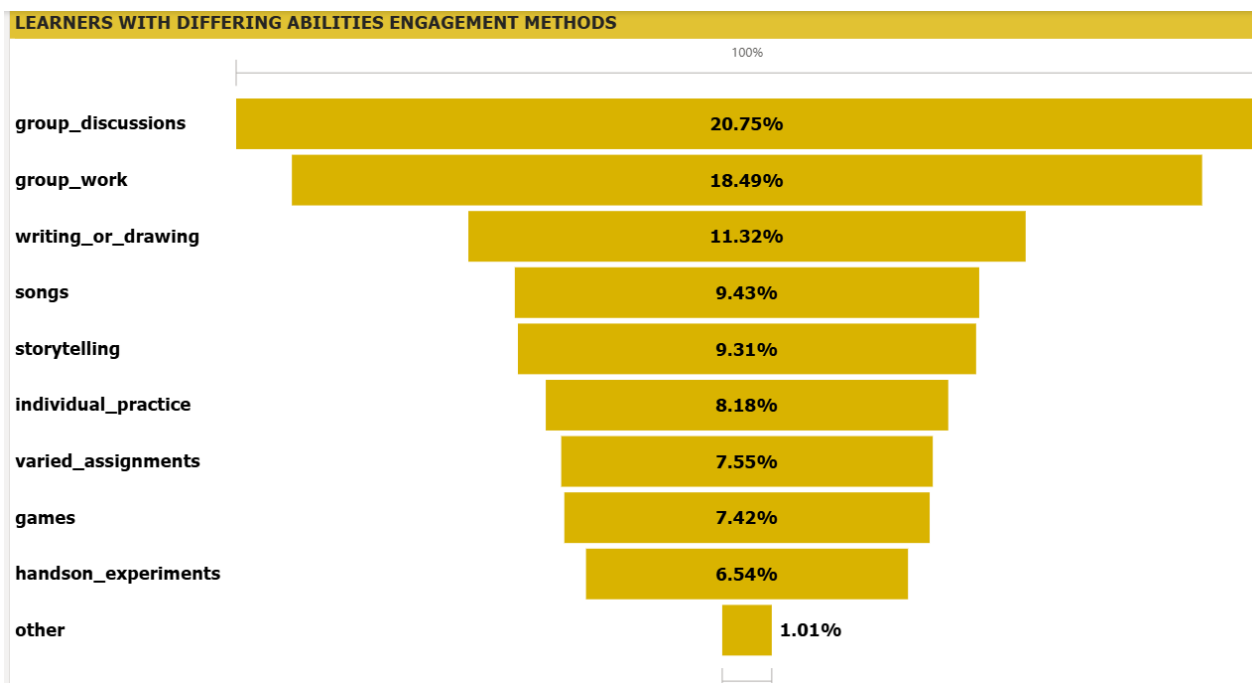
encounter them rarely, and 37.3% meet them sometimes, showing a relatively balanced distribution across the categories. On the other hand, in host community schools, a larger share of 62.7% of teachers reported meeting learners with differing abilities all the time, while only 1.3% said they do not encounter them at all. Additionally, 5.8% meet such learners rarely, and 30.2% encounter them sometimes, suggesting that teachers in host community schools have more consistent and frequent interactions with learners of differing abilities compared to those in refugee setting schools.

Subjects of Study Where Learners with Different Abilities are most Evident



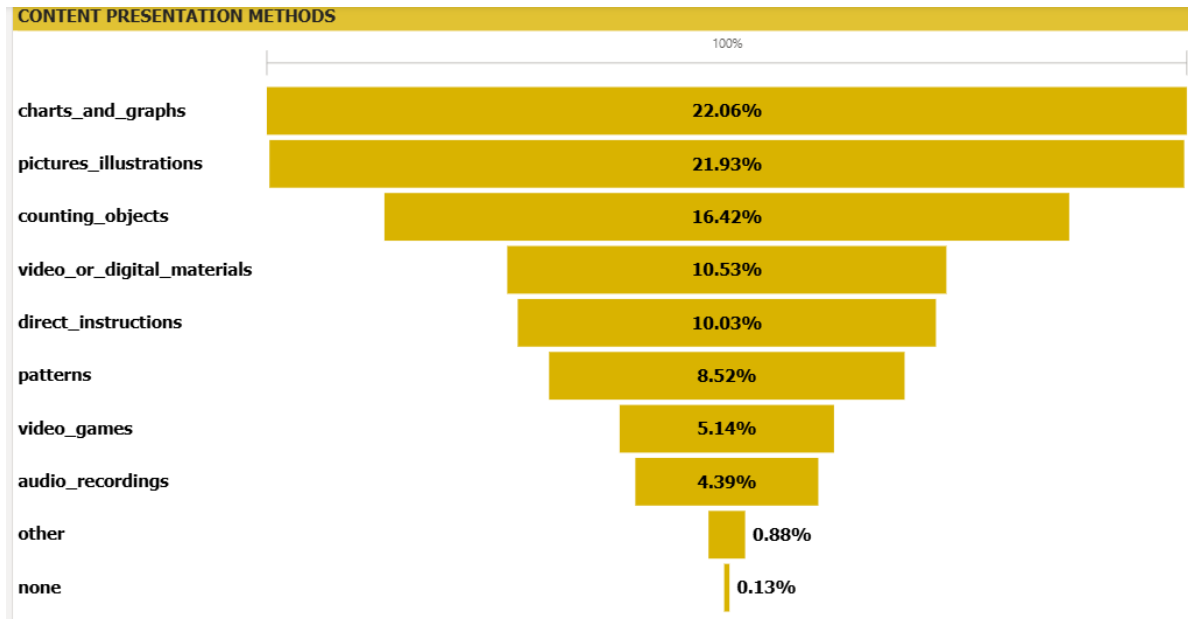
Learners with differing abilities had notable varying challenges in different subjects of study with English (30.08%) and Kiswahili (23.24%) emerging as the leading areas where differences were most pronounced, followed closely by literacy (21.37%) and mathematics (15.35%). In contrast, fewer challenges of differing abilities were observed in environmental studies (4.77%), nutrition and hygiene (3.11%), religious studies (1.45%), and science (0.62%). This distribution suggests that language-related subjects such as English, Kiswahili, and literacy present the greatest challenges for accommodating diverse learner needs, while science and religious studies are less impacted, highlighting the importance of targeted instructional strategies in language and numeracy to address learner diversity effectively.

Methods of Engaging Learners with Differing Abilities



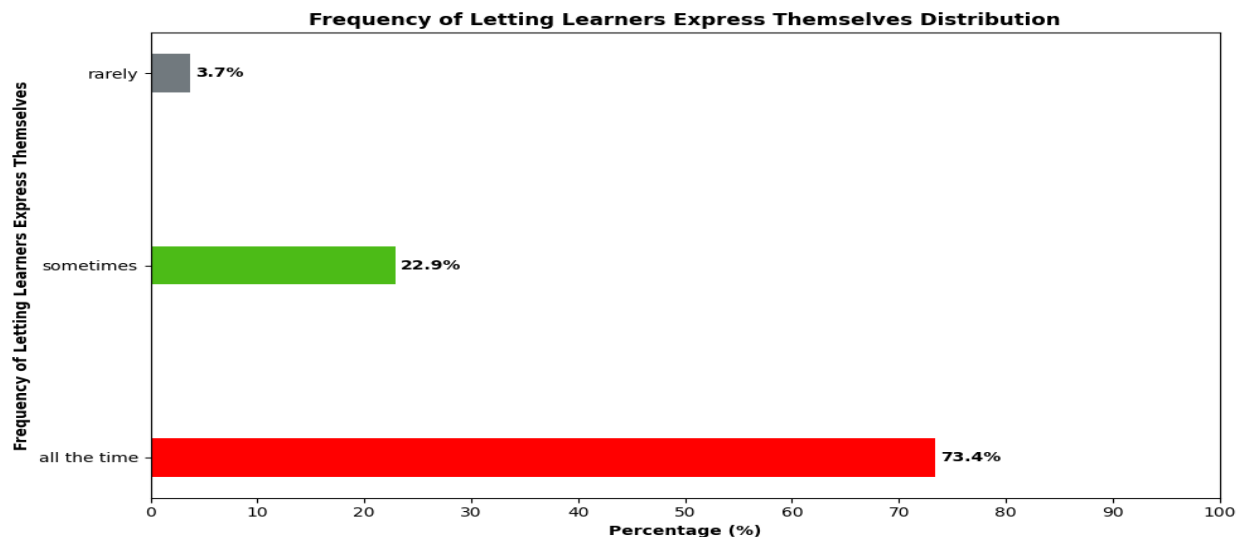
Learners with differing abilities are engaged through a variety of methods, with group discussions (20.75%) and group work (18.49%) being the most widely used approaches, emphasizing the importance of collaborative learning in enhancing participation and inclusivity. Writing or drawing (11.32%), songs (9.43%), storytelling (9.31%), and individual practice (8.18%) also play significant roles, reflecting the integration of creative, interactive, and individualized strategies to cater to diverse learning needs. Other methods included varied assignments (7.55%), games (7.42%), and hands-on experiments (6.54%), which provided practical and engaging avenues for reinforcing learning, while a small proportion (1.01%) relied on other approaches. This distribution highlights a strong reliance on participatory and interactive techniques, particularly group-centered methods, to support learners with differing abilities in accessing and engaging with classroom content.

Ways of Presenting Content to Learners with Different Abilities



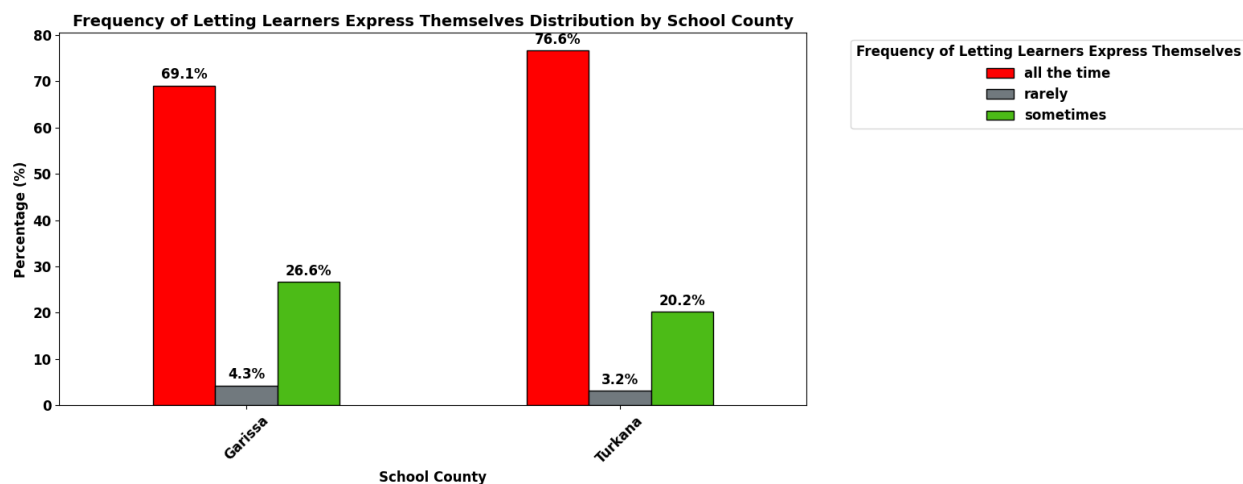
Ways of presenting content to learners with differing abilities varied across several methods, with charts and graphs (22.06%) and picture illustrations (21.93%) emerging as the most used approaches, reflecting the effectiveness of visual aids in simplifying complex concepts and enhancing comprehension. Counting objects (16.42%) also played a key role, particularly in subjects requiring practical demonstrations such as numeracy, while video or digital materials (10.53%) and direct instructions (10.03%) provided structured and interactive avenues for delivering content. Additional strategies included the use of patterns (8.52%), video games (5.14%), and audio recordings (4.39%), which catered to learners with different cognitive and sensory needs. A small percentage of teachers relied on other methods (0.88%), while only 0.13% indicated none, showing that nearly all teachers made deliberate efforts to adapt their instructional delivery. This distribution highlights a strong emphasis on visual and interactive techniques, ensuring inclusivity and accessibility for learners with diverse abilities.

Frequency of Letting Learners Express themselves



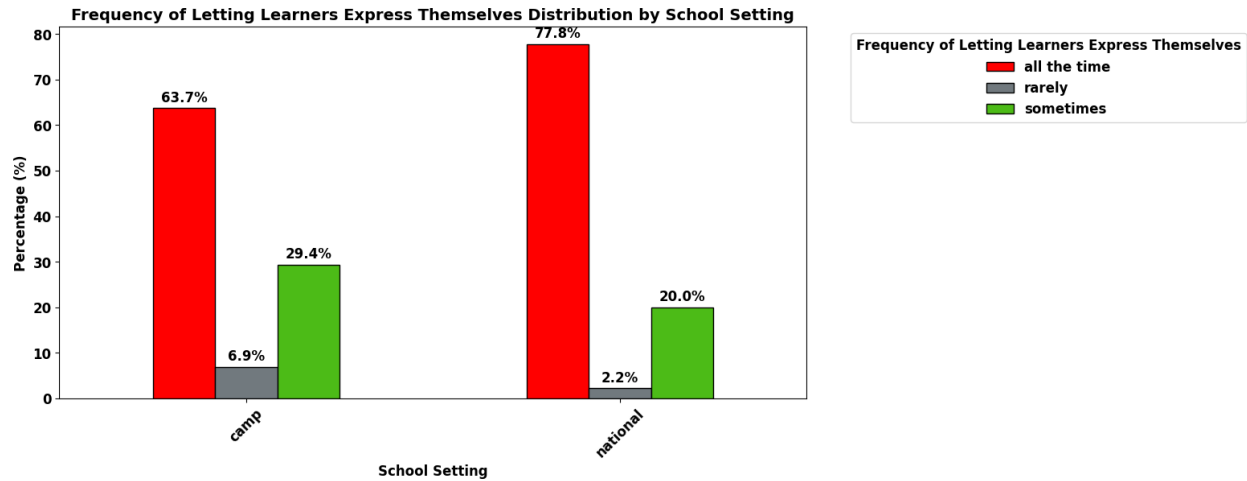
Majority of teachers, 73.4%, reported that they let learners express themselves all the time, while 22.9% indicated that they do so sometimes, and a smaller proportion of 3.7% allow learners to express themselves only rarely, highlighting that most teachers prioritize learner participation and self-expression in their teaching practices.

Frequency of Letting Learners Express themselves by County



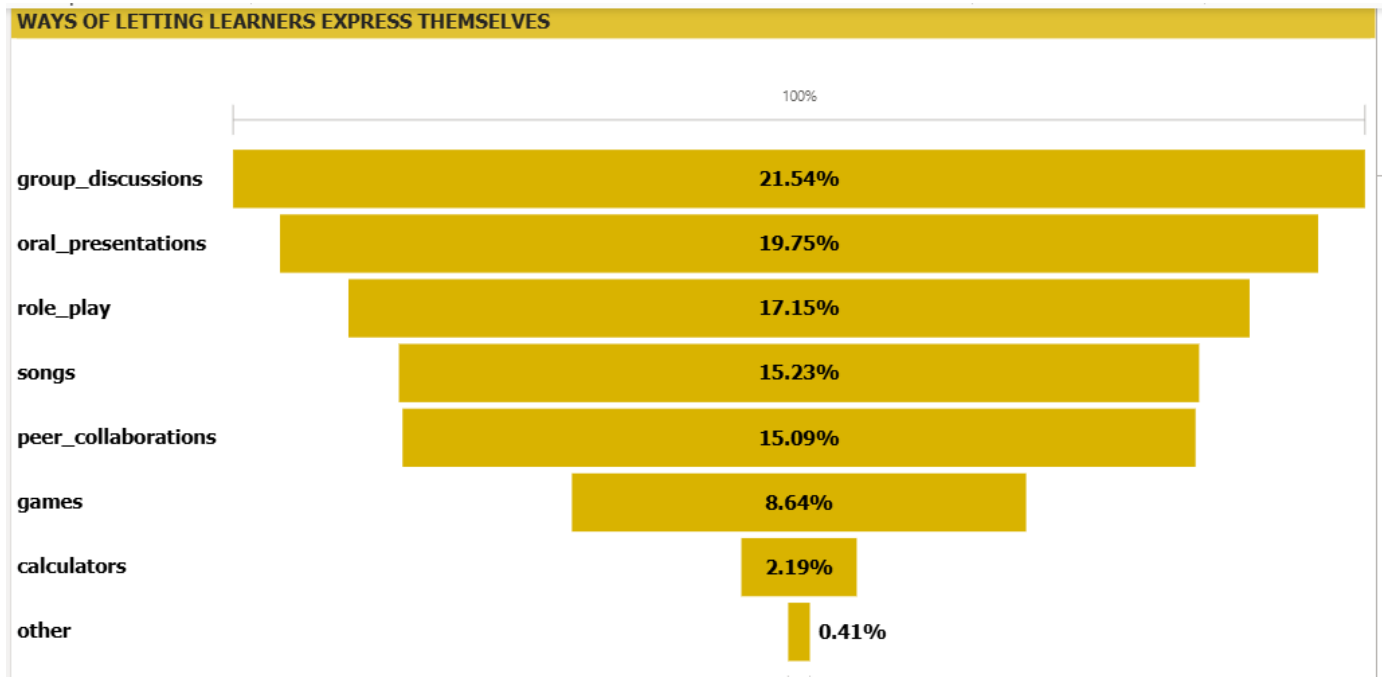
In Garissa County, 69.1% of teachers reported that they let learners express themselves all the time, while 4.3% allow it sometimes, and 26.6% do so only rarely. In contrast, in Turkana County, a slightly higher proportion of 76.6% of teachers let learners express themselves all the time, 3.2% allow it sometimes, and 20.2% permit learner expression only rarely, showing a stronger emphasis on consistent learner engagement in Turkana compared to Garissa.

Frequency of Letting Learners Express themselves by Setting



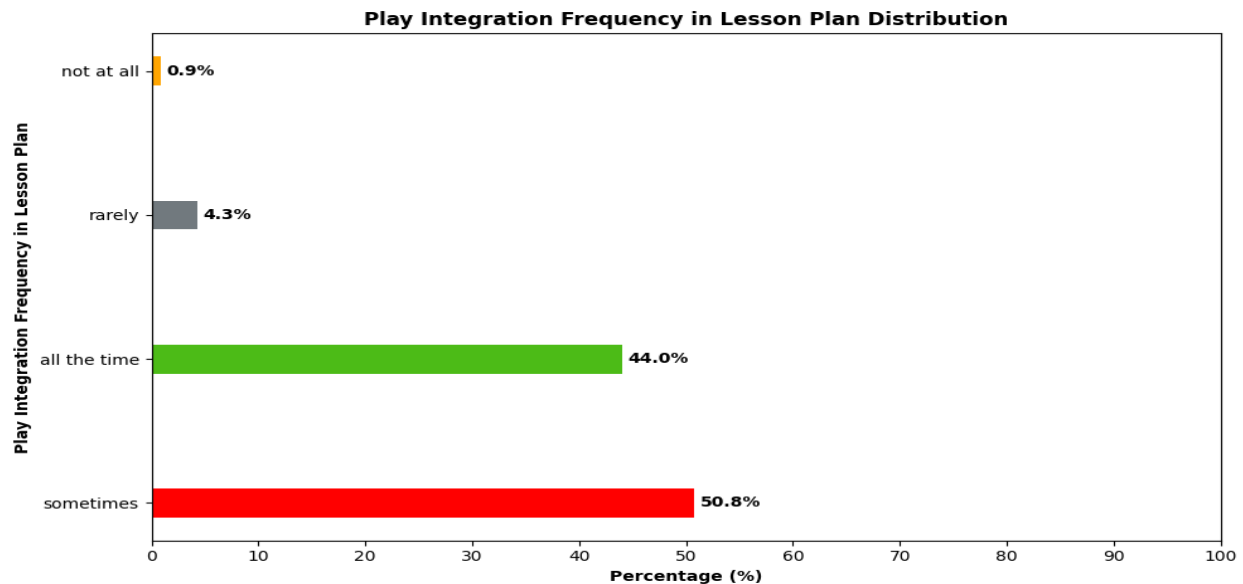
In the refugee setting, 63.7% of teachers reported that they let learners express themselves all the time, 6.9% allow it sometimes, and 29.4% do so only rarely. In comparison, in the host community setting, a higher proportion of 77.8% of teachers let learners express themselves all the time, while 2.2% allow it sometimes, and 20.0% do so rarely, highlighting that host community schools provide more consistent opportunities for learner expression compared to refugee schools.

Ways of Letting Learners Express themselves or Learn on their own



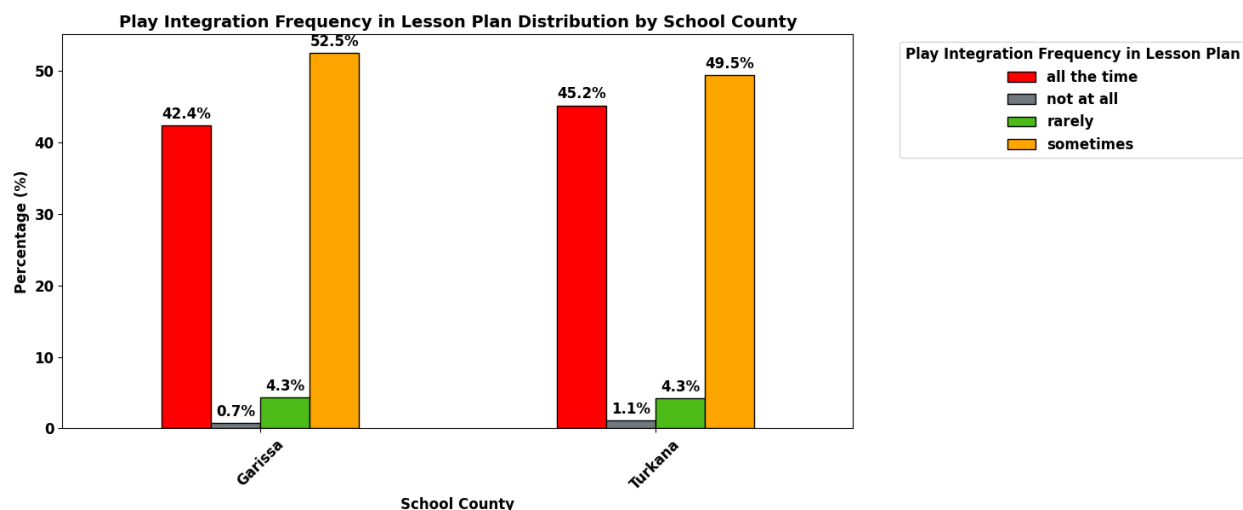
Group discussions (21.54%) and oral presentations (19.75%) are the most frequently used ways of letting learners express themselves, highlighting the emphasis on verbal expression and interactive participation. Roleplay (17.15%) also featured prominently, offering learners opportunities to build confidence and demonstrate understanding through dramatization, while songs (15.23%) and peer collaborations (15.09%) provided creative and cooperative avenues for engagement. Games (8.64%) were applied to make learning interactive and enjoyable, though less frequently used compared to verbal methods, while calculators (2.19%) offered a more technical means of expression, especially in numeracy-related contexts. A very small proportion (0.41%) relied on other unspecified methods, indicating that most teachers deliberately adopted structured and participatory strategies. Overall, the distribution shows a strong preference for collaborative, interactive, and creative approaches to learner expression, ensuring inclusivity and active engagement in the classroom.

Play Integration Frequency in Lesson Plan



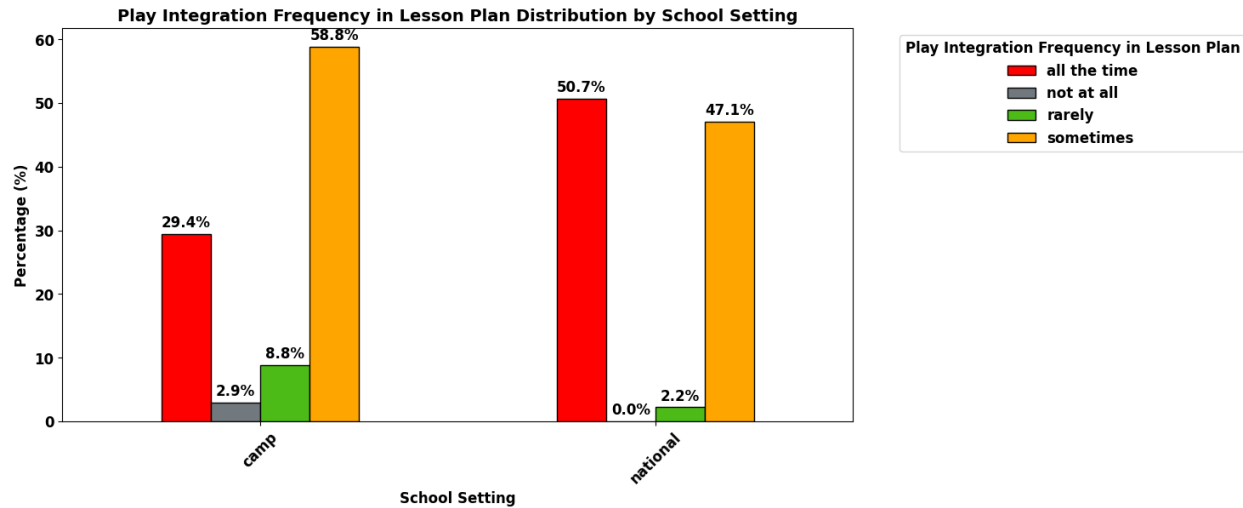
A review of teachers' integration of play in lesson planning shows that 50.8% of teachers incorporate play sometimes, while 44.05% do so all the time. A smaller proportion, 4.3%, integrate play rarely, and only 0.9% of teachers reported that they do not at all include play in their lesson plans, indicating that most teachers recognize the importance of play-based learning, though the frequency of integration varies.

Play Integration Frequency in Lesson Plan by County



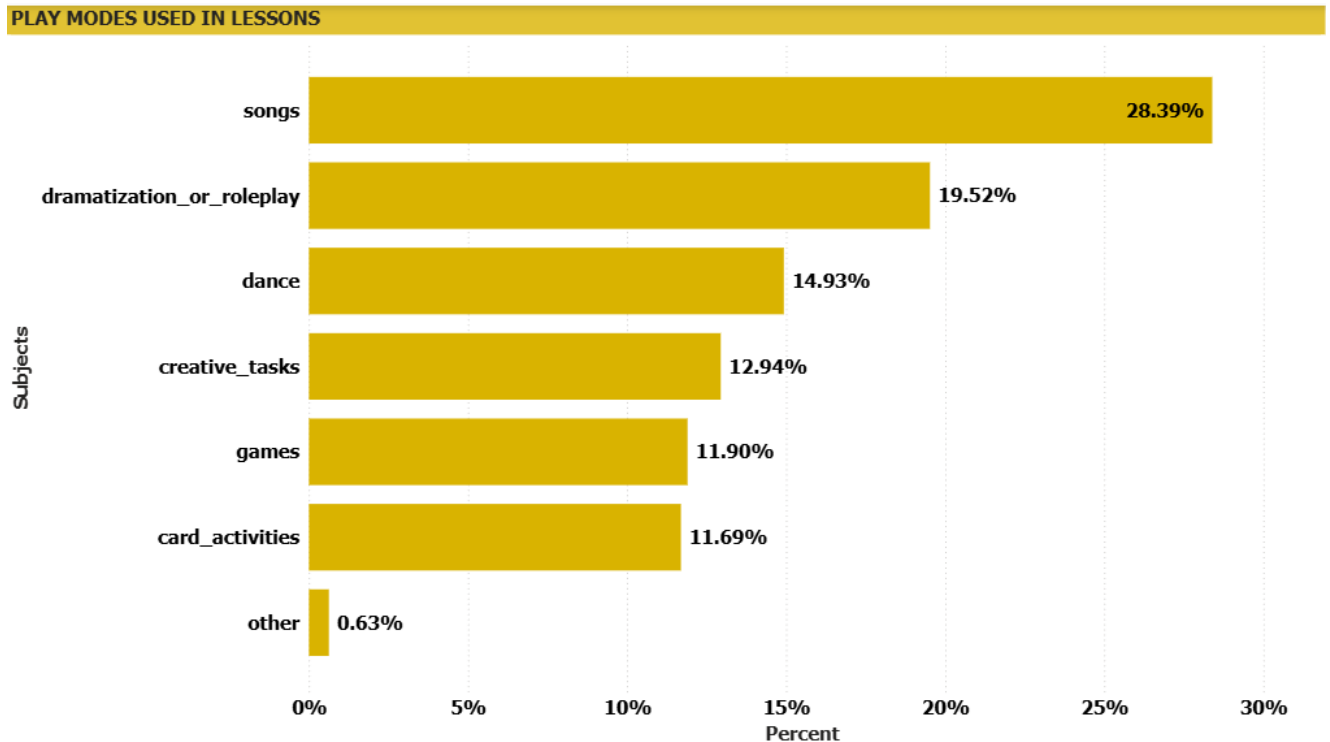
In Garissa County, 42.4% of teachers integrate play in their lesson plans all the time, while 52.5% do so sometimes; smaller proportions include 4.3% who use play rarely and 0.7% who do not at all integrate play. In Turkana County, a similar pattern emerges, with 45.2% of teachers incorporating play all the time and 49.5% doing so sometimes, while 4.3% integrate play rarely and only 1.1% reported not including it at all, reflecting a generally high but varied adoption of play-based learning across both counties.

Play Integration Frequency in Lesson Plan by Setting



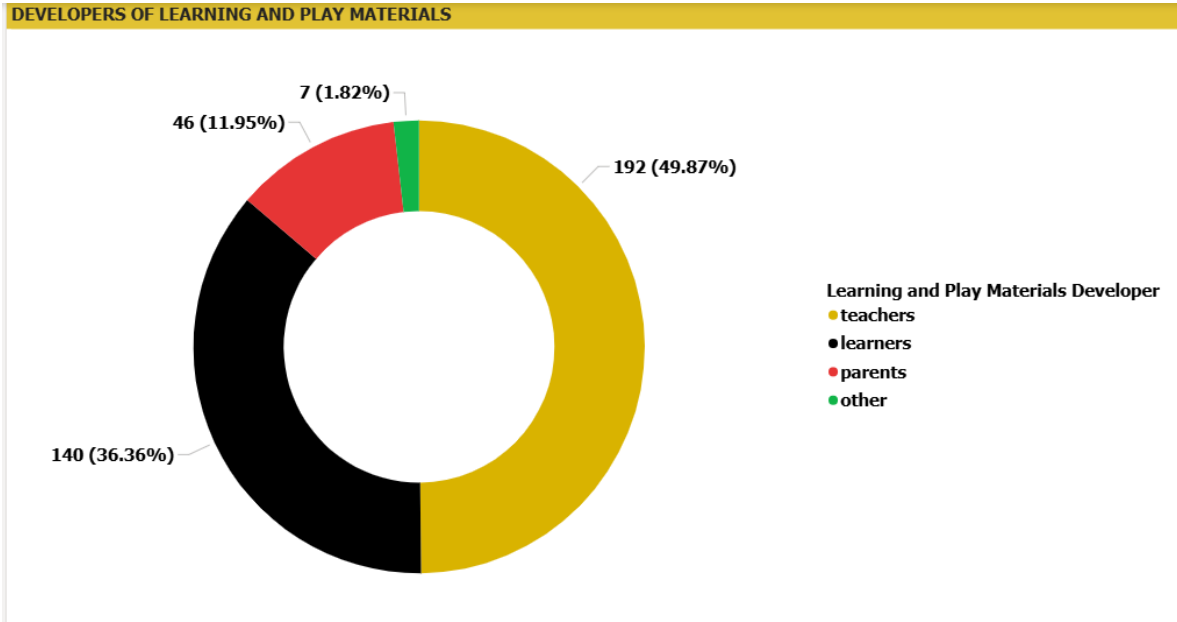
In refugee setting schools, 29.4% of teachers integrate play in lesson plans all the time, while the majority, 58.8%, do so sometimes; a smaller share, 8.8%, use it rarely, and 2.9% do not at all integrate play. In contrast, host community schools show stronger adoption, with 50.7% of teachers integrating play all the time and 47.1% doing so sometimes, while only 2.2% use it rarely and none reported excluding it altogether, highlighting a more consistent use of play-based strategies in host settings compared to refugee schools.

Modes of Play used in Lesson



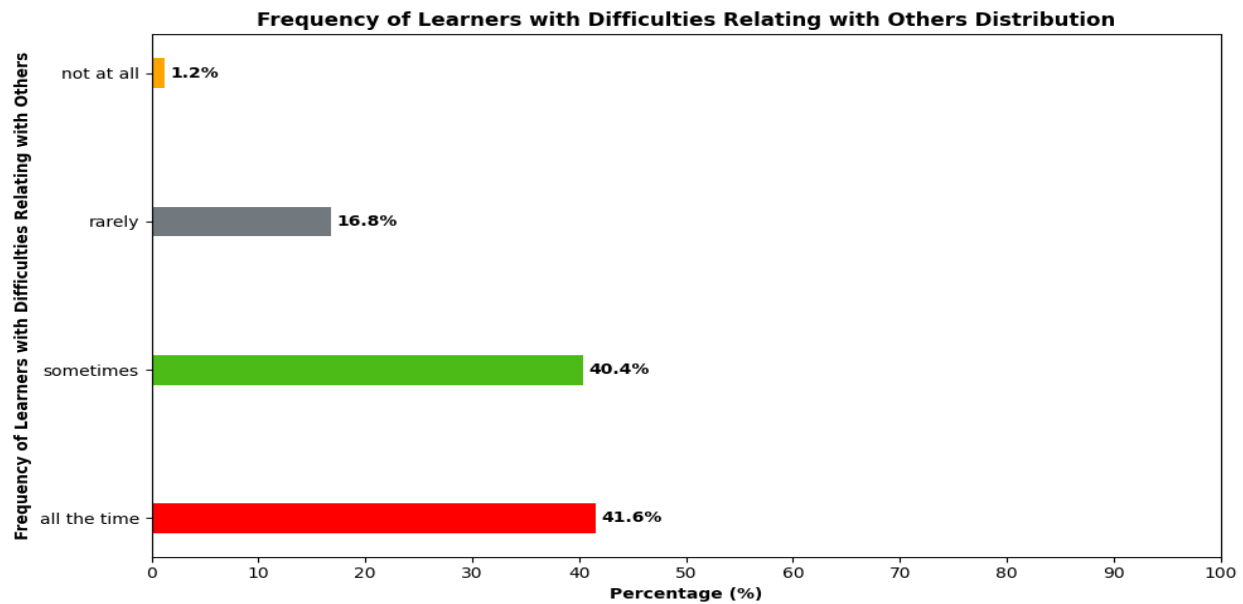
The most prevalent mode of play integrated into lessons is the use of songs, reported by 28.39% of teachers, making it the most common strategy for engaging learners. This is followed by dramatization and role play, which account for 19.52%, reflecting their popularity in encouraging learner participation and creativity. Other approaches such as card activities are less common, utilized by only 11.69% of teachers, while other modes of play are the least applied, reported at just 0.63%, indicating that while play-based learning is present, its application is concentrated in a few dominant methods.

Developers of Materials used for Learning through Play



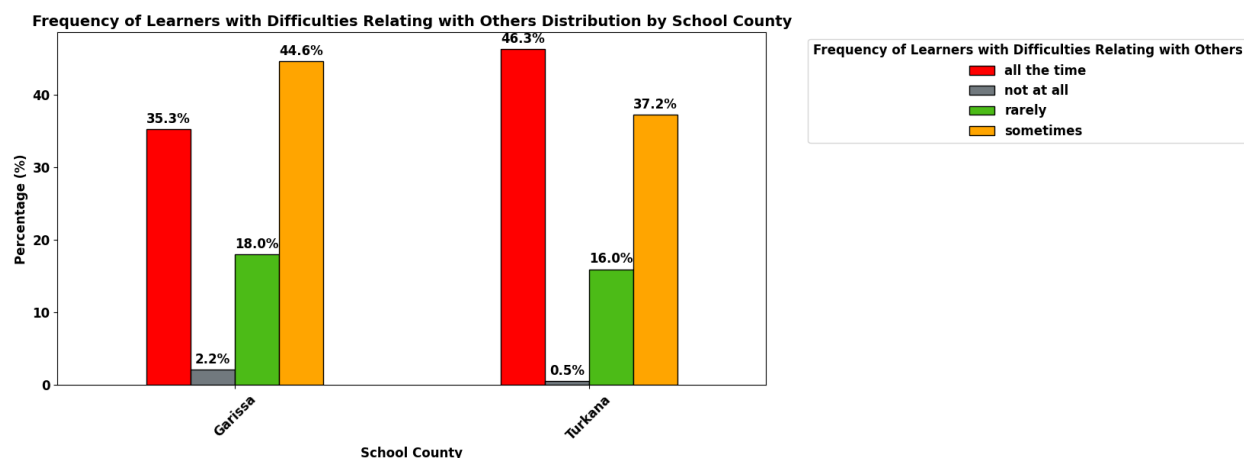
The development of materials used for learning through play is primarily driven by teachers, who account for 49.87%, highlighting their central role in designing resources that support playful learning. Learners also contribute significantly, making up 36.36%, which reflects the participatory nature of play-based approaches where students are actively involved in creating and shaping learning tools. Parents play a smaller but notable role at 11.95%, supporting the learning process from outside the classroom, while other developers contribute the least at 1.82%, showing limited involvement compared to the main stakeholders.

Frequency of Encountering Learners' Experience with Difficulties in Relating with Others



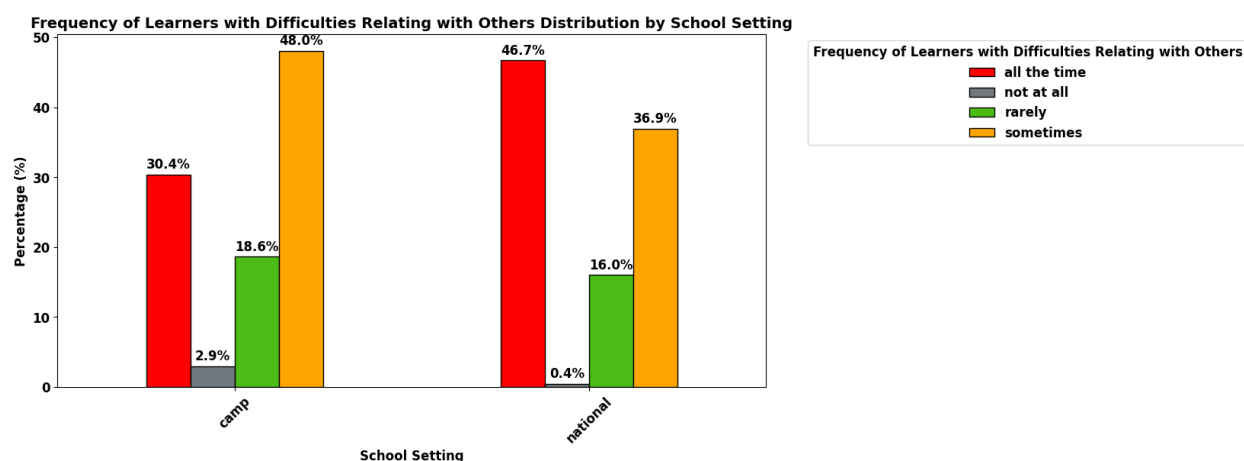
Teachers reported varying frequencies of encountering learners experiencing difficulties in relating with others, with 41.6% of teachers observing such challenges all the time, while 40.4% encounter them sometimes, indicating that social interaction difficulties are a common occurrence in classrooms. A smaller proportion, 16.8%, noted these issues rarely, and only 1.2% of teachers reported that they do not encounter such difficulties at all, suggesting that challenges in peer relationships are a widespread concern among learners.

Frequency of Encountering Learners' Experience with Difficulties in Relating with Others by County



In Garissa County, teachers reported different frequencies of encountering learners' difficulties in relating with others, with 35.3% observing such challenges all the time, 44.6% experiencing them sometimes, 18.0% noting them rarely, and 2.2% not encountering them at all. In contrast, in Turkana County, a higher proportion, 46.3%, of teachers reported facing these difficulties all the time, while 37.2% observed them sometimes, 16.0% encountered them rarely, and only 0.5% did not encounter them at all, highlighting that the issue is more frequently observed in Turkana than in Garissa.

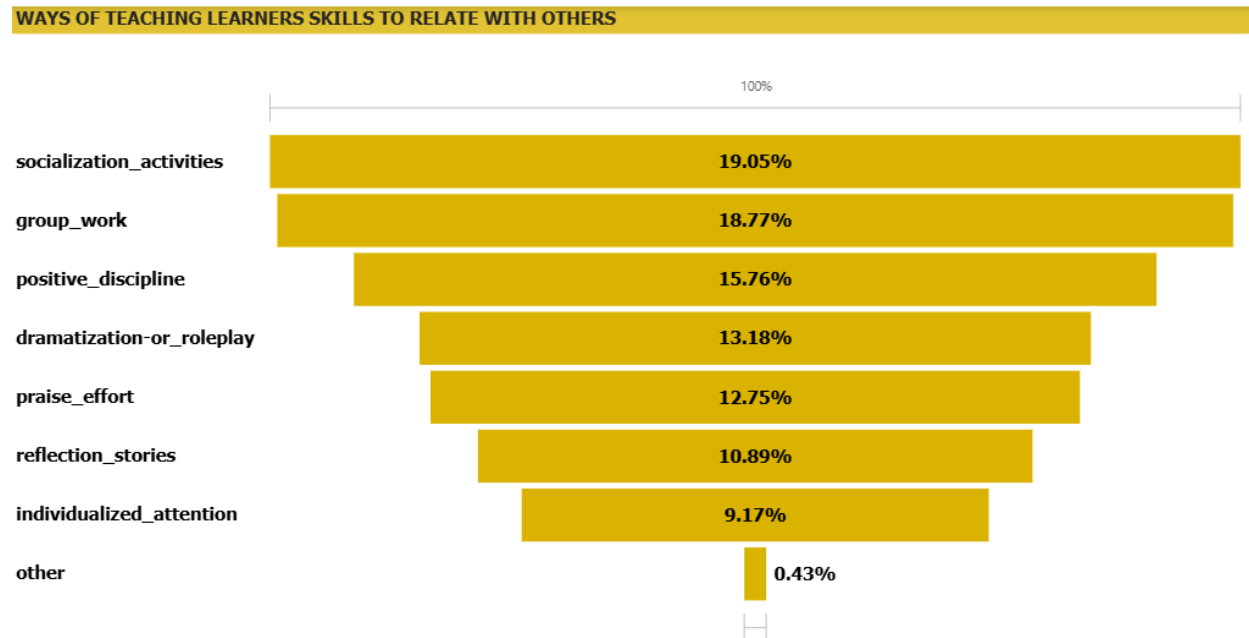
Frequency of Encountering Learners' Experience with Difficulties in Relating with Others by Setting



In refugee settings, teachers reported varied frequencies of encountering learners' difficulties in relating with others, with 30.4% experiencing such challenges all the time, 48.0% encountering

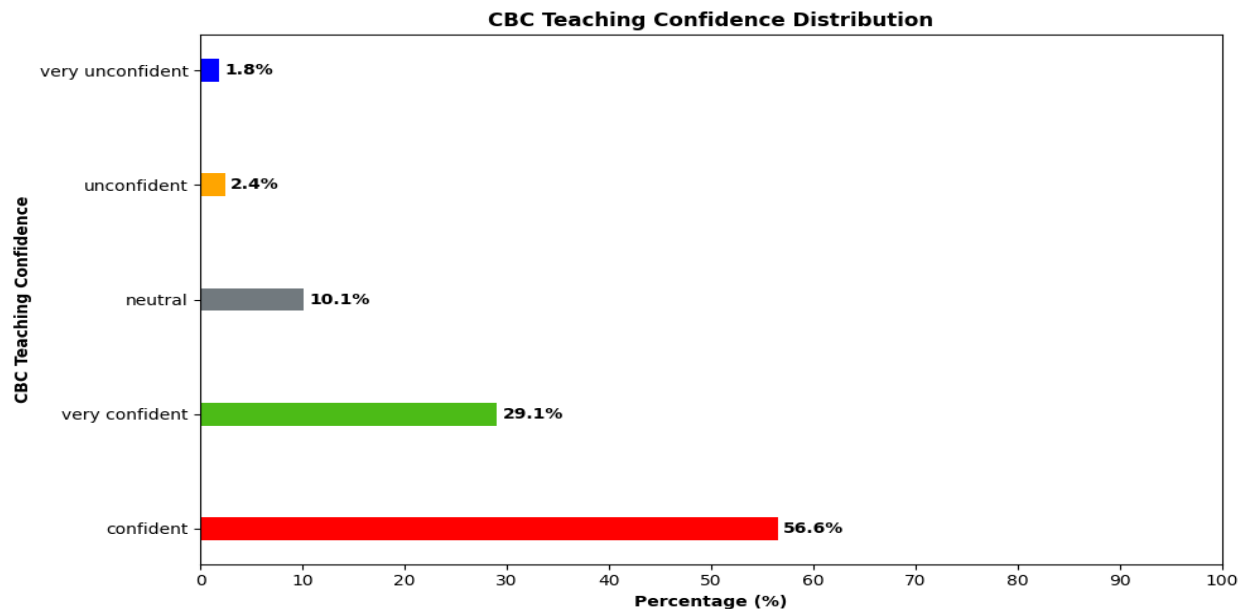
them sometimes, 18.6% noting them rarely, and 2.9% not experiencing them at all. In host community settings, the issue appeared more prevalent, as 46.7% of teachers reported facing these difficulties all the time, 36.9% observed them sometimes, 16.0% encountered them rarely, and only 0.4% did not experience them at all, suggesting that the challenge is more consistently reported in host communities compared to refugee settings.

Ways of Teaching Skills to Learners Experiencing Difficulties Relating with Others



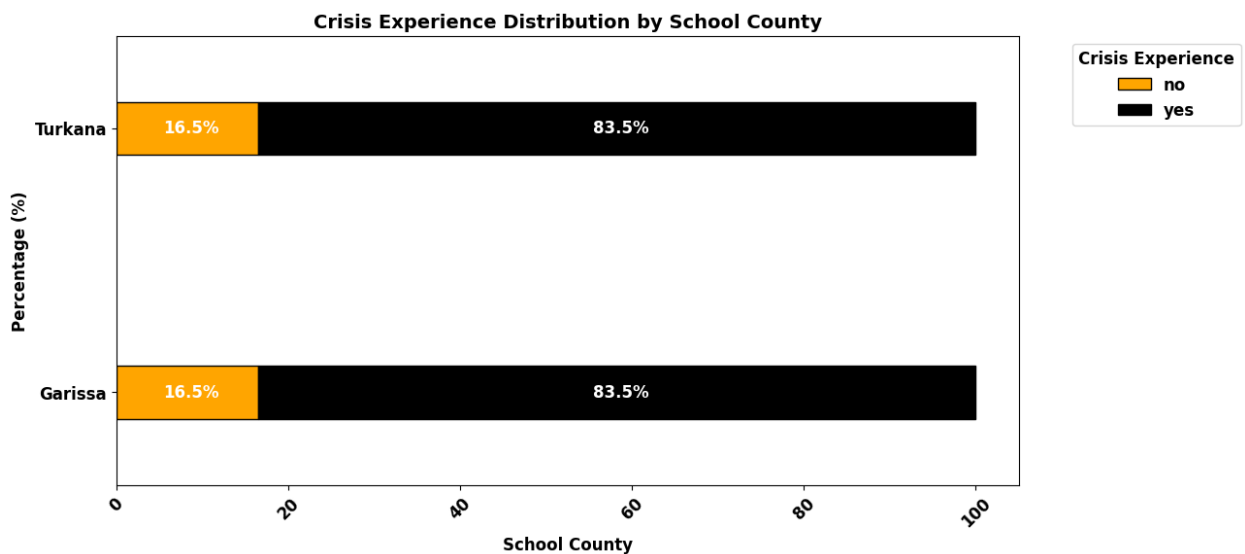
The most common way teachers address learners experiencing difficulties in relating with others is through socialization activities, reported by 19.05% of teachers, followed closely by group work at 18.77%, highlighting the emphasis on peer interaction and collaborative learning. Meanwhile, less frequently used approaches include individual attention at 9.17% and other methods at only 0.43%, indicating that while personalized support exists, it is far less common compared to strategies that promote collective participation and social engagement.

CBC Teaching Confidence



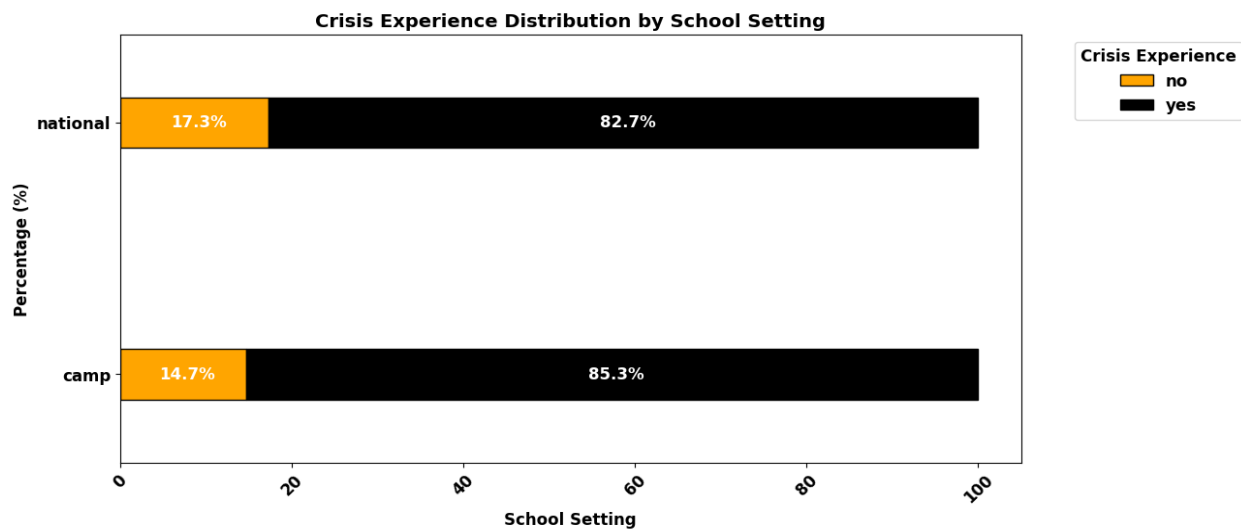
Most teachers reported confidence in teaching CBC, with 56.6% indicating they are confident and 29.1% stating they are very confident, together making up a strong majority who feel well-prepared to implement the curriculum. On the other hand, 10.1% of teachers remain neutral, reflecting some uncertainty, while a smaller proportion expressed challenges, with 2.4% unconfident and 1.8% very unconfident, showing that although most teachers feel capable, a minority still require additional support and capacity building.

Teacher Crisis Experience by County



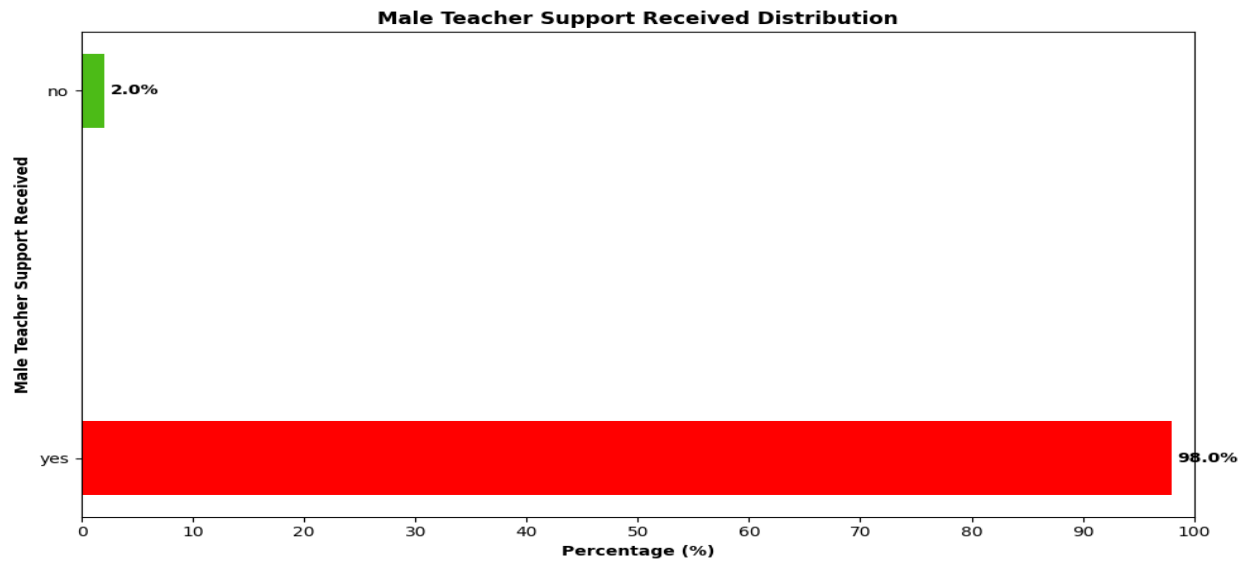
In both Turkana and Garissa counties, a significant majority of teachers reported having experienced a crisis, with 83.5% in each county indicating that they had encountered such situations, while only 16.55% in both counties stated that they had never experienced a crisis. This finding underscores the high prevalence of crisis exposure among teachers in these regions, highlighting the challenging environments in which they operate. The similarity in proportions across the two counties suggests that crisis experiences are not isolated to one geographical context but are a widespread reality for teachers, potentially influencing their resilience, wellbeing, and capacity to deliver quality education.

Teacher Crisis Experience by Setting



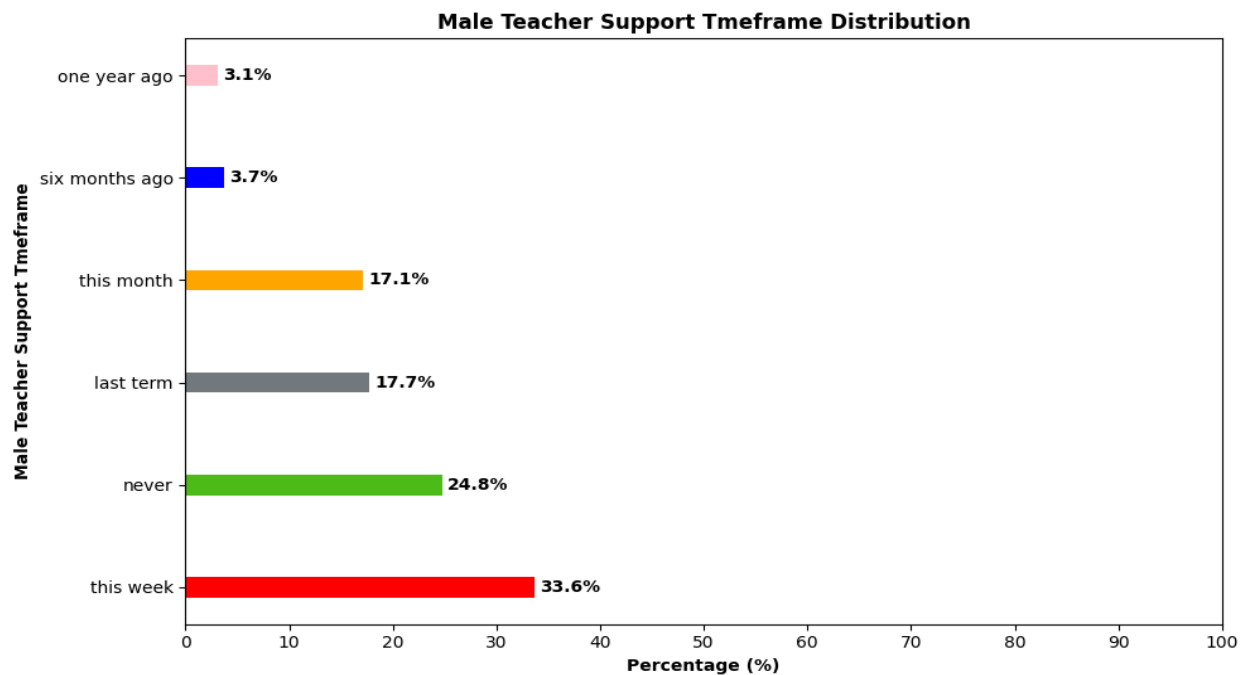
crisis experiences are widespread among teachers in both host community and refugee school settings, though with slight variation in prevalence. In host community schools, 82.7% of teachers reported having experienced a crisis, while 17.3% indicated they had never encountered such situations. In refugee school settings, the proportion is even higher, with 85.3% of teachers affirming that they have faced crises, compared to only 14.7% who had not. These results suggest that while crisis exposure is common across both contexts, teachers in refugee schools are slightly more affected, reflecting the heightened vulnerability and instability often associated with refugee education environments. Such realities point to the need for targeted support strategies to strengthen teacher resilience and sustain effective teaching in these challenging contexts.

Received Male Teacher Support



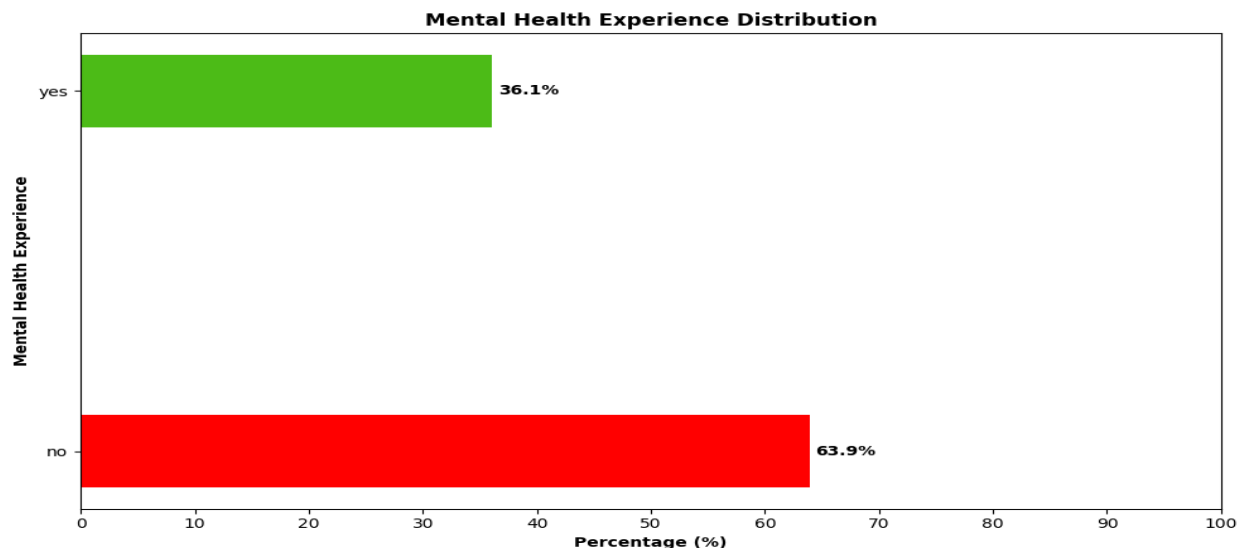
An overwhelming majority of female teachers, 98.0%, reported receiving support from their male colleagues, highlighting strong collaboration and collegiality within schools, while only a small minority, 2.0%, indicated that they had not received such support, suggesting that although support is widespread, there are still isolated cases where it may be lacking.

Male Teacher Support Frequency



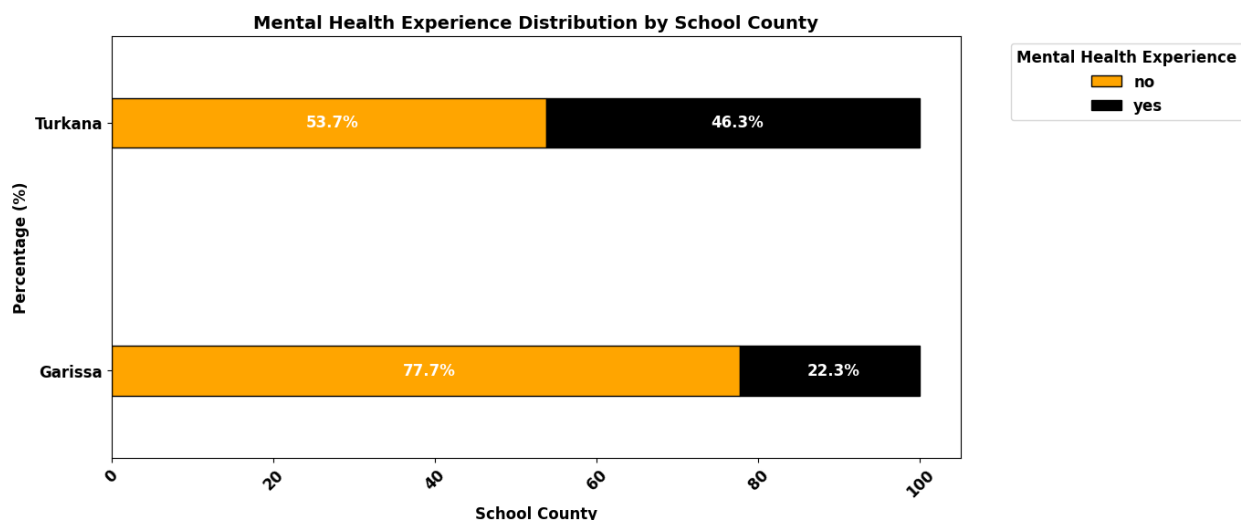
Among female teachers, 33.6% reported receiving support from male teachers within the past week, making it the most common timeframe of support, while 24.8% indicated they had never received such support. Additionally, 17.7% received support last term, 17.1% within the past month, 3.7% about six months ago, and 3.1% one year ago, showing that while regular support is common, a notable share of female teachers either rarely or never experience such assistance.

Have Experienced Mental Health Issues



According to the baseline, 63.9% of teachers have never experienced mental health issues, suggesting that the majority maintain stable mental well-being. However, 36.1% of teachers reported having experienced mental health issues in the past, highlighting that more than a third of teachers have faced mental health challenges at some point, which may have implications on their overall well-being and professional performance.

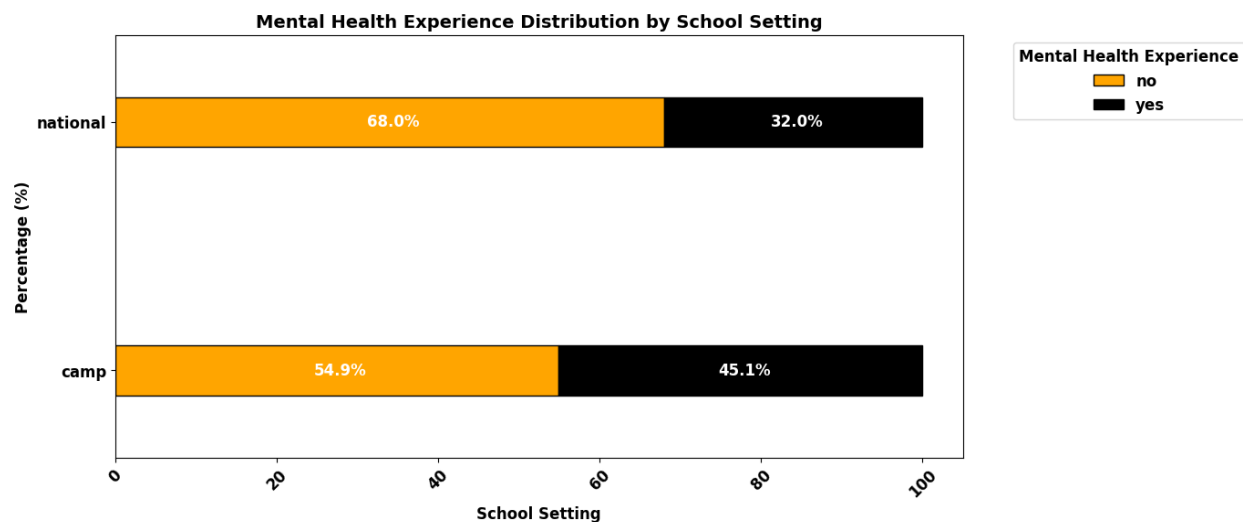
Mental health Issues Experienced by County



In Turkana County, 46.3% of teachers reported having experienced mental health issues, while 53.7% indicated they had never faced such challenges, reflecting a nearly even distribution

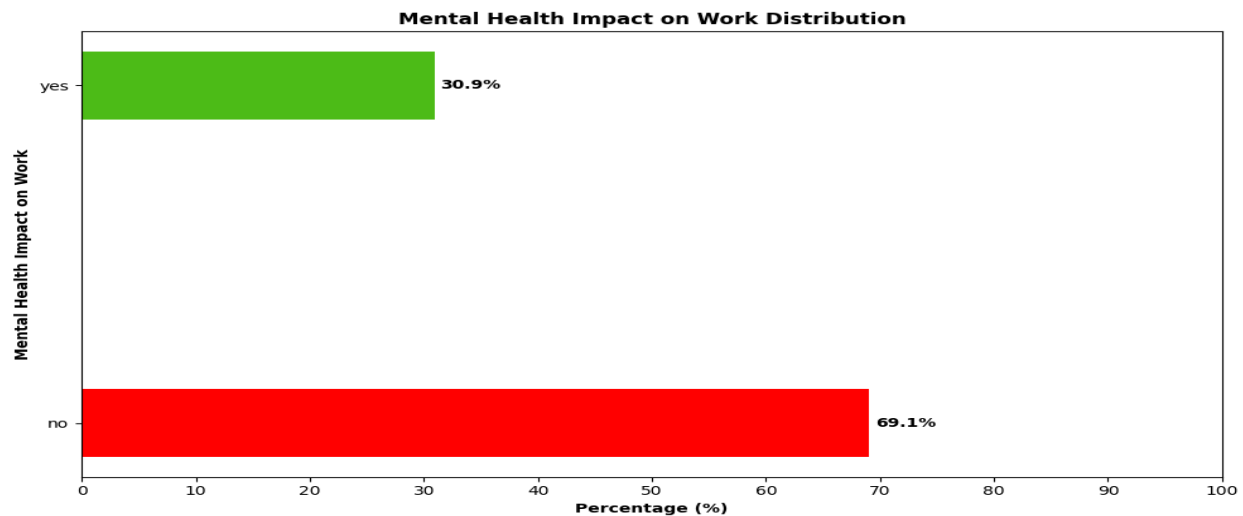
between those affected and unaffected. In Garissa County, however, the burden appears significantly lower, with only 22.3% of teachers reporting experiences of mental health issues compared to a large majority of 77.7% who had not. This contrast suggests that teachers in Turkana face nearly double the rate of mental health challenges compared to their counterparts in Garissa, possibly due to contextual stressors such as harsher working environments, exposure to crises, and heavier professional demands. These findings emphasize the need for county-specific interventions that recognize the unique pressures faced by teachers in Turkana while also sustaining preventive measures in Garissa.

Mental Health Issues Experienced by Setting



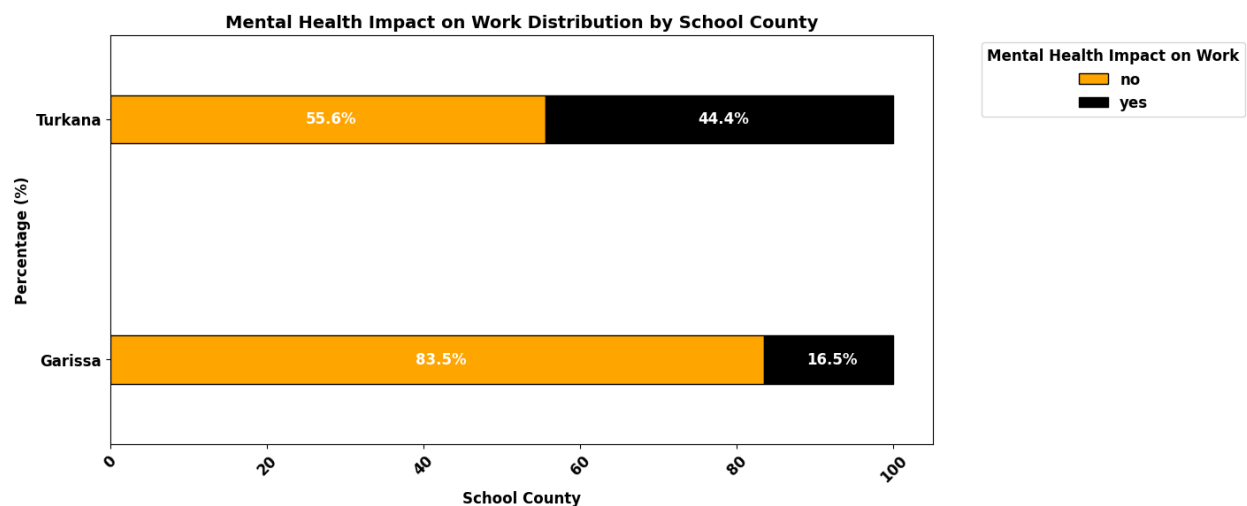
There are notable differences in the prevalence of mental health issues among teachers in host community and refugee school settings. In host community schools, 32.0% of teachers reported having experienced mental health issues, while a larger proportion, 68.0%, indicated they had never encountered such challenges. In contrast, refugee school settings show a higher burden, with 45.1% of teachers reporting experiences of mental health issues compared to 54.9% who had not. This disparity highlights the heightened psychological strain faced by teachers in refugee schools, likely linked to the complex teaching environments, crisis exposure, and added pressures characteristic of such contexts. The results underscore the importance of strengthening psychosocial support systems and interventions tailored to teachers' mental health needs, particularly within refugee education settings where vulnerabilities appear more pronounced.

Mental Health Impact on Work



Among teachers who have experienced mental health issues, 30.9% reported that these challenges had an impact on their work, indicating that nearly a third of affected teachers faced difficulties in their professional duties as a result. Conversely, 69.1% stated that their mental health issues did not impact their work, suggesting that a majority were able to manage or cope without significant disruption to their teaching responsibilities.

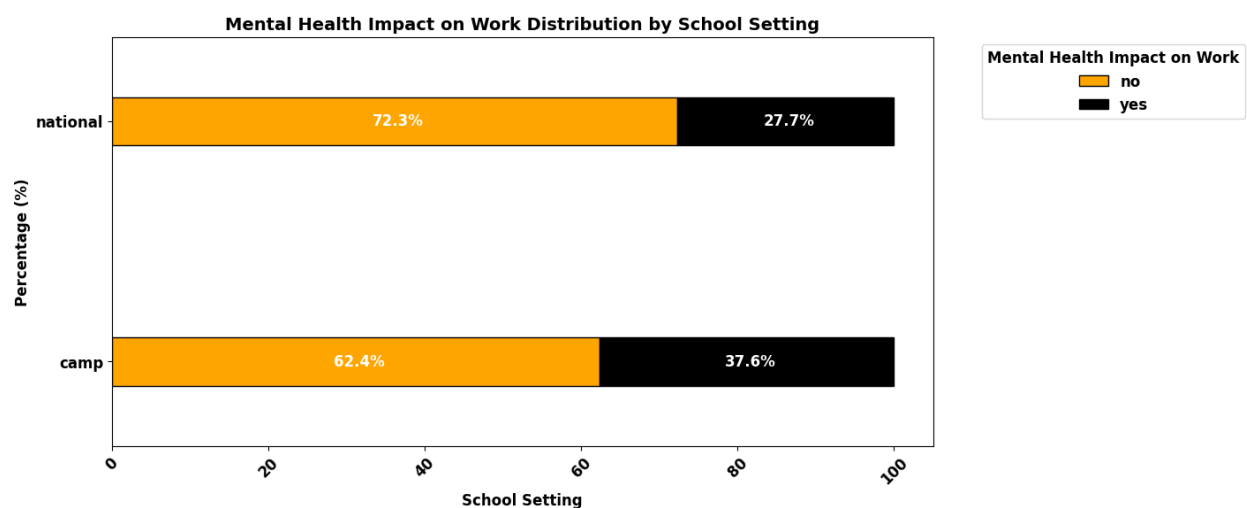
Mental health Impact on Work by County



The extent to which mental health issues influenced teachers' work varied considerably between Turkana and Garissa counties. In Turkana County, 44.4% of teachers who had experienced mental health issues reported that these challenges had a direct impact on their work, while a slight majority of 55.5% indicated that their professional responsibilities remained unaffected

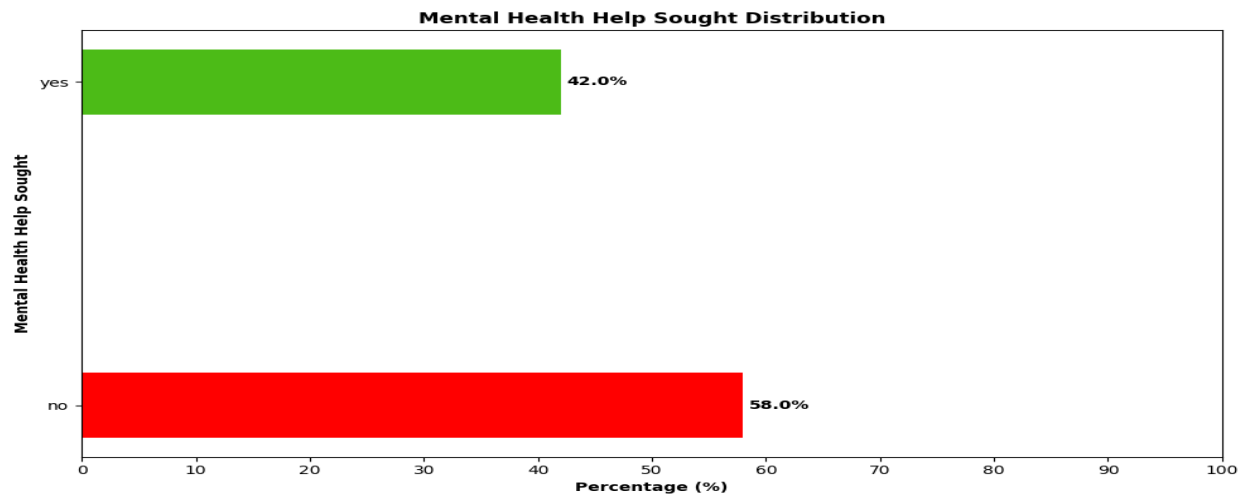
despite their experiences. In contrast, in Garissa County, only 16.5% of teachers acknowledged that mental health issues had impacted their work, whereas a much larger share, 83.5%, reported no disruption to their teaching duties. This disparity suggests that while mental health concerns are more likely to interfere with the professional functioning of teachers in Turkana, teachers in Garissa may either experience less severe forms of mental health challenges or have stronger coping mechanisms and support systems that buffer work-related effects. These findings highlight the importance of tailoring interventions to county-specific realities, with Turkana requiring greater focus on strengthening psychosocial support and resilience-building strategies for teachers.

Mental health Impact on Work by Setting



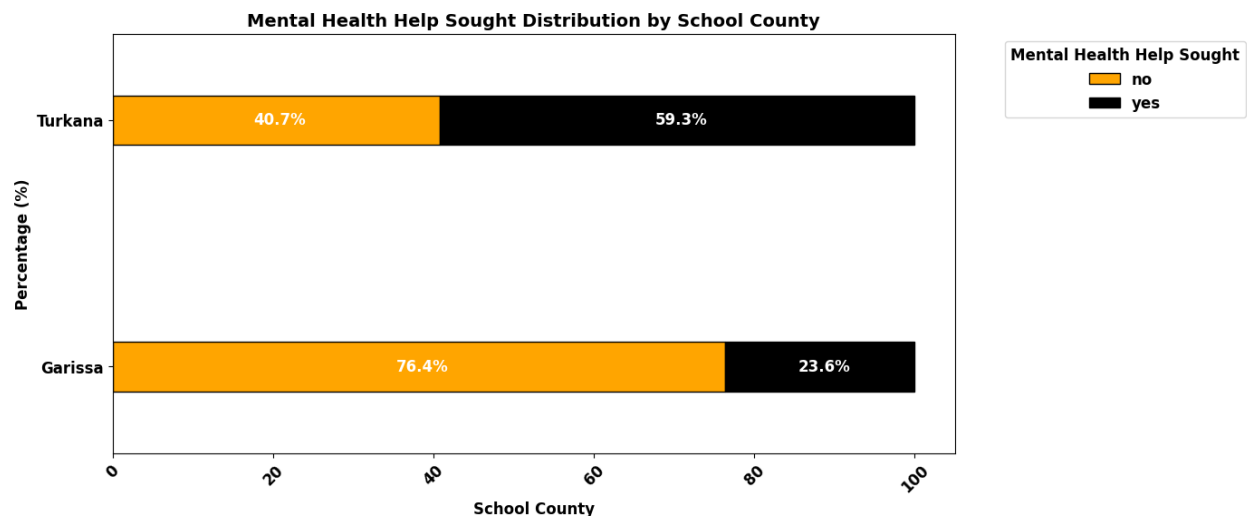
The influence of mental health issues on teachers' professional functioning showed notable differences between host community and refugee school settings. In host community schools, 27.7% of teachers who had experienced mental health challenges reported that these issues negatively impacted their work, while the majority, 72.3%, stated that their teaching responsibilities were not affected. Conversely, in refugee school settings, a higher proportion of 37.6% of teachers acknowledged that mental health issues had disrupted their work, compared to 62.4% who reported no impact. This variation indicates that teachers in refugee settings may be more vulnerable to the work-related consequences of mental health challenges, possibly due to the additional stressors and resource constraints commonly associated with such environments. These findings underscore the need for context-specific interventions, with refugee schools requiring stronger mental health support systems and workplace coping strategies to mitigate the professional impact of mental health issues on teachers.

Sought Mental Health Help



Among teachers who have experienced mental health issues, 42.0% reported seeking mental health help, reflecting a notable proportion who actively pursued support to address their challenges, while a larger share, 58.0%, did not seek any mental health help, highlighting potential barriers such as stigma, limited access to services, or personal coping mechanisms that may prevent teachers from pursuing professional assistance.

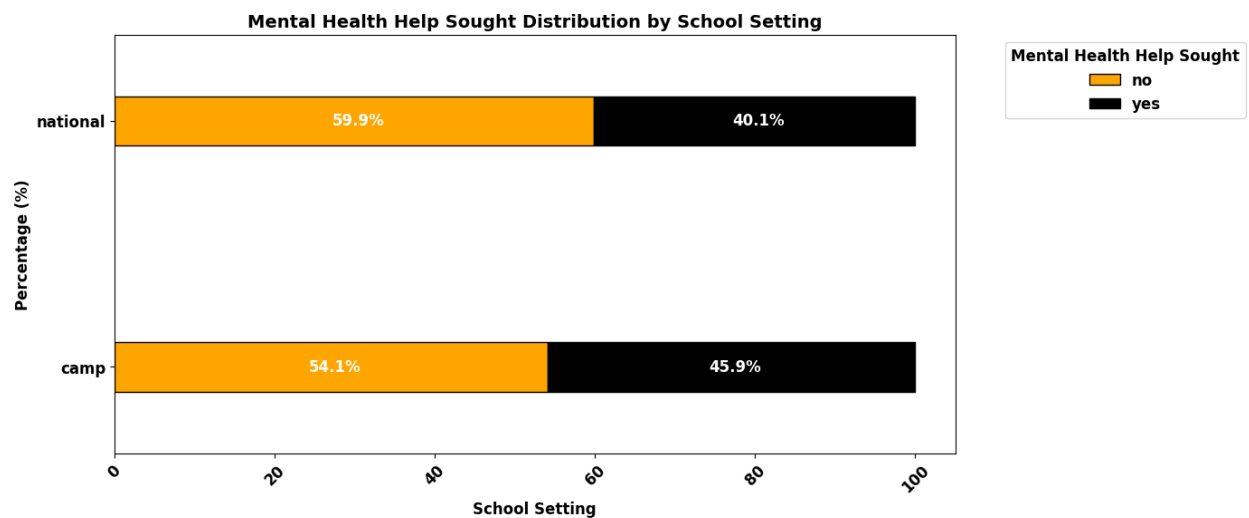
Mental health Help Sought by County



There are substantial differences in help-seeking behavior among teachers who have experienced mental health issues across Turkana and Garissa counties. In Turkana County, a majority of 59.3% of affected teachers reported seeking mental health support, indicating relatively higher levels of awareness and willingness to access available services, while 40.7% did not pursue any

form of help. In contrast, in Garissa County, only 23.6% of teachers sought mental health assistance, whereas a significant majority of 76.4% did not seek help, highlighting potential barriers such as stigma, limited awareness, or lack of accessible services in the region. These variations suggest that teachers in Turkana may have comparatively greater access to mental health support systems or fewer cultural and institutional barriers, while in Garissa, the low uptake of support services points to the urgent need for targeted interventions to increase awareness, reduce stigma, and improve access to mental health resources for teachers.

Mental health Help Sought by Setting



In the host community setting, 40.1% of affected teachers sought mental health support, while a majority of 59.9% did not seek help, reflecting significant gaps in access, awareness, or willingness to pursue available services. In comparison, teachers in refugee schools reported a slightly higher tendency to seek assistance, with 45.9% acknowledging that they had sought mental health support, while 54.1% did not. Although the proportions of teachers not seeking help remain high in both contexts, the marginally greater uptake in the refugee setting may point to differences in support structures, programming interventions, or community sensitization efforts targeted at refugee populations. These findings underscore the need to strengthen mental health awareness and service provision across both settings, while addressing context-specific barriers that hinder teachers from accessing the support they require.

Teacher Practices

Teacher Practices	to a good extent(%)	a great extent(%)	somewhat(%)	not at all(%)
Teacher LtP Knowledge	48.9	35.5	11.3	4.3
Teacher Playful Learning Usage	48.6	40.7	9.2	1.5
Teacher Confidence in Playful Learning	51.4	38.2	8.9	1.5
Identifying Social Emotional Limitations	52.6	32.1	13.1	2.1
Use of Social Emotional Activities in Teaching	52.9	36.1	9.2	1.8
Teaching Empathy Skills	52.6	32.4	11.3	3.7
Identifying Learning Abilities Among Learners	50.5	32.7	12.2	4.6
Use of Varied Content Presentation Methods	50.2	41	6.4	2.4

Concerning teacher practices, 48.9% of teachers reported having knowledge of Learning through Play (LtP) to a good extent, while 35.5% indicated having knowledge to a great extent, 11.3% somewhat had this knowledge, and 4.3% reported not having LtP knowledge at all. In terms of practice, 48.6% of teachers use playful learning to a good extent, 40.7% use it to a great extent, 9.2% somewhat use playful learning, and only 1.5% do not use it at all. Regarding confidence, 51.4% of teachers expressed confidence in playful learning to a good extent, 38.2% to a great extent, 8.9% somewhat, and 1.5% not confident at all. Similarly, when it comes to identifying learners' social-emotional limitations, 52.6% of teachers reported being able to do so to a good extent, 32.1% to a great extent, 13.1% somewhat, and 2.1% not at all. For using social-emotional activities in teaching, 52.9% of teachers do so to a good extent, 36.1% to a great extent, 9.2% somewhat, and 1.8% not at all. Finally, in teaching empathy skills, 52.6% of teachers reported being able to teach them to a good extent, 32.4% to a great extent, 11.3% somewhat, and 3.7% not at all, reflecting varied but generally strong engagement with learner-centered and socio-emotional practices.

Teacher Intrinsic Motivation

Teacher Intrinsic Motivation	agree(%)	strongly agree(%)	neutral(%)	disagree(%)	strongly disagree(%)
Enjoy Learning New Content	50.2	43.7	4	1.2	0.9
Passion for Teaching	39.1	55.7	2.8	1.5	0.9
Love for School	43.7	44	9.8	1.5	0.9
Work Completion without Reminders	47.7	47.1	3.7	0.6	0.9
Creating Extra Learning Opportunities for Learners	52.6	31.2	13.5	1.5	1.2
Communicate with Parent about Pupils Progress	47.4	26.3	17.1	5.8	3.4
Going Beyond Teaching Scope	47.1	29.4	15.9	5.2	2.4

Teachers' attitudes and practices reveal generally positive dispositions toward their profession and responsibilities. A majority, 50.2% of teachers agree and 43.7% strongly agree that they enjoy learning new content, while only small proportions are neutral (4.0%) or disagree (2.1% combined). Similarly, 39.1% agree and 55.7% strongly agree that they have a passion for teaching, with very few neutral or dissenting views. In terms of love for school, 43.7% of teachers agree and 44.0% strongly agree, while 9.8% remain neutral. Commitment to responsibilities is evident, as 47.7% agree and 47.1% strongly agree that they complete work without reminders, with minimal disagreement. Additionally, 52.6% agree and 31.2% strongly agree that they create extra learning opportunities for learners, although 13.5% are neutral and 2.7% disagree. On engaging parents, 47.4% agree and 26.3% strongly agree that they communicate with parents about pupils' progress, though some are neutral (17.1%) or disagree (9.2% combined). Lastly, 47.1% agree and 29.4% strongly agree that they go beyond their teaching scope, even as smaller groups are neutral (15.9%) or disagree (7.6% combined), underscoring the overall dedication of teachers to both professional growth and learner support.

Mean Teacher Intrinsic Motivation by County

Mean Teacher Intrinsic Motivation	Garissa	Turkana
Enjoy Learning New Content	4	4
Passion for Teaching	5	5
Love for School	5	4
Work Completion without Reminders	5	4
Creating Extra Learning Opportunities for Learners	4	4
Communicate with Parent about Pupils Progress	4	4
Going Beyond Teaching Scope	4	4
Aggregate Mean Teacher Intrinsic Motivation	4	4

The findings on teacher intrinsic motivation in Garissa and Turkana counties, measured on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree), indicate that teachers in both counties generally agree that they enjoy learning new content, create extra learning opportunities for pupils, communicate with parents about progress, and go beyond their teaching scope. They also strongly agree that they are passionate about teaching, with this response being consistent across both counties. Further Garissa teachers strongly agree in their love for school and in completing work without reminders, while Turkana County teachers agree in their love for school, indicating a slightly lower but still positive level of motivation. Overall, while most domains of intrinsic motivation fall under the agree (4) category for both counties, Garissa shows stronger internal commitment in some areas with more strongly agree (5) responses. The aggregate mean of 4 across the two counties highlights that teachers are intrinsically motivated, with Garissa demonstrating marginally higher enthusiasm in key motivational aspects.

Teacher Preparation

Teacher Preparation	agree(%)	strongly agree(%)	neutral(%)	disagree(%)	strongly disagree(%)
Teaching Materials Ready before Classes	52.3	36.7	8.6	1.2	1.2
Lesson Flexibility Planning	57.2	30	10.1	1.8	0.9
Lesson Planning Considers Pupil Needs	56	34.9	7.6	0.6	0.9
Completes Syllabus if no Interruption	51.1	42.2	4.3	1.5	0.9
Lesson Topic Research	51.4	39.1	6.7	1.2	1.5
Seek Colleague Support for Complex Content	52.9	39.1	5.5	1.2	1.2
Pre Service Training Effectiveness	41.6	46.5	6.7	1.2	4
In Service Training Effectiveness	40.1	48.6	6.4	2.4	2.4

Teachers' preparation, planning, and training highlight strong professional commitment and positive perceptions of their instructional practices. Over half (52.3%) of teachers agree and 36.7% strongly agree that they make teaching materials ready before classes, while very few remain neutral or disagree. Similarly, 57.2% agree and 30.0% strongly agree that they have lesson flexibility planning, with only small proportions uncertain or in disagreement. Lesson planning also reflects responsiveness to learners, as 56.0% agree and 34.9% strongly agree that their planning considers pupils' needs, with minimal dissent. In terms of syllabus coverage, 51.1% agree and 42.2% strongly agree they can complete the syllabus if uninterrupted, while only a small fraction expressed neutrality or disagreement. Teachers also actively enhance their preparation, as 51.4% agree and 39.1% strongly agree that they conduct research on lesson topics, and 52.9% agree and 39.1% strongly agree they seek colleague support for complex content. Regarding training, 41.6% agree and 46.5% strongly agree that the training they received before employment was effective, while 40.1% agree and 48.6% strongly agree that the training received after employment was effective, although a small percentage of teachers reported being neutral or dissatisfied. These findings suggest that teachers are generally well-

prepared, adaptable, and supportive of one another, with training programs largely viewed as effective in enhancing their professional capacity.

Mean Teacher Preparation by County

Mean Teacher Preparation	Garissa	Turkana
Teaching Materials Ready before Classes	4	4
Lesson Flexibility Planning	4	4
Lesson Planning Considers Pupil Needs	4	4
Completes Syllabus if no Interruption	4	4
Lesson Topic Research	4	4
Seek Colleague Support for Complex Content	4	4
Pre Service Training Effectiveness	4	4
In Service Training Effectiveness	4	4
Aggregate Mean Teacher Preparation	4	4

Based on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree), teachers in both counties generally agree that they prepare teaching materials before class, maintain lesson flexibility, complete the syllabus if uninterrupted, conduct lesson topic research, seek colleague support for complex topics, and benefit from both pre-service and in-service training. Importantly, Garissa teachers strongly agree on planning lessons that consider pupils' needs, while Turkana teachers indicated agreement in the same area. This distinction highlights slightly higher responsiveness to pupil needs in Garissa compared to Turkana. Overall, all areas of teacher preparation fall under the agreement category. The aggregate mean of 4 in both counties demonstrate that teachers are well-prepared and supportive of effective instructional delivery, with preparation practices being consistently strong across the two contexts.

Teacher Peer Collaboration

Teacher Peer Collaboration	agree(%)	strongly agree(%)	neutral(%)	disagree(%)	strongly disagree(%)
Active Teacher Learning Forum	47.7	30.6	11.6	5.8	4.3
Peer Problem Solving at School	54.4	37.3	6.4	0.9	0.9
Peer Professional Development	51.7	35.8	8.9	2.4	1.2
Working Together for Syllabus Completion	48.6	47.1	2.1	0.9	1.2
Peer Assessment and Evaluation Sharing	52.9	37.9	6.1	2.1	0.9
Pupils Behavior Challenges Peer Support	53.2	39.4	5.5	0.9	0.9
Collaboration to Meet Syllabus Goals	53.8	40.1	4.9	0.6	0.6

Peer Respect	41.6	56	1.8	0.3	0.3
Peer Friendliness	46.5	50.8	1.8	0.3	0.6
Peer Personal Life Support	48.3	36.7	9.8	3.7	1.5

Peer collaboration and support among teachers indicate a generally strong culture of teamwork, professional development, and mutual respect within schools. Nearly half (47.7%) agree and 30.6% strongly agree that they have active teacher learning forums, though some remain neutral or disagree. Peer problem-solving is highly embraced, with 54.4% agreeing and 37.3% strongly agreeing that such practices exist in schools, while peer professional development is also notable, as 51.7% agree and 35.8% strongly agree. Collaboration extends to curriculum delivery, with 48.6% agreeing and 47.1% strongly agreeing that teachers work together to complete the syllabus, and 53.8% agreeing and 40.1% strongly agreeing that they collaborate to meet syllabus goals. Peer assessment and evaluation sharing is common, supported by 52.9% who agree and 37.9% who strongly agree, while 53.2% agree and 39.4% strongly agree that they support each other in addressing pupil behavior challenges. Positive social interactions also stand out, with 41.6% agreeing and 56.0% strongly agreeing that they have peer respect, and 46.5% agreeing and 50.8% strongly agreeing that peer friendliness exists among them. Beyond professional matters, personal support is also evident, as 48.3% agree and 36.7% strongly agree that peers support one another in personal life issues, though a smaller proportion remain neutral or disagree. Overall, the findings reveal a strong foundation of collegiality, problem-solving, and professional collaboration among teachers, enhanced by mutual respect and social support.

Mean Teacher Peer Collaboration by County

Mean Teacher Peer Collaboration	Garissa	Turkana
Active Teacher Learning Forum	4	4
Peer Problem Solving at School	4	4
Peer Professional Development	4	4
Working Together for Syllabus Completion	4	4
Peer Assessment and Evaluation Sharing	4	4
Pupils Behavior Challenges Peer Support	4	4
Collaboration to Meet Syllabus Goals	4	4
Peer Respect	5	5
Peer Friendliness	5	4
Peer Personal Life Support	4	4
Aggregate Mean Peer Collaboration	4	4

Teacher-peer collaboration in Garissa and Turkana counties, based on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree), reveal consistently strong collaboration among teachers. In both counties, teachers generally agree that there are active learning forums, problem-solving initiatives at school, professional development opportunities, teamwork in syllabus completion, sharing of assessment and evaluation methods,

peer support in managing pupil behavior challenges, collaboration to meet syllabus goals, and provision of personal life support. Furthermore, teachers in both Garissa and Turkana strongly agree that they respect each other, with Garissa also showing strong agreement for peer friendliness, while Turkana teachers reported agreement in this area. These results indicate that teachers agree on most aspects of teacher-peer collaboration, with particularly strong emphasis on peer respect in both counties, and peer friendliness rated highest in Garissa. Overall, the aggregate mean of 4 for both counties shows that teachers generally maintain collaborative, respectful, and supportive peer relationships, with certain areas such as teacher-peer respect and peer friendliness reaching the level of strong agreement.

Teacher Pupil Relationship

Teacher Pupil Relationship	agree(%)	strongly agree(%)	neutral(%)	disagree(%)	strongly disagree(%)
Helping Struggling Pupils	53.2	40.1	5.2	0.6	0.9
Mentoring Pupils with Challenges	53.5	36.4	8.6	1.2	0.3
Giving Positive Feedback to Pupils	49.8	44.6	4.9	0	0.6
Care for Pupils	43.1	55.4	0.9	0.3	0.3
Following up Absent Pupils	52.3	34.9	10.7	0.9	1.2
Encourage Shy Pupils	55.7	39.8	4.3	0	0.3
Encouraging Pupils to Resolve their Conflict	59.3	27.8	8.6	2.8	1.5
Encouraging Pupils Participation in Extracurricular Activities	52	42.2	5.5	0	0.3

Teachers support practices toward learners reveal a strong commitment to nurturing pupils academically, socially, and emotionally. Majority of teachers reported supportive practices, with 53.2% agreeing and 40.1% strongly agreeing that they help struggling pupils, while 53.5% agree and 36.4% strongly agree that they mentor pupils with challenges. Encouraging feedback is also widespread, as 49.8% agree and 44.6% strongly agree that they give positive feedback to pupils, and caring attitudes are evident, with 43.1% agreeing and 55.4% strongly agreeing that they care for their pupils. Follow-up support is maintained for absent learners, with 52.3% agreeing and 34.9% strongly agreeing, while teachers also prioritize encouraging shy pupils, as shown by 55.7% who agree and 39.8% who strongly agree. Conflict resolution is actively promoted, with 59.3% agreeing and 27.8% strongly agreeing that they encourage pupils to resolve conflicts, while extracurricular engagement is also supported, with 52.0% agreeing and 42.2% strongly agreeing that they encourage participation. Overall, the results highlight that most teachers go beyond academic teaching to provide mentorship, emotional care, and holistic support for pupils' growth and development.

Mean Teacher-Pupil Relationship by County

Mean Teacher-Pupil Relationship	Garissa	Turkana
Helping Struggling Pupils	4	4
Mentoring Pupils with Challenges	4	4
Giving Positive Feedback to Pupils	4	4
Care for Pupils	5	5
Following up Absent Pupils	4	4
Encourage Shy Pupils	4	4
Encouraging Pupils to Resolve their Conflict	4	4
Encouraging Pupils Participation in Extracurricular Activities	4	4
Aggregate Mean Teacher-Pupil Relationship	4	4

The analysis of teacher–pupil relationships in Garissa and Turkana counties, based on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree) show that teachers in both counties generally agree that they support struggling pupils, mentor those with challenges, give positive feedback, follow up on absent pupils, encourage shy pupils, engage pupils to resolve conflicts, and promote participation in extracurricular activities. Importantly, teachers in both Garissa and Turkana strongly agree that they care for their pupils, showing the highest possible level of commitment in this aspect of teacher–pupil relationships. These results highlight a strong culture of teacher support and care, with most practices rated at the level of agreement, while pupil care stands out as a domain of strong agreement. Overall, the aggregate mean for both counties demonstrates that teachers consistently foster supportive and positive relationships with their pupils, though care for pupils is particularly emphasized at the strongest level.

Support from Administration

Support from Administration	agree(%)	strongly agree(%)	neutral(%)	disagree(%)	strongly disagree(%)
Admin Provides Materials and Learning Aid	49.5	42.8	6.1	0	1.5
Admin Rewards Teachers	47.1	18	20.2	10.4	4.3
Admin Gives Constructive Feedback	56.9	32.1	8.9	0.6	1.5
Admin Allocates Time for Collaboration	59	26.9	11.9	0.9	1.2
Admin Allocates Enough Time for TPD	57.2	29.4	10.4	2.4	0.6
Admin Supports to Solve Personal Problems	52.9	24.8	16.5	3.7	2.1
Admin Support to Solve Professional Problems	52.9	33.6	10.4	1.8	1.2
Admin Support to Take Time off	48.6	40.7	8	1.2	1.5

Administrative support reveals that most teachers perceive their school administration as generally supportive in key areas of professional and personal development. A large majority reported positive experiences, with 49.5% agreeing and 42.8% strongly agreeing that administration provides materials and learning aid support, and 56.9% agreeing and 32.1% strongly agreeing that administration gives constructive feedback. Similarly, 59.0% agree and 26.9% strongly agree that administration allocates time for collaboration, while 57.2% agree and 29.4% strongly agree that adequate time is allocated for professional development. In terms of personal and professional well-being, 52.9% of teachers agree and 24.8% strongly agree that administration helps solve personal problems, while 52.9% agree and 33.6% strongly agree that professional problems are addressed. Furthermore, 48.6% agree and 40.7% strongly agree that administration supports teachers in taking time off when needed. However, recognition through rewards appears weaker, as only 47.1% agree and 18.0% strongly agree that administration rewards teachers, while notable proportions were neutral (20.2%) or disagreed (10.4%). Overall, the results indicate that while administrative support is strong in feedback, collaboration, professional development, and problem-solving, reward systems remain an area of relative weakness.

Mean Teacher Support from Administration by County

Mean Support From Administration	Garissa	Turkana
Admin Provides Materials and Learning Aid	4	4
Admin Rewards Teachers	4	4
Admin Gives Constructive Feedback	4	4
Admin Allocates Time for Collaboration	4	4
Admin Allocates Enough Time for TPD	4	4
Admin Supports to Solve Personal Problems	4	4
Admin Support to Solve Professional Problems	4	4
Admin Support to Take Time off	4	4
Aggregate Mean Support From Administration	4	4

Using a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree), the administration support in Garissa and Turkana counties shows consistently high levels of support across multiple dimensions, with both counties reporting a mean score of 4 in all areas. Specifically, teachers in both Garissa and Turkana agree that administration provides materials and learning aid, rewards teachers, gives constructive feedback, allocates time for collaboration, and ensures enough time for professional development. Similarly, administration support in addressing teachers' personal problems, professional problems, and allowing teachers to take time off also received a mean rating of 4 in both counties. These findings demonstrate that teachers generally perceive their school administration as supportive across critical domains of their professional practice and well-being. Overall, the aggregate mean score of 4 in both Garissa and Turkana highlights a strong and consistent level of administrative support, though none of the measures reached a mean of 5, suggesting room for further strengthening of support structures.

Teacher Sociability

Teacher Sociability	agree(%)	strongly agree(%)	neutral(%)	disagree(%)	strongly disagree(%)
Friendly Relationship with Pupils	41.9	52	4.9	0	1.2
Humor with Pupils	44	44.6	7.6	2.1	1.5
Engage in Pupil Games	52.9	38.8	7.3	0.6	0.3
Awareness of Events in Pupils Home	33.9	18	27.8	13.1	7
Knowledge of Parents Names	34.6	19.9	26.9	14.7	4
Welcome New Teachers	53.2	27.2	13.8	3.7	2.1
Friendship with Teachers	50.5	44.3	4	0.9	0.3
Humor with Colleagues	50.2	30.6	16.2	2.1	0.9

Teachers maintain generally positive and friendly relationships with both pupils and colleagues, though the depth of personal connection with pupils' families is relatively limited. Most teachers reported friendly relationships with pupils (41.9% agree, 52.0% strongly agree) and often engage them socially, with 44.0% agreeing and 44.6% strongly agreeing that they use humor, and 52.9% agreeing and 38.8% strongly agreeing that they participate in pupils' games. However, personal knowledge about learners' home environments is less common, as only 33.9% agree and 18.0% strongly agree that they know what goes on in pupils' homes, while 34.6% agree and 19.9% strongly agree that they know parents' names, with relatively higher neutrality or disagreement in both areas. Within the school community, collegial relationships are strong, with 53.2% agreeing and 27.2% strongly agreeing that they welcome new teachers, 50.5% agreeing and 44.3% strongly agreeing that they form friendships with fellow teachers, and 50.2% agreeing and 30.6% strongly agreeing that they make humor with colleagues. Overall, these findings suggest that while teachers foster strong bonds of friendliness, humor, and collaboration within the school setting, their engagement with pupils' home and family contexts is less developed.

Mean Teacher Sociability by County

Mean Teacher Sociability	Garissa	Turkana
Friendly Relationship with Pupils	5	5
Humor with Pupils	4	4
Engage in Pupil Games	4	4
Awareness of Events in Pupils Home	4	3
Know Parents Names	4	3
Welcome New Teachers	4	4
Friendship with Teachers	5	4
Humor with Colleagues	4	4
Aggregate Mean Teacher Sociability	4	4

Based on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree), Garissa County teachers scored a mean of 4 on knowing parents' names, while Turkana County teachers scored a mean of 3, suggesting stronger parental engagement awareness in Garissa. For welcoming new teachers, both counties reported a mean of 4, reflecting positive collegial support. On friendship with other teachers, Garissa scored a mean of 5 while Turkana scored a mean of 4, pointing to stronger professional bonds in Garissa. Both counties reported a mean of 4 on humor with colleagues, highlighting moderate collegial warmth. In terms of teacher–pupil relationships, both Garissa and Turkana scored a mean of 5 for maintaining a friendly relationship, and a mean of 4 for making humor with pupils, showing generally positive teacher–pupil interaction. Similarly, both counties scored a mean of 4 on engagement in pupils' games, further indicating active involvement in pupils' social lives. However, a difference appeared in awareness of pupils' home situations, with Garissa scoring a mean of 4 while Turkana scored a mean of 3, suggesting teachers in Garissa are more attuned to pupils' home environments. Overall, the aggregate mean sociability mean score was 4 for both counties, reflecting generally strong sociability among teachers, with Garissa slightly ahead in specific dimensions such as parental awareness and collegial friendship.

Teacher Source of Stress

Teacher Source of Stress	no stress(%)	moderate stress(%)	mild stress(%)	much stress(%)	extreme stress(%)
Promotion Prospects Stress	37.3	24.5	15.9	14.1	8.2
Difficult Class Stress	31.5	22.9	24.5	14.4	6.7
Lack of Recognition Stress	38.5	17.1	20.2	16.2	8
Pupil Performance Stress	30.9	23.2	21.4	18	6.5
Noisy Pupils Stress	28.7	22.3	23.2	18.3	7.5
Short Rest Periods Stress	38.8	18.7	22.6	14.4	5.5
Pupil Attitudes Stress	26.9	23.2	25.4	17.1	7.4
Inadequate Salary Stress	26	16.2	13.1	24.8	19.9
Workload Stress	30.6	19	20.2	18.3	11.9
Large Class Size Stress	31.2	16.5	17.7	19.6	15
Maintaining Class Discipline Stress	42.2	19	20.8	12.5	5.5
Admin Work Stress	51.7	15.6	15.6	11	6.1
Parent Pressure Stress	43.4	14.4	23.5	12.5	6.2
Syllabus Issues Stress	32.1	22.6	24.2	12.8	8.3
Lacking Time with Individual Pupils Stress	29.4	20.8	27.2	16.8	5.8
Lack of Equipment and Poor Facility Stress	25.1	20.5	16.2	25.4	12.8
Colleague Behavior Stress	47.1	17.7	18	11.9	5.3
Pupil Behavior Stress	33.3	21.7	24.2	16.2	4.6
Supervisor Pressure Stress	42.2	17.4	20.8	12.2	7.4
Extra Students Because of Absent Teachers	31.8	16.8	19.3	19.6	12.5

Teachers experience varying levels of stress arising from different professional challenges, with some stressors standing out as more severe than others. Inadequate salary is one of the most pressing concerns, with only 26.0% reporting no stress while 24.8% experience much stress and 19.9% extreme stress. Similarly, workload and large class sizes remain significant issues, with 30.6% and 31.2% respectively reporting no stress, yet notable proportions experiencing much or extreme stress. Stress from noisy pupils (28.7% no stress, 22.3% moderate, and 23.2% mild stress) and pupil attitudes (26.9% no stress, 23.2% moderate, 25.4% mild stress) also emerged as common challenges, though less extreme compared to salary concerns. Issues linked to pupil behavior (33.3% no stress, but 40.4% report moderate to mild stress) and short rest periods (38.8% no stress, but 22.6% mild stress) highlight workload-related strain. Administrative and supervisory pressures also contribute, with 42.2% experiencing no stress from supervisor pressure and 47.1% no stress from colleague behavior, though sizable groups still report stress

from these areas. Parent pressure (43.4% no stress), syllabus issues (32.1% no stress), extra students due to absent teachers (31.8% no stress), lack of equipment and poor facilities (25.1% no stress, with 25.4% much stress), and pupil performance (30.9% no stress, 23.2% moderate, 21.4% mild stress) further add to the stress burden. Moreover, promotion prospects (37.3% no stress, 24.5% moderate stress), lack of recognition (38.5% no stress, 20.2% mild, 16.2% much stress), and handling difficult classes (31.5% no stress, 24.5% mild, 14.4% much stress) also emerged as notable stress factors. While admin work appears to be the least stressful, with 51.7% reporting no stress, a significant share still reported much or extreme stress across multiple aspects, reflecting that teachers face a wide range of stressors, with inadequate salary, workload, large class sizes, and lack of resources ranking among the most severe.

Mean Teacher Source of Stress by County

Mean Teacher Source of Stress	Garissa	Turkana
Promotion Prospects Stress	1	2
Difficult Class Stress	0	1.5
Lack of Recognition Stress	0	1
Pupil Performance Stress	1	2
Noisy Pupils Stress	1	2
Short Rest Periods Stress	1	1
Pupil Attitudes Stress	1	2
Inadequate Salary Stress	2	2
Workload Stress	1	2
Large Class Size Stress	1	2
Maintaining Class Discipline Stress	0	1
Admin Work Stress	0	1
Parent Pressure Stress	0	1
Syllabus Issues Stress	0	2
Lacking Time with Individual Pupils Stress	1	2
Lack of Equipment and Poor Facility Stress	1	2
Colleague Behavior Stress	0	1
Pupil Behavior Stress	1	1.5
Supervisor Pressure Stress	0	1
Extra Students Because of Absent Teachers	1	2
Aggregate Mean Teacher Source of Stress	0.5	2

The cross-tabulation of teacher sources of stress in Garissa and Turkana counties shows varied patterns, with stress levels rated on a five-point Likert scale where 0 = no stress, 1 = moderate stress, 2 = mild stress, 3 = much stress, and 4 = extreme stress. In Garissa, teachers generally reported lower stress, mostly falling between no stress (0) and moderate stress (1). For instance, stress from promotion prospects, pupil performance, noisy pupils, short rest periods, pupil

attitudes, inadequate salary, workload, large class sizes, discipline, lack of equipment, pupil behavior, and extra students due to absent teachers all averaged around moderate stress (mean = 1.0–2.0). Meanwhile, many other sources such as difficult classes, lack of recognition, administrative work, parent pressure, supervisor pressure, colleague behavior, and syllabus issues registered minimal or no stress (mean = 0.0). In contrast, teachers in Turkana consistently reported higher stress levels, mostly in the mild stress category (mean = 1.0–2.0). For example, promotion prospects, pupil performance, noisy pupils, workload, large class sizes, inadequate salary, lack of equipment, syllabus issues, pupil attitudes, and managing extra students due to absent colleagues were major stressors, averaging mild stress (mean = 2.0). Even areas with less pressure such as recognition, administrative work, supervisor pressure, and parent pressure still fell within the mild stress range (mean = 1.0). Overall, the aggregate mean indicates that Garissa teachers experienced very low to moderate stress (aggregate mean = 0.5, between no stress and moderate stress), while Turkana teachers faced consistently higher stress at mild levels (aggregate mean = 2.0), suggesting that teaching conditions in Turkana are more demanding.

Conclusions

The baseline assessment demonstrates that teachers possess foundational knowledge, passion, and confidence to implement learner-centered and play-based pedagogy but face persistent barriers related to stress, workload, resource inadequacies, and uneven administrative support. While over 80% of teachers expressed confidence in CBC implementation, fewer than half consistently integrated play-based approaches. Similarly, while over 90% agreed to helping struggling learners, only about half reported adequate administrative recognition and reward systems. These findings reveal that while teacher motivation is strong, systemic support gaps threaten sustainability and effectiveness in both refugee and host community contexts.

Recommendations

Professional Development

- Scale up continuous professional development on learner-centered pedagogy, with emphasis on play-based learning and social-emotional skills.
- Strengthen teacher training inclusive practices to better support learners with differing abilities.

Teacher Well-being



- Integrate psychosocial support programs to address the 36.1% of teachers reporting mental health issues and those citing extreme stress from workload and salaries.

Peer Collaboration

- Expand peer learning forums and mentoring systems, leveraging the high rates of peer problem-solving (over 90% agreement) to institutionalize collaborative practices.

Policy & Investment

- Prioritize equity in refugee and host community teacher support, ensuring consistent access to professional development, teaching resources, and motivation schemes.

Mental Health and Wellbeing

- Strengthen county-specific psychosocial support systems, with greater focus on Turkana and refugee school settings where mental health challenges and work disruptions are higher.
- Implement anti-stigma campaigns and awareness programs to encourage help-seeking behaviors, particularly in Garissa where uptake remains very low (23.6%).
- Expand access to professional counseling and mental health services for teachers across both counties.

Crisis Resilience

- Develop resilience-building programs and target training to help teachers cope with widespread crisis exposure (over 80% in all contexts).
- Integrate crisis-response strategies into teacher training and ongoing professional development.

Professional Support Structures

- Institutionalize teacher peer support programs to ensure that assistance is regular and accessible across all schools.

Context-Specific Interventions

- In Turkana, prioritize interventions that directly address mental health and work-related impacts, recognizing the higher prevalence (46.3%) and impact (44.4%) of challenges.
- In Garissa, focus on increasing awareness, reducing stigma, and improving service access, given the low help-seeking levels (23.6%).

- In refugee school settings, strengthen both psychosocial support and workplace accommodations to reduce the higher reported work disruptions (37.6%).