

TeachWell | Research and Learning Agenda

Last Updated | January 31, 2024

The TeachWell (TW) Research & Learning Agenda provides a high-level overview of how the project will approach research priorities and activities during the project timeline (2024-2028). This document aims to provide a common research framework for TW studies—spanning formative, implementation, effectiveness, and system-level research and cost analyses. TW will generate evidence that fills identified evidence gaps for the project, the education sector in Kenya, and the broader Education in Emergencies (EiE) field. The core research question of TW's Research & Learning Agenda is:

What are promising and effective teacher professional development (TPD) models for improving teaching practice [to implement Kenya's competency-based curriculum (CBC)], teacher well-being, and learners' holistic learning and well-being for primary and junior secondary schools in refugee and host communities in Kenya?

All research studies will also be mapped onto TW's four overarching outcomes (see Table 1: TW Project Framework).

- **Formative research** will take place at the beginning of the project. It will seek to answer questions to better understand existing challenges, opportunities, and practices to situate and guide TW's design and planning.
- **Implementation research** will take place throughout the project timeline. It will seek to answer questions that understand and document TW's implementation quality and barriers to implementation and to confirm the assumptions of the Theory of Change (ToC).
- **Effectiveness research** will most likely occur in the project timeline's second half (when project implementation is mature). It will seek to identify the impact of the interventions on teachers' behaviors (practice, knowledge) and learners' holistic outcomes while understanding the mechanisms that lead to this change.
- **Systems-level research** will take place throughout the project timeline. It will seek to answer questions about how to scale up and sustain teacher professional development interventions through the Kenyan national system. System-level research will be closely aligned with Grant 1.
- **Costing research** will take place in the second half of the project and will be conducted in close collaboration with IRC's Best Use of Resources team. These questions will seek to gather information on the cost-efficiency and cost-effectiveness of TW and the different ingredients of the package.

As the Research Lead within the TW consortium, the African Population and Health Research Center (APHRC) will co-design, conduct, and publish research studies as the local research partner for TW, working in close collaboration with the TW consortium implementing partners, including the MEAL team, and the Education Researcher (IRC). APHRC is the continent's premier research-to-policy institution and think tank, generating evidence to drive policy action to improve the health and well-being of African people. APHRC also has experience working with the Teacher Service Commission (TSC) to identify gaps in teaching practices and contribute to the evidence based TPD models. Throughout TW, APHRC and

implementing partners (i.e., IRC, RTI, LWF) will collaborate and coordinate on data collection to ensure minimal disruptions to teaching and learning and alignment of M&E, research, and overall learning for TW. Importantly, as the research partner for Grant 1 and Grant 2, APHRC will also provide strategic planning and alignment across the two grants to ensure complementarity and coordination.

A core approach for TW is to prioritize, deepen, and apply learning. To do so, the MEAL and Research & Learning teams will work closely to ensure that research studies, monitoring, and evaluation data inform one another and ultimately feed into implementation to improve programming. Thus, the Research & Learning Agenda should be read alongside the MEAL plan, with the understanding that both are living documents that will be formally revised on an annual basis and open to period adjustments as contexts and priorities may change for TW. Strategic linkages will also be made with PlayMatters and other IRC education programming and research to strengthen the evidence base for supporting teachers in crisis contexts. Finally, it is important to note that in addition to this agenda, each specific research study will include an accompanying detailed research plan, including staffing, timelines, budgets, and other critical details that will receive ethical approvals from relevant bodies (e.g., IRC, APHRC, GoK IRBs) and approval from relevant project staff prior to implementation. The final Research & Learning Agenda will also have Project Background, Existing Evidence, and more detailed Methodology Overview sections.

Table 1 TeachWell Project Framework	
Impact Goal: IMPROVED HOLISTIC LEARNING & WELLBEING OF CHILDREN IN REFUEE HOSTING COUNTIES OF KENYA	
Outcome I (TPD): Teachers in Refugee Hosting Counties have Strengthened Capabilities & Resilience to Deliver Quality, Play-Based, Safe, Inclusive & Equitable Education	● Designing a comprehensive package for Teacher Professional Development (TPD) ● Ensuring inclusive approaches to the development/adaptation of materials ● Delivering a comprehensive Modular TPD package ● Harmonizing TPD approaches ● Support towards qualifications and teacher progression
Outcome II (SAE): Teachers in Refugee Hosting Counties are Supported to Deliver Quality, Inclusive & Equitable Education through an Enabling Policy & Management Environment	● Creating channels for advocacy ● Training National Stakeholders ● Strengthening County-Level Capacity
Outcome III (Health, MHPSS & WASH): School Environments in Refugee Hosting Counties Are Safe & Supportive	● Delivering Mental Health and Psychosocial Support (MHPSS) and Protection modules ● Providing Water, Sanitation, and Hygiene (WASH) services in Turkana ● Strengthening hygiene promotion practices ● Reaching communities with WASH and ● Linking playful and child-centered pedagogies in healthcare

Outcome IV (CM): Schools Have Increased Resilience & Resources in the Event of Crises or Disruption	● Crisis Modifier: climate shocks, health epidemics, conflict and insecurity ● Contingency planning ● Early Warning/action protocols ● Adherence to humanitarian standards ● Harnessing existing infrastructure and ● Working with existing government institutions, NGOs and CBOs
Cross-cutting Themes	● Community Engagement: Mobilizing, empowering, and engaging the relevant communities. ● Safeguarding, Gender, Equity & Inclusion: Ensuring programs do no harm and support all clients and stakeholders equitably (note all research questions will have a gender and inclusion lens).

TW Research & Learning Agenda

Overarching Research Question: *What are promising and effective teacher professional development (TPD) models for improving teaching practice [to implement Kenya's competency-based curriculum (CBC)], teacher well-being, and learners' holistic learning and well-being for primary and junior secondary schools in refugee and host communities in Kenya?*

Formative Research Questions		Data Collection	Timeline
Teacher professional development (TPD) [Outcome 1, Outcome 2]	What are the barriers and opportunities to implement teacher professional development programs (TPD) – pre-service, in-service, and continuous professional development – for refugee and national schoolteachers in Turkana and Garissa, Kenya? How do these barriers and opportunities differ by teachers' demographic characteristics and profiles (e.g., gender, displacement status, (dis)ability, etc.)? • [Policy] What policies does the Kenyan education system have to train and provide professional development to schoolteachers in refugee and host communities in Turkana and Garissa? How do these differ by the teacher's profile? • [Practice] What kinds of TPD opportunities, including models of TPD, do refugee teachers and national schoolteachers have access to, and how do these opportunities vary by teachers' gender and other demographic characteristics? How are training qualifications recognized, and to what extent are these processes different for refugee teachers? • [Practice] From teachers' perspectives, do existing TPD opportunities meet their needs – why or why not? What kinds of support are teachers seeking and from whom as they further refine their teaching practices, including innovative pedagogical approaches (promoted in the CBC)? Which supports do teachers find most effective/helpful for improving their teaching practices? Which supports are unmet and/or unavailable?	Key Informant Interviews (KIIs) with GoK education officials (MoE, TSC, PTC/TTC tutors) and I/NGO actors Teacher interviews and surveys Document analysis (policies, grey literature (e.g., TPD reports), etc.)	Years 1-2
	Who is providing TPD for refugee and national teachers? How are agencies coordinating and collaborating (or not) in their TPD efforts? In what ways does this	KIIs with GoK education officials (MoE, TSC,	Years 1-2

	coordination extend to the government? How can inter-agency collaboration (and government coordination) be strengthened? What are the profiles of teacher educators and practitioners providing TPD to refugee and national teachers in refugee and host communities in Turkana and Garissa? What kinds of professional development do these teacher educators and practitioners receive? To what extent are they prepared to provide TPD to refugee and national teachers on innovative pedagogies, including LtP?	PTC/TTC tutors) and I/NGO actors Document analysis (grey literature (e.g., TPD reports), etc.)	
	How, if at all, are teachers included in the design, implementation, and evaluation of their professional development, particularly TPD that promotes the uptake of innovative pedagogies, like LtP, and the implementation of the CBC? What opportunities and challenges exist for greater teacher involvement in all stages of TPD? <i>*Overlap with Grant 1</i>	Teachers interviews and surveys	Years 1-2
	To what extent are the goals, outcomes, and strategies of the Competency-Based Curriculum (CBC) – including innovative pedagogies such as Learning through Play (LtP) – integrated into teacher education curricula? What challenges and opportunities emerge when integrating these approaches within teacher education curricula?	KIIs with GoK education officials (MoE, TSC, PTC/TTC tutors) and I/NGO actors Document analysis (CBC and teacher education curricula analysis)	Years 1-2
Teacher practices and behaviors	What competencies do refugee and national teachers have in Turkana and Garissa? To what extent do these competencies align with the teacher competencies in the CBC?	KIIs with education officials working with teachers (tutors, QASOs, etc.) Classroom observations	Years 1-2

[Outcome 1, Outcome 3]	What are refugee and national schoolteachers' perceptions of the CBC and innovative pedagogical approaches, such as LtP, included in the curricula? How prepared do refugee and national schoolteachers feel to implement the CBC?	Teacher interviews and surveys	Years 1-2
	What are the barriers and opportunities to effectively change teachers' practices and behaviors to implement the CBC and the innovative pedagogical practices it promotes, including LtP, in schools in refugee and host communities in Turkana and Garissa? • What are teachers' current pedagogical practices? • What are the most salient factors in the classroom and school environment that enhance or impede teachers' ability to implement the CBC? • To what extent, and how, are teachers able to balance demands for accountability—i.e., teacher performance and student learning outcomes—and innovative pedagogical practices promoted in the CBC, like LtP., in their classrooms?	Classroom observations Teacher interviews and surveys	Years 1-2
Safe and supportive school environments [Outcome 3] <i>*Potential to use Minimum Quality Standards (MQS) tool from PlayMatters</i>	How do teachers and learners define a safe and supportive school environment? To what extent, if at all, are these definitions different? • What are the main factors that enhance or impede a safe and supportive school environment? In what ways does gender influence the risk and protective factors for teachers and learners? • What are the gender dynamics of violence (e.g., sexual, physical, bullying, corporal punishment) in schools and communities in refugee and host communities in Turkana and Garissa? How do these dynamics influence female and male teachers and learners?	Teacher interviews Learner interviews KIIs with school leadership (head teachers, PTC, SMC)	Years 1-2
	What are teachers' attitudes and perceptions of their well-being/MHPSS? What are the main factors that enhance or impede their MHPSS? How does this vary by gender and other demographic characteristics and profiles of teachers (e.g., displacement status, age, etc.)? What mechanisms, if any, exist at the school and community-level for supporting the well-being/MHPSS of learners?	Teacher interviews and surveys KIIs with school leadership (head teachers, PTC, SMC)	Years 1-2

	What are teachers' attitudes and perceptions of the well-being/MHPSS of their learners? What are the main factors that enhance or impede the well-being/MHPSS of learners? • To what extent do teachers feel prepared to support the well-being/MHPSS of their learners? How does this vary by gender? • How, if at all, are teachers supporting the well-being/MHPSS of their learners? What mechanisms, if any, exist at the school and community level for supporting the well-being/MHPSS of learners?	Teacher interviews and surveys KIIs with school leadership (head teachers, PTC, SMC)	Years 1-2
	What are learners' attitudes and perceptions of their well-being/MHPSS? What are the main factors that enhance or impede their well-being? To what extent do learners feel their teachers support their well-being/MHPSS?	Learner interviews and surveys	Years 1-2
	In Turkana, what is the status of WASH infrastructure (e.g., latrines, handwashing, water sources) in refugee and host communities? • What are the minimum requirements for WASH interventions to contribute to safe and supportive school environments? (maybe move to formative research)? • What barriers and opportunities exist for improving WASH infrastructure and knowledge in refugee and host communities?	M&E data (baseline) KIIs with school leadership (head teachers, PTC, SMC)	Year 1
Learner outcomes [Outcome 1, Outcome 3]	What are the main factors helping or hindering holistic learning outcomes and well-being in refugee and host communities in Turkana and Garissa? • How are holistic learning outcomes and well-being defined and measured? By whom? How often?	Teacher interviews Learner interviews KIIs with school leadership (head teachers, PTC, SMC) EMIS data	Years 1-2
	How are refugee learners performing in comparison to their host community peers? How are refugee and host community learners in Turkana and Garissa performing compared to other learners in Kenya?	EMIS data	Years 1-2

		Kenya National Examinations Council (KNEC) portal data	
Crisis modifier [Outcome 4]	What are the risks (e.g., climate-induced disasters, epidemics, conflict, etc.) and levels of security/insecurity prevalent in classrooms, schools, and communities in refugee and host communities in Turkana and Garissa?	KIIs with GoK officials and I/NGO staff in Turkana & Garissa with school leadership (head teachers, PTC, SMC)	Years 1-2
	How do teachers negotiate/promote safety for themselves and their learners during crises? What support do teachers feel they need to do this effectively?	Teacher interviews and surveys	Years 1-2
	What mechanisms (e.g., funding, programmatic, etc.) exist to respond to / recover from crises in schools in Turkana and Garissa? To what extent are these mechanisms sufficient and effective?	KIIs with GoK officials and I/NGO staff in Turkana & Garissa with school leadership (head teachers, PTC, SMC)	Years 1-2
Implementation Research Questions		Data Collection	Timeline
Teacher professional development (TPD) [Outcome 1, Outcome 2]	To what extent are the TW professional development models for refugee and national schoolteachers carried out with adequate quality (including fidelity/adherence, competencies/skills, etc.)? - What factors hinder or enable teachers to receive expected dosages and implementation quality and fidelity of the TPD models? To what extent does using technology (M-Shule) improve attendance and engagement with TPD opportunities? - What are the reasons for quality gaps/deviations, and what adjustments are made during implementation? In what ways is data from MEAL being used to inform implementation? - What are the barriers and opportunities for achieving TW's theory of change?	M&E data (midline) Teacher interviews and surveys KIIs with TW staff KIIs with GoK officials and I/NGO staff in Turkana & Garissa with school leadership	Years 2-4

	Which TPD models better facilitate teacher collaboration for co-learning in refugee and host communities in Turkana and Garissa? What is needed to initiate and sustain communities of practice among teachers (in-person, online, hybrid)? How can technology support and sustain ongoing teacher support and/or virtual communities of practice?	Teacher interviews and surveys KIIs with TW staff	
	How do supportive supervision practices influence teachers' practice and ability to implement the CBC in their classrooms? What is needed to initiate and sustain supportive supervision that enables teachers to transfer knowledge and skills from the TW TPD into their classrooms?	Teacher interviews and surveys KIIs with TW staff KIIs with GoK officials and I/NGO staff in Turkana & Garissa with school leadership	Years 2-4
	What are the most effective approaches for including teachers in participatory decision-making processes about TPD practices and policies? What are the conditions needed for supporting participatory approaches among teachers? <i>**overlap with Grant 1</i>	Teacher interviews and surveys	Years 2-4
Teaching practices and behaviors [Outcome 1, Outcome 3]	How do variations in dosage and levels of implementation quality and fidelity of TW's TPD models associate with teachers' improved pedagogical skills, attendance, motivation and quality of instruction? - What type of (or combination of) professional development activities are most beneficial for improving teaching practices? - To what extent does TW's TPD equip teachers with the competencies from the CBC?	Teacher interviews and surveys Classroom observations KIIs with TW staff	Years 2-4
	What motivates refugee and national schoolteachers to implement innovative pedagogical approaches – including LtP – in their classrooms with fidelity and quality?	Teacher interviews and surveys	Years 2-4

	What factors hinder or enable teachers to implement innovative pedagogies – including LtP – to deliver the CBC in their classrooms?		
	How can innovative pedagogical approaches – including LtP – be made feasible and appropriate for low-resource teaching and learning environments in refugee and host communities in Turkana and Garissa?	Teacher interviews and surveys KIIs with school leaders	Years 2-4
	How do teachers identify changes in their practice, and how can/does TW take teachers' perspectives into consideration? What are the most significant changes teachers identify in their teaching practice and well-being due to their participation in TW?	Teacher interviews and surveys (Most Significant Change (MSC))	Years 2-4
	What changes do learners perceive in their teachers' teaching practice and interactions with learners? What change do learners perceive to be the most significant in improving their achievement and well-being?	Learner interviews and surveys (MSC)	Years 2-4
Safe and supportive school environments [Outcome 3]	In Turkana County, how, if at all, is the WASH intervention improving the safe and supportive school environments? What are the reasons for quality gaps/deviations of WASH intervention, and what adjustments are made during implementation?	M&E data (midline) KIIs with school leaders KIIs with program staff	Years 2-4
	How do variations in dosage and levels of implementation quality and fidelity of TW's WASH intervention associate with / influence female learners and teachers' improved attendance, motivation, instruction and learning?	Female teacher and learner interviews and surveys EMIS data (attendance, achievement, etc.)	Years 2-4
	How do variations in dosage and levels of implementation quality and fidelity of TW's MHPSS and Protection modules associate with / influence teacher and learner well-being?	Teacher interviews and surveys Learner interviews and surveys	Years 2-4

Learner outcomes [Outcomes 1, 3]	How do variations in dosage and levels of implementation quality and fidelity of TW's TPD associate with / influence learners' holistic learning outcomes? From the perspective of teachers, what type of (or combination of) intervention activities are most beneficial for improving holistic learning outcomes and well-being?	Teacher interviews and surveys KNEC portal data	Years 2-4
Crisis modifier [Outcome 4]	To what extent has the crisis modifier allowed for timely response to / recovery from crises in schools in Turkana and Garissa? What are the barriers and opportunities for activating and implementing the crisis modifier?	M&E data (related to outcome 4) KIIs with program staff and school leaders Teacher interviews	Years 1-5
Effectiveness Research		Data Collection	Timeline
Teacher professional development (TPD) and teacher practices and behavior [Outcomes 1, 2, 3]	What is the impact of TPD interventions on teachers' uptake and use of innovative pedagogies – including LtP – in their classrooms? - How does the impact vary by different types of TPD implementation models? What type of (or combination of) intervention activities are most effective for improving teachers' practice? [Only for Turkana add in WASH-specific sub-questions] - How does the impact vary by sociodemographic and other subgroup characteristics of teachers?	Randomized control trial (RCT) / quasi-experimental design	Years 3-5
Teachers' perceptions and well-being [Outcomes 1, 2]	What is the impact of TPD interventions on knowledge of and attitudes towards innovative pedagogies – including LtP – in their classrooms? - How does the impact vary by different types of TPD implementation models? What type of (or combination of) intervention activities are most effective for improving teachers' knowledge of and attitudes toward innovative pedagogies? - How does the impact of TPD vary by sociodemographic and other subgroup characteristics of teachers?	Randomized control trial (RCT) / quasi-experimental design	Year 3-5

	What is the impact of TPD interventions on teachers' well-being? - How does the impact vary by different types of TPD implementation models? What type of (or combination of) intervention activities are most effective for supporting well-being? - How does the impact of TPD differ by sociodemographic and other subgroup characteristics?	Randomized control trial (RCT) / quasi-experimental design	Years 3-5
Learner outcomes [Outcomes 1, 3]	What is the impact of teachers' use of innovative pedagogies – including LtP – on students' learning outcomes and cognitive, social, emotional, physical and creative skills? - How do the effects vary by students' age, gender, socioeconomic status, displacement, and disability? - How do quality and fidelity of teacher support, resources, and capacities mediate or moderate the impacts of innovative pedagogies on children's holistic learning outcomes?	Randomized control trial (RCT) / quasi-experimental design	Years 3-5
	What is the impact of teachers' knowledge of MHPSS and Protection on learners' well-being? - How do the effects vary by students' age, gender, socioeconomic status, displacement, and disability? - How do quality and fidelity of teacher-support, resources, and capacities mediate or moderate the impacts of MHPSS and Protection support on learner well-being?	Randomized control trial (RCT) / quasi-experimental design	Years 3-5
	Do innovative pedagogies – including LtP – improve learners' well-being? (exploratory) How do the effects of innovative pedagogies on well-being vary for different subgroups of children?	Teacher interviews and surveys Learner interviews and surveys	Years 3-5
Crisis modifier [Outcome 4]	Do crisis modifiers improve project implementation and the achievement of the ToR (exploratory) How do the effects of the crisis modifier vary by types of crises?	M&E data KIIs with program staff	Years 1-5
Cost Analysis Research		Data Collection	Timeline

Cost analysis [Available budget TBC]	Cost efficiency [Implementation] - What is the cost of TW per school and per teacher? - What is the cost of different ingredients per school and per teacher? Cost-effectiveness [RCT] - What is the cost per outcome? (focusing on the outcome of interest for the specific RCT) - Are the effects worth the cost? Scenario modeling [End of Project] - How will the cost of TW vary at different scale levels? [BUR team: end of implementation research 2-3 months – 50% of time] - What would be the cost for the government to uptake the intervention? As appropriate based on RCT treatment arms: Which TW interventions or modalities, or specific mechanisms of action regarding infrastructure and materials contribute the most to impact, and at what cost?	Collaborate with BUR team on methods	Confirm with BUR team on timeline
Systems-level Research		Data Collection	Timeline
<i>**Overlap with Grant 1. Will add questions but need to align and coordinate with Grant 1.</i> <i>**Add questions in alignment with PlayMatters and ERICC to collect similar data on teacher management, teacher professional development, and teacher well-being at the systems level.</i>		TBD	TBD