

**“AS LONG AS I AM STILL HERE WORKING, I MUST BE
COMMITTED TO START A DEGREE”**

**A Case Study on Teacher Professional Development in a
Refugee Settlement in Uganda**

**Pinja Front
Master's Thesis
Development and International Cooperation
Department of Social Sciences
Faculty of Humanities and Social Sciences
University of Jyväskylä
Autumn 2019**

ABSTRACT

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Supervisor: Dr. Teppo Eskelinen

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The aim of this research was to examine the professional development experiences of teachers who live and work in one of the biggest refugee settlements in Uganda. The topic of teacher professional development is severely under-researched in the most fragile contexts of the world, where the need for qualified teachers is the greatest. This thesis contributes to the existing research on teacher professional development in fragile contexts by focusing on the experiences, wishes, and motivations of the teachers themselves.

The research was implemented as a case study which focused on the past experiences and future wishes of teachers on their professional development opportunities in the refugee settlement. The other aim of the study was to find out what factors affect the motivation of teachers for professional development. The primary data of the research was collected on a field visit to the refugee settlement where teacher interviews were conducted. In addition, the research data consisted of field observation notes and education gap statistics concerning the settlement in question. The data was analyzed through qualitative content analysis.

The findings of this study revealed that there is a gap between the current form and availability of teacher professional development opportunities and the wishes of teachers. While the teachers have ambitious plans for academic upgrading, the available professional development comes in the form of infrequent workshop and seminar sessions which do not lead to formal qualification. The other finding of the study indicates that the motivation of teachers for professional development is deeply embedded in their intrinsic motivation and the intrinsic value that they attach to professional development and helping their students. In addition, the research exposed worrying facts about the harsh living and working conditions of teachers in the settlement, which might pose a threat for retaining teachers on long term.

Based on this research it can be suggested that there should be more support and flexible upgrading opportunities available for the teachers. This would strengthen the motivation of teachers and improve the quality of the overall education system of Uganda. Moreover, the living and working conditions of teachers in the settlement should be improved at once, in order to prevent teacher turnover and to sustain the promise of quality education for all.

Key words: teacher professional development, teacher motivation, refugee education, education in emergencies, Uganda

TIIVISTELMÄ

“AS LONG AS I AM STILL HERE WORKING, I MUST BE COMMITTED TO START A DEGREE” A Case Study on Teacher Professional Development in a Refugee Settlement in Uganda

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Tämän tutkimuksen tavoitteena oli selvittää, millaisia ammatilliseen kehittymiseen liittyviä kokemuksia on opettajilla, jotka asuvat ja työskentelevät eräällä Ugandan suurimmista pakolaisleireistä. Opettajien ammatillista kehittymistä ei ole tutkittu riittävästi maailman hauraimmissa olosuhteissa, joissa ammattitaitoisten opettajien tarve on kaikkein suurin. Keskittymällä opettajien kokemuksiin, toiveisiin ja motivaatioihin, tämä tutkielma tuo lisäarvoa aikaisempaan tutkimukseen opettajien ammatillisesta kehittämisestä hauraissa olosuhteissa.

Tutkimus toteutettiin tapaustutkimuksena, joka tutki opettajien ammatillisia kehittymismahdollisuuksia sekä opettajien aikaisempien kokemusten että tulevaisuuden toiveiden näkökulmasta. Tutkimuksen toisena tavoitteena oli selvittää, mitkä tekijät vaikuttavat opettajien motivaatioon kehittää itseään ammatillisesti. Tutkimuksen ensisijainen aineisto kerättiin pakolaisleirille suuntautuneen kenttävierailun aikana, jolloin leirillä työskenteleviä opettajia haastateltiin. Tämän lisäksi tutkimus käyttää aineistonaan kenttämuistiinpanoja ja kyseisen pakolaisleirin koulutusresursseja koskevia tilastoja. Analyysi toteutettiin laadullisen sisällönanalyysin avulla.

Tutkimuksen tulokset paljastivat, että tarjolla olevat ammatilliset kehitysmahdollisuudet eivät vastaa opettajien toivomuksia. Opettajilla on kunnianhimoisia tavoitteita liittyen akateemiseen jatkokoulutautumiseen, mutta tarjolla on pelkästään yksittäisiä ja epäsäännöllisiä työpaja- tai seminaarikertoja, jotka eivät tarjoa mahdollisuuksia muodolliseen pätevytykseen. Tutkimuksen toinen tulos osoittaa, että opettajien sisäinen motivaatio on kaikista merkittävin tekijä opettajien ammatillisen kehittymisen taustalla. Näiden tulosten lisäksi tutkimus toi esille huolestuttavaa tietoa pakolaisleirillä asuvien ja työskentelevien opettajien ankarista elinolosuhteista, jotka voivat vaikuttaa opettajien halukkuuteen työskennellä leirillä pitkäaikaisesti.

Tämän tutkimuksen perusteella voidaan ehdottaa, että opettajille tulisi olla tarjolla enemmän tukea ja joustavampia jatkokoulutusmahdollisuuksia. Tämä vahvistaisi opettajien motivaatiota ja parantaisi Ugandan koulutusjärjestelmän laatua. Pakolaisleirillä asuvien ja työskentelevien opettajien elinolosuhteita tulisi myös parantaa, jotta opettajien vaihtuvuus vähenisi ja jotta lupaus kaikille avoimesta laadukkaasta koulutuksesta saataisiin pidettyä.

Avainsanat: opettajan ammatillinen kehittyminen, opettajan motivaatio, pakolaiskoulutus, koulutus hätätilanteissa, Uganda

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LIST OF ACRONYMS

CRRF	Comprehensive Refugee Response Framework
DRC	Democratic Republic of Congo
ECW	Education Cannot Wait
EiE	Education in Emergencies
ERP	Education Response Plan
FCA	Finn Church Aid
GoU	Government of Uganda
ICT	Information and communications technology
IGAD	Intergovernmental Authority on Development
INEE	Inter-Agency Network for Education in Emergencies
MoES	Ministry of Education and Sports
NGO	Non-governmental organization
OECD	Organization for Economic Co-operation and Development
OPM	Office of the Prime Minister
RRP	Refugee Response Plan
STA	Settlement Transformative Agenda
TiCC	Teachers in Crisis Contexts
TLC	Teacher Learning Circle
TPD	Teacher professional development
UNHCR	United Nations High Commissioner for Refugees
WFP	World Food Programme

1 INTRODUCTION

The first chapter of the thesis functions as an introduction to the research. First, the background for the research will be presented by providing a brief description of the historical process that has led to the formation and mainstreaming of the research topic. Second, the research problem and research questions will be introduced.

1.1 Background

Education was acknowledged as a universal human right in the Article 26 of the United Nation's Universal Declaration of Human Rights in 1948. According to the declaration (UN, 1948), everyone is entitled to free elementary education and this education should be compulsory. Since this commitment, the world has witnessed various other global efforts to secure free elementary education for all. In 1990, the first World Conference for Education for All initiative was held in Jomtien, Thailand, and the conference led to the adoption of the World Declaration on Education for All (Kirk & Dembélé, 2013, p. 1). This was followed by a stock-taking event on the results of the initiative in Dakar, Senegal in 2000, which resulted in the Dakar Framework for Action (Nicolai, Hine & Wales, 2015, p. 12). In addition, the UN's Millennium Development Goals and Sustainable Development Goals have both pledged to achieve universal primary education. All these global aspirations reflect the growing emphasis on the rights of individuals, the common humanity and education as a basic need (Lerch, 2017, p. 16).

According to Lerch (2017, p. 10), the currently dominant educational thinking, which is all-embracing and universalistic in nature, encouraged development actors to shift their attention towards emergency settings and the potential risks that emergencies are posing for education. This was something quite different compared to the traditional and steep separation that had existed between short-term humanitarian relief and long-term development work (Lerch, 2017, p. 2). Education provision during humanitarian crises had not been a part of that equation, as there were more immediate needs to fulfill. However, the process of globalization of education and the aim to reach worldwide schooling have led to a reasoning where emergencies and conflicts are violating individuals' right to education

(Lerch, 2017, p. 54). Therefore, education for all cannot be achieved without an effort to focus on the most fragile contexts, such as emergencies and conflicts. This line of thought contributed to the emergence of Education in Emergencies (EiE) as a global field around the turn of the 21st century (Lerch, 2017, p. 2, 54).

The field of EiE has expanded quickly and nowadays, it encloses various contexts such as armed conflicts, natural disasters and epidemics (Nicolai et al., 2015, p. 13) and various target populations such as refugees, internally displaced people and also non-displaced people who live in conflict settings (Dryden-Peterson, 2011, p.19). Moreover, EiE is said to have a close connection especially to refugee education, because according to Lerch (2017, p. 5) and Dryden-Peterson (2011, p. 19), the field of EiE originally emerged from refugee education initiatives. Nowadays, refugee education is seen as a part of this broader field of EiE (Dryden-Peterson, 2011, p. 19).

As the concept of EiE covers various contexts and target populations, it has become common to utilize the concept in extensive range of situations, and even in situations which are not necessarily defined as emergencies per se. According to Paulson and Shields (2015, p. 45), the increased use of the concept of fragility among development actors has also contributed to the field of EiE, where fragility is seen as potential threat for education provision. Because the concept of fragility is multidimensional (INEE, 2015, p.15-16), it fits the broad field of EiE quite well. As a consequence, emergency context and fragile context are sometimes used almost as synonyms (Nicolai et al., 2015, p. 13). Occasionally, these two concepts will be used in this thesis side by side, referring to situations where the provision of education is under a threat. However, due to its multidimensionality, the concept of fragility is favored in this thesis.

During the past few decades the number of development actors involved with EiE has increased significantly as various international non-governmental organizations (NGOs) have included EiE in their list of priorities (Dryden-Peterson, 2011, p. 19; Lerch, 2017, p. 1; Menashy & Dryden-Peterson, 2015, p. 82). Despite of the mainstreaming of EiE, the education provision during emergencies and contexts of fragility is still lacking resources, as only 2% of the humanitarian funding is earmarked for education (Education Cannot Wait [ECW], 2019). Simultaneously, the estimation is that there are currently 75 million children aged 3-18 who live in emergency or conflict settings and are in the need of educational

support (Nicolai et al., 2016, p. 11). This poses a serious threat for the goal of universal education for all.

As the field of EiE gained momentum and the world turned its attention to the most vulnerable and fragile areas in the world, it became relevant to determine the key actions and resources needed for maintaining education systems during times of emergencies. The Minimum Standards for Education in Emergencies by the Inter-Agency Network for Education in Emergencies (INEE) provide a widely accepted and normative framework for education response before, during and after emergencies (Dryden-Peterson, 2011, p. 20). According to the Minimum Standards of INEE (2010), one of the key domains in an EiE response is the school personnel, including teachers. Teachers and other education personnel are truly one of the most important resources that any education system can possess, not only because they directly affect the quality of education, but also because sometimes they are the only resource available (Richardson, MacEwen & Naylor, 2018, p. 9). In resource scarce contexts where textbooks, tables and entire classrooms might be missing, teachers have a fundamental role to determine the direction of the whole education delivery.

Firstly, a school in a fragile context should have a sufficient number of teachers, in order to avoid over-sized classes which would further hamper the efficient education delivery (INEE, 2010, p. 95). Secondly, the teachers should be trained and able to provide quality education for the students. According to INEE (2010), teachers need to “receive periodic, relevant and structured training according to the needs and circumstances” (p. 75). The weak quality of teachers is a typical problem in fragile contexts, where qualified teachers might have run out and untrained teachers are hired to fill the teacher gap (INEE, 2010, p. 76). Trained and professional teachers are a key component of any education system around the world, but the availability of quality teachers is especially crucial in fragile contexts, where the students might have the most demanding academic and psychosocial needs (INEE, 2015, p. 13).

Despite the fact that teacher quality is an essential component of every EiE response, the role of teachers is often overlooked in fragile contexts (INEE, 2015, p. 6). This has led to a situation where untrained or undertrained teachers are hired and no suitable training is available for the teachers which could fill the gaps in the knowledge of teachers and support them in their daily work (INEE, 2015). Even if the teachers have opportunities for training and professional development, these opportunities are often infrequent and of varying

quality (INEE, 2015, p. 7). Continuous, effective and context specific professional development is a rare treat in fragile contexts.

Even though the field of EiE has become mainstreamed during the past couple decades, the interest in teacher professional development in times of emergency has remained low. According to INEE (2015, p. 9), the area of teacher professional development (TPD) is still under-researched and undertheorized, which means that there are various research gaps regarding teacher professional development in the most fragile locations in the world. Some previous research exists on TPD, but this research most often focuses only on analyzing the pedagogy of teachers (Burde, Guven, Kelcey, Lahmann & Al-Abbadi, 2015, p. 30) or the effectiveness of the implemented TPD programs (e.g., Kirk & Winthrop 2006; Rutaisire & Gahima, 2009). Moreover, the interest towards the experiences of teachers and their realities has been weak (Frisoli, 2014, p. 57). As a consequence, little is known about the lives, experiences, motivations and needs of the teachers who work in the most fragile areas in the world.

In the light of the topicality of TPD and the existing research gaps, this study focuses on TPD in a fragile context and in a manner which takes into account the experiences and motivations of teachers regarding TPD. This research was conducted as a case study which focused on the experiences of teachers who work in a Ugandan refugee settlement in refugee hosting schools. The aim of the thesis is to research the experiences and wishes of teachers on their TPD opportunities in the refugee settlement and to find out which factors affect the motivation of teachers for TPD.

Uganda was chosen as a suitable research context for various reasons. First of all, Uganda provides an example of a very progressive refugee education approach, which aims to fully integrate refugees into national education system. Uganda is in a global frontline in sustainable and integrative refugee management (United Nations High Commissioner for Refugees [UNHCR], 2019a). Secondly, Uganda was chosen as the research context due to practical data collection matters. Because the aim of the research was to focus on the experiences of teachers, the most suitable option was to conduct a field visit and have direct interaction with teachers. As an opportunity opened for making a field visit to one of the biggest refugee settlements in Uganda, this opportunity was seized, and Uganda was chosen as the research context.

1.2 Research Problem and Questions

According to INEE (2015, p. 6), teachers and their professional development is often overlooked in contexts of emergency and fragility and this has led to a situation where there are many untrained or undertrained teachers who work in the neediest schools with students who have the greatest needs (INEE, 2015, p. 13). As the interest in TPD is low, little is known about the way how teachers in the above-mentioned contexts are developing professionally and what motivates them to develop.

This is also the case in Uganda, where little is known about the way how teachers in refugee settlements are developing professionally. Even though the Government of Uganda (GoU) has set some guidelines on the contents of TPD, it is the international and local NGOs that are implementing TPD in the settlements in practice. As the field of TPD is fragmented, there is not much information available on the way in which TPD is being implemented in each settlement and in each school.

Therefore, this study seeks to contribute to the under-researched field of TPD by focusing on the experiences of teachers on TPD and what factors affect their motivation for TPD. The aim of this study is to discover how a selected number of teachers in one of the biggest refugee settlements in Uganda have experienced the TPD opportunities during their time in the settlement. The emphasis is therefore only on in-service TPD which refers to the professional development that the teachers have experienced after starting to work in the settlement. Moreover, this thesis focuses only on teachers who work in primary level education. This decision was based on the fact that primary level is the only compulsory and nationwide level of education in Uganda (Ministry of Education and Sports [MoES], 2018, p. 9), and therefore, most of the resources are put into expanding access to primary education.

Based on this background, the following research questions were formulated:

1. What past experiences and future wishes do teachers have on their teacher professional development opportunities in the settlement?
2. What factors are affecting the motivation of teachers for professional development?

The first research question focuses solely on the experiences of teachers and it aims to shine light on the way how TPD is implemented in the researched settlement and how the teachers

themselves have experienced this TPD. The aim of the first research question is also to find out whether the teachers have learning needs that are unmet and what wishes they have for the future of TPD in the settlement. The second research question focuses more on teacher motivation for TPD and it grasps some elements of the overall motivation of teachers in the settlement. The aim of the second research question is also to study where the motivation of teachers to develop professionally originates from and how this motivation could be maintained.

2 RESEARCH CONTEXT

This chapter provides an introduction to Uganda as a research context. Since the data for the thesis was collected from Uganda and from a Ugandan refugee settlement, it is relevant to discuss the refugee situation in Uganda, including some of the most fundamental refugee management policies of Uganda. The chapter begins with an overview of Uganda as a refugee hosting country and ends with a discussion on refugee education management and more specifically, TPD in Ugandan refugee settlements.

2.1 Uganda as a Refugee Hosting Country

Uganda is a country located in Eastern Africa, in the Great Lakes region. The neighboring countries of Uganda include Kenya in the east, South Sudan in the north, Tanzania and Rwanda in the south, and the Democratic Republic of Congo (DRC) in the west. In 2018 the total population of Uganda stood at 42.9 million and from this population 23.2% lived in urban settings (United Nations Development Programme [UNDP], 2018). The population of Uganda has increased rapidly with a yearly growth rate of 3% and due to this, Uganda has one of the fastest growing population in the world (United Nations Population Fund [UNFPA], 2017). With this growth rate, it is expected that the population of Uganda will reach 75 million in 2040 (UNFPA, 2017).

In addition to the fast-growing population, Uganda is also hosting a rapidly increasing number of refugees. In fact, Uganda is currently a country hosting the largest number of refugees in the continent of Africa (MoES, 2018, p. 9). Even though Uganda has a long history of hosting refugees (MoES, 2018, p. 9), the number of refugees has increased exponentially in the mid-2010s. As compared to 2012 when the number of refugees was 225,949 and the number of refugee settlements was 19, by 2016 the number of refugees had risen to 982,716 and the number of settlements was 27 (UNHCR, 2018a). In August 2019, the total number of refugees in Uganda stood at 1,331,565 (UNHCR, 2019d).

According to the statistics by UNHCR (2019d), South Sudanese refugees represent the majority of the refugee population. The total number of South Sudanese refugees is 842,640

which equals 63.3% of the total refugee population. The second largest group of refugees are from DRC with a population of 376,111 and this number equals 28.2% of the total refugee population. Lastly, refugees from Burundi and Somalia both comprise approximately 3% of the total refugee population.

Refugees are hosted in 12 different districts and in 34 sub-counties around Uganda (MoES, 2018, p. 10). However, the majority of refugees live in settlements in the West Nile region which is located in the north-western part of Uganda and close to the borders of South Sudan and DRC. Currently, the district of Yumbe hosts 17.2% of the total refugee population in Uganda as the number of refugees is 228,519 (UNHCR, 2019d). The district of Adjumani hosts the second largest number of refugees with 15.5% of the total refugee population, and the district of Arua hosts the third largest amount with 13.0% of the total refugee population in Uganda (UNHCR, 2019d).

One of the reasons that make Uganda an interesting research context is the fact that the GoU has taken a very progressive approach towards refugee response programming. Refugee issues are included in national sectoral strategies and one of the goals of the refugee response program of Uganda is to integrate refugees into Ugandan society with the help of sustainable and long-standing approaches. The groundwork for a more enabling policy environment was laid already in the Refugee Act 2006 and in the Refugee Regulations 2010 which pledged to give refugees an equal access to public services with nationals and a right to work (MoES, 2018, p. 7; UNHCR, 2019a, p. 7). Moreover, in 2017 Uganda became one of the first pilot countries for implementing the Comprehensive Refugee Response Framework (CRRF) along the lines of the New York Declaration for Refugees and Migrants. In Uganda, the CRRF is complemented by various initiatives such as the Uganda Country Refugee Response Plan (RRP) 2019-2020, which represents one of the latest developments in the refugee response of Uganda (UNHCR, 2019a, p. 5).

The commitment of the GoU in refugee integration is also visible in the non-encampment policy of Uganda which is implemented through Settlement Transformative Agenda (STA). According to STA, refugees should be provided with a plot of land with a proximity to the host community, because this would enhance integration (UNHCR, 2019a, p. 7). As a result of the non-encampment policy of Uganda, approximately 92% of refugees live in settlements together with local communities (UNHCR, 2019a, p. 6). With regards to the non-

encampment policy and STA, the most appropriate and widely used definition for areas that host a large number of refugees, is a refugee settlement. Based on conducted field visit and the observations during the visit, the concept of a “refugee camp” is not commonly used neither in official nor unofficial contexts. For the above-mentioned context specific reasons, the concept of a refugee settlement is used in this thesis.

2.2 Management of Refugee Education

The progressive refugee response approach of Uganda is first and foremost visible in the development and implementation of Education Response Plan for Refugees and Host Communities (2018-2021). Globally, the Education Response Plan (ERP) of Uganda represents a unique and so far, the first ever initiative to include refugee education in the national and local development plans (UNHCR, 2018b; 2019a). Moreover, the plan represents a concrete paradigm shift from a humanitarian aid response to integrated and long-term education service delivery (MoES, 2018, p. 9).

The objective of the ERP is to provide more support for the education systems of refugee-hosting districts (UNHCR, 2019a, p. 7) and to ensure that all refugee children and children within host communities have access to quality education, regardless of their country of origin, education level and place of residence in Uganda (MoES, 2018, p. 7). The plan is expected to respond to the needs of more than 616,000 school aged refugee children and more than 520,000 school aged children within host communities (MoES, 2018, p. 11).

The plan is under heavy pressure, as there are various chronic shortages both in human and material resources. Based on data from 2017, the average teacher pupil ratio in a refugee hosting primary schools was 1:85 and the average classroom pupil ratio was 1:154, as compared to government standard which is 1:53 in both cases (MoES, 2018, p. 11). Moreover, the average textbook pupil ratio was 1:8 against the government standard of 1:3 (MoES, 2018, p. 15). As the children enrolled in refugee hosting schools are struggling with the lack of resources, it is crucial to bear in mind that half of the school aged refugee children are still out of school. Among refugee children, the gross enrolment rate for primary school is 58% and 11% for secondary school (MoES, 2018, p. 10). It is obvious that the current resources are not able to cater for all school aged children in refugee hosting districts.

To tackle the identified shortages and gaps in refugee hosting schools, the ERP has placed strategic emphasis on the improvement of teacher pupil ratio. According to the plan (MoES, 2018, p. 29), the quality of learning can be ensured more efficiently if the emphasis is on employing more teachers, rather than constructing more classrooms. Increasing the number of teachers and utilizing double shifting will also improve the absorption capacity of schools (MoES, 2018, p. 29). Moreover, since primary school level is recognized as the first compulsory level of education in the Ugandan education system, the plan gives highest priority to the improvement of access and quality in primary education (MoES, 2018, p. 9).

The GoU has the ownership and overall coordination responsibility of the plan, but the MoES leads the implementation (MoES, 2018, p. 40). A Steering Committee, consisting of members of the MoES and relevant NGOs and UN organizations, is responsible for overseeing the implementation (MoES, 2018, p. 40). There is also a newly founded Education Consortium consisting of 17 NGOs which were selected by the ERP Steering Committee to support the GoU in the implementation of the ERP (Corbishley, 2019). The work of the Consortium is coordinated by Save the Children and funded by Education Cannot Wait (ECW). In addition to the Consortium, there exists an Education in Emergencies sector working group which is co-led by the UNHCR and MoES (UNHCR, 2018c). The EiE working group has monthly meetings where the partners present the latest updates on their refugee education programs and share information with each other. Partner organizations include Windle International Uganda, Finn Church Aid (FCA), Jesuit Relief Service, AAR Japan, Action Africa Help Uganda, and Inter Aid Uganda (UNHCR, 2018c).

Regardless of the commitment that the GoU has for refugee education, implementation and financing of the plan is very much dependent on donors and development partners. Donor financing is expected to have a significant role as in September 2018, 14 international NGOs published a Call to Action and requested more international donor support for the ERP of Uganda (Reliefweb, 2018). During the same month, ECW announced that it will support the first year of the ERP with US\$11 million (ECW, 2018), which makes more than 11% of the budget for the first year which is US\$ 95,047,650 (MoES, 2018, p. 39). Based on the field visit and the discussions with the organizations that support the ERP of Uganda, there is a need to strengthen the capacity of the MoES and increase the effort to shift the responsibility from partners to the government.

2.2.1 More Qualified Teachers for Refugees

Like in many fragile contexts around the world (INEE, 2015, p.7) the shortage of qualified teachers and systematic teacher training is a real and well-acknowledged issue in many of the Ugandan refugee settlements and host communities (MoES, 2018). Since teachers are one of the major determinants of quality education (Kirk & Winthrop, 2007, p. 715), it would be crucial to ensure that teachers are qualified for their profession. In order to improve the delivery of quality education for refugees and host communities, the ERP of Uganda prioritizes increasing the number of qualified teachers (MoES, 2018, p. 13).

In order to be a qualified primary school teacher in Uganda, one needs to be awarded with a grade III teacher certificate from a recognized Primary Teachers College (MoES, 2010, p. 41). The length of a pre-service program is two years as for in-service program it is 3 years (MoES, 2010, p. 28). The grade III teacher certificate is the minimum requirement for primary teachers and this requirement also applies for teachers in refugee hosting schools.

Despite the prioritization on teachers, there are various structural barriers to employ more qualified teachers. Firstly, all teachers working in Ugandan schools need to be registered and licensed which means that teachers who have a foreign teacher certificate, such as refugee teachers, need to get their certificate recognized by the MoES, and only after the recognition they are able to get registered in the system (MoES, 2018, p. 13). Employing refugees with a foreign teacher qualification would help to improve the high teacher pupil ratio, but unfortunately the recognition process of foreign certificates was not in operation by the time of data collection in April 2019. Secondly, teacher ceilings in government primary schools are preventing the schools to employ qualified and registered Ugandan teachers to ease the high pupil teacher ratios (MoES, 2018, p. 14). This means that even if there are enough qualified and motivated Ugandan teachers to work in refugee settlements, they cannot be employed in government schools since there can be only a limited number of teachers on the district payroll (MoES, 2018, p. 14).

2.2.2 Continuous Professional Development of Teachers

When it comes to the provision of quality education, the ERP of Uganda does not only emphasize the employment of new teachers, but also support for the continuous professional

development of teachers who work in refugee hosting schools (MoES, 2018, p. 14). The plan recognizes that continuous, in-service development is essential for teachers who work in refugee hosting schools because some of the teachers might not have prior experience on teaching refugee children. Many teachers in refugee hosting schools might be facing new challenges regarding large class sizes, varying mother tongues and backgrounds of the students, and understanding the different needs of possibly traumatized students (MoES, 2018, p. 14).

The ERP focuses on continuous teacher professional development by supporting capacity development in various areas and levels. Activities include developing training programs and providing accelerated training and accreditation for refugee teachers, and providing induction training and refreshers courses for teachers in all school levels on topics such as large class sizes, psychosocial support, gender based violence counselling, special needs education, and accelerated education methodology (MoES, 2018, p. 30, 51). Moreover, school leaders such as head teachers and deputies will be provided with leadership and management training (MoES, 2018, p. 51).

Education is also one of the core intervention areas in the RRP of Uganda and the plan acknowledges the importance of continuous professional development of teachers in areas such as child-centered pedagogy, psychosocial support, classroom management and skills for life (UNHCR, 2019a, p. 44). Moreover, providing support for refugee teachers is essential in order for them to continue their profession even in displacement (UNHCR, 2019a, p. 44).

Despite the fact that the professional development of teachers has an important role in the provision of quality education for refugees – and this connection is widely acknowledged in the ERP of Uganda – supporting the continuous professional development of teachers is not high on the list of priorities. Only 2% of the total cost of ERP is budgeted for teacher training (MoES, 2018, p. 39). This relatively low appreciation of TPD is also visible in the education programs of NGOs, as TPD is rarely the main activity of any education partner organization. Based on the exploration of the websites of education organizations that operate in Ugandan settlements, TPD is often a complementary activity among other activities.

Moreover, the operational presence of education organizations varies among refugee settlements (UNHCR, 2019b), and many of these organizations have education programs with various types of activities, including school construction and textbook provision. TPD activities are often intertwined with other education activities and therefore, there are no organizations working in the settlements who would focus specifically and only on TPD in their education response. As a consequence, it was difficult to find a complete list of organizations that implement TPD activities in refugee settlements. However, by visiting the websites of the partner organizations of the ERP, it was possible to identify organizations that have TPD activities in Ugandan refugee settlements. According to their websites, organizations such as Norwegian Refugee Council, Save the Children, World Vision International, ZOA, Humanity & Inclusion, Finn Church Aid, Voluntary Service Overseas, and Education Local Expertise Centre Uganda take part in training teachers in the settlements around Uganda. However, none of these organizations had concrete and explicit information about the contents of their TPD activities in their websites. In the light of the difficulties in finding concrete information on the contents of TPD activities, it will be interesting to research the perceptions of the teachers on their TPD experiences.

3 LITERATURE REVIEW

The existing literature regarding TPD and teacher motivation in fragile contexts is presented in this this chapter. The chapter starts by introducing the central concepts which will be used throughout in this research. Next, existing research on TPD and teacher motivation in fragile contexts is presented. The chapter ends with a discussion on the connection between TPD and teacher motivation and how the connection is perceived in the light of this research.

3.1 Central Concepts

TPD is defined as a process that aims to develop the skills, knowledge, expertise and other characteristics of an individual as a teacher (Organization for Economic Co-operation and Development [OECD], 2008, p. 34). More specifically, TPD refers to the development of teacher in his or her professional role as a teacher (Avidov-Ungar, 2016, p. 654; Sharma & Bindal, 2013, p. 545). TPD is a process that takes place throughout the career path of a teacher and it is a continuous and a long-term process (INEE, 2015, p. 152). TPD should be seen as an umbrella term which includes all those education related experiences which have had an effect or significance to the professional development and practices of a teacher (Patton, Parker & Tannehill, 2015, p. 28). The process of TPD can be enhanced through formal and planned activities such as workshops, trainings, mentoring programs and education programs that lead to a professional qualification but TPD can also occur in a less formal and non-structured form, such as through reading professional literature or engaging in discussions with peers (OECD, 2008, p. 34; Sharma & Bindal, 2013, p. 545). TPD processes can be voluntary or involuntary, and individual or collaborative (Desimone, 2011, p. 68).

Even though TPD is a lifelong process, it is common to distinguish between pre-service and in-service TPD. Pre-service TPD refers to the preparatory training that teachers usually receive before commencing their work as teachers. Pre-service TPD is often understood as the primary source of the professional formation of a teacher (INEE, 2015, p. 11). Depending on the country and the context, pre-service TPD can include formal and academic studies that lead to a certification or a degree, which serve as a prerequisite for working as a teacher.

However, in low-income and fragile contexts, such as in humanitarian emergencies, the available pre-service TPD can be very short and fast-paced since there is a hurry to find solutions to the shortage of qualified teachers (INEE, 2015, p. 11). In contexts like this, the pre-service TPD may be implemented in the form of fast-track courses which aim to provide the basic tools to work as a teacher.

No matter how poor or extensive the pre-service TPD of teachers is, in-service TPD is needed to support the continuous development of teachers and maintain the quality of teaching (OECD, 2008, p. 49). In-service TPD refers to the process of professional development that teachers experience after they have started their work as a teacher and this process can be enhanced by various TPD activities, many of which are similar to possible pre-service TPD activities. As in-service TPD occurs after the teachers have started to practice their profession, the process can be supported by TPD activities that utilize the school and classroom context, such as mentoring, peer observation and coaching (OECD, 2008, p. 50). In-service TPD can also refer to formal upgrading processes where teachers enroll in academic study programs which lead to formal qualifications (OECD, 2008, p. 50).

This thesis is structured on the idea that TPD is an umbrella term which encloses all formal, informal, individual, collaborative, voluntary and involuntary processes that have enhanced the professional development of teachers. However, because the aim of this thesis is to study the TPD opportunities of the teachers in the refugee settlement, the emphasis is on the in-service TPD of teachers and not on their pre-service TPD. Moreover, it became evident during the teacher interviews that the informal types of TPD are not very well represented in the lives of the teachers and therefore, it is worth noting that the concept of TPD will mostly refer to formal types of professional development.

Another key concept in this thesis is the concept of fragile context. Instead of using a more specific concept such as emergency or crisis, the concept of fragility is favored for two main reasons. The first reason is related to the fact that the available literature and previous research on TPD in emergency, crisis or conflict settings is scarce and does not provide much of a backdrop for new research (Kirk & Winthrop, 2007, p. 716; Nicolai & Hine, 2015, p. 21). As a consequence, it is preferable to widen the perspective and utilize research that has been conducted in fragile contexts in general. The use of this kind of multidimensional term broadens the amount of available literature and research data on TPD.

The second reason for utilizing the concept of fragile context over more specific definition, is related to the characteristics of the research context. Uganda is a country which does not qualify as an emergency or crisis setting per se, since there are no active upheavals which would meet the definition of an emergency or crisis. Therefore, defining Uganda as an emergency or crisis context would be an exaggeration. Despite of the general stability of the country, Uganda has been named as a fragile context by the 2018 states of fragility report by the OECD. The reason why a relatively stable country such as Uganda is on the list of fragile states is related to the multidimensional nature of fragility.

Fragility is indeed a broad and multidimensional concept which has various causes and effects in different contexts (INEE, 2015, p. 15-16). Fragility can arise from various situations such as armed conflicts, gang violence, poverty, displacement, political instability, natural disasters, and ethnic or religious conflicts (INEE, 2015, p. 15). Because fragility can arise from various sources, the OECD has adopted a multidimensional approach to fragility where they distinguish the security, societal, economic, environmental and political aspects of fragility (OECD, 2018a). In this approach, fragility is seen as a combination of risks and coping mechanisms arising from the dive dimensions of fragility (OECD, 2018a, p. 9). Based on the fragility framework of the OECD (2018a), Uganda is defined as a country with an average level of fragility as all the five dimensions of fragility score between severe and minor level of fragility. In the case of Uganda, the large number of refugees is seen as one major factor which increases the general fragility of the country. Refugees and other displaced persons have a well identified impact on fragility as their presence may alter the social order of the society and deepen the already existing instability in the area where they settle down (World Bank, 2017, p. 61). Forced displacement can be a result of fragility and it can also be a factor affecting fragility (World Bank, 2017, p. 51).

It is also worth noting that fragility can be geographically and demographically biased which means that even non-fragile countries may have fragile regions (INEE, 2015, p. 19). This relative nature of fragility also means that some populations – such as women, religious and cultural minorities, migrants, refugees and displaced populations – are more vulnerable than others in fragile contexts (INEE, 2015, p. 20). The effects of fragility can also be seen in the ability of the state to provide for the basic services (OECD, 2018b, p. 101). Even though the causes and effects of fragility are varying in different contexts, fragility is always more or less reflected in the education system and depending on the context, the effects of fragility

can be observable as the low level of resources, poorly functioning education delivery system, limited human resource capacity and the low status and salaries of teachers (INEE, 2015, p. 21).

With these aspects in mind, the concept of fragile context serves the purpose of this thesis very well, since the use of this concept allows certain flexibility when justifying the selection of the research context and the utilized literature on the topic. The multidimensional nature of the concept also considers the various nuances of fragility and how fragility affects some populations more severely than others. Because of this multidimensionality, the concept can be used to describe contexts where the extensiveness of fragility ranges from mildly fragile to severely fragile, and even meets the preconditions of a conflict or emergency. Therefore, the concept of fragile context will be used to refer to various settings, including emergency and crisis contexts, as fragility can be seen as a cross-cutting and unitive element between these various contexts.

3.2 TPD and Teacher Motivation as Under-researched Topics in Fragile Contexts

There is a consensus among the professionals working in the area of TPD that the role of teachers and TPD is severely under-researched in fragile contexts (INEE, 2015, p. 151; Kirk & Winthrop, 2007, p. 716; Nicolai & Hine, 2015, p. 21; Novelli, 2013, p. 95; Richardson et al., 2018, p. 9). If the professional development of teachers is in the research focus, the emphasis is often on evaluating the current pedagogy and practices of teachers (Burde et al., 2015, p. 30), whether TPD activities have improved the abilities of teachers to contribute to student well-being and performance (e.g., Kirk & Winthrop, 2007; Wolmer, Hamiel & Laor, 2011) or the general effectiveness and functionality of different teacher training approaches and/or programs (e.g., Kirk & Winthrop, 2006; Rutaisire & Gahima, 2009). Teachers and their experiences on TPD are rarely in the spotlight, even though it is a well-acknowledged fact that teachers are one of the most important factors that determine the quality of teaching and student learning outcomes (Kirk & Winthrop, 2005; Ring & West, 2015, p. 106). Furthermore, it is quite peculiar how few studies are concerned with the experiences, wishes and opinions of teachers on TPD in fragile contexts, especially since they are the teachers themselves who should have the first-hand experience and knowledge on their own

professional development. Therefore, there is a clear need to gain more knowledge on the teacher experience of TPD in fragile contexts.

Likewise, research on teacher motivation in fragile contexts is limited in its scope (Ring & West, 2015, p. 106). Due to the shortage of previous research, a lot of the existing research on teacher motivation in fragile contexts is utilizing data from low-income, developing country contexts. As a consequence, most available literature on teacher motivation in fragile contexts is in the form of broad literature reviews which combine data from both fragile and low-income contexts (Frisoli, 2014, p. 16). However, after a careful exploration, it was possible to discover a couple of in-depth case studies that demonstrate the versatile opportunities for researching teachers, TPD and motivation in fragile contexts.

For instance, a research from Frisoli (2014) focused both on teacher experience and TPD, and the research also scratched the surface of teacher motivation. In his research, Frisoli (2014, p. 38) studied Teacher Learning Circles (TLCs) in the (post)crisis Katanga province of Southeastern part of DRC, and the aim of the research was to find out what experiences teachers have on this specific form of TPD. In this case study, Frisoli utilized various types of data, including teacher interviews, artifact collection and teacher focus groups among many others, to analyze the phenomenon from multiple perspectives (Frisoli 2014, p. 71, 95).

Based on the data from five different schools, Frisoli distinguished three major themes that describe the experiences of teachers of the TLCs. These themes were labelled as motivating factors of being a teacher, school environment factors that influence teachers, and the characteristics of a functioning TLC (Frisoli, 2014, p. 138). Motivating factors included aspects that Frisoli (2014, p. 139-140) referred widely as “internal motivating factors”, such as working conditions, salary amount and payment, classroom conditions, commitment to teaching, and views on TPD. School environment factors on the other hand, focused more on the relationships that teachers have with the families, head teachers and NGOs that operate in schools (Frisoli, 2014, p. 178). According to Frisoli (2014, p. 161), both above-mentioned themes and their contents have a clear connection to teacher self-efficacy and whether teachers show up to work, perform well and have interest to develop professionally. The third theme in the research of Frisoli (2014, p. 201-202) focused on the contents of TLCs, including the frequency and structure of TLCs and the opinions of teachers on TLCs.

As a result of this extensive study, Frisoli (2014) noticed that there were significant differences between the five schools and these differences were present in all the three main themes that had emerged from the data. Based on the differences in motivating factors, school environment factors and the characteristics of TLCs, it was possible to distinguish schools where teachers had positive and high sense of self-efficacy and schools where teachers had low sense of self-efficacy. According to Frisoli (2014, p. 250), leadership subtheme under school environment factors, working conditions subtheme under motivating factors, and the crosscutting policy environment subtheme had the biggest impact on the experiences of teachers of TLCs. Based on the findings, Frisoli (2014, p. 135) concluded that contextual factors have a role in explaining the motivation and well-being of teachers and their ability to perform at work. Since the contextual factors and the complex realities of teachers in fragile contexts have a connection to teacher motivation, there is a need for TPD programs that acknowledge this contextuality and focus on the intrinsic and extrinsic motivation factors of teachers (Frisoli 2014, p. 254-255).

Another case study which combined research on teacher motivation and TPD focused more broadly on Nepal and utilized both quantitative and qualitative research methods. A research from Phyak, Gurung, Khanal, Mabuhang and Neupane (2017, p. 3) studied the different factors and barriers affecting teacher motivation and they also identified strengths, opportunities and limitations of the implemented TPD activities in Nepalese schools in six districts around the country. In addition, the extensive study researched more traditional topics in TPD research such as the contribution of TPD to the improved learning outcomes of students. The analysis was largely based on quantitative data which was collected from 430 teachers through survey questionnaires (Phyak et al., 2017, p. 4-5). The quantitative data was supplemented with qualitative data from teacher focus groups and in-depth interviews with TPD trainers and National Education Planning Commission (Phyak et al., 2017, p. 5).

Based on the data, Phyak et al. (2017) distinguished the following factors that affect teacher motivation: individual, policy related, school related, student related, and sociocultural and political factors. When looking at some of these factors, the most common individual factor among the research participants was their intrinsic believe in the importance of education (93.7% of 430 respondents) and desire to work with children (90.7% of 430 respondents) (Phyak et al., 2017, p. 26). Policy related factors, which include salary, leave facilities, in-service training and retirement pensions among others, did not have a major impact on

teacher motivation. The only factor which had a slight impact compared to the other policies was in-service training (Phyak et al., 2017, p. 33). Moreover, from school related factors teachers rated teacher-teacher cooperation and support from colleagues as highly motivating factors, while incentives and appreciation systems were rated as demotivating factors (Phyak et al., 2017, p. 33-34, 74). Professional development opportunities and availability of teaching resources were rated as only averagely motivating factors. Lastly, from sociocultural and political factors, political interference in schools was rated as the most demotivating factor (Phyak et al., 2017, p. 37).

Another part of the study from Phyak et al. (2017) focused on the existing forms of TPD and what barriers teachers have for TPD. The research team analyzed the pre-categorized forms of TPD, such as training, exposure visit and mentoring, and compared the significance of caste/ethnicity, region, district and gender on the access to TPD. Across the data, training was by far the most common form of TPD, while exposure visits were generally the least common form of TPD (Phyak et al., 2017, p. 39). Also, the above-mentioned background characteristics had an impact on the TPD opportunities of teachers and there was variation across caste/ethnicity, gender and geographical location (Phyak et al., 2017, p. 52).

When asked about the specific barriers for TPD, teachers rated lack of refresher training opportunities (90.5% of 430 respondents), lack of opportunities for exposure visit (79.1% of 430 respondents), lack of self-learning resources and information and communications technology (ICT) support (68.1% of 430 respondents) and lack of teaching materials and resources (57.0% of 430 respondents) as major barriers for TPD (Phyak et al., 2017, p. 51). However, barriers in policy level did not seem to be significant and this finding was further elaborated with the help of the interview data, where the interviewees emphasized barriers at the implementational level. According to the interviewees, lack of resources, massive teaching workload, poor working conditions, and the lack of salary and financial support were the major barriers for TPD (Phyak et al., 2017, p. 59-60).

As a result of the study, the researchers came to a conclusion that policy factors have a relatively small impact on teacher motivation in the selected districts in Nepal (Phyak et al., 2017, p. 63). According to the teachers, most barriers for motivation occur in the implementation level and these barriers are related to unequal and unfair distribution of incentives, professional development opportunities and other benefits. Political affiliation

and the position and stability in the school hierarchy determines who has the opportunity to take part in TPD and who receives a work-related bonus (Phyak et al., 2017, p. 63). Therefore, hardworking teachers and teachers with a non-permanent contract do not feel motivated to teach. Based on the findings from this research, work security, work satisfaction and motivation have a connection to TPD in Nepal and if teachers are not provided with professional development opportunities, there is a risk of losing the teachers as they seek work from somewhere else (Phyak et al., 2017, p. 60).

As can be seen from these two case studies on TPD and teacher motivation, it is possible to study these topics from different perspectives and with various research designs. What seems to be challenging though, is the fact that there is very little rigorous evidence and empirical research on these topics that could be used to formulate a basis for future research (Frisoli 2014, p. 16). Moreover, it is even more challenging to find available literature which would combine these two topics and focus on the motivation of teachers for TPD in fragile contexts.

3.3 Locating the Connection Between Teacher Motivation and TPD

Due to the scarcity of previous studies on the motivation of teachers for TPD, this thesis research utilizes literature that focuses on the overall motivation of teachers in fragile contexts. This decision is justified by the fact that TPD and teacher motivation are closely intertwined topics in teacher motivation research, as TPD is commonly viewed as one of the many sources of teacher motivation (e.g., Bennell & Akyeampong, 2007; Guajardo, 2011; Ring & West, 2015; Watt & Richardson, 2007). Based on various studies, it is undoubtedly true that TPD opportunities formulate one major source of teacher motivation in fragile contexts (e.g., Bennell & Akyeampong, 2007, p. 41; Kirk & Winthrop, 2013, p. 135; Rogers & Vegas, 2013, p. 72) but in reality, the connection between TPD and teacher motivation is far more multidimensional, since having opportunities for TPD does not automatically guarantee teacher motivation.

Firstly, not all TPD is motivating for teachers. If TPD is implemented in a way that does not meet the needs of teachers or the access to TPD is managed unfairly, teachers might feel unmotivated to engage in TPD activities. For instance, TPD which has a top-down approach can cause a decline in teacher motivation (Frisoli, 2014, p. 4), as has happened in Pakistan where a university degree as the new minimum qualification of teachers caused discomfort,

especially among older and less qualified teachers (Khan, 2005). Even though the intention behind the reform must have been good, teachers living in more marginalized areas and with a lower qualification felt discriminated against since their opportunities for completing a university degree were limited (Khan, 2005). Also, the research from Phyak et al. (2017, p. 63) demonstrated the declining motivation of teachers for TPD activities, since the access of teachers to TPD was managed unfairly, as it was based on the political affiliation of teachers or the permanence of their contract.

Secondly and logically, teachers need to have motivation to develop themselves professionally. Teacher motivation is one of the most essential building blocks in the process of professional development and without motivation, changes in the practices, teaching and overall professional development of teachers are not likely to happen (Phyak et al., 2017, p. 19). Often, teacher motivation for TPD is seen as essentially intrinsic and based on the internal desire of teachers to improve (Bennell & Akyeampong, 2007; Guajardo, 2011; Phyak et al., 2017; Ring & West, 2015). The process of professional development is deeply grounded in the personal motivation and commitment of teachers (Avidov-Ungar, 2016, p. 655).

Despite the fact that the intrinsic motivation of teachers is an essential building block in TPD, the role of external factors should not be ignored. The role of external factors becomes relevant especially if teachers are working and living in fragile contexts where they need to manage with little or nonexistent resources. As Bennell and Akyeampong (2007, p. 4) indicate, tired and hungry teachers who are struggling to provide for their families are most likely not very motivated to focus on TPD activities. If teachers are lacking some of the most fundamental necessities in life and they constantly struggle with insufficient resources, their motivation to stay in the profession, not to mention to engage in professional development, can be very low (Ring & West, 2015, p. 110). Therefore, the working and living environment of teachers and the available extrinsic motivation factors have a connection to the overall motivation of teachers, and as a consequence, to their motivation for TPD.

In fact, many researchers see teacher motivation as a combination of both intrinsic and extrinsic factors. Commonly, teacher motivation is understood as a complex interplay between the intrinsic motivation of teachers and the external motivation factors which arise from the working and living conditions of teachers (Cooper & Alvarado, 2006; Guajardo,

2011; Phyak et al., 2017; VSO, 2002). This is quite logical, because teacher motivation does not develop and maintain itself in a vacuum but instead, teacher motivation is something that interacts with the surrounding environment and it is also shaped by the external factors that stem from the environment. However, there are various ways to perceive the role of both intrinsic and extrinsic sources of motivation and how much each of them actually affects to the overall motivation of teachers in fragile contexts. The following chapter will present some of the most relevant approaches to teacher motivation, which will also serve as a theoretical background for this thesis.

4 THEORETICAL BACKGROUND

This chapter will focus more specifically on teacher motivation and how it has been conceptualized in previous research. These conceptualizations also serve as a theoretical background for the analysis. Even though the thesis is data driven and more inductive than deductive, the upcoming theoretical approaches helped to structure the final form of the findings and contributed to the analysis and interpretation of the findings. This chapter starts by presenting conceptualizations on teacher motivation which are most relevant for the research analysis. After this, the division between extrinsic and intrinsic motivation is discussed.

4.1 Conceptualizations on Teacher Motivation

The conceptualization from Guajardo (2011) on teacher motivation is one of the most relevant approaches for the analysis of this thesis. According to Guajardo (2011), teacher motivation in fragile contexts is a combination of both extrinsic and intrinsic sources of motivation. The extrinsic factors include remuneration and incentives, accountability, institutional environment, and learning materials and facilities (Guajardo, 2011). The factor of remuneration and incentives refers most strongly to teacher salaries which are generally very low in fragile contexts. Based on the conceptualization from Guajardo (2011, p. 12), teachers who receive their salary on time and have a possibility for performance-based bonuses are likely to be motivated. The factor of accountability has a connection to demotivation in situations where teachers are continuously monitored, and their professionalism is questioned. Even though teacher accountability is important, it should be measured and supported via means that do not diminish teacher motivation and question their professionalism (Guajardo, 2011, p. 13). Institutional environment refers to education policies which have an effect to school level practices and for instance, to promotions and deployment. Corruption and nepotism in education policies can weaken the motivation of teachers (Guajardo, 2011, p. 15). Lastly, learning materials and facilities and especially the shortage of them, have a demotivating effect for teachers.

The intrinsic sources of motivation that Guajardo (2011) identified were teacher recognition and prestige, career development, and voice. According to Guajardo (2011, p. 12), recognition and prestige refer to the respect and status of teachers in the surrounding society. Teacher motivation is affected by the respect that the teachers receive from the students, parents, community and the government (Guajardo, 2011, p. 12). Another intrinsic motivation factor is career development, which refers to available career structures and professional development opportunities. The availability of career advancement and professional development on fair and equal terms has a connection to teacher motivation (Guajardo, 2011, p. 14). Finally, teacher voice refers to the extent which teachers have a say in education policies and decision-making that concerns their work (Guajardo, 2011, p. 15).

According to Guajardo (2011), teacher motivation is indeed a result of both extrinsic and intrinsic motivations and neither of these motivations should be ignored when supporting teacher motivation in fragile contexts. This statement provides the concrete background for the analysis. However, Guajardo (2011, p. 30) also states that the basis of teacher motivation is built on extrinsic factors and only with the support of the extrinsic factors, the intrinsic motivation of teachers can be enhanced. This argument will be further discussed at the end of the chapter.

A categorization that is quite similar with the approach of Guajardo comes from Ring and West (2015) who identified seven different areas, which have an effect to teacher motivation and retention especially in refugee settings. In comparison to Guajardo (2011), Ring and West did not categorize these areas based on their extrinsic or intrinsic origin. In spite of this, the categories of Ring and West (2015) have quite a lot in common with the approach of Guajardo and it is possible to identify mutual elements between the approaches. According to Ring and West (2015), teacher motivation or demotivation can arise from the following factors: teacher recruitment, selection and deployment, teaching environment, certification, professional development, incentives, management structures, and status and social recognition.

Teacher recruitment, selection and deployment factor includes aspects such as discrimination and lack of transparency in the recruitment process, which can lead to teacher demotivation (Ring & West, 2015, p. 109). If teachers know that the recruitment and selection of school employees will be based on unfair measures, their motivation to apply

for the position may be weak. Teaching environment on the other hand refers to the working environment of teachers and the availability of safe and comfortable schools with sufficient infrastructure (Ring & West, 2015, p. 110). Another aspect in the teaching environment that has a connection to teacher motivation is the excessive workload of teachers, which can be measured for instance in terms of teacher pupil ratio. Teachers who have to work in resource scarce schools with class sizes that are too big to handle can become increasingly demotivated (Ring & West, 2015, p. 110).

Another factor affecting teacher motivation is teacher certification. According to Ring and West (2015, p. 112), certification is especially important for refugee teachers who do not have an existing qualification or whose certificate is not recognized in their country of residence. Certificates can strengthen the commitment and motivation of teachers for their profession. The factor of professional development is related to the opportunities of teachers to develop themselves professionally. Continuous professional development would be crucial for both new and more experienced teachers in refugee settings, but it is often very challenging in resource scarce contexts (Ring & West, 2015, p. 112). The availability of incentives is also an important motivation factor for teachers in refugee contexts. If teacher salaries are insufficient or they are paid late or not at all, there is a risk that teachers become increasingly demotivated (Ring & West, 2015, p. 113).

The category of management structures refers to the way how teachers and their work is managed. Shortages in teacher management are a common problem in refugee contexts, since there might be very little alignment between refugee education and national education systems (Ring & West, 2015, p. 114). Lack of coordination can cause demotivation among teachers. The last category from Ring and West (2015, p. 114) is teacher status and social recognition, which refers to the professional status of teachers and the support that they receive from their environment. If the community has a negative attitude towards teachers, the motivation of teachers to remain in the profession may become weaker.

Unlike Guajardo, Ring and West (2015) did not come to a conclusion whether certain factors are more relevant than others for maintaining teacher motivation in fragile contexts. Despite of this, the framework from Ring and West provides a relevant and useful tool for analyzing teacher motivation in a refugee settlement in Uganda, since their conceptualization focused explicitly on teachers who work in refugee contexts.

The categorization from the World Bank (2010) formulates a relevant tool for the analysis of this thesis. According to the World Bank (2010), sources of teacher motivation can be categorized based on the social structures that are present in the lives of teachers. Therefore, the factors influencing teacher motivation were categorized into community, school, family and teacher related factors. Community related motivation factors arise from the overall security situation, teacher status and appreciation in the community, and the incentives that are provided by the community or government to teachers who work in difficult locations (World Bank, 2010, p. 17). For instance, if teachers must work in dangerous contexts where they may have to fear for their lives, their motivation to remain in the area and in their profession can diminish. School related factors on the other hand are related to resources and practices in the school environment and they include manageable class sizes and working hours, teaching resources and training opportunities, transparency in salary scales, payment and performance evaluations, and sufficient school infrastructure. For instance, teachers who have to work in overcrowded classrooms with not enough resources, are likely to become demotivated (World Bank, 2010, p. 23).

According to the World Bank (2010, p. 17), family related motivation factors include salaries and incentives that are sufficient to support families, safe and affordable housing for teachers and families, and other benefits, such as pensions and medical care. Teachers who have families must prioritize the wellbeing of their family and if the work cannot provide sufficient means to support teachers and their families, the motivation of teachers to remain in the profession may decrease. In addition, the role of non-monetary compensation, such as teacher housing and medical care, is important in situations where actual salary cannot be paid (World Bank, 2010, p. 20). Lastly, teacher related motivation factors include the availability of psychosocial support, the potential for professional advancement and retirement, and participation in curricular and policy decisions. The lack of career advancement opportunities and increase of salary is a motivation problem especially for skilled and experienced teachers, who would then rather seek for other employment opportunities (World Bank, 2010, p. 21).

The approach of the World Bank (2010) viewed teacher motivation as a result of various factors which arise from the communities, schools, families and teachers themselves. Based on this approach, one of the strongest preconditions for teacher motivation was teacher salary and incentives (World Bank, 2010, p. 23) but this outcome might be slightly biased due to

the fact that the approach of the World Bank focused mainly on motivation aspects that can be easily measured from education policies. Therefore, motivation factors such as career advancement and teacher status were not very extensively discussed by the World Bank. According to the World Bank, teachers are able to tolerate difficult working conditions for some time, if supportive motivation factors including salary and living conditions are in place and they meet the needs of the teachers (World Bank, 2010, p. 23). This is an interesting viewpoint to consider in the analysis of this thesis. Moreover, the categorization of the World Bank is relevant for the analysis of this thesis since it emphasizes the importance of family related motivation factors and how the wellbeing and financial stability of the family of the teacher might affect teacher motivation.

Another conceptualization on teacher motivation that will be utilized in the analysis of this thesis comes from Watt and Richardson (2007) who have distinguished different psychometric origins for choosing teaching as a career. Unlike the other presented approaches in this chapter, the theory from Watt and Richardson does not focus specifically on teachers in fragile contexts, as the theory was created based on teacher experience from developed countries. However, this does not exclude the possibility to utilize this theory in a developing country context as the theory has been validated in different cultural settings (Suryani, Watt & Richardson, 2016, p. 182) and many of the factors identified by Watt and Richardson are also present in teacher motivation research from fragile contexts. Furthermore, the theory of Watt and Richardson is relevant for the analysis of this thesis, because it emphasizes the role of values which affect teacher motivation.

Watt and Richardson distinguished between five psychometric factors influencing teaching choice (FIT-Choice) and these factors were classified as socialization influences, task perceptions, self-perceptions, task values, and fallback career (Suryani et al., 2016; Watt & Richardson, 2007, p. 176). Socialization influences include subcategories such as prior teaching experience, social influences and social dissuasion. Task perceptions include subcategories called task demand and task return, where task demand refers to teaching as an expert career that demands specialized knowledge, and work with high demands, including heavy workload and high emotional demand (Watt & Richardson, 2007, p. 173). Task return on the other hand refers to aspects that teachers receive in return, such as social status, teacher morale, and salary. The factor called fallback career simply refers to those

teachers who have chosen teacher profession because they did not have any other choice (Watt & Richardson, 2007, p. 174).

The factor of task values refers to three different types of values: intrinsic career value, social utility value, and personal utility value. Intrinsic career value refers to the personal interest and enjoyment of teachers in the teacher profession (Suryani et al., 2016, p. 182), while social utility value refers to the extent that the teachers find their work to be socially useful (Watt & Richardson, 2007, p. 172). The factor of social utility value has subcategories such as make social contribution, enhance social equity, shape future of children or adolescents, and work with children or adolescents (Watt & Richardson, 2007, p. 172). Lastly, the factor called personal utility value refers to seeing teaching as a job that requires low effort, but still provides aspects such as job security, job transferability and time for family (Watt & Richardson, 2007, p. 172). The analysis of this thesis will utilize especially the conceptualizations on intrinsic career value and social utility value.

FIT-Choice scale has been utilized in various countries and the results from both developed and developing countries have been quite similar. For instance, in Australia and Indonesia the major factors behind the choice of profession have been the intrinsic career value and social utility value (Suryani et al., 2016, p. 198; Watt & Richardson, 2007, p. 196). From social utility value subcategories, shape the future of children or adolescents and make social contribution have had the highest rankings (Suryani et al., 2016, p. 198; Watt & Richardson, 2007, p. 196). Based on this finding, teachers choose the career in education mostly because of the intrinsic value that they see in teaching and because they want to work in a profession which is socially useful. This finding is very relevant for the analysis of this thesis, since it highlights the value aspect of teacher motivation.

4.2 Extrinsic Motivation Versus Intrinsic Motivation

The previous subchapter presented various conceptualizations on teacher motivation which will provide a basis for the analysis of this thesis. Even though the presented conceptualizations vary in the way they perceive the origin of teacher motivation, it was possible to integrate these approaches and formulate a comprehensive theoretical framework which serves the purposes of the analysis of this thesis.

One of the most frequent ways to perceive the origin of teacher motivation is to separate between extrinsic and intrinsic motivations that teachers have for their profession. In addition to Guajardo (2011), many other researchers have seconded for this option (e.g., Cooper & Alvarado, 2006; Phyak et al., 2017; VSO, 2002; Watt & Richardson, 2007). This is indeed a very common approach in motivation research in general, even though the intrinsic-extrinsic dualism has been criticized for being too narrow and unable to grasp the diversity of human motives (Reiss, 2012, p. 152). Despite of the criticism, it seems that many studies on teacher motivation in fragile context have had something to say about the dualistic intrinsic-extrinsic division. What seems to be the major dilemma, is understanding the synergy between extrinsic and intrinsic motivations and which one of these motivations is more fundamental for the overall motivation of teachers in fragile settings. Therefore, before proceeding to the analysis of this thesis, there is a need to problematize this division between extrinsic and intrinsic motivation.

Authors such as Bennell and Akyeampong (2007), Cooper and Alvarado (2006), Guajardo (2011) and, Ring and West (2015) have put more weight on extrinsic motivation as the fundamental source of teacher motivation and they see extrinsic sources of motivation as the foundation of the overall motivation of teachers. The above-mentioned authors have made remarks on the importance of extrinsic motivation factors, such as salary and learning materials, in maintaining teacher motivation on a long term. According to this approach, teachers are not able to become intrinsically motivated for their work unless their extrinsic motivation is sustained with external incentives (Guajardo, 2011, p. 16; Ring & West, 2015, p. 113).

This approach is sometimes compared to the classical theory of Maslow on the hierarchy of needs. According to the theory of Maslow, people have five basic needs which are organized in a hierarchical structure, where higher order needs can only be reached when the lower order needs have been met (Maslow, 1943, p. 394). The most foundational needs are physiological needs, such as food and shelter, and therefore these needs formulate the basis for all the other four basic needs. After satisfying the physiological needs, it is possible to meet the next need in the hierarchy which is the need for safety and security. The following needs after safety and security are the need for love and belonging, and the need for self-esteem (Maslow, 1943, p. 381-382). The highest need of all, which can only be met when all the other needs have been met, is the need for self-actualization. Self-actualization refers

to the need of every individual to feel that they are using their inner potential and that there is a purpose in their life (Maslow, 1943, p. 383).

Based on the hierarchy of needs by Maslow, teachers need to meet their fundamental basic needs before they can try to meet the higher order needs, such as self-esteem and self-actualization. In the line of this thought, teacher motivation is fundamentally dependent on extrinsic sources of motivation which help teachers to meet their physiological needs and need for safety and security. If the needs of teachers in the lower levels of the hierarchy are not met, they cannot reach the higher levels in the hierarchy which means that they cannot be motivated intrinsically by their profession.

Even though it is important that the teachers can meet their basic needs, which can be supported by providing extrinsic sources of motivation such as salary and teacher accommodation among many others, it seems that extrinsic motivation is not a sustainable source of motivation (Guajardo, 2011, p. 7). Even though Guajardo (2011) emphasizes extrinsic motivation, he states that extrinsic sources of motivation lose their impact after a certain baseline has been met. This means that teachers who have satisfied their basic needs are not able to maintain their motivation on extrinsic basis anymore. Instead, teachers would need intrinsic sources of motivation, such as opportunities for career development and achievement (Guajardo, 2011, p. 7).

This idea is supported by the motivation-hygiene theory of Herzberg, which is another classical and well-known theory in motivation research. According to the motivation-hygiene theory, motivation and satisfaction are mainly dependent on intrinsic factors, which Herzberg named as motivator factors (Sachau, 2007). According to Herzberg, motivator factors are involved with the psychological growth of employees and they include opportunities for experiencing learning, achievement, recognition, responsibility and advancement (Sachau, 2007, p. 379). The hygiene factors on the other hand, which include fair salary and company policies, good interpersonal relations, and pleasant working conditions, do not provide long-term satisfaction and motivation (Sachau, 2007, p. 380). Instead, they only serve to prevent work dissatisfaction.

Based on the motivation-hygiene theory of Herzberg, hygiene factors which resemble external sources of motivation, do not increase work satisfaction and motivation, as they

only have the power to prevent work dissatisfaction. If the motivation-hygiene theory is applied to teacher motivation in fragile contexts, it seems that only intrinsic sources of motivation are able to keep teachers motivated and satisfied in their profession. This means that teachers need opportunities for learning, achievement, recognition and advancement to stay motivated. The theory of Herzberg could also partly explain, how some teachers continue to feel satisfied and motivated even though they have to work in circumstances that do not provide much extrinsic sources of motivation (Guajardo, 2011; Sommers, 2005). If the work itself provides enough motivation in terms of learning and advancement opportunities, the shortages in extrinsic motivation could be tolerated to some extent.

It seems that most of the authors which have been discussed in this chapter agree on the fact that teacher motivation is a combination of both extrinsic and intrinsic factors (Cooper & Alvarado, 2006; Guajardo, 2011; Phyak et al., 2017; VSO, 2002). Despite the fact that there are various opinions on the foundational source of teacher motivation, it seems that neither extrinsic nor intrinsic motivation is solely able to maintain the overall motivation of teachers for extensive periods of time. Therefore, both sources of motivation are needed in order for the teachers to maintain their motivation. As Cooper and Alvarado (2006, p. 17) phrase it, the motivation of teachers originates largely from intrinsic sources, but extrinsic motivations play an important part maintaining their long-term motivation. Due to the well-established division between extrinsic and intrinsic teacher motivation, the analysis of this thesis will utilize this approach as a basis for the analysis.

5 METHODS AND DATA

This chapter introduces the methods and the data of the research. First, the methodological background of this study is presented. This is followed by the presentation of the research data and the data collection process in the field. Next, the analysis method and process are introduced. This chapter ends with the discussion on ethical considerations and limitations of the study.

5.1 Qualitative Case Study

As the objective of this study is to analyze the experiences of teachers on their professional development opportunities, a qualitative research approach seemed like a natural choice for this purpose. Qualitative research approach is ideal for this type of in-depth study which focuses on researching the opinions and ideas of people in the contextual settings of the real-world (Yin, 2016, p. 9). Moreover, as the aim was to analyze the professional development opportunities of teachers in depth, a case study method was chosen. Since case studies usually focus only on one case, it is possible to analyze the case in considerable depth (Gomm, Hammersley & Foster, 2000, p. 3). The use of case study method allows the researcher to capture the specificity and uniqueness of the case, as the findings of the research do not necessarily need to be generalized to a wider scope (Gagnon, 2010, p. 3; Gomm, Hammersley & Foster, 2000, p. 3). It is also typical that a qualitative case study is based on multiple sources of data (Yin, 2016, p. 9), as in this study where the data includes interviews, observations and statistics. Therefore, the qualitative case study approach supports both the objective of the study and the used research data.

5.2 Research Data: Interviews, Observations and Statistics

The research data in this study originates from various sources and combines both primary and secondary data. According to Hox and Boeije (2005, p. 593), primary data refers to data that is collected for the specific research purpose of the study, as secondary data refers to data which has been originally collected for a different purpose. In this study, the primary and main source of data consists of teacher interviews. The personal field observation notes

of the researcher also serve as primary data since they were collected for the specific purpose of this research. The utilized secondary data consists of education gap statistics, which were collected by UNHCR and FCA. In this case, the role of the field observation notes and statistics is to complement the findings from interview data.

The interview data of this study consists of eight teacher interviews which were implemented through various means. The first five interviews were implemented as face-to-face interviews in the refugee settlement during the field visit. The sixth interview was carried out as a phone interview and the last two interviews were done through email. Ideally, all the interviews would have been implemented as face-to-face interviews, but due to time restrictions, there was a need to seek alternative ways to collect the interview data.

All the implemented interviews were structured interviews. Structured interview is one of the most strictly demarcated interview forms as it is usually based on a pre-set list of questions which guide the interview process and aim to keep the questions standardized (Willis, 2006, p. 2). Moreover, structured interviews are often used in situations where there is only limited amount of time to conduct the interview (Willis, 2006, p. 2). Even though the original plan was to do semi-structured interviews which provide more space for free discussion, the language barriers between the interviewer and interviewees encouraged the use of a pre-set list of questions. Also, the limited time to engage in the interviews led to the adoption of the structured interview method.

Field observations constitute the other half of data which was collected directly from the field by the researcher. These observations were made during the field visit to the settlement and they were written down in the field notes. Field observations cover the whole visit to the settlement, including meetings with local government officials and FCA, school visits in various zones and the overall description of the surroundings and atmosphere. The aim of the field notes was to capture some elements of the lived reality in the settlement, including the daily life of teachers who work in the settlement. Therefore, the notes include detailed descriptions of the school facilities, including classrooms, teacher offices, and teacher accommodation. The moments before, during and after teacher interviews were also described in detail, as they help to explain the general atmosphere in the researched school and how the teachers were selected for an interview. Detailed notes about the interview

situation itself help to interpret the findings from the interview data, as they provide additional information about the attitudes and reactions of the teachers during the interviews. In addition, the field notes include descriptions of the conversations with the representatives of the district governance, settlement commander and FCA, including the information they provided on education statistics, resource shortages, and current education activities and investments in the settlement. The captured discussions with the education partners who work in the settlement help to fill in the possible gaps in teacher interviews and they shine light on some of the topics that the teachers brought up during the interviews. The general aim of the notes was to capture as much factual information on the education situation of the settlement as possible.

Due to the limited time in the field, observations were made during the above-mentioned field activities, such as school visits and discussions with education partners, and not as a separate research activity. This approach is very typical in qualitative research where observation activities are often conducted as a part of another method, such as interviews (Yin, 2016, p. 152). Therefore, these observations from the settlement are not aiming to provide an all-encompassing picture of the lived reality of the settlement, but instead they should be seen as selected “snapshots” of the research problem which were collected in the given time limitations.

The secondary data in this study consists of statistics which present the existing education sector gaps in all primary and secondary schools of the settlement. These statistics include the identified classroom, teacher, teacher accommodation, textbook, and latrine gaps. The statistics were compiled jointly by FCA and UNHCR and the permission to utilize these statistics in this thesis was received from UNHCR. Due to the qualitative nature of this thesis, the statistics are analyzed side by side with the interview and observation data, in qualitative manner.

5.3 Data Collection During the Field Visit

As noted above, the primary data of this study was collected on a field visit to one of the biggest refugee settlements in Uganda. The visit took place at the end of April 2019 and it was organized in cooperation and with the support from the MoES and the Refugees Department of the Office of the Prime Minister (OMP). As the visit was organized together

with the government bodies, there was no need to obtain separate research permits before entering the settlement. The field visit was hosted by FCA, which is the main education partner of the MoES in the settlement.

Another aspect that facilitated the access to the field was the fact that during the spring of 2019 the researcher was an intern in the Intergovernmental Authority on Development (IGAD) which is one of the eight Regional Economic Communities recognized by the African Union. As the Government of Uganda is one of the eight member states of IGAD and IGAD is increasingly involved with regional refugee education management, the field visit was organized under the auspices of IGAD and it was a part of the bi-annual activity plan of the IGAD Education Program. For IGAD, the goal of the visit was to evaluate the current state of refugee education in Uganda more generally, and in this selected settlement more specifically. It was agreed beforehand that the researcher will carry out this study as an independent piece of research, but the initial findings from teacher interviews will be included in the field visit report of IGAD and they may be further utilized by IGAD Education Program.

The primary data, including the observations and most of the interviews, was collected during the course of one day. The last two interviews were done a few weeks later through email. Because the time spent in the field was extremely limited, there was no possibility to select interviewees beforehand or according to any strict criteria. As a result, the interviewees were selected on the day of the interviews, based on their availability and willingness to participate. Since FCA was hosting the field visit, it had informed a couple of schools about the field visit beforehand. Therefore, all the face-to-face interviews were conducted with teachers from one of these pre-selected primary schools. The head teacher of the school assisted in identifying teachers who were available for the interviews. The only criterion for the interviewees was that there should be both male and female teachers. The profiles of the interviewed teachers are presented in table 1. To secure the anonymity of the interviewees, the research participants were named according to their position in the school staff (e.g. teacher 1, head teacher 1). It is beneficial to distinguish interviewees by their position, since their ranking in the school hierarchy might have relevance to their experiences on TPD.

Table 1. Interviewee profiles

Interviewee	Gender	Age	Nationality	Educational background
Teacher 1	male	25	Ugandan	Primary teacher certificate
Teacher 2	male	31	Ugandan	Primary teacher certificate
Teacher 3	female	-	Ugandan	Primary teacher certificate
Teacher 4	female	25	Ugandan	Primary teacher certificate
Head teacher 1	male	29	Ugandan	Primary teacher certificate + ongoing diploma studies
Classroom assistant 1	male	23	South Sudanese	Certificate from South Sudan
Head teacher 2	female	31	Ugandan	Degree in education
Classroom assistant 2	male	36	South Sudanese	-

In this study, the category of classroom assistant refers to South Sudanese refugees who are assisting Ugandan teachers in the settlement schools and most commonly with language barriers between Ugandan teachers and South Sudanese students. According to education partners operating in the settlement, many of these assistants have a formal teacher certificate from South Sudan but since these certificates have not been recognized by the GoU, these assistants cannot work as teachers independently. However, in some schools even the classroom assistants are performing teacher tasks and working independently to some extent.

The average length of each of the face-to-face interviews and the phone interview was 25 minutes and they were all based on a pre-set list of interview questions (see appendix I). As it was not certain who the interviewees would be, the aim was to formulate the questions in a manner which would be as general as possible and therefore, suitable for any interviewee regardless of their nationality, education level, age or gender. Even though the interviews ended up being structured interviews, the goal was to ask as open-ended questions as possible, since this would allow the interviewees to interpret and answer the question in their own way. The interviews were tape recorded and transcribed into simple English. As the research is not focused on the use of language of the interviewees, there was no need to make detailed descriptions including linguistic details such as pauses and accents.

It is relevant to mention that the original research questions were slightly modified after the data collection was finished. Before starting the analysis, the first research question on the experiences and wishes of teachers TPD was specified in a way that it only focused on the experiences of teachers during their time in the settlement, and not in their earlier career. The second research question is strongly driven by the data, since the question was formulated based on topics that emerged from teacher interviews. Because the interviewees

were putting a lot of emphasis on unexpected topics that seemed very relevant for their teacher experience, the second research question was modified based on the teacher interviews.

As the first research question remained quite unchanged throughout the research process, all the interview questions contributed to the analysis of the first research question. Field observation notes supplemented the analysis regarding the first research question. Meanwhile, as the second research question was shaped to its final form after the data collection, only some of the interview questions contributed to the analysis of the second research question. However, the analysis of the second research question is complemented by field observation notes and statistical data. Figure 1 presents in a simple form how the utilized data collection tools contribute to each research question. A more detailed breakdown on different interview questions and their contribution to each research question can be found from the appendix (see appendix II).

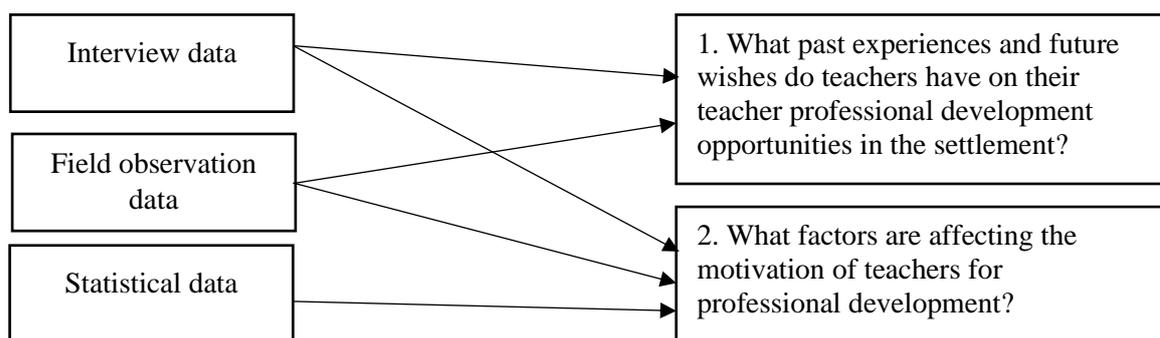
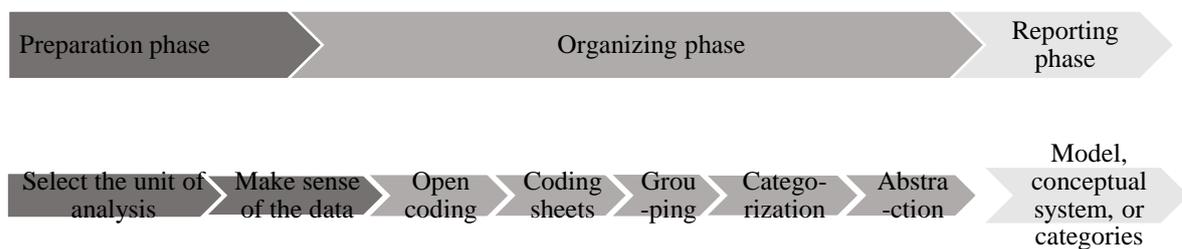


Figure 1. Data collection tools and their contribution to the research

5.4 Qualitative Content Analysis as a Method of Data Analysis

Qualitative content analysis was chosen as the most suitable method of data analysis for this research. Qualitative content analysis is ideal for analyzing written, verbal or visual messages and due to its flexibility, it is applicable to various research designs (Elo & Kyngäs, 2008, p. 107-108). In its simplest form, qualitative content analysis is based on the categorization of meaning units, such as individual words or sentences, based on their similarity and differences. Those meaning units that share a commonality are located together in categories and often also in sub-categories or sub-subcategories (Graneheim &

Lundman, 2004, p. 107). Depending on the amount of previous research, a qualitative content analysis can be either inductive or deductive. If there is a large amount of previous research on the research phenomenon, it is possible to use an existing theory or model to create a categorization matrix where the data will be coded and categorized (Elo & Kyngäs, 2008, p. 111). Since the existing knowledge on TPD in fragile contexts is quite fragmented and the topic itself is under-researched (INEE, 2015), inductive analysis was selected as the most suitable approach for this research. The inductive analysis process is presented below, in figure 2, modified from Elo and Kyngäs (2008, p. 110).



Source: Elo & Kyngäs (2008, p.110)

Figure 2. Inductive content analysis according to Elo and Kyngäs

After the interview records were carefully transcribed, it was time to become acquainted with the data. This happened by reading the transcripts and choosing the appropriate unit of analysis. Simultaneously, field observation notes were re-read. The preparation phase was followed by the organizing phase. Coding is an essential step in the content analysis, since it diminishes the large amount of raw data and helps the researcher to organize the remaining data into more manageable sections (Vaismoradi, Jones, Turunen & Snelgrove, 2016, p. 102). As the approach was inductive, open coding was used in the analysis. This means that all the possible units of meaning were derived from the data and these meanings were organized into categories which are formulated freely by the researcher. Therefore, the researcher coded even those units of meaning that did not seem to be related to the research questions at first glance. This proved to be an important step in the analysis, as the second research question was formulated based on the unexpected topics that the interviewees brought up. Table 2 provides an example on code formulation.

Table 2. An example of code formulation

Meaning unit	Code
much emphasis is put on inclusive education	inclusive education
sometimes the money or the salary is not enough	salary is too small

After the coding was finished, it was time to proceed to the grouping phase, which aims to reduce the overall number of categories and make the analysis more distinct (Elo & Kyngäs 2008, p. 111). The formulated codes were grouped under bigger themes and categories based on the commonalities and differences between each code. At this point, some of the categories proved to be malfunctioning as they were either too similar with each other or did not provide relevant information to answer the research questions. As a result of this abstraction phase, some of the similar categories and subcategories were combined into one and renamed, and some of the categories were removed completely. Table 3 gives an example on how the process of grouping and categorization was realized and how different categories and subcategories took shape.

Table 3. An example of grouping and categorization

Meaning unit	Code	Subcategory	Category	Theme
My goal is that... targeting that diploma. As long as I am still here working, I must be committed to start a degree.	plans for diploma studies	Wish to develop	Professional development	Intrinsic factors
All of us here, we are having plans. We need to go to the next level. Even the teachers, go up to degree, up to master's.	all the teachers have plans for upgrading			
There's not support from somewhere. I would just use my salary to upgrade myself.	upgrading is on individual basis	Current resources for TPD		
There were also some teachers who went for that training. But unfortunately I did not go for that.	specific trainings are limited			

During the grouping and categorization phase, the field observation notes and statistics were also observed with the aim of searching for elements that fit to the categories which were formulated based on the interview data. As the aim of this study was to research the experiences of teachers, teacher interviews were directing the analysis while the field observation notes and statistics complemented the findings from the interview data.

After the abstraction phase, all the categories and subcategories had been located under certain themes and the general structure was starting to take shape. The organizing phase was followed by the reporting phase, where the analysis was written down based on the formulated categories and the structure they provided.

5.6 Ethical Considerations and Limitations of the Study

This study includes various aspects which pose both an ethical challenge and a limitation to the study itself. Most of these ethical challenges and limitations are related to the applied data collection method which included a field visit to a refugee settlement and interviews with teachers who work in the settlement schools.

One of the most fundamental ethical challenges in this study is related to the research context and participants. When researching a potentially fragile context such as a refugee settlement, there is an imperative principle of “do no harm” (Jacobsen & Landau, 2003). This means that a researcher should conduct their research in a way that does not cause further harm to the research participants. According to Clark-Kazak (2019, p. 14), the principle of “do no harm” requires that the researcher continuously prioritizes the dignity and well-being of research participants and factors in the possible negative consequences that the participants might be exposed to due to their participation in the research.

However, various scholars have criticized the sufficiency of “do no harm” principle when researching a vulnerable group, such as refugees (Hugman, Pittaway & Bartolomei, 2011; Mackenzie, McDowell & Pittaway, 2007). The vulnerability of refugees might not only be a result of their possible past or present trauma, but it can also be a result of their current living conditions (Mackenzie, McDowell & Pittaway, 2007, p. 302). According to Mackenzie, McDowell and Pittaway (2007, p. 302), refugees who live in camps or settlements are often living under the auspices of NGOs or humanitarian relief agencies and

due to this dependency, the autonomy of refugees might be limited. Therefore, a researcher should not only focus on ensuring the fulfillment of “do no harm” principle, but he or she should also ensure that participation to the research does not compromise the autonomy of the participants (Mackenzie, McDowell & Pittaway, 2007, p. 310).

The question of participant autonomy is very relevant in this study which was conducted in a fragile context and with potentially vulnerable participants. Firstly, a refugee settlement as a living environment sets certain threats to the autonomous participation of the interviewees. Even though the interviewees in this study have diverse backgrounds, as two of them are South Sudanese refugees and other six are Ugandan nationals, both of these groups of people are subjected to similar power relations and dependencies in the refugee settlement. It became evident during the field visit observations that not only the refugees but also the Ugandan teachers who live in the settlement, are greatly dependent on the support from NGOs and humanitarian relief agencies. Practically all basic necessities in life, such as food, drinking water, healthcare, education and sanitation are provided to refugees by NGOs and humanitarian relief agencies. Also, Ugandan teachers who live and work in the settlement receive their salary from these organizations. Secondly, the autonomy of research participants could be further limited by the fact that due to time limitations, the researched school and some of the research participants were identified with the help of FCA and the head teacher of the school.

The above-mentioned dependency between the interviewees and organizations that operate in the settlement raised concerns about the autonomous participation of the interviewees. Even though it was not possible to ensure the autonomous participation of the interviewees already from the participant sampling stage, the goal was to provide the interviewees reliable and honest information about the research and their participation. In order to gain an informed consent from the interviewees, a simple written consent form had been prepared (see appendix III) which explained the use of the interview data and anonymity of the interviewees. To protect the anonymity of teachers, the name of the settlement was removed from the interview data and the name of the settlement is not used in this thesis.

In addition to the consent form, the researcher described her background and the research topic verbally before the interviews, and the permission to tape record the interviews was asked. Furthermore, it was also explained that both the recordings and transcripts would be

destroyed after the research was finalized. As the researcher visited the school with a high-level delegation which included staff from IGAD and members of the MoES and OPM, there was a need to be very honest about the possible consequences that the participation to this research might create. It was important to make sure that the interviewees understood that this research was done as an independent study by a master's degree student. Therefore, it would not be possible to guarantee that the information that the teachers provide is transformed into actions in their living environment or in the school environment.

Despite of these efforts, the change of interview method during the data collection process proved to be challenging when considering informed consent. It was relatively effortless to explain the research topic and the terms of participation during face-to-face interviews and phone interview, and it was also easy to notice if the participants had not fully understood what was requested from them. In these cases, it was possible to further clarify the information and instructions. However, securing informed consent in email interviews was challenging as there was no real-time interaction between the researcher and the interviewees and there was no possibility to further explain the research topic and the positionality of the researcher. As a result, the email interviews did not represent the desired ethical standards and therefore, findings from these interviews will be drawn in moderation.

Furthermore, it is relevant to discuss the effects that the used interviewee sampling and selection of interviewees have for the data. As the time in the field was limited, the interviewees were selected based on their availability and willingness to participate. The head teacher of the school helped to gather a group of teachers who were able to participate in the interviews. Because it was not possible to use an actual sampling strategy to recruit interviewees, the selection of interviewees might have been biased. As the interviewees were selected based on their availability and willingness, it is highly probable that the selected interviewees represent the most active and vocal teachers in the school who also have the strongest and most drastic opinions. As a consequence, teachers who have more milder opinions and experiences might have been left out from this research. In addition, the fact that the head teacher helped to gather a group of possible interviewees might have affected the selection of interviewees. Depending on the standpoint of the head teacher and what type of image he wants to provide of his school, he might have purposely selected teachers who are more moderate in their opinions or teachers whose opinions are more extreme and critical. However, based on the interview data, it seems that most of the interviewees were

not afraid to criticize and disclose problems in the school and in their living environment. Therefore, it is important to point out that the interview data is most likely emphasizing the opinions of teachers who are the most vocal and who have the most things to say.

One limitation of the study, which also has a connection to the ethicality of the study, is the use of language in the interviews. According to Temple and Young (2004) and Squires (2009), researchers who face language barriers in their research should be open about language issues during data collection, transcription, and translation, because otherwise the trustworthiness of the research might be endangered. In this research all the interviews were conducted in English and therefore, there was no need to employ interpreters or translators. However, what proved to be a slight challenge was the fact that neither the researcher nor the interviewees speak English as the first language. Even though English is the administrative and official language of Uganda and it is widely spoken, English is not the first language or home language for all people and moreover, the spelling and pronunciation of Ugandan English differs slightly from standard English. This language barrier was visible in the interviews and it caused occasional misunderstandings.

Due to these language challenges, there was a genuine concern that some information might have left unsaid during the interviews. Therefore, it needs to be acknowledged that these occasional misunderstandings between the researcher and the interviewees might have affected the way how the researcher conducted the analysis and interpreted the findings. During the interviews the aim was to react to these misunderstandings as quickly as possible and in a way, which would not disturb the achieved flow of conversation with the interviewees. After realizing that the interviewee did not understand the question or the used concept, it was possible to adapt the vocabulary of the interview questions in order to make the questions more understandable.

With regards to these identified language challenges, it is important to point out that all people construct the meaning of concepts in different ways and based on their own lived experience (Temple & Young, 2004, p. 165). Therefore, occasional misunderstandings with language can occur as a part of any human interaction and these challenges are also present in situations where people share the same first language. In this study, these language challenges were negotiated throughout the interview situations as the researcher adapted the

language used in the interviews to make the whole research process more transparent for the interviewees.

Another limitation of the study is related to the amount and representativeness of the data. Since qualitative interviews are very time consuming, researchers should carefully consider how the time available and resources meet the required amount of research data (Mason, 2012, p. 30). As was mentioned before, time restrictions in the research field posed an unfortunate challenge for this study and this was also reflected in the amount of data which was possible to be collected in such a short time frame. During the course of one field day, it was possible to conduct five face-to-face interviews and one phone interview. In addition, the field observation notes were written on the same day with the interviews.

Studies based on small samples are often criticized for their unsound methodology, non-representativeness and lack of academic credibility (Jacobsen & Landau, 2003, p. 190). According to Jacobsen and Landau (2003, p. 195) small and non-representative samples which have no statistical value are especially common in refugee research, due to shortage of time and limited access to interviewees. Moreover, studies on refugees are most commonly conducted in environments such as slums or refugee camps, which do not by any means represent the needed laboratory-like conditions for reaching representative results, in quantitative sense (Rodgers, 2004, p. 48). Despite of the criticism, small-scale qualitative research which often includes interpersonal interaction between the researcher and the informants is still relevant, since it allows the researcher to focus on the actual lived experience of people (Rodgers, 2004, p. 48-49).

As the objective of this study is not to provide statistically representative results on the professional development of teachers, collecting data through qualitative interviews can be seen as a suitable method. Also, having a relatively small interview sample is not a problem if it is compensated by detailed and sound analysis of these interviews (Mason, 2012, p. 30). Moreover, as this research is an exploratory case study which focuses on the experiences of teachers only in one selected refugee settlement, the findings from this research are not expected to be applicable to the experiences of teachers in other contexts.

6 FINDINGS

This chapter presents the findings of the data analysis process described in the previous chapter. The chapter is organized into subchapters in accordance with the research questions. The findings under each heading are further divided into subheadings which represent the discovered themes. Each subchapter includes a small summary and a table which brings together the main findings regarding each research question. The chapter ends with a more general summary of the findings, which combines the findings from each subchapter.

6.1 The Experiences and Wishes of Teachers on TPD

This section focuses on the first research question which explores the experiences and wishes of teachers on their TPD in the settlement. The analysis of the first research question examines the conducted teacher interviews with teachers who work and live in the settlement. Field observation notes are supplementing the findings from teacher interviews. The analysis is structured on two major themes: the past experiences of teachers of TPD and the future wishes of teachers for TPD (see table 4). The past experiences of teachers are organized into three categories: contents of TPD, access to TPD and meaningful learnings. Similarly, future wishes for TPD are organized in three categories: learning needs, future education goals and support required for upgrading.

Table 4. Themes and categories regarding the first research question

Research question	Theme	Category
1. What past experiences and future wishes do teachers have on their teacher professional development opportunities in the settlement?	Past experiences of professional development	Contents of TPD Access to TPD Meaningful learnings
	Future wishes for professional development	Learning needs Future education goals Support required for upgrading

6.1.1 Past Experiences of Professional Development

One of the major themes in the teacher interviews were the already experienced TPD opportunities that the teachers have had during their time in the settlement. The **contents of TPD** activities were well-represented in the interview data as the teachers described the topics and forms of TPD activities they had taken part in. In all teacher interviews the emphasis was greatly on more formal types of TPD activities such as workshops and seminars. The uniformity of responses was noticeable also when teachers described the specific topics of these workshops and seminars. Based on the interviews, it seemed that almost all the interviewees had received some formal training on inclusive education and child protection. According to two teachers, these main topics included other training components and therefore, teachers had received training on special needs education under inclusive education and training on psychosocial support under child protection. According to one teacher, these topics have been very integral in all the trainings that the teachers have received:

T3: In all of the workshops I have attended they have emphasized the psychosocial support. -- As I said, much emphasis is put on inclusive education.

Despite the uniformity in some training experiences, teachers also brought up topics that were not mentioned by other interviewees. One teacher told the she had participated in a training for senior female teachers and another teacher indicated that she had taken part in a first aid training. Teachers also told about computer tablet trainings that some of the teachers had taken part in. It seems that some of the training components had been provided for all the teachers and some more specific trainings were more limited in their intake. This implication was supported by the field notes, which include a statement from an FCA staff member who confirmed that all the teachers that the FCA employs are receiving an initial training. This initial training is based on Teachers in Crisis Contexts (TiCC) training pack. TiCC training is targeted for both qualified and unqualified teachers who have no prior experience in working in refugee camps or other emergency settings (INEE, 2016). Despite of the existence of this initial training, only two of the teachers mentioned that they had received any pre-service training and only one of them identified it as TiCC training:

HT1: Of course we first went for the training before we were recruited here. As soon as they recruited us, they took us for some brief training. I think it was 4 days training. Called it...teachers in crisis context.

Even though only two of the teachers said that they had participated in an initial training, all the teachers indicated that they had received training on some of the topics that are included in the TiCC training, such as child protection, inclusive education, classroom management or teacher code of conduct (INEE, 2016). However, it seems that these other teachers were not able to attach their training experiences to any teacher training entities or longer-term training series as most of the interviewees referred only to individual workshop or seminar sessions. Therefore, it is not possible to draw conclusions whether all the teachers have actually taken part in the TiCC training or if they have taken part in individual trainings which are not related to the TiCC training pack.

Despite of the fact that the experiences of teachers on the contents of the received TPD were quite fragmented, it was possible to distinguish some context specific trainings that all the teachers had participated in. Topics such as child protection, inclusive education and teacher code of conduct were frequently mentioned by the teachers and these are also topics that are very relevant for their work context in a refugee settlement. Context specific TPD is always important for teachers, but it is especially valuable for teachers who work in fragile contexts and manage students with the greatest academic and psychosocial needs (INEE, 2015, p. 13). Moreover, since none of the interviewees had prior experience in working with refugee students, receiving context specific training on topics such as child protection is extremely crucial for them.

Access to TPD was identified as another category under the past experiences of TPD opportunities. Based on the interviews, teachers have taken part in trainings on various different topics. However, only inclusive education and/or child protection were mentioned by almost all the interviewees. This means that trainings on other topics have been more exclusive and targeted only for some teachers. The “selectivity” and limited provision of certain trainings was mentioned by couple of interviewees:

T1: There were also some teachers who went for that [psychosocial support] training. But unfortunately, I did not go for that.

T2: There were around 4 of 20 teachers, then 2 assistants who went for that one [computer tablet training]. -- So now we are looking if this training could be given to every teacher.

It can be read both directly and indirectly from the responses of teachers that opportunities for TPD are too few. Virtually all the interviewees indicated that they either feel like they do not have enough opportunities to develop themselves or that they wish to have more trainings. What was noticeable was that the only interviewee who stated that he has a lot of opportunities for development and a regular access to trainings, was one of the interviewed head teachers. This head teacher was also the only interviewee who was currently enrolled in further studies and was completing his second year in diploma studies. The positive experiences of the head teachers could be explained by his position in the school hierarchy, since it is understandable that the work of a head teacher requires more advanced studies and special skills, for instance in management and leadership. Regardless of this justification, the opinions of the head teacher on his professional development opportunities remain to be in stark contrast with the opinions of his subordinates and how they perceive their opportunities for development.

The resources for TPD and for the whole education sector in general are often limited in emergency contexts due to the fact that they have to compete with more immediate needs such as food and water (Ring & West, 2015, p. 108). Therefore, the provision of TPD can be very targeted and selective as there are not enough funds to provide TPD for every teacher. Based on the comments of the teachers, their access to TPD seems to be limited and varying. The difference between the opinions of the head teacher and his subordinates is strong, because it seems that the regular teachers do not have the same opportunities to seek TPD as the head teacher has. Also, the experiences of teachers on the contents of the TPD have some variation as not all the teachers have had access to same TPD activities. This could imply that the NGOs that provide TPD for the teachers in the settlement are relying on a cascade effect where few of the trained teachers would forward their learnings to the other teachers in the school. This is a quite common method in fragile and resource scarce contexts (INEE, 2015, p. 9) which, however, does not seem to have a significant effect to the classroom practices of the teachers (Orr et al., 2013, p. 32).

All in all, it seems that financial barriers have a significant role explaining the uneven access to TPD. Because the TPD in the settlement is managed by NGOs, the availability of TPD depends largely on their budget and strategy for TPD. Also, when it comes to formal education which leads to recognized qualifications, the teachers are independently responsible for funding this type of further studies. Based on the interviews, the head teacher was the only teacher who had been able to enroll himself for further studies.

However, it is important to put the experiences of teachers into context. Globally speaking, the interviewed teachers are in a very favorable situation due to the fact that they have an existing teacher qualification which is recognized by their country of residence and they are able to take part in occasional teacher training activities. This is not always the case in refugee or fragile contexts, where the teacher workforce might be untrained, unqualified and in some cases, even illiterate (INEE, 2015, p. 41). Some of the teachers who work in the most demanding and fragile contexts around the world do not even have access to episodic teacher training which would help them in their daily work in the school where they deal with students who have the greatest academic and psychosocial needs (INEE, 2015, p. 13). Also, countries that are in the middle of emergencies or are recovering from emergencies have a very limited budget for the education sector, as most of the support is targeted for immediate needs such as water, sanitation, food and shelter (INEE, 2015, p. 17). In the light of this, the situation in Uganda which currently hosts more than 1 million refugees and must cater education for all school-aged refugee children, does not sound that grim. At least all the teachers are demanded to have a certain minimum qualification which is recognized by the government and there are no unqualified or untrained teachers, in official records at least.

The third category that was detected from the experienced professional development opportunities was the category of **meaningful learnings**. This category describes the knowledge and skills that the teachers have gained from the TPD activities and what aspects of these things learned they have found to be the most meaningful. According to two teachers, their participation in TPD activities has led to improved problem-solving skills which is something that the teachers value considerably. One teacher says that problem-solving skills are meaningful to him because they help him to solve issues not just in school but also around the community:

T2: I have acquired knowledge that helps me to help the learners even to help my family in the community. I am able to even to solve issues around.

Another learning that the teachers found meaningful was related to their increased ability to recognize learners with problems. With the help of the trainings, teachers have learnt how to identify learners with disabilities or impairments and traumatized learners. One teacher specified that they have been trained to identify disabilities related to hearing as well as visual, physical, and mental impairments. Teachers also indicated that in addition to recognizing the learners with special needs, they have also learnt ways to approach the learners and how to cater for their needs:

T2: I am more able to detect the learners who have problems. Now I am more able to identify them in the class. Those ones and their needs.

T3: I also learned something on... how to deal with learners with special needs. Yes, how inclusive education can be given to the learners.

HT1: Like if somebody suffers from the visual impairment, if the person suffers from long sightedness you also let the person sit so that the person feels comfortable. In order to cater for the individual differences. That's what we have learned.

In addition to problem-solving skills and abilities to cater for learners with special needs, teachers emphasized skills related to guidance and counselling. There was one teacher who valued the training she had received on how to be a senior woman teacher and another teacher who appreciated the training that teachers had received on counselling. Especially the teacher who had received training targeted to senior female teachers, emphasized the importance of guidance and counselling skills in her daily work. She was also the only interviewed teacher who had indicated that she had had any targeted training on counselling. It seems that she valued her role as the senior woman teacher of the school and her increased abilities to support girls in the school:

T3: And before I came to [the settlement] I had no idea on how to work as senior woman teacher. Now as I came here it gave me that opportunity to learn

the roles and responsibilities of a senior woman teacher. So as I talk, I am able to handle the girls and what they need from me.

Another interviewee who saw value in the counselling skills of teachers was the head teacher of the school. He assured that teachers had been trained on counselling and that they were able to help the learners accordingly while respecting the privacy of the learners:

HT1: -- when child is having problems, within the school we are already trained for it. How to help such a learner who is in a problem. Like calling him separately. Come and discuss with the child then from there you also take a step how to overcome that problem. So, since we are trained for it, we have now the tips how to give them guidance and counselling. The person will be the one to express his or herself to you, then it will be you also to help such a person accordingly.

In addition to the most meaningful learning outcomes, teachers also described the learnings they have gained from TPD activities in general. Even though teachers had quite similar opinions on the most meaningful learnings, their experiences on the general learning outcomes were more fragmented. One teacher said she had learnt to use different teaching methods and how to set questions for learners in different levels and another teacher recalled that she had learnt significantly about school development and how to make the school environment safer for learners. This fragmentation of experiences may be simply related to the fact that some specialized trainings were only provided to a selected number of teachers and therefore, the teachers do not have identical training backgrounds by any means. Also, the personal interests of the teachers must have an effect to the way they describe and value the skills and knowledge they have gained.

6.1.2 Future Wishes for Professional Development

The other main theme in teacher interviews focused on the future wishes of teachers on their professional development. The **learning needs** of the teachers were plentiful as almost every teacher interviewed was able to identify various topics that they, or all the teachers in the school, needed more knowledge of. Even though all the interviewed Ugandan teachers have a primary teacher certificate which is the required minimum qualification for teachers in

Uganda, one of the teachers brought up the issue of lacking subject knowledge of the teachers. According to him, mathematics and science subjects are areas where the teachers of the school need more training. The teacher implied that especially the practical nature of science studies and the requirement to teach science in practical form is sometimes challenging in settlement conditions:

T1: We have mathematics. It is one of the topics that needs training. We also have science. Because most of the things are done in practical form. If you don't do the practical, sometimes you may not deliver the right things for the children --.

The experience of this teacher is further supported by field observation notes, at least to some extent, since discussions with the staff members of FCA revealed that there is a severe lack of qualified science teachers and teaching facilities in the secondary schools of the settlement. However, the shortage of qualified science teachers was not recognized as a major problem in primary schools by FCA.

In addition to subject knowledge, teachers identified learning needs related to pedagogical skills. One teacher said she wanted more training particularly on inclusive education. Another teacher indicated that in his opinion the teachers in his school need training on the use of ICT and especially on the computer tablets that the school has. As only a couple of teachers in the school had gone to the computer tablet training, the tablets were lying around unused most of the time. Even if the devices were free to use, other non-trained teachers would not dare to use them.

Also, there were two teachers who brought up the issue of the counselling skills of teachers. One of these teachers said that she was especially interested in learning more about career and study counselling since she was working in a fast-track classroom with “overaged” learners who were in a very different life situation than the other, younger learners. As some of her students had children and whole families to take care of, she felt the need to guide these learners to a study path that would support their life situation. According to her, she would need skills to guide these learners to choose a vocational training program instead of aiming for higher education:

T4: So if I can get the trainings on how really to develop these people not to focus on high education but to turn on vocational. So if I can get that skill, I can show them what to do by using either hands or doing vocational. It is what is see I should get training on.

The teacher also pointed out that teachers would need training on how to guide the learners to value school and postpone marriage for when they are older. According to the teacher, some learners saw early marriage as an easy way to earn money and secure their livelihood and due to this, students were dropping out of school. School dropouts seemed to worry also the other teacher who was concerned about his existing skills in dealing with parents who were resistant to let their children attend school. He indicated that he was interested to learn more about the ways he could work together with parents and make sure that the children stay in school. According to the teacher, it is hard to find ways to deal with parents and convince them about the importance of education:

T2: Going to liaise with the parents, bringing them to school is another tough issue. For you to go to the parents and sit with them and consult them before. To present the problem in a manner that this negative affecting their child. So that way they are able to... we are able to maintain learners in the school.

Based on teacher interviews, the teachers have many varying learning needs. It seems that some of these learning needs are more context specific needs which means that the specific work contexts of the teachers might have prompted these learning needs. For instance, even though guidance and counselling skills are most likely very useful skills for teachers in all contexts, it can be assumed that they are even more useful skills for teachers who work in refugee settlements with children from various backgrounds and with different needs. On the other hand, some of the learning needs of teachers such as knowledge in mathematics and science subjects are more general and not very context specific. As many of the teachers are relatively young and presumably, they have received their primary teacher certificate not too long ago, it is interesting that the need to receive training to freshen up their memory on subject matters stood out. This could imply that the quality of teaching in Ugandan Primary Teachers Colleges is not sufficient for the needs of real life.

In addition to everyday life learning needs of teachers, the **future education goals** of the teachers were identified as another significant category in the data. All the interviewed teachers indicated that they have wishes or even concrete plans to upgrade from their current education level. The emphasis was strongly on formal education and reaching the next step in the hierarchy of teacher education institutions. The interviewed teachers had very similar plans for their upgrading processes since almost all of them had the same starting level, a grade III primary teacher certificate. Generally, the plan was to reach a diploma and after the completion of diploma studies, the next step would be to proceed to bachelor's degree studies. One teacher also indicated that he would proceed to do a master's degree after finishing bachelor's degree. As one of the teachers said, it seemed that each and every teacher had a plan for their future studies:

T2: All of us here, we are having plans. We need to go to the next level. Even the teachers, go up to degree, up to master's.

T1: Aiming for diploma. And after diploma I am also aiming for a degree

HT1: My goal is that... targeting that diploma. Then after the degree level of course the master's.

In addition to these teachers, there was one teacher who implied that her plan was not just to upgrade but also to specialize in the area of her interest. She was planning to get a diploma in special needs education. Other than that, there were no mentions on specialization through formal education.

Despite the plans that the teachers had for their upgrading, only one of the interviewees was enrolled in further studies at the time of the interviews. The interviewed head teacher was working at the school and simultaneously studying in a diploma program, from which he would upgrade to a bachelor's degree and then to a master's degree. It seemed that the head teacher saw the upgrading process as a precondition to his career development. He was also the only interviewee who implied that he was aiming for a career in other than teacher profession:

HT1: When I am able to collect some... all these papers [degree certificates], in the future I also need to work like in the DE, in the district education office. To inspect schools somewhere.

However, the opportunities for upgrading were not that promising for the other interviewees as many of them were still waiting for their chance to enroll for diploma studies. Some of the teachers were able to name the barriers that prevented them from seeking an upgrade to their educational level and some teachers referred to obstacles indirectly, without labelling them. Based on the interviews, time and especially money were the main reasons why many of the teachers have not been able to upgrade their educational level. According to one teacher, it is only possible to go for short trainings during tenure and this training is usually scheduled for school holiday season, which is only 2 to 3 weeks at a time. Timewise, possibilities for diploma or degree studies were very limited. Also, fulltime studying will affect the income of teachers which will further affect the livelihoods of their families. Since many teachers are providing for their families, saving money for the upgrading and school fees is not easy.

During the interviews, teachers did not only identify obstacles that they have for upgrading, but they also provided their viewpoints on how to improve the current upgrading opportunities. The category of **support required for upgrading** comprises of views of teachers on the current upgrading opportunities and suggestions on how upgrading could be supported. According to teachers themselves, they are responsible for their own upgrading as there is no support from the NGOs that work in the settlement. This means that teachers need to secure the funding for school fees independently. Funding their own studies is easier for some teachers than others:

T1: I don't think that I would need support from an organization.

HT1: I would just use my salary to upgrade myself.

Even though these two teachers assured that they are able to finance their own studies, not all teachers have similar financial bumpers that allow investments in professional development:

T4: -- But I have a plan of upgrading but because of the money they are giving us, I am not able.

HT1: The challenge here is that sometimes the money or the salary is not enough. So these are some of the challenges that make other teachers not to go yet [for upgrading].

Across the interviews, teachers expressed their willingness to receive more support for their upgrading plans. NGOs that have supported and are currently supporting the school, were seen as the most natural and logical source of support since they were already involved with the school and the teachers. Based on the interviews, it seems that many teachers felt that the organizational support was seriously lacking and a lot more could be done. One of the teachers even questioned why the NGOs are not more motivated to support the upgrading of teachers. In his opinion, the organizations do not seem to be interested in helping teachers. There were still some variations in the opinions of the interviewees, as some of them expressed their need to receive more support from the organizations quite explicitly while others were more modest in their requests.

All in all, and according to the teachers themselves, financial support would be the most suitable way for the organizations to support the upgrading of teachers. Teachers had various ideas on how the support could be carried out in practice. A couple of teachers suggested that organizations could start providing sponsors for the teachers and the contribution from these external sponsors would be invested in the upgrading of teachers. Also, one of the interviewees suggested that organizations could contribute by agreeing to pay half of the school fees that teachers need to pay when enrolling to further diploma or degree studies. Another suggestion was to increase teacher salaries, which would make it possible for the teachers to save for the school fees and invest in their own upgrading. Salary increment was seen as a pleasant option because not only would it support the upgrading of teachers, but it would also allow them to deal with domestic issues:

T4: Of course, if they can increase the salary I would budget and take one part to education and one part to family.

HT1: Then the other issue is the payment rate. It is still challenging. [Increasing the rate] would allow them to go refresher courses or solving the domestic problems.

When looking at the future education goals of the teachers and comparing them to the current support that is given to upgrading, there is a clear gap between the wishes and the reality. Teachers have plans and goals to upgrade to a diploma and later to higher degrees such as bachelor's and master's degrees. However, there are currently no external support that could be given to teachers to reach these goals. There is no denying that teachers have everyday life learning needs that could be supported via individual workshops or training courses, but what the teachers are really longing for are opportunities for formal upgrading.

In the light of the data analysis of the first research question, it is possible to conclude that the experiences of the interviewed teachers on TPD have some interesting variation but also many shared factors. The opinions of teachers on the contents, access and meaningfulness of the experienced TPD activities had variation due to the fact that the availability of TPD has been quite limited and even selective. However, it seemed that all the teachers have had some access to context specific TPD in the form of an initial teacher training which dealt with topics such as inclusive education and child protection.

The overall feeling of the teachers was, that there should be more training available and the teachers were also able to identify plenty of topics that they would like to receive more training on. Most of the training needs were context specific and were useful for a teacher in a refugee settlement, but there were also some more general learning needs such as mathematics and science subjects. This could imply that currently, the quality of teaching in Ugandan Primary Teachers' Colleges is not sufficient for the needs of real life. Furthermore, it should not be expected that teachers with qualifications are automatically prepared to teach in refugee settlements. Even qualified teachers may need context specific training on how to work in EiE settings, such as a refugee settlement.

What is worth mentioning is the emphasis that the teachers themselves put on academic qualifications and upgrading. Based on the interviews, the teachers have very ambitious goals and plans to upgrade their current level of education but what stands in the way are barriers related to money and time. As there is no external support available, academic

upgrading is a realistic opportunity only for a very few of the teachers. The interviewed teachers were very open to the idea of having financial support for their further studies and they came up with various suggestions on how this support could be delivered in practice.

Even though the teachers did not have regular access to TPD or financial means to upgrade their current level of education, it was encouraging to see how many of the teachers had concrete plans and goals to develop themselves professionally. The commitment of teachers to professional development should be supported and in the case of these teachers, one of the best ways to do this would be to support their plans for upgrading. Having even more educated teachers would only benefit the overall quality of education in the schools of the settlement. The findings from the analysis are visible in a condensed form in table 5.

Table 5. Findings regarding the first research question

1. What past experiences and future wishes do teachers have on their teacher professional development opportunities in the settlement?	Theme	Category	Findings
	Past experiences of professional development	Contents of TPD	Initial training based on TiCC Inclusive education and child protection were common topics Specialized training was available only for a selected number of teachers
		Access to TPD	Teachers felt that they do not have enough opportunities for TPD Head teacher had the best access for TPD
		Meaningful learnings	Problem solving skills Recognizing learners with issues Guidance and counselling skills
	Future wishes for professional development	Learning needs	Plenty of learning needs, some were more context specific and some more general Lack of subject knowledge in mathematics and science subjects Need of pedagogical skills and skills in counselling
		Future education goals	All teachers have plans for upgrading Lack of money and time are the main barriers for upgrading
		Support required for upgrading	There is no external financial support Teachers have an interest to get support from NGOs Identified solutions were: sponsorship programs, increased salary or direct support with school fees

6.2 Factors Affecting the Motivation of Teachers for TPD

This section focuses on the second research question and examines the factors which affect the motivation of teachers for TPD. To answer this question, both interview data, field observation notes and statistics were analyzed. As a result of the analysis, two main themes were identified, which potentially affect the motivation of teachers for TPD (see table 6). The first theme, which is extrinsic factors, has two categories: incentives and remuneration, and teaching environment. Two subcategories called salary and general welfare were formulated under the category of incentives and remuneration. The category of teaching environment has three subcategories: school building, teaching materials, and human resources. The second identified theme is intrinsic factors, which has two categories: professional development and social utility value of teaching. Under the category of professional development, there are two subcategories: wish to develop and current resources for TPD. The category of social utility value of teaching also has two subcategories: desire to help the learners and commitment to the profession.

Table 6. Themes, categories and subcategories regarding the second research question

Research question	Theme	Category	Subcategory
2. What factors are affecting the motivation of teachers for professional development?	Extrinsic factors	Incentives and remuneration	Salary
			General welfare
	Intrinsic factors	Teaching environment	School building
			Learning materials
		Professional development	Human resources
			Wish to develop
Social utility value of teaching	Social utility value of teaching	Current resources for TPD	
		Desire to help the learners	
			Commitment to the profession

6.2.1 Extrinsic Factors

The theme of extrinsic factors encloses categories and subcategories that are related to the external aspects in the surroundings of teachers which may affect their motivation for TPD. The category of **incentives and remuneration** includes factors which are related to the livelihoods and life of teachers in the settlement. The category is rich in content, since a great majority of the teachers emphasized issues related to these topics during the interviews. Especially **salary** related issues had a very significant role in teacher interviews as half of the interviewees criticized the insufficiency of the current pay rate. A comment from one of the interviewed classroom assistants sums up the general salary dissatisfaction among the teachers:

CA1: They complain about the ratio. All the teachers complain about money, money, money... That's what they complain about.

Salary was one of the most frequently mentioned issues during interviews and it was the most prominent subcategory under the theme of extrinsic factors. This is not surprising based on the fact that problems with the salary payment of teachers are relatively common in fragile and emergency contexts (Falk, Varni, Johna & Frisoli, 2019, p. 35). This finding is also supported by Guajardo (2011, p. 7), who stated that salaries and other forms of remuneration are often very important factors for teachers since they can contribute largely to teacher motivation.

All the teachers who brought up the issue of salary indicated that the current pay rate is not enough and should be increased. The insufficiency of salary was mentioned in relation to the barriers that teachers have for professional development and with regards to the rising prices and changing value of money. There were two interviewees who stated that the insufficient amount of salary affects the opportunities that teachers have for upgrading their educational level. As was discussed in the previous chapter, teachers are independently responsible for funding their further studies and there is no financial support from external sources. With the current pay rate, teachers are not able to invest one part of the salary to their own education, since the whole salary is spent on daily necessities, such as food. Moreover, since the families of the teachers are dependent on the salary, there is no chance to put aside any money for further studies. In addition, two of the teachers said that the main reason why they

feel that the salary is insufficient, is the fact that the value of money has changed and prices have risen, and they are no longer able to buy as much necessities, such as food, as before. Since the salary has remained the same, teachers need to spend more money to buy what they need:

T2: You can have a big money and you go to the market and you spend the money and you get nothing. You come back with the small thing and you spend a lot of money there.

There was also one teacher who brought up the issue of delays in salary payment. According to him, salaries have been very late sometimes and due to these delays, the teachers have not been able to buy food for a long time. Even though there were no other mentions about this issue, delays in salary payment are a well acknowledged challenge particularly in fragile contexts (Falk et al., 2019, p. 35). According to Mendenhall, Gomez and Varni (2018, p. 11-12), it is common that both national and displaced teachers receive their salaries late or the whole salary is absent, and the teachers need to work unpaid. Salary issues were present also in the research of Frisoli (2014, p. 145), where the teachers brought up issues related to the lack of payment or inconsistency with the amount of salary.

According to one teacher, there has been some attempts to raise the salary. This has happened once during her time in the settlement but in her opinion, the increasement was not enough. The teacher stated that the salary was increased only with 20,000 Ugandan shillings which is approximately 4.8 euros. In the end, the attempt to try to raise the salaries of teachers annoyed her, since the increasement was so ridiculously little that it did not make any difference:

T4: Last time they told us that they are going to increase the salary. But they only increased the salary with a 20. Only 20! Was that an increment? You got annoyed because of that. They increased by 20, was that an increment, really?

Even though the teachers demonstrated their dissatisfaction with the pay rate, the field observation notes which include conversations with FCA, revealed that all primary school teachers in the settlement are paid accordingly to the government standard. Based on the discussions with FCA, UNHCR has taken the responsibility to pay for the salaries of primary

teachers. It is common in fragile contexts that non-governmental agencies might take over the teacher compensation system if the public authority is not able to implement the task (INEE, 2009, p. 2). However, the government should have the main responsibility in the policy and coordination level, and make sure that teacher compensation is appropriate (INEE, 2009, p. 4). This seems to be the case in the settlement in question, where the salary is paid based on the government standard, even though the teachers are not on the payroll of the government. Furthermore, based on the ERP of Uganda, teacher salary is one of the highest priorities in the education budget as 27% of the total budget is allocated for teacher salaries (MoES, 2018, p. 39). In addition to infrastructure, teacher salary takes up the biggest portion of the overall budget (MoES, 2018, p. 39). According to the field notes, there has been a clear prioritization towards teacher salary while less funding has been allocated for textbooks and infrastructure in the settlement.

What might partly explain the irritation of teachers with the salary is the overall harshness and resource scarcity of their surroundings. Being paid according to the government standard, which is likely the minimum wage in the education sector, might feel even more frustrating when there are no additional incentives and the everyday life in the settlement consists of continuous struggle for resources. The subcategory of **general welfare** consists of issues related to the wellbeing of teachers in the settlement and it is closely connected to some of the above-mentioned salary issues, such as having insufficient salary to buy all the food that is needed.

The food issue was emphasized especially by one teacher, who described the lack of proper kitchen facilities. According to him, teachers prepare their food without an access to kitchen and it is very difficult. He also brought up the issue of not having access to food either because he does not have enough money to buy it or because the food has simply run out from the community. Even though the refugees in the settlement are receiving food aid from World Food Programme (WFP), it is not certain whether the Ugandan teachers have access to food aid. Even though there were no other mentions on shortage of food, the interviewed head teacher agreed that the food problem is genuine, and teachers should have better access to food. Not having access to proper nutrition can cause severe health risks and weaken the work performance of teachers:

T2: Yeah. Things lacking now... you present yourself for the learners, you should look healthy. If you are very hungry... somehow you are supposed to deliver a lesson. -- We stayed here and we didn't have any source of food. -- One month passes, another one passes with no food. No money, you cannot get any food.

Shortage of food and not having access to any food are one of the most severe forms of resource scarcity and it is a well identified problem in locations that host a large number of displaced people (Food Security Information Network [FSIN], 2019, p.28). Refugees and other displaced populations are not the only ones in the risk group, since the host communities might also have a heightened risk to suffer from food insecurity and this is exactly what has happened in many refugee hosting locations in Uganda (FSIN, 2019, p. 28). Depending on the scarcity of food, food aid is sometimes provided to host community populations, as was the case for instance in Sudan when local teachers were included in the school-feeding program of the WFP (Wahome, 2008, p. 2).

Another aspect under general welfare was the access of teachers to health care. Three interviewees identified the lack of access to health care as a problem in the settlement. According to the teachers, there is a public health care center close to the school, but it is for the refugees and if teachers wish to go there, they need to pay it for themselves since there is no external financial support for health care services:

T2: Take the issue of health. We have a health center here. For refugees. -- If you feel the sickness and you go there, that is going to be at your own cost. They don't consider teachers...like that one is not covered. You cater it for yourself.

T3: Then another issue is to do with the medical care. That one we have not been catered for. And it is hard for us.

Also, one of the teachers indicated that even if the teachers go to the health care center, the treatment they can get from there is very limited. In most cases they can get only very simple medicine such as pain killers. Access to health care was identified as an issue also in the field observation notes, which captured the discussion with the settlement commander who

works in the district office of the OPM. According to the settlement commander, the limited access to health care is not only a problem for the Ugandan teachers but also for the whole refugee population at large. One of the interviewed classroom assistants verified that access to health care is scarce and the small incentive he receives is not enough to help him to cover the costs. The same issue has been detected in the urban refugee settlements in Kampala, where both refugees and host community members are lacking access or funds to receive medical care (AGORA, 2018).

The resource scarcity of the living environment of teachers becomes visible when looking at the existing amount of teacher accommodation. The field observation notes revealed that accommodation is only provided for those teachers who come from far away and who cannot go home for the night, but since the settlement has a rural location and the road connections to the nearest towns are limited and in poor condition, the majority of teachers live in the settlement permanently. However, the current teacher accommodation resources are far away from meeting the needs of the teachers. According to the statistics collected by FCA and UNHCR, some schools in the settlement can provide only 16% of the required teacher accommodation. This means that the teachers need to sleep and live their daily life in extremely cramped conditions without any privacy. According to the settlement commander, one of the highest teacher accommodation ratios has been 1:8, even though the recommendation is 1:1. The field notes also verified that some teachers are sleeping in classrooms since there is no other space for them. There was one teacher who described his experience of the classroom accommodation:

T2: -- But I see there's challenge, like the number of teachers, there were around 38, like only few were set outside, most of them were here, packed in this room. There's no privacy in this small house. It is very difficult. That has been a challenge for me to adjust. Very difficult thing.

Moreover, the field observation notes disclosed that some teachers have been building houses for themselves, since the available teacher accommodation is not sufficient. A tour in the settlement also revealed that there are some teachers who are still living in the UNHCR tents which were brought to the settlement 3 years ago, when the settlement was opened. Most of the tattered tents are shared by secondary school teachers, whose accommodation situation is even worse than the situation of the primary school teachers. Even though the

school where most of the interviews were conducted, had relatively new teacher accommodation, the amount was still insufficient. The current teacher accommodation ratio stood at 1:4 around the time of the data collection.

The shortage of accommodation and the minimal living space also affected the personal life of teachers, since many of them have spouses and families. As there is barely enough space for the teachers themselves, most of the teachers with families have had to leave their families behind:

T2: Here, you don't have wife, there's no space to bring your wife.

HT1: Like here we are in a working place and we let our families behind. Like most of us we are married people, our wives our families they are behind.

Living far away from your spouse or your family is not easy, especially if the living conditions are as extreme as the teachers in this settlement have. Anyone in a similar situation might start to question, is it worth living so far away from your family if the salary is too little and there is not even proper accommodation available. However, the families of these teachers are dependent on the salary and that is why staying in the job and tolerating the living conditions is the only realistic option for the teachers. This has not been the case for everyone, since the number of resigning teachers has been an issue for a while in the settlement. One of the interviewees indicated that some of the teachers left quite soon after starting the job, while he and some other teachers in the school remained. The field observation notes also confirmed that some teachers have left the job due to the living conditions. According to the representatives of FCA, providing permanent structures, such as proper accommodation, could increase the motivation of teachers to stay in the settlement.

According to Bennell and Akyeampong (2007), the importance of food, accommodation and health care should not be downplayed in fragile contexts, since the provision of this type of non-monetary support can be crucial for teacher motivation. In some fragile and emergency contexts non-monetary contribution is the only possible way to compensate teachers for their work and in other cases, non-monetary compensation is used to supplement the shortages in monetary compensation (Brannelly & Ndaruhutse, 2013, p. 145). Based on the opinions of

teachers, increasing the non-monetary compensation and benefits of teachers could potentially strengthen their commitment and motivation to stay in the settlement.

The category of **teaching environment** encloses all the factors that are related to the surrounding school environment and the working conditions of teachers. There were two teachers who brought up issues related to the **school building**. Even though the school was recently built and in good shape, teachers said that there is one major flaw in the school building: the lack of window shutters. Since none of the windows have shutters, the wind keeps blowing through the classrooms and the rain comes in through the windows. According to the teachers, rain and wind can disturb the learners and during heavy rain the whole class needs to be dismissed:

T3: If it rains the students have to go home.

CA1: During the rain time. Then the wind was blowing. Really it will disturb you a lot and disturb the learners.

The reason for the lack of shutters did not become clear during the field visit but it is presumable that it might be related to the availability of electricity and the attempt to utilize as much natural light as possible in the classrooms. Other than that, there were no other mentions on issues related to the school building. However, the statistics collected by FCA and UNHCR provide a more multifaceted picture of the current school infrastructure situation in the settlement. Based on the statistics, the current classroom ratios are worryingly high in the settlement as some of the biggest primary schools have a classroom ratio of 1:284, which means that there is only one classroom available for almost 300 students. The government standard for classroom ratios is 1:53. It is difficult to comprehend the extensiveness of the challenge and the amount of infrastructure investments that are needed to reach the government standard. However, it is important to point out that the classroom ratios in each of the schools of the settlement are based on the student enrolment rate and not actual number of students who go to school on daily basis.

The high classroom ratios are a quite direct consequence of the strategic priorities of the ERP of Uganda, which prioritizes the improvement of teacher student ratio over classroom ratio (MoES, 2018, p. 29). According to the ERP, the main educational goal of Uganda is to

strengthen the absorption capacity of schools while maintaining and improving the quality of education, and the best way to do this is by employing more teachers and introducing double shifting to some of the schools (MoES, 2018, p. 29, 36).

Another aspect related to the school infrastructure concerns the availability of desks and latrines. In addition to the classroom ratios, the desk ratios and latrine ratios are extremely high across the settlement and they are especially high in the school where the interviewed teachers work. Since the school is one of the biggest primary schools in the settlement, the problems with insufficient school infrastructure appear to be much more drastic than in some of the smaller schools. According to the statistics, the current desk ratio in the school is 1:11 which is almost three times bigger than the government standard of 1:3. This means that most students do not have a desk to use when writing. Moreover, the latrine ratio is one of the highest in the whole settlement, since there are 316 students using only one latrine. The government standard for the latrine ratio is 1:45. Ring and West (2015, p. 110) confirm that shortages in the school infrastructure such as limited access to electricity and water are identified as factors that affect teacher motivation. Also, Guajardo (2011, p. 16) points out that the availability of sanitary facilities is especially important for female teachers and it can affect their motivation to work in the school.

Another subcategory under the teaching environment is related to the **learning materials** that are available in the settlement. According to Guajardo (2011, p. 8), shortages in learning materials constitute one of the most fundamental risk factors for teacher motivation. During the interviews, there were three teachers who brought up issues regarding the learning materials. The shortage of learning materials was a topic that was mentioned by two of the teachers and it is not surprising based on the current textbook ratios in the settlement. Based on the statistics, there are considerable variations in the textbook ratios between schools and grades. However, the textbook ratios are most concerning in the biggest schools, where the ratio can be as high as 1:209 which means that most students do not even have a chance to see a textbook, not to mention to study from it. One interviewee said that the teachers have tried to be as creative as possible, but the overall lack of resources is making it difficult to teach what you are supposed to teach:

T1: As much as teachers are trying to make their creativity here, but as you see the environment is not very resourceful. So you cannot make some of these

things locally. -- Like there are some things in sciences which need practical things but since materials are not there, it makes the learning sometimes very difficult.

According to the teacher, it is especially hard to teach subjects that require the teachers to demonstrate or simulate certain procedures. He was worried that the lack of materials will affect the ability of students to understand and learn the subject. There was also one teacher who emphasized the fact that they have some materials in the school, but most of the teachers do not have skills to use them. He referred specifically to the computer tablets that the school has, since he thinks it is a shame that they remain unused. Both of these examples show that there is a mismatch between the skills of teachers and the available learning materials.

The shortages in learning materials, and more specifically, in the textbooks supply, are a direct consequence of the prioritization that has been given to other aspects in the education sector. As was mentioned before, the representatives of FCA stated that teacher salary has been prioritized while less funding has gone to textbooks and other instructional materials. Even though the textbook ratios are concerningly high in most of the schools of the settlement, there is a valid point to invest in teachers. It is important to remember that it is not the textbook that teaches the students, but rather it is the teacher who is the main actor in the teaching process. Therefore, prioritization of teacher salary should be understood from this perspective.

Unfortunately, the prioritization that is given to teachers and their salaries is not visible in the schools of the settlement quite yet, as the teacher ratios are extremely high around the whole settlement. The subcategory of **human resources** is related to the school workforce, including both teachers and classroom assistants. During the interviews there were two teachers who brought up issues related to human resources in the school. Both teachers were worried that the number of staff is too small for the population of the school. Since the school in question is one of the largest in the settlement, it also has one of the highest teacher student ratios. According to the statistics collected by FCA and UNHCR, the current ratio is 1:99, while the government standard is 1:53. One of the teachers implied that the large number of students is just simply difficult to manage and therefore, increasing the number of teachers would make it easier to run the school:

T4: -- Teachers are very few and enrolment is very high. So, if they can add more teachers, for sure we can run a school.

The other teacher who raised the issue of human resources emphasized the shortage of classroom assistants who are of great use in supporting the shortage of Ugandan teachers. Even though the classroom assistants are not officially qualified to teach independently, since they do not have Ugandan teacher certificates, they can provide a lot of support for the Ugandan teachers in class management and with language issues. Having classroom assistants can help the teachers manage with large class sizes and with the help of the assistants, the teacher ratio can be reduced. However, according to the field observation notes, the role of classroom assistant is sometimes quite mixed as some schools utilize them as actual teachers despite their lack of Ugandan teacher certificate.

The shortage of teachers is a well identified and common problem in developing countries at large (Bennell & Akyeampong, 2007, p. 8) and particularly in refugee contexts (Mendenhall, Gomez and Varni, 2018, p. 8), and it often leads to large and even unmanageable class sizes. Large class sizes are especially problematic in resource scarce contexts where teachers do not have enough materials to facilitate their teaching and assist students in their learning process (World Bank, 2010, p. 22). The World Bank review (2010, p. 22) confirms that together with resource scarcity and massive workload, large class sizes are found to have a connection to teacher demotivation which can lead to teacher absenteeism or cutting the actual time spent for teaching.

Based on the analysis of the potentially extrinsic motivation factors, it is possible to say that the teachers put a lot of emphasis on aspects that can be labelled as extrinsic sources of motivation. Teacher motivation conceptualizations from Guajardo (2011) and, Ring and West (2015) support this finding. Extrinsic sources of motivation, and more specifically the lack of these sources, were largely present across the research data and they were especially central in the teacher interviews. During the interviews, the subcategories under incentives and remuneration were frequently brought up and it seemed that salary was the most prominent subcategory of all. Teachers who referred to salary issues were discontent with the amount of salary and said that the current amount is not enough to help them to meet their basic needs, such as access to food. For most of the teachers, the salary was too small to be invested in further studies. Teachers also brought up issues related to the dependency

of their families on the salary. According to the World Bank (2010), the wellbeing and financial stability of the families of the teachers is a crucial motivation factor in fragile contexts.

The overall harshness of the environment was also brought up often as the teachers emphasized shortages related to their general welfare, such as lack of food, proper accommodation and health care. These shortages have a connection to salary, as the lack of salary affects the ability of teachers to provide for themselves and cater for their needs. The limited resources in the living environment of teachers are a genuine problem, as some teachers have decided to leave the settlement for these reasons. However, it seemed that for many teachers there was no other choice than to stay and work in the settlement, as their families are financially dependent on the salary.

Interestingly, the category of teaching environment was not as widely discussed as the category of incentives and remuneration. This was surprising, since the role of the teaching environment has been emphasized in previous research on teacher motivation in fragile contexts (Bennell & Akyeampong, 2007; Guajardo, 2011; Ring & West, 2015). Despite of the challenges that are reflected in the massive classroom, textbook, and teacher ratios, the teachers did not emphasize the shortages in the teaching environment as much as could have been expected. If teachers mentioned shortages, they discussed them briefly on a very practical level, such as describing the problem that the lack of window shutters can cause for their teaching. Table 7 presents the findings from the analysis in a condensed form.

Table 7. Findings regarding extrinsic motivation factors

	Theme	Category	Subcategory	Findings
2. What factors are affecting the motivation of teachers for professional development?	Extrinsic factors	Incentives and remuneration	Salary	Salary issues were the most prominent subcategory Salary is too little Connection to welfare, family relations and further studies
			General welfare	Lack of food Health care is limited Teacher accommodation is insufficient Distance from the family
		Teaching environment	School building	Lack of window shutters disturbs the learners
			Learning materials	Teaching is difficult without materials The school has computer tablets but many teachers do not know how to use them
			Human resources	Small number of teachers and classroom assistants

Based on the literature on teacher motivation in fragile contexts, it can be said that the working and living conditions of teachers have a strong connection to their motivation (Bennell & Akyeampong, 2007; Frisoli, 2014, p. 144; World Bank, 2010, p. 22). If teachers have to work in environments where they continuously struggle with limited teaching resources and massive class sizes, they can become very demotivated (World Bank, 2010, p. 22). Also, when it comes to the living conditions of teachers, the access to basic needs such as food, water, shelter and security is very crucial (Falk et al., 2019, p. 29). If teachers are working and living in contexts where the salary is insufficient, working conditions are exhausting, and there is not extra support for the teachers to meet their basic needs, there is a risk that their level of motivation will decrease at some point.

Following this line of thought, it is evident that extrinsic motivation factors have a connection to the motivation of teachers for TPD. According to Ring and West (2015, p. 110), and Bennell and Akyeampong (2007, p. 4), teachers who are struggling with insufficient sources are most likely not very motivated to engage in TPD. This thinking is also in line with the theory of Maslow (1943) which states that people who cannot meet their physiological basic needs cannot reach for needs of the higher order. As one of the interviewees stated, it is hard to even deliver a lesson when you are feeling hungry.

Therefore, it is very unlikely that the teachers have any extra energy to engage in TPD. In this sense, extrinsic motivation factors – and more specifically the lack of them – can affect the motivation of teachers to develop themselves professionally.

However, the teachers in this research hardly discussed the connection between extrinsic motivation factors and motivation for TPD. During the interviews, the only direct and clearly articulated connection that the teachers made between extrinsic factors and TPD was the connection between salary and TPD. As there is no external support for further studies, the teachers must fund their upgrading independently. Based on the interviews, the teachers seemed to be worried about their limited financial resources which would automatically limit their opportunities for enrolling for further studies. This gives the impression that besides the salary issues which affect the access of teachers for TPD, extrinsic motivation factors are not the main source of motivation for the teachers to engage in TPD.

6.2.2 Intrinsic Factors

The theme of intrinsic factors involves categories and subcategories which have a connection to the intrinsic views and motivations of teachers towards their profession which may affect their motivation to engage in TPD. The category of **professional development** includes the wishes of teachers for TPD and their experiences on the current availability of TPD opportunities in the settlement. The subcategory of **wish to develop** focuses on the desires of teachers to develop themselves professionally and especially in academic sense. Teacher interviews made it evident that all the interviewed teachers have wishes to develop themselves and get more knowledge that could help them in their profession. There was not a single interviewee who did not have any topic of interest or further education goal in their mind. Even though every teacher was able to name some specific topics that they would like to receive more training on (see chapter 6.1.2), the majority of interviewees emphasized their interest to engage in more formal and academic TPD, such as enrolling to a diploma study program. Since almost all the interviewees have a relatively similar education background with a teacher certificate from Primary Teachers College, they all implied that the next step for them would be to upgrade to a diploma. There were also three teachers who had more advanced plans as they were aiming for bachelor's and master's degrees in education. What all these ambitious teachers had in common was that they all seemed to have actual plans on how to make their wishes come true:

T1: Surely, I am going to improve it [education level]. I have the plan.

T2: Now I am planning to go for a degree, for a NTC, national teacher's college.

Development was seen as something very important in itself, but also in relation to improved student performance. There were two teachers who indicated that teacher development is important because it will also improve the performance of students. The interviewees agreed, that the teachers in the school need more training on how to improve the performance of students. Especially the other teacher voiced his concern on the standard of teachers in the settlement at large. This type of motivation for TPD is quite common in the research on TPD, where one of the most essential goals of teacher professional development is seen in the improved quality of education and student performance (Darling-Hammond, 2000; Guskey, 2000, p. 16; INEE, 2015, p. 40).

Professional development can also be seen as an integral part of the profession itself. According to two interviewees, development is necessary for them in their professional roles as teachers. Due to their professional role, they are required to increase their knowledge continuously and they should be committed to upgrade their education level:

T2: As a teacher you have to develop professionally continuously.

HT1: We need to get more knowledge, in this professional role. Teaching.

One of the teachers also emphasized the fact that development in their professional role is essential since the world around them is always changing and teachers need to keep up with these changes. It is indeed common to view TPD as a necessary and integral part of the whole teacher profession, due to the fact that education sector is often in the forefront of innovations and experimental approaches and therefore, teachers need to be dynamic and open to changing their practices (Darling-Hammond, 2005).

All the interviewed teachers indicated that they have a wish to develop themselves professionally and for most of them, this wish was related to upgrading their academic

qualification. It seems that professional development is a very important matter for the teachers and therefore, it can possibly constitute a major part of their intrinsic motivation, as TPD is often seen as a factor that supports the intrinsic motivation of teachers. This claim is supported by Guajardo (2011, p. 7) and Phyak et al. (2017, p. 19). Indeed, the connection between TPD and teacher motivation has been proved to be quite strong in fragile contexts (Bennell & Akyeampong, 2007, p. 41; Kirk & Winthrop, 2013, p. 135; Rogers & Vegas, 2013, p. 72) and therefore, it can be assumed that TPD formulates a major motivation factor for the teachers in this research.

However, having a wish or desire to develop professionally is not enough to maintain motivation. There should be concrete opportunities for the teachers to realize these wishes and upgrade the current academic qualification. The subcategory of **current resources for TPD** focuses on the current opportunities that the teachers have for developing themselves in the settlement. This subcategory encloses topics that describe the current access of teachers to TPD and their experiences on the availability of TPD.

Across the interview data, teachers indicated that the current amount of TPD opportunities is not enough for them. Some teachers expressed their desire to have better access to TPD more directly while others were more indirect with their wish. Interestingly, the only interviewee who expressed that he has a regular access to TPD was the head teacher. He was also the only interviewee who stated that in his opinion all the teachers have had a chance to attend many trainings. As was discussed in chapter 6.1.1, the hierarchical position of the head teacher in the school is most likely the reason behind his positive TPD experience. Regardless of this uneven distribution of TPD opportunities in the school hierarchy, the other teachers did not seem to mind the fact that the head teacher had a better access to TPD. It is possible that the other teachers justified the training opportunities of the head teacher as one of the work benefits of being a head teacher.

Based on the responses of teachers, the current opportunities for TPD activities seemed to be infrequent and it was not possible to distinguish a training pattern or schedule which the teachers could have been a part of. The topic, frequency and length of the received TPD activities varied greatly in the responses of teachers and therefore, it was not possible to reach a conclusion whether they had all attended the same trainings on the same topics. There were only two teachers who recalled that there had been a short initial training for all the

teachers. Due to the variation in the experiences of teachers on TPD, it seemed that there was also certain “selectivity” in the provision of training opportunities. For instance, only a small number of teachers had received training on ICT and only one of the interviewed female teachers indicated that she had attended a training for female senior teachers. This type of delivery and structure of TPD is quite typical for fragile contexts, where TPD often occurs on short-term basis and in the form of individual workshop or training sessions (INEE, 2015, p. 9). It is also common that TPD in fragile contexts relies on the “cascade” or “train-the trainers” models which means that only a limited number of teachers get an access to TPD (INEE, 2015, p. 9).

Even though all the interviewees indicated that they have plans and wishes to upgrade their academic qualification, the only teacher who was currently enrolled in further studies was the head teacher. Working and studying simultaneously was not an option for the other teachers. During the interviews, the teachers indicated different barriers that they have for upgrading their educational level and most of these barriers were intertwined and closely connected to each other. Financial issues were the most commonly mentioned barrier for enrolling for further studies. However, family matters were also mentioned as a barrier and they were closely connected to financial barriers. Since many teachers have families who are dependent on the salary, the teachers cannot invest all their salary on upgrading:

T4: Of course, if they can increase the salary I would budget and take one part to education and one part to family. Because I cannot go to study and leave the family.

HT1: Because ones may also have their family. The family may depend on the salary you are having then the school fees is also... So these are some of the challenges that make other teachers not to go yet [for upgrading].

Teachers cannot leave their work and families behind and go for further studies, because it would affect the income of their families drastically. As a consequence, the only available time for further studies or any other long-term training is during school holidays when the teachers do not have work in the school on daily basis. However, the time is very limited since the holidays only last for a couple of weeks at a time. Time restrictions pose one

obvious challenge for regular TPD. Based on the responses of teachers, the financial, family related and time related barriers for TPD are closely intertwined in the lives of the teachers.

Even though the teachers have occasional access to TPD in the form of trainings or workshops and the contents of these activities are undoubtedly useful for their everyday work in the school, the availability of more long-term and academic TPD is weak for the teachers in the settlement. Having opportunities for academic upgrading would be motivating for the teachers, since it is clearly an integral and distinct part of the future educational goals of the teachers. Currently, teachers are not receiving any external support for their further studies and they are independently responsible for arranging their own upgrading (see chapter 6.1.2). There is clearly a mismatch between the wishes of teachers for academic upgrading and the current resources that are allocated for the further studies of teachers.

It is however important to point out that the teachers did not by any means indicate that the current TPD activities are demotivating or uninteresting. Instead, the teachers simply disclosed that their professional development goals are more long-term and far-reaching than what an individual workshop or training session can provide. Moreover, the professional development goals of teachers should be put into perspective with their existing qualifications. Since all the interviewees have an existing qualification and they have already “achieved” the government minimum standard for teachers, their next goal must be higher than that and provide more challenge for them professionally. Therefore, strengthening the access of teachers to academic studies could significantly increase their overall motivation, since it is exactly the type of TPD that the teachers are wishing for. Both Guajardo (2011, p. 14), and Bennell and Akyeampong (2007, p. 41) affirm that if teachers do not have any realistic opportunities for developing themselves, there is a risk of demotivation.

In a resource scarce context, such as the settlement where the teacher work, professional development opportunities could also serve as a non-monetary form of compensation. It is common to compensate teachers in non-monetary forms in fragile contexts where financial constrains may limit the ability to provide actual salary for the teachers (Brannelly & Ndaruhutse, 2013, p. 145). Since the teachers clearly have ambitions regarding their career and professional development, providing advanced TPD opportunities could function as a very efficient incentive and source of motivation.

The category named as the **social utility value of teaching** includes subcategories related to the internal values of teachers regarding their profession. Especially the subcategory of **desire to help the learners** has a rich content as every interviewee indicated that helping the learners is a part of their work. However, what the teachers meant by helping, is not directly related to helping through teaching or helping the students to advance in their studies. Instead, most of the teachers talked about helping when they described the skills that they have learnt from TPD activities and how they are utilizing these skills to help the learners. The skills of giving psychosocial support, and guidance and counselling for the learners were at the center of the responses of teachers. There was also one teacher who emphasized the skills he now has in child protection and how he can help learners with disabilities.

It seemed that some of the teachers had more specific areas of interest when it comes to helping the students. There were four teachers who emphasized that they are especially keen on helping girl students and solving problems that are related to the access of girls to school. One of the teachers said that he is worried about the number of girls dropping out from school and therefore, he wants to learn more about the reasons that affect girls to quit school:

T2: Yes, because I was seeing the communities where we have girls lacking from the start... From primary 1 to primary 4 and so on... There are a number of attendants in the school who will be okay, but it is girls who drop there. I want to see girls increase, every girl should get opportunity to learn in her own for the future. I want to study, I want to carry more research about that so I can help girls who have problem.

There was also one teacher who had been to a training for senior female teachers and therefore, she felt that she can now better respond to the needs of girls and support them in school. Another teacher had similar experiences as she explained that a major part of her work is related to counselling her students on issues such as early marriages. According to the teacher, her students need sensitization on the value of being in school and postponing marriage for when they are older.

It became evident, that guidance and counselling are an important part of the teacher job in the settlement and the interviewed teachers are very involved with these aspects of the job.

Based on the comments of teachers, the general atmosphere in the school has improved and the relationship between the students and the teachers is now better than before. Even though the teachers did not discuss it directly, it seemed that some of these improvements are related to the training that the teachers have received on guidance and counselling and how to interact with the students. There were two teachers who emphasized the change that has happened in the relationship between the students and the teachers:

T1: Since they came they were very arrogant. Now, they can even come to you personally and you can have interaction with them. That is the greatest improvement that we have achieved here. Before, if you wanted to call one of them like “come here”, they would take off. But now, they’ll just come and they see that you are friendly to them and they can come and you can interact with them easily

HT1: Then the other one is due to this training I also realized the teachers’ relationship with the learners. So meaning that, the relations between the teachers and learners now remains okay. Than before...when there was somebody here suffering, but they did not have enough knowledge to help. But after the training yes.

It seems that after the teachers have learnt the skills on how to interact with the students and help them, the relationship with the students has improved. However, it is important to specify that the interviewed teachers are not responsible for providing the students more advanced help, such as mental health care or psychosocial counselling. According to the field observation notes which include discussions with FCA, the interviewed teachers are only provided with a basic skill set and knowledge to identify sexual and gender-based violence and psychosocial trauma. The identified students are forwarded to specialized partner organizations for further and more targeted help.

Moreover, when the teachers were asked to name some of their learning needs and identify the most useful things that they have learnt from the TPD activities, the majority of teachers talked about the importance of guidance and counselling skills and the ability to help the students with their problems. This indicates that the teachers have realized the importance of having skills to help the students in other than just educational sense. Based on the

interviews, the teachers have also started to see the difference that a training can make to their skills in helping the students. Now that they have received context specific and targeted TPD which includes training on psychosocial support, and guidance and counselling, they are more able to reach the students and help them. Having the ability and skills to help and support the learners can be a very motivating feeling itself as it supports the self-efficacy of teachers. Moreover, since the teachers have been able to see the changes that have happened in the school environment and in their own abilities to help, they might be more motivated to engage in TPD in the future.

The importance of the guidance and counselling skills of teachers is acknowledged especially in fragile contexts, where the provided TPD needs to be context specific and meet the needs of the students. Based on the INEE guidebook on TPD in crisis and fragile contexts, teachers need not just pedagogical skills but also socio-emotional and psychosocial skills to help their students who come from various backgrounds (INEE, 2015, p. 64). In addition, INEE (2018) has a guidance note which lays down the recommended foundation for facilitating the psychosocial wellbeing and social and emotional learning in humanitarian emergencies and even teachers and other education personnel have their share of the recommendations. It is clear that especially in fragile contexts teachers are much more than just teachers. Often, they must take multiple roles including the role of a counsellor, support person and a nurturer in order to respond to the needs of their students (Frisoli, 2014, p. 229; INEE, 2015, p. 150).

Even though helping the students is a part of the work of teachers and one of their responsibilities as a teacher, it can also be a very strong motivation factor for the teachers. In fact, the altruistic motivations of teachers have been widely emphasized in teacher education literature (Watt et al., 2012, p. 795). According to Richardson and Watt (2016), studies carried in various OECD countries have revealed that one of the most frequent motivations for choosing the career in teaching is related to the desire to work with children, shape their futures and make a social contribution through teaching. Phyak et al. (2017, p. 26) had a similar finding from their research with Nepalese teachers, where the majority of teachers expressed that they had chosen the profession because of intrinsic reasons, and more specifically, because they wanted to support the children to learn. The original study from Watt and Richardson (2007) on the psychometric properties of teacher motivation supports the finding on the altruistic nature of teacher motivation.

The subcategory of **commitment to the profession** describes the attachment of teachers to teaching and their ideas about being a teacher. It became clear from the interviews that the teachers are committed to their jobs and they really want to stay in the settlement and continue their work, despite of all the challenges that they have to face in their daily life and in the school environment. There were three interviewees who emphasized specifically their commitment to their profession and their contentment to the work itself. For one of the teachers, the commitment that he had for his profession was linked to his effort to perform his work up to the expectations and deliver the right thing for the learners. From all the interviewees, he was the most concerned about his ability to deliver the right thing for the learners and improve their performance. It seemed that his work morale was closely connected to his own abilities to cater for the learners.

Professionalism and continuous development were other aspects that the teachers mentioned during the interviews. Especially for two of the teachers, maintaining professionalism was closely connected to developing oneself and searching for more information on topics that concern their profession. The desire of teachers to develop themselves in order to maintain their professionalism, can be seen as a demonstration of their commitment to their profession. Moreover, being open to the idea of developing oneself is an essential part of the teacher profession in itself (Darling-Hammond, 2005). Therefore, as professionals, teachers are expected to develop themselves:

T2: We still need to enhance because things are changing everyday. Because as a teacher you have to read widely and be ahead of.

HT1: We need to get more knowledge, in this professional role.

In addition, the commitment of teachers to their profession became visible through statements that have a more personal nature. There were two interviewees who indicated that being a teacher has changed them as a person. It seemed that their work in the settlement and in a refugee hosting school has affected the teachers in some fundamental way. According to the other teacher, the work that he is doing as a teacher is making him a better person:

T1: The way I see myself, the way I see my progress, if I compare myself the way I used to be to the way I am now, there is great change in me. I know I am going to be a good person.

T2: You become a different person apart from teaching here. For me, I am a teacher. I love teaching. There is no other work that I do.

Based on the interviews, none of the teachers had worked with refugees and in a refugee settlement before as most of the teachers had their background in private schools. Therefore, it is no wonder that their current work in the settlement might be in a stark contrast with their earlier work experience. Working in one of the neediest schools with very limited resources will most likely put things into a perspective and facilitate the growth of teachers both on a personal and professional level.

Despite of the challenges and resource scarcity of the surrounding environment, the majority of teachers seemed very committed to their jobs. There is no doubt that there might have been moments when their commitment has been shaken up due to the difficulties in their working and living environment. However, what most clearly demonstrates their commitment is their willingness to remain in the settlement and continue with their daily work regardless of these difficulties. The resilience of these teachers is strongly visible in the following comment from one of the teachers:

T3: And before this year things were not in good conditions but due to human nature we were able to tolerate everything and we have managed to come out of a the worst situation to a situation which is at least manageable.

Even though the situation in the settlement is still not optimal, there has been some improvements which have made the situation more tolerable for the teachers. Despite of the challenges that persist, the commitment and passion of teachers for their job helps them to manage:

T2: There are actually a lot of challenges, but since I love the job I think I am able to cope in this situation.

HT1: My teachers, they are all self-motivated. They like teaching so much.

Both of these comments reinforce the implication where the motivation of teachers is first and foremost built on intrinsic factors and on the personal values of teachers, as Watt and Richardson (2007, p. 196) suggest. The intrinsic motivation factor could be attached to the passion or commitment that the teachers have for their profession (Avidov-Ungar, 2016, p. 659). Moreover, the head teacher implies that all his subordinates are motivated because they simply like teaching so much. Whether it is the actual case with all his subordinates or not, intrinsic factors such as commitment to the profession is a strong component in teacher motivation. Furthermore, the commitment of teachers to their profession should quite logically correlate with their motivation to engage in TPD. This was one of the findings in the research from Avidov-Ungar (2016) where she distinguished between the extrinsic and intrinsic motivation of teachers for TPD. According to Avidov-Ungar (2016, p. 658-659), those teachers who had intrinsic motivation to develop themselves explained this motivation as a personal responsibility that they have as teachers and as a commitment that they have to the profession.

The analysis of the potentially intrinsic motivation factors can be concluded by stating that the interviewed teachers in this study seem to have a strong intrinsic motivation to be teachers. Their intrinsic motivation for their profession can be demonstrated by their determined wish to develop professionally and especially in academic sense. There was not a single interviewee who did not have any plans or goals for their professional development. Development was seen as a process that is important in itself but also because it is an integral part of the teacher profession. Moreover, professional development was seen valuable with regards to improved student performance. However, the current resources for TPD are not matching the wishes of teachers for their professional development. Most of the available TPD comes in the form of infrequent and short-term workshops and seminars which are provided selectively for only some of the teachers. In the meantime, teachers wished for more support for long-term academic TPD which would lead to possibilities to upgrade their formal qualifications. Based on the interviews, the major barriers for TPD were related to financial constraints, family duties and lack of time to engage in TPD.

In addition, the teachers brought up their desire to help the learners by providing them psychosocial support, and guidance and counselling. These topics came up when the teachers

described the skills that they have learnt from the previous TPD activities, and based on this, it seemed that helping the students is an important part of the daily work of teachers in the settlement. Apparently, the teachers need to be able to take various different roles such as the role of a counsellor, support person and a nurturer. It was clear that the teachers are committed to their work and working as a teacher has a significant meaning for them. There were some teachers who even implied that teacherhood has changed them as a person. Despite of the challenges and shortages in the working and living environment of teachers, the teachers emphasized their ability to manage and cope with the situation. The findings of the analysis can be found in a condensed form in the table 8.

Table 8. Findings regarding intrinsic motivation factors

	Theme	Category	Subcategory	Findings
2. What factors are affecting the motivation of teachers for professional development?	Intrinsic factors	Professional development	Wish to develop	Strong wish to develop and especially in academic sense Diploma studies and later degree studies Developing oneself is important and essential for teachers Teacher development can lead to improved student performance
			Current resources for TPD	Infrequent and selective TPD The amount is not enough Teachers wish more support for academic upgrading
		Social utility value of teaching	Desire to help the learners	Helping the learners in other than educational sense Guidance and counselling are an important part of the work The improved relationship between the teachers and students is valued Teachers take multiple roles, e.g. counsellor and nurturer
			Commitment to the profession	Teachers are committed to develop themselves and increase their professionalism Being a teacher can be transformational Despite the challenges, teachers are able to cope

According to authors such as Guajardo (2011), and Watt and Richardson (2007), intrinsic motivation is the main driver of teacher motivation, even though the importance of extrinsic motivation cannot be forgotten. It is common to see professional development as one

potential driver of the intrinsic motivation of teachers (e.g., Bennell & Akyeampong, 2007, p. 41; Kirk & Winthrop, 2013, p. 135; Rogers & Vegas, 2013, p. 72) because the desire to develop is deeply grounded in the personal commitment of teachers for their profession (Avidov-Ungar, 2016, p. 655). This seems to be very true for the teachers in this research, as all the interviewees emphasized their wish to develop professionally. Based on the interviews, the intrinsic value of professional development was recognized by the teachers as they saw development as something that is important in itself. In addition, the teachers valued professional development because it has helped them to improve student performance and provide support for students in more than just educational sense. Based on this line of thought, TPD seems to motivate teachers because they value the skills they have gained, and they appreciate the opportunity to develop themselves. Therefore, it is quite evident that intrinsic motivation factors, such as the desire to help the learners, have a connection to the motivation of teachers for TPD.

The intrinsic or even altruistic origin of teacher motivation is widely acknowledged in teacher motivation literature and it is commonly seen as the primary source of motivation for new teachers (Watt et al., 2012, p. 792). The desire of teachers to help the students was widely present in the data as every interviewee mentioned that helping the students was a major part of their work. According to the teachers, the most useful things they had learnt from previous TPD activities were related to guidance and counselling, and problem solving. The teachers also disclosed, that with their new skills, they are more able to help the students and support them. This implies that the teachers valued the TPD they had received because it helped them to help their students even better than before.

The analysis of the intrinsic motivation of teachers gives an impression that intrinsic motivation is indeed a major contributor for the overall motivation of teachers and also, for the motivation of teachers to engage in TPD. The fact that the teachers have intrinsic motivation for TPD is not a surprising result in itself, because TPD is acknowledged as an activity that both requires intrinsic motivation (Avidov-Ungar, 2016; Lortie, 2008) and maintains intrinsic motivation (Bennell & Akyeampong, 2007; Kirk & Winthrop, 2013; Ring & West, 2015; Rogers & Vegas, 2013).

6.3 Summary of the Findings

The first research question of this study focused on the experiences and wishes of teachers on their professional development opportunities in the refugee settlement in question. This is a topical issue, as TPD in fragile context remains to be an undertheorized and under-researched area in EiE research (INEE, 2015, p. 9). Therefore, the aim of the question was to provide an extensive description of the current TPD opportunities of teachers and their wishes for the future in terms of their professional development.

The analysis revealed both variations and commonalities between the past experiences of teachers on TPD. The variations became evident when the teachers described their different experiences on the contents, access and meaningfulness of TPD activities. It seemed that after the initial teacher training session, the provided TPD opportunities were more selective and limited. Despite of this, the teachers were quite pleased with the contents of TPD and they found the contents to be meaningful. However, the teachers had no trouble to identify various other learning needs. In addition, one of the most fundamental commonalities in the experiences of teachers was the opinion that the current amount of TPD is insufficient and that there needs to be more training available.

The analysis also showed that there is a gap between the current form and availability of TPD and the wishes of teachers. While the teachers had ambitious plans for academic upgrading, there was no external support for the teachers to actualize this wish. Instead, the provided TPD comes in the form of individual workshop and seminar sessions which do not lead to formal qualification. Of course, this type of TPD should not be undermined as it can provide a lot of valuable and context specific knowledge for the teachers, but in the same time it should be acknowledged that the teachers have a strong motivation to upgrade themselves academically. The fact that the teachers kept on planning their upgrade despite of the financial shortages and other practical challenges, is an interesting finding which also demonstrates their determination and commitment.

The second research question of this study investigated the various motivation factors that can potentially affect the motivation of teachers for professional development. The analysis was divided into two parts, where the first part dealt with extrinsic sources of teacher motivation and the second part focused on intrinsic sources of teacher motivation. The aim

of the research question was to understand the synergy between extrinsic and intrinsic motivations in the lives of the interviewed teachers and how these different types of motivations can have an effect to the motivation of teachers for TPD in a fragile context, such as a refugee settlement.

The analysis revealed that the teachers put a lot of emphasis on aspects that fall under the category of extrinsic motivation. However, the availability of extrinsic sources of motivation is limited, since the interviewed teachers live and work in a context where they are constantly struggling to meet their basic needs and the needs of their students. Interestingly, the lack of extrinsic motivation did not seem to affect the motivation of teachers for TPD. Instead, the major source of motivation for TPD seems to arise from the intrinsic motivation of teachers, which is demonstrated in the intrinsic value that the teachers attach to professional development. The analysis also showed that the teachers value professional development not only because of the intrinsic value of development, but also because developing as a teacher helps them to help their students even better. Based on this analysis it can be concluded that teacher motivation for TPD is mainly attached to the intrinsic motivation of teachers. This finding is in line with previous research on teacher motivation, which confirms the fact that the intrinsic motivation of teachers has a significant role in motivating teachers to develop professionally (Bennell & Akyeampong, 2007; Guajardo, 2011; Lortie, 2008; Ring & West, 2015).

Finally, it can be said that even though the teachers in this research have a strong intrinsic motivation which not only motivates them to develop themselves but also maintains their overall motivation in the resource scarce and fragile refugee settlement, the crucial importance of extrinsic motivation should not be dismissed. The fact that the teachers in this study did not make a connection between extrinsic sources of motivation and their motivation for TPD, does not mean that the extrinsic side of motivation is completely meaningless for the teachers. Actually, it is quite the opposite, because the teachers in this study most explicitly brought up issues related to the lack of extrinsic sources of motivation. The shortage of food, proper accommodation, health care, sufficient salary and learning materials among others, were continuously mentioned by the teachers and the lack of these basic necessities in life was obviously difficult for the teachers. Despite of these shortages, the teachers were able to say that they genuinely like their work and they want to develop as teachers. This implies that the interviewed teachers have managed to overcome the lack of

extrinsic sources of motivation and they are running solely on intrinsic motivation, such as their dream of upgrading and the ability to help the learners.

Therefore, the real question here is, how long can these teachers lean on their intrinsic motivation and tolerate the exhausting living and working conditions, if there are no improvements in sight. It is expected that in some point, the intrinsic motivation will run out and the lack of extrinsic sources of motivation will become too burdening for the teachers. Before this moment arrives, there should be a plan on how to motivate and retain teachers in the refugee settlement.

7 DISCUSSION AND CONCLUSION

The purpose of this thesis was to research what past experiences and future wishes teachers have on their teacher professional development opportunities in the refugee settlement. The other aim was to find out what factors affect the motivation of teachers for professional development. By focusing on these research questions, the thesis aimed to contribute to the weakly researched area of TPD in fragile contexts, where the realities and experiences of teachers remain to be one of the most under-researched topics (Frisoli, 2014, p. 57). As the findings of the analysis are presented in detail in the previous chapter, this final chapter of the thesis focuses on discussing these findings on a broader scope. This chapter ends with some suggestions for future research.

To start with, it is relevant to look at the state of TPD in fragile contexts from a more global perspective. According to INEE (2015, p. 7), the world is facing a global crisis in TPD. This refers to the fact that there are teachers around the world who receive TPD which they do not value or which does not meet their needs as a teacher (OECD, 2008). Moreover, and especially in the most fragile regions of the world, the available TPD is often infrequent and of varying quality (INEE, 2015, p. 7). The availability of continuous, effective and context specific TPD is important for every teacher, but it is even more crucial for teachers who work in fragile contexts, where they are dealing with students who have the greatest needs – both academically and psychosocially (INEE, 2015, p. 13).

In the light of the global crisis in TPD, it is possible to say that Uganda is performing relatively well. Even though the country is hosting more than 1 million refugees and the national education system is being constrained by approximately 616,000 school aged refugee children (MoES, 2018, p. 11), Uganda has responded to the challenge by developing a one of a kind Education Response Plan (ERP) for refugees and host communities, where refugee education is integrated to the national education sector plan (UNHCR, 2018a; 2019b). The ERP of Uganda acknowledges the importance of continuous TPD and therefore, TPD activities in various levels are included in the plan (MoES, 2018, p. 51). In practice, international and local NGOs are responsible for implementing in-service TPD activities in the settlements. Moreover, Uganda has tried to maintain the quality of education by setting

minimum education requirements for teachers who work in refugee settlements. As a consequence, all the teachers even in refugee settlement schools should have a qualification to work as a teacher.

The findings of this study provide a more vivid picture of the reality in one of the biggest refugee settlements in Uganda. One of the findings was that the interviewed teachers have opportunities for TPD in the settlement, but the opportunities are limited to infrequent workshop and seminar sessions which deal with the immediate and context specific learning needs of teachers, such as the need for training on psychosocial support and child protection. The teachers value the TPD that they are receiving, but in the same time, they are longing for more formal upgrading opportunities that would actually elevate their current education level from the minimum qualification to higher level. However, the opportunities of teachers for formal upgrading remain limited as there is no external financial support and enrolling for further studies would force the teachers to quit their work, which would lead to jeopardizing their financial stability. Despite of the difficulties in realizing their education goals, the teachers continue to plan for the future optimistically.

Based on this finding it can be suggested that there should be more support for the academic upgrading of teachers, as it is clearly an important matter for the researched teachers. The teachers themselves had various suggestions on how to improve the current upgrading process and most of these suggestions were related to lightening the financial burden of upgrading. However, as the RRP of Uganda is severely underfunded and there are barely enough funds to run the basic education services (UNHCR, 2019a, p. 9), it is unlikely that any extra funds can be allocated for teacher upgrading.

On the other hand, teacher upgrading could be supported by providing more flexible upgrading opportunities. If there was a possibility for the teachers to enroll in a diploma or degree program without having to quit their work, the financial stability of teachers would not be compromised as they would be able to continue working part time. By developing flexible study programs which meet the needs of teachers in different life situations, the quality of the overall education system of Uganda could be improved.

Another main finding of this study is concerned with the motivation of teachers for TPD. The teachers in this study have a strong intrinsic motivation for their profession and

therefore, for their professional development. What motivates the teachers to develop professionally, is the intrinsic value they attach to development and also, their increased ability to help the students. This finding was in line with previous research, which states that intrinsic motivation is the main factor behind the desire of teachers to develop professionally (e.g., Lortie, 2008).

Regardless of the fact that the original purpose of this thesis was to focus strictly on TPD, the analysis of teacher interviews stretched the interest to other topics that were present in the lives of the interviewed teachers. What stood out from the interviews in addition to the very concrete TPD experiences, was the deep dissatisfaction of teachers with their current living conditions and standard of life. It was a theme that could not be ignored, and therefore, this topic was included in this research. As a consequence, teacher motivation for TPD was analyzed in a manner that provided space to analyze the living and working conditions of teachers at large.

What this research managed to reveal in addition to the strong intrinsic motivation that the teachers have for TPD, was the fact that the living and working conditions of teachers in the settlement are in a very poor shape. Even though the analysis showed that most of the interviewed teachers have managed to overcome the lack of extrinsic motivation and they are maintaining their work motivation with the help of intrinsic motivation, it is obvious that this is not a sustainable way to retain teachers. Teacher turnover was a well identified issue also in the researched settlement, as some of the teachers had decided to leave due to the poor living and working conditions. With this in mind, it could only be a matter of time when teacher turnover becomes a larger issue in the settlement. This could have drastic effects to the overall education delivery since high teacher turnover only amplifies the already massive teacher gaps in all the schools of the settlement. This finding clearly implies that it would be absolutely essential to make improvements in the lives of the teachers in the settlement. It can be said, that if the motivation of teachers to work in a refugee settlement is not encouraged and supported, Uganda is going to have a hard time trying to meet the goals of their ERP and the promise of quality education for all.

To conclude, this research has aimed to contribute to the under-researched topic of TPD in fragile contexts by adopting an approach that focuses on the experiences and opinions of the teachers themselves. Even though this is a rare approach in fragile contexts (Frisoli, 2014,

p. 57), it is encouraged to conduct research that focuses on the realities of teachers in fragile contexts as this approach can provide more multifaceted perspectives on TPD. Because the teachers have the firsthand knowledge of their work and the available TPD, it would be valuable to let their voices to be heard.

This thesis revealed interesting details about the realities of teachers who work in a refugee settlement, and some of these details provide fruitful ground for future research. For instance, more research should be conducted on the roles and relations of the classroom assistants and national teachers who work in Ugandan refugee settlements, as it seems that there is great variation in the way that the role of a classroom assistant is perceived in relation to a qualified, national teacher. This would be an interesting topic to research with regards to the existing teacher gaps and the established teacher minimum requirements, which some of the classroom assistants are not meeting.

Lastly, more systematic research should be conducted on national teachers as most of the previous research deals with teachers who are refugees themselves (Richardson et al., 2018, p. 9). Based on the findings of this thesis, it would be fruitful to study the preparedness of national teachers to work in a refugee settlement and with refugee children, as there are various practical challenges related to language barriers and the prior experience of teachers in dealing with students who have needs for psychosocial support. The training that the national teachers are receiving prior and during their work in the settlement should be analyzed in further depth in order to find out how the teachers evaluate the relevance and effectiveness of the training on their classroom practices.

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APPENDIXES

Appendix I: Interview questions

Introduction and background information

How long have you worked as a teacher in this settlement/before?

Could you tell me about your education background?

Opportunities for professional development

What kind of opportunities for professional training and development do you have in this settlement?

- Which methods were used?
- Have you received it before you started to work as a teacher?
- Have you received it after you started to work as a teacher?
- How often have you taken part in training activities?
- Do you feel that you have enough opportunities to develop yourself as a teacher?

Contents of the training

Have received training on the following topics (mental health and psychosocial support, child protection, SGBV, special needs education, language support, pedagogical skills, subject knowledge, classroom management)?

What has been the most useful thing you have learned?

What kind of skills have you learnt to help your students?

Is there something you would like to change in the current training activities?

Upgrading and certification

Have you had possibilities to upgrade your level of education?

What suggestions would you make to improve the upgrading processes?

Learning needs

What would you say are the major learning needs of the teachers in this settlement?

Do you have any personal learning needs?

What wishes do you have for the future in terms of professional development?

Is there anything else you would like to say, or any questions you have for me?

Appendix II: Data collection tools and their contribution to research questions

Source of data	Contribution to research question
<p>Interview data</p> <p><u>Introduction and background information</u> How long have you worked as a teacher in this settlement/before? 2 Could you tell me about your education background?</p> <p><u>Opportunities for professional development</u> What kind of opportunities for professional training and development do you have in this settlement? 1 - Which methods were used? 1 - Have you received it before you started to work as a teacher? 1 - Have you received it after you started to work as a teacher? 1 - How often have you taken part in training activities? 1, 2 - Do you feel that you have enough opportunities to develop yourself as a teacher? 1, 2</p> <p><u>Contents of the training</u> Have received training on the following topics? 1, 2 (mental health and psychosocial support, child protection, SGBV, special needs education, language support, pedagogical skills, subject knowledge, classroom management) What has been the most useful thing you have learned? 1, 2 What kind of skills have you learnt to help your students? 1 Is there something you would like to change in the current training activities? 1</p> <p><u>Upgrading and certification</u> Have you had possibilities to upgrade your level of education? 1, 2 What suggestions would you make to improve the upgrading processes? 1, 2</p> <p><u>Learning needs</u> What would you say are the major learning needs of the teachers in this settlement? 1, 2 Do you have any personal learning needs? 1, 2 What wishes do you have for the future in terms of professional development? 1, 2</p> <p>Is there anything else you would like to say, or any questions you have for me? 1, 2</p>	
Field observation data	1, 2
Statistical data	2

Appendix III: Consent form



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AGREEMENT

I agree to participate on a study carried out by Master's degree student Pinja Front, University of Jyväskylä, Finland. The information I am giving in the interview can be used only in academic research and articles, and any other publications. My name or other personal information will not be known by any other people than the researchers.

Date _____

Signature _____

Name in block capitals _____

Pinja Front, Master's degree student, University of Jyväskylä