ISSN: 1941-0832

RADICAL TEACHER

A SOCIALIST, FEMINIST, AND ANTI-RACIST JOURNAL ON THE THEORY AND PRACTICE OF TEACHING

The Alignment of Refugee Teacher Professional Development with National Education Policy Directives: A Study in Kebribeyah Refugee Camp, Kebribeyah, Ethiopia

By Adan Hussein, Befekadu Zeleke, Mesfin Molla

FIGURE 1: KEBRIBEYAH REFUGEE CAMP, ETHIOPIA. SOURCE: MATEWOS TSEGAYE (2022). PERMITTED AND RETRIEVED FROM LINKEDIN

Introduction

Educational access and quality are fundamental to rebuilding and protecting the lives of communities affected by war, climate catastrophe, persecution, and forced displacement (Dryden-Peterson et al 2019). Yet, refugee-hosting countries experience inconsistencies when it comes to equitable service provision, such as education, especially in the context of fragile and under-resourced countries. A major, yet under-examined, barrier is the inaccessibility of accredited professional development (PD) for refugee educators, which undermines instructional quality and the long-term sustainability of education systems in displacement settings. Ethiopia is home to one of Africa's largest refugee populations, with approximately 926k refugees and asylum seekers as of June 2023 (Zepro et al. 2024). However, while Ethiopia has shown commitment to providing services to and protecting refugees (Tamrat & Habtemariam 2019), serious barriers remain to providing an inclusive education system for refugees, including poorly delivered schooling, overcrowded classrooms, and large numbers of unqualified teachers (Keddie 2012). These present significant barriers to refugee children receiving education in Kabribeyah Refugee Camp located in the Somali Region, where more than 60% are under 18 and depend on the very limited educational services available (UNHCR 2020). Refugee camp schools have very large class sizes (often exceeding a 1:120 ratio) and higher percentages of underqualified teachers working in classrooms, which contribute to poor-quality instruction, limited enrolments, and high dropout rates (UNHCR 2017). For decades, Ethiopia has been dedicated to enhancing teacher competence, but there has been no official process for refugee teachers to advance their professional skills. In fact, as of 2020, more than 59% of Ethiopia's camp teachers do not meet national policy requirements, yet still serve as teachers (UNHCR, 2020). As such, the lack of qualified educators in refugee camps reflects broader issues in sub-Saharan Africa regarding teacher training (Buckler & Gafar, 2013; Moon, 2007).

Aid efforts across Ethiopia continue to operate under considerable humanitarian challenges such as conflict, climate-induced disasters, and a dilapidated economy (Muhyie et al., 2025), which creates traumatic conditions for people who have been displaced from their homes (Bezabih et al., 2025; Weldegiargis et al., 2023). With few options available for further professional development and limited financial rewards or chances to advance their careers (Belay et al., 2022; Reynolds, 2024), consequently, camp teachers are poorly equipped to help meet the multifaceted educational needs of refugee students (Cruz & Awoke, 2023; Tamrat & Habtemariam, 2019), many of whom are in dire need of national accreditation, trauma-informed, and adaptive approaches to learning (Crea & Sparnon, 2017; Streitwieser et al., 2018). Therefore, it is vital to examine the alignment of the current camp teachers' PD practices with national policy directives, alongside the major bottlenecks to equitable PD.

Objectives

The primary objective of this study is to explore the alignment of camp teachers' professional development with national education policy directives and the significant challenges they face in achieving a unified PD practice.

Main Research Question

Teachers in refugee camps often do not have formal qualifications and have little opportunity for professional development. More specifically, as indicated by a recent study, a large numbers of camp educators in Kenya and Ethiopia lacks the basic accreditation requirements and opportunities for in-service PD (Dryden-Peterson, S., Adelman, E., Bellino, M. J., & Chopra, V., 2019; Carvalho, 2022; Reynolds, 2024). While the policy document articulates an inclusive PD model, implementation is constrained by structural and resource limitations (Tsegaye, 2023; Mendenhall & Falk, 2023). This has led to decreased motivation among teachers and to poorer quality of education received by refugee students (Antoniadou et al., 2022). Moreover, very little research has been done to explore the extent to which refugee teachers' PD is aligned with the national policy frameworks (Keddie, 2012). Thus, this study examines camp educators' PD alignment with national policy directives and major challenges that prevent a unified PD system.

Literature review

Educational integration of refugees remains an ongoing issue within vulnerable contexts throughout Sub-Saharan Africa, including Ethiopia. Within this region, a primary challenge to integrating refugee education is the inclusion of teacher professional development (PD) programs into national policy frameworks. Structured PD that is nationally accredited provides necessary supports for enhancing teachers' professional competence and establishing inclusive educational environments (Braun, 2017; Kuzu & Jadaan, 2021).

Unfortunately, many refugee teachers do not qualify to participate in any formally recognized PD programs. In Ethiopia, there are major concerns regarding teacher quality, primarily due to ineffective recruitment systems, lack of access to PD opportunities, and inconsistencies in how teachers are hired (Teferra et al., 2018; UNHCR, 2018; ECTEP, 2024). Although there is increasing demand for qualified educators in refugee camps, there is little reliable information available regarding the extent to which PD opportunities exist for refugee teachers or how those teachers can be nationally accredited (Richardson, 2018; Kirk & Winthrop, 2007). The lack of access to information about these opportunities has excluded substantial numbers of qualified refugee teachers from receiving certification to work as teachers in Ethiopia (Dolan, Golden, Ndaruhutse, & Winthrop, 2012). Although the national education development roadmap for 2018-2030 emphasizes inclusive teacher training and qualification standards (Teferra, Asgedom, Oumer, Dalelo, & Assefa, 2018), refugee teachers are still outside of such formal qualification routes. Almost

all of the camp educators in Ethiopia receive humanitarian-led training, which is often not recognized within national policy frameworks (Richardson, 2018; Willott & Stevenson, 2007; Aydın et al., 2019). This is further evidenced by the fact that more than 59% of teachers in refugee camps are not qualified or their credentials are not being recognized (UNHCR, 2020). Indicating structural issues, including bureaucratic barriers, poor coordination, and political instability in the host country. (Cohen, 2023; Dryden-Peterson, 2016; Davey, R., 2013). Thus, the role of refugee teachers' professional development is still on the periphery of emergency education responses in Sub-Saharan Africa, including Ethiopia (Sesnan, Allemano, Ndugga, & Said, 2013). Therefore, there is a need for improved coordination between humanitarian actors and national education systems, in terms of accreditation and policy alignment, which is still limited in Ethiopia (Wolfgram, 2020; Schutte et al., 2022; Lagat, 2023).

Ethiopian Education Policy on Teacher Preparation and Development Domain

Recent education reforms in Ethiopia have emphasized improving teacher training and qualifications to enhance education standards and make teaching an attractive career. While the 1994 Education and Training Policy (ETP) encouraged the use of active learning and pedagogical skills (Wondem & Getahu, 2023), there was limited emphasis on structured training.

This led the Ministry of Education to develop the Education Development Roadmap (2018-2030), which aims to establish an inclusive and comprehensive teacher development system. This was motivated by challenges, including centralized education policies and inconsistent recruitment practices, and the hiring of unqualified applicants as teachers, which have contributed to the run-down of teacher quality and student achievement (Teferra, Asgedom, Oumer, Dalelo, & Assefa, 2018).

Engagement of Critical Pedagogy & Theoretical Frameworks

Critical pedagogy is one of the key concepts for understanding the marginalization of refugee teachers in fragile and displacement-affected countries. Freire (1970), in his concept of 'banking education,' argues against centralized structures where teachers are considered passive recipients rather than active participants in PD, especially when they are not considered based on their qualifications and experiences.

This intersectionality, in turn, emphasizes the role of refugee status, ethnicity, and racial factors that limit the process of accessing PD (Ladson-Billings, 1995), with gender issues possibly acting to compound the challenges faced by female refugee teachers (hooks, 1994). There has, however, been evidence that refugee teachers have formed their own support networks and resilience to facilitate the maintenance of an inclusive learning environment (O'Neal, Gosnell, Ng, & Ong, 2018; Adelman, 2019). The importance of recognizing refugee identity and knowledge within the context of education has been emphasized by the framework of Culturally Sustained Pedagogy (Dryden-Peterson et al., 2019), with tensions between integration and isolation remaining an issue in some refugee settings (Magee & Pherali, 2019). Thus, the importance of enabling the marginalized teacher using an inclusive pedagogy has been emphasized (Zeichner & Bier, 2015), but issues such as political instability, centralized government, and the absence of resources have continued to act as barriers to this process in the context of Ethiopia (Mendenhall, 2023; Gemeda et al., 2014).

Methods

To investigate how national policy standards influence the professional development of refugee teachers, the study employed a phenomenological qualitative methodological framework combining document analysis and semi-structured interviews. (Moustakas, 1994; Van Manen, 2014), whereby the researchers conducted semi-structured interviews with six purposively selected camp teachers who participated in professional development activities, whilst reviewing four key policy documents, such as Ethiopia's Education Development Roadmap (2018–2030); the Education and Training Policy (1994); UNHCR's Refugee Education Strategy in Ethiopia (2020-2025); and NGO teachers' training reports and manuals. Five national policy guidelines for teachers' professional development (PD) were identified, including teachers' qualifications, professional development, teachers' training equity and inclusion, teachers' appraisal and career advancement, and in-service training involvement.

Method of data analysis

An in-depth, qualitative analytical method was employed, focusing on understanding teachers' lived experiences on PD alignment with national policy directives. NVivo software analysis supported an iterative multi-stage coding analytical method, including "open coding" to identify initial concepts based on teacher interview responses and national policy documents, followed by "axial coding" to group related codes based on prior reference points, and "selective coding" was lastly undertaken to develop the final themes that indicated the teacher's level of experience. Moreover, codes that were recurrent and/or overlapping were eliminated to ensure thematic clarity. These identified themes were then validated with respect to document analysis, which allowed comparison between teachers' experiences and national policy frameworks.

Table 1: Demographic and professional background of the key informants

Respondents	Gender	Country of Origin	Experience	Qualifications	Employment Status	Current Teaching Level
T1	Male	Somalia	7 years	Diploma	Incentive teacher	Upper Primary
T2	Female	Somalia	5 years	diploma	Incentive teacher	Lower Primary
T3	Male	Somalia	12 years	Diploma	Incentive teacher	Upper primary
T4	Male	Somalia	8 years	TTI	Incentive teacher	Lower Primary
T5	Female	Somalia	4 years	TTI	Incentive teacher	Lower Primary
T6	Male	Somalia	6 years	Diploma	Incentive teacher	Upper Primary
Note: TTI is a nine-month teachers' training program completed after Grade 10 and delivered by the Teacher Training Colleges (TTC) in Ethiopia						

Major Findings

Policy Alignments

Interview transcripts and policy documents were analyzed simultaneously to understand the trends of PD alignment and divergence between camp educators' PD practice and national policy premises. Policy documents were coded to the standards, goals, and provisions for integrated PD and were systematically compared to interview themes to evaluate consistency between policy assumptions and actual practice. The findings indicated a significant gap between policy directives and the current experiences of camp teachers' PD. As a result, the current PD of camp teachers remains incongruent with national policy premises, leading to PD marginalization. Six analytical themes were used to evaluate this incongruity, including teacher quality, continuous PD, qualification standards, in-service training and mentorship, equity and inclusion, and appraisal and career development.

Table 2: Analytical Framework: Consolidated National TPD Policy Domains

No.	Consolidated Policy Domains (Themes)	Codes (Sub-components / Benchmarks)
2.	Professional Growth: Continuous PD, In-Service Training, and Mentorship	a. Continuous professional development opportunities b. Long-term PD planning for teachers' growth c. Regular evaluation and feedback mechanisms d. Structured mentorship and induction programs e. Regular in-service training and recognized certification f. Ongoing job-embedded support through mentorship/coaching
1	Teacher Quality and Qualification Standards	a. Improving teaching practices and pedagogical competence b. Alignment with national teaching standards c. Accreditation programs for refugee teachers d. Meeting national qualification benchmarks e. Structured TPD programs supporting formal qualification upgrading
3	Equity, Inclusion, Appraisal, and Career Progression	a. Inclusive and accessible PD for marginalized groups b. Gender-responsive teacher recruitment and training c. Continuous performance appraisal systems d. Nationally recognized career pathways e. Promotion opportunities and structured career ladders

A. **Improving Teachers' Quality**

Education policy seeks to improve the quality of teaching through a better-trained teaching workforce. However, there is still no clear and comprehensive refugee teacher development policy pathway that can effectively address the PD needs of camp educators. Instead, Camp teachers were subjected to infrequent and NGOs-Led training that do not have any formal measure of their teaching abilities. In spite of an emphasis upon developing pedagogical skills, classroom management, teaching techniques, and learner-centered assessment, the skills developed through such training initiatives cannot be recognized by national ministries of education, because such training has not been validated with the national accreditation body. While in Ethiopia, the focus is on pedagogical skills, qualifications, and techniques necessary to raise the outcomes of students as the core national priority (Kebede et al., 2019), there exists a large number of underqualified teachers, resulting in declining instructional quality, whilst the refugee educators' PD needs were overlooked. In addition, the current Education Roadmap acknowledges a deteriorating education quality due to poor qualifications which made the profession less attractive (Berhanu, 2024; Ethiopian College of Teacher Education Program, 2024; Education Roadmap 2018 - 2030).

B. **Continuous Professional Growth**

Camp teachers express an urgent need for nationally accredited PD as they currently receive only informal and occasional training offered by the humanitarian organization. One teacher states that,*"We do not get nationally recognized professional upgrade; hence there is no plan that emphasizes in-service professional upgrade across camp schools."*

Camp educators are therefore not included in the national PD and accreditation system, leaving them unqualified and marginalized in daily teaching practices, which further undermines the said PD integration by national policy, international conventions, UN global Refugee education strategy, and the current UNHCR refugee education strategy in Ethiopia (2020-2025). However, the Ethiopian reforms emphasize the qualifications of teachers, where the MoE (2017) connects PD with incompetence and underqualification, underscoring that unqualified teachers and poor instructional leadership are barriers to quality education (Berhanu, 2024). Similarly, PD, including ICT, is deemed vital to enhance qualification and teaching quality (Tessema, 2023); while PD for qualifications and pedagogical skills is part of the current national education roadmap (Irwandi & Albert, 2018; Morales, 2023).

While refugee teachers lack accredited and formal PD Opportunities, mainly due to structural barriers, the Ethiopian Education Development Roadmap (2018–2030) prioritizes teachers' professional development to strengthen knowledge, skills, and qualifications. Likewise, teachers' PD is widely recognized as essential for quality education, supported by continuous cooperation, communication, and institutional support (Irwandi & Albert, 2018; Morales, 2023).

C. **Qualification Standards**

Despite the fact that the camp educators' previous qualification is not being recognized, they value the importance of nationally accredited and recognized PD. One of the KII participants stated this as follows:

> *Obtaining an accredited diploma is not easy here in Ethiopia. Even if we do, we remain "incentive teachers" due to our status, earning less than locals.*
>
> *Having an accredited qualification does not guarantee promotion, improved pay, or any other credit or reward; however, it's still difficult to get accredited even if one wants to do so. We are refugee who cares!*

Access to nationally recognized certification is a significant challenge that has been identified as an obstacle in the profession of camp teachers in Ethiopia. While humanitarian organizations and NGOs offer in-service training in professional development, it is not recognized by the Ministry of Education. This has left many refugee teachers unqualified or even uncertified, with little hope of ever being certified at the national level (UNHCR, 2020). However, teachers' PD is highly emphasized in Ethiopia and recognized as critical in enhancing teacher competence in the country, in addition to addressing deficiencies in teacher preparation (Alemayehu, 2020). Studies have shown that teachers with high qualifications exhibit high self-efficacy, pedagogical skills, subject knowledge, and consequently lead to improved learning outcomes among students, especially in fragile contexts (Basnet, 2023; Mahmud et al., 2020; Koirala, 2021; Iyer et al., 2020; Moosa, 2019, Patrick, 2022; Hoddinott et al., 2025; Hamidah, 2023) Thus, camp educators in the country are in dire need of accredited PD opportunities. One participant claimed that:

> *If we get certified, it will be useful for my day-to-day instructional engagement and future endeavors of either going back to our country of origin or a third country for resettlement. A credential is always important; unfortunately, it's not easy here in Ethiopia to be admitted into the local tertiary institutions, both in terms of a legal perspective and the unavailability of a structured PD pathway for refugee teachers.*

Therefore, despite the systematic exclusion faced by camp educators, a standardized qualification is imperative for students to access high-quality education, which is a fundamental objective of Ethiopia's education reform (Iyer et al., 2020).

D. **In-Service Training And Mentorship**

Camp teachers indicated there was no formal school-based mentoring, and none was planned so far. Moreover, Current support is informal, unstructured, and unregulated; it neither follows the national PD guideline nor the pedagogical framework.

> *"We have never seen an organized mentorship program by the national education authorities; only NGOs and other refugee partners support us periodically, but this does not add value to our professional upgrade, because of its disconnectedness from national education policy standards and unrecognized certification for incentive pay and/or professional growth.*

The mentorship offered by the NGOs in the camp schools receives some periodic support but remains informal and unrecognized by the Ministry of Education. Therefore, it has not led to certification, incentives, or further opportunities for professional development. The in-service training and mentorship have been at the heart of Ethiopia's teacher certification process, which is aimed at addressing the deteriorating quality of education. However, this effort has been limited by infrastructural shortages, inadequate facilities, and a lack of qualified teachers (Semela et al., 2014). The motivation of Ethiopian teachers has been hampered by low salaries, a lack of recognition, and inadequate reward schemes (Belay & Melesse, 2024). Although mentorship has been found to enhance the competence of teachers and their professional growth, it is the least exercised program in the national education arena, and access to school-based mentoring is limited for camp educators (Tessema & Belihu, 2023; Abrar, 2023; Gemeda & Tynjälä, 2015; Geletu, 2024). Therefore, the mentorship of Ethiopia's camp teachers must be nationally standardized

to ensure inclusivity in formal teacher training programs (Ahmed, 2023).

E. **Equity and Inclusivity**

Despite a joint effort and policy codes for inclusive educational practice between the Ethiopian government and the global humanitarian community, these efforts have not been successful in addressing joint professional development between camp and national teachers, as prescribed by the federal Ministry of Education and the UNHCR refugee education agenda in the country. Another KII participant also stated that:

> *Our pre-refugee educational qualification is not recognized due to our refugee status, and we are forced to fulfill national policy requirements to qualify as a teacher. Most of us are secondary school graduates and treated as an incentive teacher with less pay; the university is hardly accessible to us here in Ethiopia due to our status in the country, inclusivity is hearsay to us, let alone gender inclusion into the teaching profession at camp schools, there is no comprehensive professional development pathway for all refugee teachers in the country.*

The national PD policy framework for teachers in Ethiopia and the humanitarian policy emphasize inclusive and fair approaches to teachers' professional development. However, the majority of the current PD does not accommodate inclusivity, particularly by those with refugee status (Posti Ahokas, Janhonen Abroquah, 2021). As a result, an inclusive PD practice through collaborative spirit between actors is essential for achieving fair and high-quality teacher PD (Bukko & Liu, 2021; Niemi, 2021).

F. **Teachers Appraisal & Career Development**

Throughout the camp school, there is no formal and structured career appraisal, which hinders the career progression of refugee teachers. One of the KII participants also made a similar statement.

> *No career improvement for us leads to promotion, increased academic rank, incentive, or credit associated with years of service, the local education authorities are not recognizing the limited on-job training that we rarely engage in, nor does it reflect a career progression, nor do they have an appraisal mechanism that aligns with the national career appraisal.*

Thus, refugee teachers' PD is informal, poorly structured, and disconnected from national policy, with no apparent framework for teachers' career progression in refugee camps, despite the policy commitment to harmonized PD practice. In Ethiopia, teacher appraisal and career advancement are critical to enhancing teacher quality and student learning outcomes (Guyassa, 2021; Abrar, 2023). Site-based self-directed, self-paced, and collegial PD practices have also been emphasized in the literature as more effective in enhancing teaching practices, teachers' career progression, and lifelong learning compared to the conventional top-down approach (Tessema & Belihu, 2023; Tessema, 2023; Bayram & Bıkmaz, 2021; Latchanna, 2021). In fact, access to teachers' PD practices is a critical component that is strongly emphasized in the national policy as well. However, refugee teachers do not seem to benefit from such a training framework.

Classroom Implications

In camp-based schools, instruction is still primarily delivered traditionally, reflecting the structural implications of refugee teachers' lack of access to formal pedagogical training. Furthermore, due to underqualification and exclusion from the formalized, recognized professional development opportunities, many refugee camp teachers use outdated, teacher-centered strategies that limit refugee students' ability to learn actively and, therefore, negatively impact academic success (Farrell & Ives, 2015; Turan, 2021). The inability of teachers to meet national standards due to insufficient training and qualifications has been a major topic of discussion in global and state education policies. Consequently, many refugee teachers lack professional confidence and are less committed to the teaching profession (Sağlam & Kanbur, 2017). While Ethiopia continues to advocate student-centered approaches to teaching, instructional practice within the camp environment remains as one of passive knowledge transmission (Wiseman & Galegher, 2019). As a result of such discrepancies, refugee students who transition to schools in the host country often experience a very high

FIGURE 2. KABRIBEYAH CAMP SCHOOL, MATEWOS TSEGAYE (2022). PERMITTED AND RETRIEVED FROM LINKEDIN

dropout rate and poor learning outcomes. Thus, to close the gap, stakeholders should exert a joint effort for PD inclusion aimed at ensuring teachers' competence and student learning outcomes, particularly in a camp setting.

FIGURE 3: FIGURE 3: STUDENTS IN A CLASSROOM HAVING TEA THROUGH THE SCHOOL FEEDING PROGRAM IN KABRIBEYAH REFUGEE CAMP. AUTHOR-GENERATED IMAGE, 2025.

Major Challenges to Integrated Professional Development Practice

Many asylum seekers are coming into Ethiopia due to regional instability induced by conflict and climate adversity. Many of these individuals are educators with qualifications, experience, and teaching backgrounds; however, such credentials are not recognized within the national education system. As such, refugee educators must begin their careers again as 'incentive teachers' who earn very low salaries. One participant shared,

> *What we know and have known previously is not acknowledged; so we are forced to start from scratch and treated differently because of our status.*

In addition to this lack of recognition, there are few resources available for refugees, and there is very little institutional support, all of which contribute to a significant gap between policy provision and actual practices and ultimately diminish the quality of education in camp-based schools.

Structural Barriers

LACK OF OFFICIAL RECOGNITION

Ethiopia's rigid credentialing system overlooks refugee teachers' qualifications due to their legal status in the country, as emphasized by a key informant interview.

> *As an incentive teacher in Ethiopia, I am currently employed based on my grade twelve certificate; nevertheless, I am actually better qualified and have more years of experience in teaching than what can be established with my grade twelve certificate.*
>
> *My teaching qualifications and experience from my country do not count in Ethiopia, and I do not see how I would ever have an opportunity to upgrade my qualifications and experience through a college or university in Ethiopia.*

The lack of recognition of teaching credentials prevents inclusive PD opportunities and deepens marginalization (Alkayed, Al-Ali, and Al-Masa'Deh, 2024). Furthermore, Multifaceted rigid entry requirements for admission worsen the barriers (Miller, 2019), which ultimately affects the professional identity, equity, and inclusivity as outlined in the policy documents.

POLICY DISCONNECT

Deviation from the policy principles with actual practice is another major hindrance to the harmonization of TPD for refugee teachers. Most of the refugee-hosting countries have inclusive education policies, but almost all of these policies remain on paper and are not implemented (Crawford et al., 2021). Ethiopia has ratified almost all global documents addressing the rights and dignity of refugees, including the right to education, but such policies are not implemented. This is due to the bureaucratic system, legal barriers, and a lack of cooperation between support actors and the national education authorities, which hinder the harmonization of TPD (Miller, 2019). This further led to the marginalization of refugee teachers' PD inclusion. Thus, a unified PD in Ethiopia faces challenges such as poor facilities, budget constraints, legal actions, a lack of a structured training pathway, and less motivation (Diale & Sewagegn, 2021).

Thus, camp teachers could not access national PD programs, mainly due to the extreme oversight and bureaucratic governance system toward refugee communities. Consequently, there are no professional development opportunities available to camp teachers in Ethiopia, nor are they permitted to secure formal employment in the national education sector. According to Badawi (2021), refugee teachers are often confined to camp schools and community centers rather than governmental schools, which could deny educational opportunities for refugee children. These teachers need PD training

opportunities that address the camp context; however, most of the refugee-hosting Sub-Saharan states overlook challenges faced by refugee educators (Lagat, 2023). One KII

> *We cannot proceed with professional development with our pre-refuge documents, nor do they consider our cases, but we have to fulfill all the admission criteria, which we cannot afford, instead, leading us to opt not to engage in any professional upgrade.*

Dryden-Peterson (2016) highlighted the importance of professional integration; however, he also affirmed that many host state policies do not support this integration in practice, which may also impact the educational opportunities of both refugee children and their teachers. In Ethiopia, refugee teachers often remain ill-equipped, which prevents them from adequately accommodating the diverse needs of their students, and also, teachers are often detached from national policy practices. This gap not only affects the provision of quality education to camp schools but also narrows down the professional development opportunities of teachers and the feasibility of an integrated teaching workforce. In this respect, without appropriate training, refugee teachers struggle to navigate the ambiguity of context-driven teaching, which may lead to increased stress and professional burnout (Reinke & Göller, 2022).

INTERSECTIONALITY

Structural exclusions and policy disconnections are two issues that create significant barriers to the professional growth of refugee teachers, often referred to as intersectionality. The complex and often discriminated-against identities of many refugee educators, including refugee status, gender, ethnicity, and lower socioeconomic status, have created a cumulative PD disadvantage that severely limits their access to formal training and certification opportunities as compared to their national counterparts. Thus, refugee teachers are experiencing differential PD treatment as a result of their legal status, gender, and socio-economic status, limiting their access to opportunities for structured and nationally recognized professional development. Interviews revealed that despite their qualifications, their refugee status overshadowed their professional identity, affecting their legal status, recognition, salaries, and career progression.

> *The opportunity for professional advancement is minimal due to my social identity. However, even if I pursue a nationally accredited qualification, I will remain an "incentive teacher" due to my refugee status. As a result, neither my pay nor the associated benefits will change, as I am a refugee.*

> *I have prior teaching experience and qualifications, but I was treated as an "intensive teacher" rather than a full-fledged teacher, like my national colleagues, with extremely less pay.*

> *Refugees are outsiders here; we face discrimination on identity, legal status, and socio-economic background due to our legal status in the country.*

> *We women are culturally and legally challenged by the social expectation, particularly of gendered role differences. Let alone PD, we face challenges while working as teachers, being women is to stay hopeful.*

The intersection of refugee status and the professional development of teachers who work in refugee camps creates barriers to advancing their careers. Most of the research done on refugee education focuses on outcomes and availability for students, while teacher professional development is largely overlooked (Darling-Hammond et al., 2017; Villegas et al., 2007). Research has shown that intersecting identities such as being a refugee, having a particular gender or being a migrant and/or having a low socioeconomic status create barriers to employment, education, and recognition of previous qualifications (Suárez-Orozco et al., 2008; Sirin & Rogers-Sirin, 2015).

Thus, camp teachers in Ethiopia experience many structural barriers as a result of the combination of these factors. Many of these teachers have previous qualifications that are not valid in Ethiopia, resulting in them working as "incentive teachers" or volunteer teachers at lower pay. Furthermore, legal and labor regulations limit their access to formal employment and professional growth opportunities. In addition, Female refugee teachers also face additional constraints due to gender-related restrictions, such as caregiving duties and gendered discrimination, which further exacerbate the disparity between these two groups in terms of training and career progression.

RESOURCE CONSTRAINTS

In Ethiopia, limited resources have been a major barrier to creating a unified approach to Teacher Professional Development (TPD). Given limited funding, a lack of supportive government structures, and insufficient opportunities for teacher training and accreditation, teachers with refugee status face multiple challenges, including PD fees and the associated cost of living (UNHCR, 2021). Furthermore, overcrowded classrooms, inadequate facilities, and a lack of qualified professional staff had exacerbated the already insufficient educational service delivery in public schools. (Baker, 2020).

Table 3. Challenges Faced by Refugee TPD

	Q-2. Nodes	Q-2. Codes
1.	Policy disconnect	a. Gaps in policy practices
		b. Bureaucratic hurdles in applying policy standards

		c.	Lack of policy reinforcement
2.	Lack of official recognition	a.	Unrecognized pre-refugee qualifications
		b.	Not meeting the national teaching admission criterion.
		c.	Skills and experience not considered for career progression
3.	Resources constraints	a.	Inadequate teaching facilities and materials for training
		b.	Financial constraints for professional upgrade
		c.	Lack of local support and technological devices for remote training engagement

Table 4. ***Comparative analysis of the National Education Policy with the current professional development practice by refugee teachers***

Policy Directives	**National standards**	**Current PD practice by the camp teachers**	**Identified gaps**
Continuous Professional Development	Structured, formal, and regular professional development that aligns with the technological dynamism and the curriculum	Unstructured, less formal, infrequent, and not aligned with the national curriculum and teaching policy domain.	Inconsistent and not relevant to the national teaching standards.
Equity and inclusivity	All-inclusive and accessible training that addresses the diverse and equitable needs of students.	Negligible and more theoretically based inclusivity focus, no special provision for refugees, nor for gender, nor for disability	Camp teachers lack access to comprehensive and structured professional development.
Resource allocation	Adequate funds and facilities for TPD are designed to ensure quality instruction.	Severe resource constraints, large class size, and extremely low facilities	Inadequate resource governance and administrative bureaucracy had obstructed the camp TPD.
In-service training and mentorship program	Regular mentorship training by certified mentors	Informal, irregular, and nationally not recognized mentoring programs by uncertified mentors, mostly by NGOs and other humanitarian officers	Absence of a recognized and certified mentorship program alongside limited skills for upgrade
Teachers quality improvement	Accredited and recognized CPD for teachers at all levels	Nationally, short-term training by NGOs and other humanitarian endeavors	Unrecognized and informal accreditation, which resulted in under-qualification, poor refugee education quality, and a lack of professional progression
Teachers' Appraisal and Career Development	Continuous performance and professional development appraisal.	Lack of regular and formal appraisal, and the remaining incentive for refugee teachers	Lack of career advancement opportunities and being unmotivated to teach as a profession

PD Policy Practice Gaps and Integration Challenges

There are many professional development challenges that Ethiopian refugee teachers face, including the lack of a structured and accredited career path in the country, the lack of recognition of their pre-refugee qualifications, and the use of rarely endorsed NGO-led professional development that does not align with national standards. This is a general trend in fragile states where PD policies are often symbolic in nature, and refugee educators are marginalized in the process (Dryden-Peterson et al., 2019). For instance, evidence from Jordan shows that exclusion from the national accreditation is the primary PD integration challenge and the teaching quality (Alkhawaldeh, 2018).

A specific case of Ethiopia can be cited as a clear example, where camp educators are constantly faced with resource scarcity and training provision dominated by NGOs (Badawi, 2021). Unlike Kenya and Jordan, which provide government-supported structured PD opportunities, in Ethiopia, PD opportunities are dominated by NGOs with little government oversight (Lagat, 2023). This NGO training over-reliance by the Ethiopian government has, therefore, created an integration gap. Highlighting PD inaccessibility and marginalization, which affect teachers' efficacy. In addition, Ethiopian education policy underestimates refugee teachers' PD integration as evidenced by strict legal measures and structural barriers to the formal accreditation system. (Schutte, 2022; Lambrechts, 2020). Moreover, funding constraints continue to intensify PD exclusion, highlighting the need to recognize pre-refugee qualifications and establish accredited upgrading pathways (Alkhawaldeh, 2018; Marcu, 2021).

Global education trend and advocacy

The article explores the global commitments to equitable and inclusive education in a crisis context. For instance, the challenges faced by Ethiopian camp educators, such as the lack of formal credentials, non-recognition of prior qualifications, and resource constraints, are all issues that hinder quality education globally and humanitarian education in particular, as emphasized by Sustainable Development Goal 4 (UNESCO, 2021). These issues underscore the need for localized reforms towards a harmonized PD approach, which is compliant with the Global Compact for Refugees, UN Global Humanitarian Education Strategy, and Comprehensive Refugee Response Framework (UNHCR, 2018). This further affirms the need for equitable training in crises context (Crenshaw, 1989; Freire, 1970). In addition, the marginalization of the refugee educators mirrors global trends, which require nationally recognized PD approaches (INEE, 2022; Kagawa & Selby, 2020; UNESCO, 2023).

Embedding Teacher Agency for Integrated Policy Implementation

Despite the systematic barriers faced by camp educators, yet they strive to make a difference. For example, in fragile contexts, refugee educators show their 'everyday agency' by making use of local strategies that help them adapt the top-down policies (Dryden-Peterson & Horst, 2023). One example of this is how teachers in Nakivale Camp, Uganda, created peer-led professional learning communities that incorporate trauma-informed care and mother tongue practices (Naylor &McGuinn, 2024), while other PLCs are filling gaps in policy implementation (Tzovla & Kedraka, 2023). In Kakuma Camp, Kenya, teachers advocate for equal access to professional development (Mendenhall et al., 2021), which demonstrates a "praxis of solidarity" (Pherali, 2023). In Jordan, refugee teachers collaborate with national governments to co-design contextually relevant pedagogies (Dryden-Peterson et al., 2017; UNICEF, 2019; Culbertson & Constant, 2015). Similarly, Ethiopia has programs called the Accelerated Education program; furthermore, Rwanda has developed T4T micro-credentialing programs to help teachers get access to a state-supported accreditation (UNHCR, 2022), and also Colombia has reformed inclusive teacher PD to support camp educators' accreditation system (Sayed et al., 2019)

Conclusion

The study shows a continued marginalization of the camp educators from any recognized PD opportunities. The current PD programs are offered by NGOs and humanitarian partners, but they are informal, irregular, and not aligned with the national standards. As a result, the camp educators do not have access to accredited PD opportunities. Moreover, they frequently face systematic barriers to PD integration into the national education system, mainly due to resource constraints, structural and institutional barriers with limited government oversight, which calls for an urgent need for structured, equitable, and nationally recognized PD.

Implication

The findings imply severe PD challenges faced by camp educators and the importance of a harmonized PD model. Therefore, the study recommends a collaborative partnership platform coordination (CPPC) between UN agencies, particularly UNHCR, the Ethiopian government, NGOs, and higher education institutions to ensure camp teachers' accreditation and their PD inclusion into the national education policy framework.

References

Ababa, Addis. "Ministry of Education." *Education Management Information Systems* (2017).

Abrar, M. K. (2023). English Language Teachers' Professional Development Needs in Ethiopia. *Psychological-Educational Studies, 15*(1), 73–84. .https://doi.org/10.17759/psyedu.2023150105

Ahmed, N. N. (2023). *A study of professional development to build instructional capacity in school leaders* (Doctoral dissertation, Sage Graduate School).

Alemayehu, B. A. (2020). In-service primary school teachers' knowledge of inclusive pedagogy in Ethiopia. *Manisa Celal Bayar Üniversitesi Eğitim Fakültesi Dergisi, 8*(1), 17–30.

Alkayed, Z. S., Al Ali, S. M., & Al Masa'Deh, M. T. M. (2024). Job satisfaction amongst special education teachers. *Образование и наука*, *26*(1), 202-225.

Alkhawaldeh, A. (2018). Syrian refugees' children instructional challenges and solutions in Jordan: Teachers' and parents' perspectives. *Border Crossing*, *8*(2), 311-331.

Antoniadou, E., Palaiologou, N., & Karanikola, Z. (2022). Teaching refugee children: Challenges teachers face. *Studies in Teaching and Education*, *71*(3), 311-328.

Awoke, W. T., & De La Cruz, F. N. J. (2023). The Refugee Children's Legal Rights to Education: The Case of Bambasi Refugee Camp in Ethiopia, Africa. *Am. J. Soc. L*, *2*(2), 6-15. https://doi.org/10.54536/ajsl.v2i2.1592.

Aydin, H., & Kaya, Y. (2019). Education for Syrian refugees: The new global issue facing teachers and principals in Turkey. *Educational Studies, 55*(1), 46–71.

Badawi, M. F. A. (2021). A suggested model for teaching EFL to Syrian refugee learners in Egypt. *International Journal of Second and Foreign Language Education, 1*(1), 28–41. https://doi.org/10.33422/ijsfle.v1i1.61

Baker, D. (2020). *The schooled society: The educational transformation of global culture*. Stanford University Press.

Basnet, L. B. (2023). Exploring teachers' experiences on the construction and use of teaching materials in mathematics classrooms: A narrative inquiry. *Journal of Mathematics Education, 5*(1), 63–74. https://doi.org/10.3126/jme.v5i1.60851.

Bayram, İ., & Bıkmaz, F. (2021). Implications of lesson study for tertiary-level EFL teachers' professional development: A case study from Turkey. *SAGE Open, 11*(2), 1–14. https://doi.org/10.1177/21582440211023771.

Belay, S., & Melesse, T. (2024). Exploring the link between teachers' motivation for continuous professional development and professional learning communities: A structural equation modeling approach. *Sage Open*, *14*(3), 21582440241281855. https://doi.org/10.1177/21582440241281855

Belay, S., Melese, S., & Seifu, A. (2022). Elevating teachers' professional capital: Effects of teachers' engagement in professional learning and job satisfaction, Awi District, Ethiopia. *SAGE Open, 12*(2), 1–14. https://doi.org/10.1177/21582440221094592.

Berhanu, K. Z. (2024). The School Principals' Role in Developing the Professional Capital of Teachers: Evidence from Principals and Teachers. *Journal of Professional Capital and Community.* https://doi.org/10.1108/JPCC-11-2023-0077.

Bezabih, D., Belay, M., & Bantigegn, S. (2025). Conflict-induced household-level food insecurity in conflict-affected areas of Northeastern Ethiopia. *Food & Nutrition Research*, *69*, 10-29219.

Braun, A. (2017). Education policy and the intensification of teachers' work: The changing professional culture of teaching in England and implications for social justice. In A. R. Green, D. Lingard, & G. H. Hart (Eds.), *Policy and inequality in education* (pp. 169–185). Springer.

Buckler, A., & Gafar, A. I. A. (2013). Professional development and female teacher morale in rural communities. In B. Moon (Ed.), *Teacher education and the challenge of development: A global analysis* (pp. 115–128). Routledge.

Bukko, D., Liu, K., & Johnson, A. H. (2021). Principal practices that build and sustain trust: Recommendations from teachers in a high-trust school. *Planning & Changing, 50*(1–2), 1–25.

Carvalho, S. (2022). Refugee girls' secondary education in Ethiopia: Examining the vulnerabilities of refugees and host communities in low-resource displacement settings.

Cohen, E. (2023). "We aren't only here to teach": Caring practices of teachers in the context of inclusive refugee education in Jordan. *American Educational Research Journal, 60*(1), 3–35. https://doi.org/10.3102/00028312221138267.

Crea, T., & Sparnon, N. (2017). Democratizing education at the margins: Faculty and practitioner perspectives on delivering online tertiary education for refugees. *International Journal of Educational Technology in Higher Education, 14*(1), 1–16. https://doi.org/10.1186/s41239-017-0081-y

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine. *University of Chicago Legal Forum, 1989*(1), 139–167.

Culbertson, S., & Constant, L. (2015). *Education of Syrian refugee children: Managing the crisis in Turkey, Lebanon, and Jordan.* RAND Corporation. https://doi.org/10.7249/RR859.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional*

development. Learning Policy Institute. https://ies.ed.gov/ncee/wwc/Study/86084

Davey, R. (2013). *The professional identity of teacher educators: Career on the cusp?* Routledge. https://doi.org/10.4324/9780203584934.

Diale, B. M., & Sewagegn, A. A. (2021). Early childhood care and education in Ethiopia: A quest for quality. *Journal of Early Childhood Research, 19*(4), 516–529. https://doi.org/10.1177/1476718X211002559.

Dolan, J., Winthrop, R., Golden, A., & Ndaruhutse, S. (2012). *Building effective teacher salary systems in fragile and conflict-affected states.* CfBT Education Trust.

Dryden-Peterson, S. (2016). Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. *Theory and Research in Education, 14*(2), 131–148. https://doi.org/10.1177/1477878515622703.

Dryden-Peterson, S., & Horst, C. (2023). Education for refugees: building durable futures?. *Journal of Refugee Studies*, *36*(4), 587-603

Dryden-Peterson, S., Adelman, E., Bellino, M. J., & Chopra, V. (2019). The purposes of refugee education: Policy and practice of including refugees in national education systems. *Sociology of Education, 92*(4), 346–366. https://doi.org/10.1177/0038040719863054.

Dryden-Peterson, S., Dahya, N., & Adelman, E. (2017). Pathways to educational success among refugees: Connecting local and global resources. *American Educational Research Journal, 54*(6), 1011–1047. https://doi.org/10.3102/0002831217714321.

Farrell, T. S., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research, 19*(5), 594–610. https://doi.org/10.1177/1362168814541722.

Freire, P. (1970). *Pedagogy of the Oppressed.* Continuum.

Geletu, G. M. (2024). Relevance and effectiveness of primary school teachers' professional development policies and practices in Oromia Regional State, Ethiopia. *Journal of Adult and Continuing Education, 30*(1), 84–111. https://doi.org/10.1177/14779714241231241.

Moosa, M. (2019). Reducing practice-shock: First-year student teachers' experiences of a campus-based teaching practice model. *Journal of Education (University of KwaZulu-Natal)*, (77), 94-114. https://doi.org/10.17159/2520-9868/i77a06

Gemeda, F. T., & Tynjälä, P. (2015). Exploring teachers' motivation for teaching and professional development in Ethiopia: Voices from the field. *Journal of Studies in Education, 5*(2), 129–146. https://doi.org/10.5296/jse.v5i2.7459 .

Gemeda, F. T., Fiorucci, M., & Catarci, M. (2014). Teachers' professional development in schools: Rhetoric versus reality. *Professional development in education*, *40*(1), 71-88.

Guyassa, T., Olana, T., & Disasa, R. (2021). Exploring EFL teachers' site-based professional development: Beliefs and practices. International Journal of Innovative Research and Development, 10(4), 63–71.

Hamidah, R. R. (2023). The correlation between self-confidence and students' English speaking ability of the eighth-grade student at SMP Azmania Ponorogo (Doctoral dissertation, IAIN Ponorogo).

Hoddinott, J., Araya, M., Sabates Aysa, R., Woldehanna, T., Tiruneh, D. T., & Eryilmaz, N. (2025). Student composition, equity, and mathematics learning outcomes during a time of educational reforms in Ethiopia. *Oxford Review of Education*, *51*(5), 669-687.hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge. https://doi.org/10.1080/03054985.2024.2388047.

Inter-agency Network for Education in Emergencies (INEE). (2022). Minimum Standards for Education: Education Community. https://inee.org

Irwandi, I., & Albert, A. (2018, April). Continuing professional development for English language teachers in digital era. In *International Conferences on Educational, Social Sciences and Technology* (pp. 1045-1049). Fakultas Ilmu Pendidikan UNP.

Iyer, L. M. (2020). A self-study of pedagogical experiences in History Education at a university during the COVID-19 pandemic. *Yesterday and Today*, (24), 92-111. https://doi.org/10.17159/2223-0386/2020/n24a6.

Kagawa, F., & Selby, D. (2020). Education and climate change: Living and learning in interesting times. Routledge.

Kebede, A., Abebe, S. M., Woldie, H., & Yenit, M. K. (2019). Low back pain and associated factors among primary school teachers in Mekele City, North Ethiopia: A cross-sectional study. Occupational Therapy International, 2019, 1–8. https://doi.org/10.1155/2019/3862946.

Keddie, A. (2012). Educating for diversity and social justice. Routledge. https://doi.org/10.4324/9780203127889.

Kirk, J., & Winthrop, R. (2007). Promoting quality education in refugee contexts: Supporting teacher development in Northern Ethiopia. International Review of Education, 53(5–6), 715–723.

Koirala, K. P. (2021). Multicultural classroom teaching in Nepal: Perspectives and practices of a secondary-level science teacher. Cultural Studies of Science Education, 16(4), 1163–1182.

Kuzu, Ç. İ., & Al Jadaan, M. M. (2021). The problem faced by Syrian refugee students in the general education process and especially in mathematics education. Current Research in Social Sciences, 7(2), 61–75. https://doi.org/10.30613/curesosc.1003110.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32(3), 465–491. https://doi.org/10.3102/00028312032003465.

Lagat, M. (2023). Integration of refugee rights in teacher training in Kenya. East African Journal of Education Studies, 6(3), 374–385. https://doi.org/10.37284/eajes.6.3.1621.

Lambrechts, W. D. B. H. M. (2020). Learning 'for'and 'in'the future: on the role of resilience and empowerment in education.

Latchanna, G., Venkataramana, M., & Garedew, A. (2021). Exploring professional development of teachers: The case of Ethiopia, Finland, India, and Singapore. Education Sciences, 13(8), 826.

Magee, A., & Pherali, T. (2019). Paulo Freire and critical consciousness in conflict-affected contexts. Education and Conflict Review, 2, 44–48. https://discovery.ucl.ac.uk/id/eprint/10081479.

Marcu, D. (2021). Online teaching and learning–a new reality. *Journal of Social Sciences*, *4*(2), 43-50.

Mendenhall, M. P. (2023). Teachers' Conceptions and Enactment of Disciplinary Literacy in Elementary Science Instruction: A Comparative Case Study.

Mendenhall, M., & Falk, D. (2023). National inclusion policy openings/barriers for refugee teachers: Critical reflections from Kenya. *Journal of Refugee Studies*, *36*(4), 649-667. https://doi.org/10.1093/jrs/fead026

Mendenhall, M., Cha, J., Falk, D., Bergin, C., & Bowden, L. (2021). Teachers as agents of change: positive discipline for inclusive classrooms in Kakuma refugee camp. *International Journal of Inclusive Education*, *25*(2), 147-165. https://doi.org/10.1080/13603116.2019.1707300

Miller, J. (2019). STEM education in the primary years to support mathematical thinking: Using coding to identify mathematical structures and patterns. ZDM – Mathematics Education, 51(6), 915–927.

Mohamad Nasri, N., Husnin, H., Mahmud, S. N. D., & Halim, L. (2020). Mitigating the COVID-19 pandemic: a snapshot from Malaysia into the coping strategies for pre-service teachers' education. *Journal of Education for Teaching*, *46*(4), 546-553.Moon, J. (2007). Critical thinking: An exploration of theory and practice. Routledge. https://doi.org/10.1080/02607476.2020.1802582

Magee, A., & Pherali, T. (2019). Freirean critical consciousness in a refugee context: a case study of Syrian refugees in Jordan. *Compare: A Journal of Comparative and International Education*, *49*(2), 266-282. https://doi.org/10.1080/03057925.2017.1403312

Morales-Alexander, Y. (2023). Teaching to (un)learn: Enacting social justice in the identity development of multilingual/Latinx/BIPOC teacher candidates. Journal for Multicultural Education, 17(4), 393–405. https://doi.org/10.1108/JME-09-2022-0116.

Moussa, W., & Omoeva, C. (2020). The long-term effects of universal primary education: Evidence from Ethiopia, Malawi, and Uganda. *Comparative Education Review*, *64*(2), 179-206.Moustakas, C. (1994). Phenomenological research methods. SAGE.

Muhyie, J. H., Yayeh, D., Kidanie, S. A., Metekia, W. A., & Tilahun, T. (2025). Synthesizing the impact of armed conflicts on food security, livelihoods and social dynamics in the Amhara region, Ethiopia. *BMC nutrition*, *11*(1), 29.

Naylor, A., & McGuinn, N. (2024). Pre-service English teachers engage with the natural world through poetry: A cubed template to document the plains of the unknown world. In *Engaging with Environmental Education through the Language Arts* (pp. 149-164). Routledge.

Niemi, H. (2021). Teacher Education at the Crossroads—Educational Ecosystems for Equity and Quality of Learning. In *Envisioning Teaching and Learning of Teachers for Excellence and Equity in Education* (pp. 3-21). Singapore: Springer Singapore.

O'Neal, C. R., Gosnell, N. M., Ng, W. S., & Ong, E. (2018). Refugee-teacher-train-refugee-teacher intervention research in Malaysia: Promoting classroom management and teacher self-care. *Journal of Educational and Psychological Consultation*, *28*(1), 43-69. https://doi.org/10.1080/10474412.2017.1287576

Patrick, S. K. (2022). Organizing schools for collaborative learning: School leadership and teachers' engagement in collaboration. *Educational Administration Quarterly*, *58*(4), 638-673. https://doi.org/10.1177/0013161X221107628

Pherali, T. (2023). Social justice, education, and peacebuilding: conflict transformation in Southern Thailand. *Compare: A journal of comparative and international education*, *53*(4), 710-727. https://doi.org/10.1080/03057925.2021.1951666.

Posti-Ahokas, H., & Janhonen-Abruquah, H. (2024). Towards equity literacy: exploratory enquiry with Finnish student teachers. *European Journal of Teacher Education*, *47*(1), 5-22. https://doi.org/10.1080/02619768.2021.1952977

Posti-Ahokas, H., & Janhonen-Abruquah, H. (2024). Towards equity literacy: exploratory enquiry with Finnish student teachers. *European Journal of Teacher Education*, *47*(1), 5-22. https://doi.org/10.1080/02619768.2021.1952977

Reinke, H., & Goller, M. (2022). Supporting young immigrants in their transition from school to work: A staff perspective on the challenges of vocational integration classes. International Journal for Research in Vocational Education and Training, 9(1), 92–119. https://doi.org/10.13152/IJRVET.9.1.5.

Reynolds, A. (2024). "It Would Help If We Actually Knew about the Initiative": The Barriers Female Refugees Face in Accessing Incentive Teacher Training in Ethiopia.

Richardson, E. (2018). *Teachers of Refugees: A Review of the Literature*. Education Development Trust. Highbridge House, 16-18 Duke Street, Reading, Berkshire, England RG1 4RU, United Kingdom.

Sağlam, H. İ., & Kanbur, N. İ. (2017). Sınıf öğretmenlerinin mülteci öğrencilere yönelik tutumlarının çeşitli değişkenler açısından incelenmesi. *Sakarya University Journal of Education*, *7*(2), 310-323. https://doi.org/10.19126/suje.335877.

Sayed, Y., T. de Kock, and S. Motala. 2019. "Between Higher and Basic Education in South Africa: What Does Decolonisation Mean for Teacher Education?." In Decolonisation in Universities: The Politics of Knowledge, edited by J. Jansen, 155–180. Wits University Press. https://doi.org/10.18772/22019083351.13

Schutte, V. R., Milley, P., & Dulude, E. (2022). The coherence (or lack thereof) of Canadian refugee education policy with the United Nations' strategy. Education Policy Analysis Archives, 30(39), 1–23. https://doi.org/10.14507/epaa.30.6887.

Semela, T. (2014). Teacher preparation in Ethiopia: A critical analysis of reforms. *Cambridge Journal of Education*, *44*(1), 113-145. https://doi.org/10.1080/0305764X.2013.860080

Sesnan, B., Allemano, E., Ndugga, H., & Said, S. (2013). Educators in exile: The role and status of refugee teachers. Commonwealth Secretariat.

Sirin, S. R., & Rogers-Sirin, L. (2015). The educational and mental health needs of Syrian refugee children. Migration Policy Institute.

Stevenson, J., & Willott, J. (2007). The aspirations and access to higher education of teenage refugees in the UK. Equal Opportunities International, 26(2), 129–143. https://doi.org/10.1080/03057920701582624.

Streitwieser, B., Loo, B., Ohorodnik, M., & Jeong, J. (2019). Access for refugees into higher education: A review of interventions in North America and Europe. Journal of Studies in International Education, 23(4), 473–496. https://doi.org/10.1177/1028315318813201.

Suárez-Orozco, C. Suárez-Orozco, MM, & Todorova, I.(2008). *Learning a new land: Educational pathways of immigrant youth*.

Tamrat, W., & Habtemariam, S. D. (2019). The quest for refugee higher education in Ethiopia: The case of self-financing Eritreans. Widening Participation and Lifelong Learning, 21(2), 120–140. https://doi.org/10.5456/WPLL.21.2.120.

Teferra, T., Asgedom, A., Oumer, J., Dalelo, A., & Assefa, B. (2018). Ethiopian education development roadmap (2018–2030): An integrated executive summary. Ministry of Education Strategy Center.

Tessema, M. G., & Belihu, G. G. (2023a). Investigating EFL teachers' beliefs in the use of information and communication technologies for self-initiated professional development. Journal of Applied Linguistics and Literacy, 7(1), 40–54. https://doi.org/10.33394/jollt.v11i2.7234

Tessema, M. G., & Belihu, G. G. (2023b). Investigating university EFL teachers' perception, practice, and challenges in self-initiated professional development. Journal of Languages and Language Teaching, 11(3), 475–488. https://doi.org/10.33394/jollt.v11i2.7234.

Tsegaye, K. K. (2023). Processes, Products and Lessons in Translating Policies into Practice: The Case of IGAD Teacher Training Initiative in Refugee and Host Community Secondary Schools. *International Journal of Educational Administration and Policy Studies*, *15*(2), 117-129.

Turan, S. (2021). Pre-service teacher experiences of the 5E instructional model: A systematic review of qualitative studies. EURASIA Journal of Mathematics, Science and Technology Education, 17(8), em1994. https://doi.org/10.29333/ejmste/11102

Tzovla, E., & Kedraka, K. (2023). Transforming Teachers Through Professional Development Distance Learning Programs. In *Implementing Transformative Education With Participatory Action Research* (pp. 232-253). IGI Global Scientific Publishing.

UNESCO. (2021). World Conference on Education for Sustainable Development: https://www.unesco.org/en/articles/unesco-2021-world-conference-education-sustainable-development.

UNESCO. (2023b). UNESCO trains teachers in Kenya to inspire the next generation of scientists. https://unesco.org

UNHCR (2021) Global Trends Report. https://www.unhcr.org/media/global-trends-report-2021

UNHCR. (2018). Global compact on refugees. https://www.unhcr.org/about-unhcr/overview/global-compact-refugees.

UNHCR. (2022). UNHCR Education Report 2022 - All Inclusive The Campaign for Refugee Education. https://www.unhcr.org/media/unhcr-education-report-2022-all-inclusive-campaign-refugee-education.

UNICEF. (2019). UNICEF annual report 2019, For every child, reimagine. https://www.unicef.org/reports/annual-report-2019.

United Nations High Commissioner for Refugees (UNHCR). (2017). Left behind: Refugee education in crisis..

Van Manen, M. (2014). Phenomenology of practice: Meaning-giving methods in phenomenological research

and writing. Left Coast Press. https://doi.org/10.4324/9781003228073.

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of teacher education*, *53*(1), 20-32. https://doi.org/10.1177/0022487102053001003.

Alkayed, Z. S., Al Ali, S. M., & Al Masa'Deh, M. T. M. (2024). Job satisfaction amongst special education teachers. *Образование и наука*, *26*(1), 202-225.

Weldegiargis, A. W., Abebe, H. T., Abraha, H. E., Abrha, M. M., Tesfay, T. B., Belay, R. E., ... & Mulugeta, A. (2023). Armed conflict and household food insecurity: evidence from war-torn Tigray, Ethiopia. *Conflict and Health*, *17*(1), 22.

Wiseman, A. W., & Galegher, E. (2019). Teacher preparation, classroom pedagogy, and the refugee crisis in national education systems. In B. Streitwieser (Ed.), Comparative perspectives on refugee youth education (pp. 75–101). Routledge.

Wolfgram, M. (2020). Refugees and the audit culture of international higher education in the United States. New Directions for Higher Education, 2020(191), 55–66. https://doi.org/10.1002/he.20382.

Wondem, D. T., Tesfamicael, S. A., & Getahun, D. A. (2023). Institutional setting and its influence on the teaching of mathematics: Implications to implementing reform vision in mathematics education in Ethiopian schools. Education Sciences, 13(2), 114. https://doi.org/10.3390/educsci13020114.

Zeichner, K., & Bier, M. (2015). Opportunities and Pitfalls in the Turn toward Clinical Experience in US Teacher Education1. In *Rethinking field experiences in preservice teacher preparation* (pp. 20-46). Routledge.

Zepro, N. B., Medhanyie, A. A., Probst-Hensch, N., Chernet, A., Tschopp, R., Abongomera, C., ... & Merten, S. (2024). Navigating challenges: a socioecological analysis of sexual and reproductive health barriers among Eritrean refugee women in Ethiopia, using a key informant approach. *BMJ open*, *14*(4), e080654. https://doi.org/10.1136/bmjopen-2023-080654.

Adan Hussein (PhD) is Assistant Professor of Education Policy and Leadership Studies, Dilla University, Dilla, Ethiopia.

Befekadu Zeleke (PhD) is Associate Professor of Education Policy at Addis Ababa University, Addis Ababa, Ethiopia.

Mesfin Molla (PhD) is Associate Professor of Education Management at the Federal TVET Institute, Addis Ababa, Ethiopia.

This work is licensed under a Creative Commons Attribution 4.0 International License.

This journal is published by Pitt Open Library Publishing..