



Norwegian Teacher Initiative: Strengthening Multi-Partner Cooperation to Support Teacher Policy and Improve Learning

Joint UNHCR/Teacher Task Force (TTF) Webinar on Crisis-Sensitive Teacher Policy and Planning in Emergency and Displacement Situations

16 September 2021 – 11.00-12.30 GMT

Concept Note

Background

One of the aims of the [Norwegian Teacher Initiative \(NTI\)](#) is to support education authorities to elaborate strategies that will strengthen national teacher policies and the teaching and learning components of their national education sector plans. The increase in crises and emergencies affecting education around the world, including the recent COVID-19 pandemic and the rise in forced displacement¹, has demonstrated the need for thoughtful crisis-sensitive planning in education, including in national teacher policies.

Through prevention and mitigation, crisis-sensitive planning contributes to bridging the humanitarian and development nexus, calling on all actors to join forces to build the resilience of education systems. Crisis-sensitive planning is a systematic approach to make countries more prepared to reduce or mitigate the risk and to take measures and steps to be prepared to respond. Applying a crisis-sensitive lens is a long-term effort that must involve a large range of actors and be mainstreamed throughout education systems, from education sector analysis to policy and budget.

As frontline workers, teachers are best placed to support the learning and well-being of children and young people displaced by conflict or crisis and to prevent them from dropping out of school, provided that they themselves receive adequate support. Teachers can also play a key role in crisis-sensitive planning if they are properly trained, supported and equipped. Applying a crisis-sensitive lens in the development of national teacher policies is about addressing teacher management issues, so as to ensure that there are sufficient numbers of available, qualified teachers that can ensure education continuity when crisis hits; providing teachers with appropriate training and preparation and ensuring their safety and wellbeing; setting up adequate information sharing and consultation mechanisms; and identifying key actions that teachers can take to make schools area of peace and safety.

This webinar on *Crisis-Sensitive Planning in Emergency and Displacement Situations* will build on the [Guidance Note on Developing a Crisis-Sensitive Teacher Policy](#), jointly developed by UNESCO, UNHCR, ILO, and UNICEF in 2020 under the Norwegian Teacher Initiative (NTI). It will highlight some of the key provisions needed to ensure that a teacher policy is also a crisis-sensitive policy.

The webinar will also launch a consultation process to create a new module on Crisis-Sensitive Teacher Policy which will complement the [Teacher Policy Development Guide](#) developed by the [International Task Force on Teachers for Education 2030](#).

¹ By the end of 2020 more than 82 million people were forcibly displaced – of which 33 million were under 18 ([UNHCR Global Report 2020](#)).



Objectives of the Webinar and Guiding Questions

As a partner of the Norwegian Teacher Initiative, UNHCR, in collaboration with the International Task Force on Teachers for Education 2030 (TTF), is organizing this webinar in line with its commitment to contribute to the strengthening of national teacher policies by providing expertise on education for forcibly displaced populations and on crisis-sensitive planning to support the inclusion of refugee and displaced children and youth in national education systems.

The webinar's objectives will be to:

1. Advocate for increased support for teachers in emergencies and make recommendations for improved crisis-sensitive planning in the development and implementation of teacher policies;
2. Understand the role of teachers in supporting crisis-sensitive planning, in view of including all children and youth in emergency and displacement contexts;
3. Share lessons learned from teachers' experience during the COVID-19 response.

To this end, the following questions linked to the key policy areas of the [Guidance Note on Developing a Crisis-Sensitive Teacher Policy](#) will guide the discussion with the panellists, in order to put forward recommendations and lessons learned:

- **Key Policy Area 1 – Suitable employment and working conditions:** How did working conditions change during the COVID-19 crisis and what attempts were made by the Ministry of Education to compensate for the change in working conditions? What aspects of teacher management have been impacted by the crisis and would have required crisis-sensitive planning? What examples of good practice are there concerning crisis-sensitive teacher management?
- **Key Policy Area 2 – Appropriate teacher training and preparation:** How do countries translate teacher policies into practice in crisis contexts? What role can teachers play before, during and after an emergency? What teacher training needs and initiatives have emerged as a result of COVID? What are safe work practices in a crisis context?
- **Key Policy Area 3 – Information sharing and consultation mechanisms:** How were teachers consulted and how was information shared with teachers during the COVID response? What is the role of teachers in back-to-school campaigns, particularly for most vulnerable children?
- **Key Policy Area 4 – Teacher support for continued teaching and learning:** How did supervision of teachers take place during COVID? What pre-crisis preparation would have been useful? What additional resources have or have not been made available? What is the role of peer support groups in responding to a crisis?

Target Audience

The webinar is directed at education stakeholders interested in crisis-sensitive education planning and programming: policy makers and planners in Ministries of Education, practitioners in international and national NGOs, UN agencies and other education actors, particularly those involved in supporting teachers and other education personnel.

Representatives from the seven NTI Partners, as well as teachers from different countries are also invited to participate in this webinar.



Format, Duration and Panellists

The 90-minute webinar will take place on Thursday 16 September, from 11am to 12.30pm (GMT).

The webinar will begin with some opening remarks on the importance of crisis-sensitive teacher policies, followed by a presentation of the outline of the new module on Crisis-Sensitive Teacher Policy of the Teacher Policy Development Guide. The panel discussion will be moderated by a representative of UNESCO's International Institute for Educational Planning (IIEP) and will be followed by a Q&A session moderated by a representative of UNHCR.

Speakers:

- M. Carlos Vargas Tamez, Chief of the Teacher Development Section, UNESCO HQ, and Head of TTF Secretariat.
- Ms. Constance Alezuyo, Coordinator of the Education Response Plan, Secretariat for Refugees and Host Communities, Ministry of Education and Sports, Uganda.
- Angéline Neya-Donbwa, Technical Secretary for Education in Emergency Situations, Ministry of Education, Literacy and Promotion of National Languages, Burkina Faso.
- National teacher working in refugee settlement in Uganda.
- Internally displaced teacher from Burkina Faso.

Simultaneous interpretation will be provided in English and French.

Run of Show

Time	Item	Speakers
11.00-11.10	Introduction and opening remarks on the importance of crisis-sensitive teacher policies	IIEP
11.10-11.20	Presentation of the new module on Crisis-Sensitive Teacher Policy of the Teacher Policy Development Guide	UNESCO & TTF Secretariat
11.20-12.00	Panel Discussion moderated by IIEP <ul style="list-style-type: none"> • Ms. Constance Alezuyo, Coordinator of the Education Response Plan, Secretariat for Refugees and Host Communities, Ministry of Education and Sports, Uganda • Angéline Neya-Donbwa, Technical Secretary for Education in Emergency Situations, Ministry of Education, Literacy and Promotion of National Languages, Burkina Faso • National teacher working in refugee settlement in Uganda • Internally displaced teacher from Burkina Faso 	MoE Representatives from Uganda and Burkina Faso Teachers working in forced displacement contexts
12.00-12.20	Q&A moderated by UNHCR	Audience/Panellists
12.20-12.30	Closing remarks and subsequent steps for the development of the crisis-sensitive teacher policy module	UNESCO & TTF Secretariat