THE CHALLENGES OF TEACHING IN EMERGENCY SETTINGS

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Attractiveness and wellbeing

- **A global shortage** - more so in emergency settings
- **Teacher wellbeing** – affected by working conditions
- **Motivation affected** - job satisfaction, a sense of self-fulfilment, or adequate compensation
- **Added difficulties** – relevance of the curriculum
- **Hostile and unsafe environments** – affective dimension, psychosocial and socio-emotional support
- **Data on teacher wellbeing is missing** – study commissioned for Global Report on Teachers
Attractiveness and wellbeing

- Teachers in crisis are regularly **under attack**: threats, academic freedom, sexual abuse
- **Capacity and training**, hired as community or volunteer teachers – impact on teacher status
- **Professional development** and pedagogical tools can enhance attractiveness
- Supporting teachers’ **wellbeing and mental health** through professional development and tools to promote teacher attraction, recruitment and retention
- **Joint blog** with *Geneva Graduate Institute and NORRAG* on International Day to Protect Education from Attack

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To address teacher shortages in crisis...

Chris Henderson, Geneva Graduate Institute and NORRAG. Teachers in crisis and emergency contexts...

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Teachers in emergencies at the front line

- Three key roles of teachers: **educators, caretakers and nation and community-builders**
- Importance of **recognizing prior learning** – it impacts status of teachers and attractiveness
- Different **profiles**:  
  - refugee teachers,
  - internally displaced teachers,
  - returnee teachers
- Positive relationship between **cumulative risk and burnout**
- Critical to provide skills to teachers to support them to **deliver adequate psychological support in crisis.**
  - **Teacher wellbeing** should be at the forefront of **policy making**
During UNESCO Higher Education Conference (2022): call to Member States to adopt the principles of the right to education ("non-discrimination", "equality of opportunities") within their policies and programmes.

In this context, UNESCO is leading the Qualifications Passport for Refugees and Vulnerable Migrants Initiative:

- support access to higher education of migrants and refugees

Only 6% of refugees have access to tertiary and higher education

key obstacle is the lack of recognition of their prior learning, qualifications and credentials.

The UNESCO Qualifications Passport (UQP) is a concrete tool for recognition that is contributing to ensuring the rights to access tertiary and higher education for refugees and vulnerable migrants.

Facilitates integration of teacher mobility
Teacher mobility

- The other side of teacher mobility:
  - Concern for shortages in crisis and other challenging contexts, beyond crisis settings, e.g. brain-drain in the Caribbean
- Global teacher shortages promote migration of teachers
  - leads to global imbalances
- Limited data – commissioned study for Global Report on Teachers
- Migration for wage differences but also symbolic working conditions
- Huge costs of teacher mobility, trained teachers leaving the country.
- Increase teacher motivation and working conditions to attract and retain teachers.
Thank you

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