



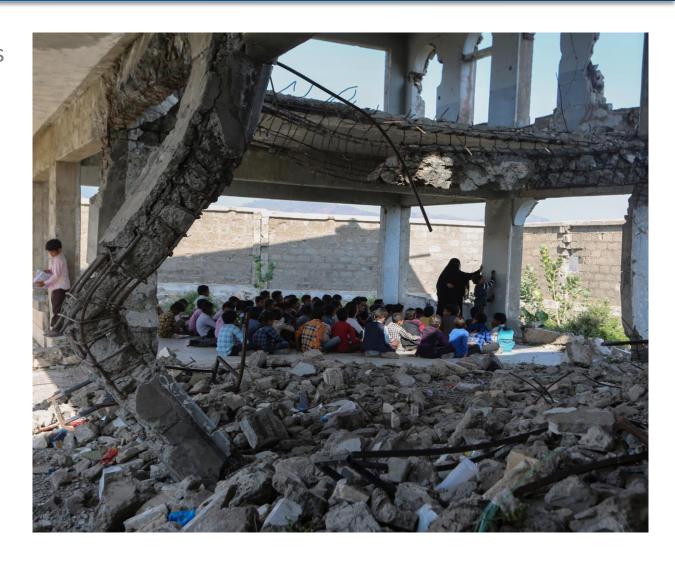


THE CHALLENGES OF TEACHING IN EMERGENCY SETTINGS

Carlos Vargas Section for Teacher Development, UNESCO Secretariat of the International Teacher Task Force

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



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To address teacher shortages in crisis...

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

- 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



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





Qualifications Passport for Refugees

- 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.

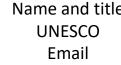


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