

OCTOBER 2023
5 World Teachers' Day



Teacher education in emergencies to support attraction and well-being
6 October 2023

Date: 6 October 12:00 - 14:00 CET

Format: online on Zoom

Languages: Simultaneous interpretation will be available in English and French

Zoom link for remote participation: <https://unesco-org.zoom.us/meeting/register/tZYtc-uvrT8oG9K11CIEmKR-ek502qeYgQI7#/registration>

Background

Emergencies caused by armed conflict, natural disasters, pandemics and the effects of global climate change disrupt education for millions of children worldwide. By the end of 2022, 43.3 million children lived in forced displacement¹, and more than half of school-aged refugee children were out of school². In countries affected by emergencies and protracted crises, young people suffer the loss not just of homes and loved ones but of access to education and a safe learning environment, impacting their futures and that of broader society. Access to quality education is further hindered by the displacement of qualified teachers, who, as refugees themselves, encounter barriers to accreditation, professional development and employment in host countries. The displacement of refugee teachers, in addition to the loss of infrastructure and resources, severely hampers the provision of adequate education, further amplifying the crisis.

In the coming decades, the worsening effects of global climate change threaten to forcibly displace greater and greater numbers of people worldwide as sea levels continue to rise and environmental hazards intensify. UNESCO works to ensure that inclusive and equitable quality education remains a priority in humanitarian response and recovery assistance for migrants, refugees, internally displaced

¹ <https://www.unicef.org/press-releases/number-displaced-children-reaches-new-high-433-million>

² <https://www.unhcr.org/steppingup/>

people, returnees and host communities to ensure the continuity of vital teaching and learning processes even in the face of severe crises.

In 2023, World Teachers Day will focus on the attractiveness of the teaching profession, exploring the meaningfulness of being a teacher and the importance of attracting and retaining teachers. This is particularly critical in crisis-affected contexts where teachers have insufficient training and challenging working conditions, which negatively affect the well-being, the retention of current teachers and disincentivises new professionals from entering teaching. Additionally, teachers are not only charged with caring for displaced and traumatised children but have often been victims of violence and experienced displacement.

About the event

Following the theme of World Teacher's Day 2023, this session led by the Teacher Task Force will explore the unique challenges of teaching and learning, strengthening the attractiveness of the teaching profession and retention of teachers in emergency contexts. It will present some examples of teachers' professional development and digital tools to support the teaching process in emergencies, enhance attractiveness and ensure continuity of education and access to quality distance learning. Teacher qualifications and professional development are critical elements to ensure the profession's status and to draw and retain new teachers. Various governments and organisations have made efforts to support teacher professional development in emergencies through training packs and digital programmes. This session will explore some of these efforts, their challenges and opportunities to support teachers and will unpack the impact of teacher training on supporting teacher well-being and the attractiveness of the profession.

This session will explore some of the initiatives that have been successfully carried out or are underway to support educators in crisis settings to continue delivering high-quality and inclusive teaching. The common challenges and opportunities present in emergency contexts will be discussed and explored to identify effective practical strategies for ensuring that crisis-affected children and youth can still access their rights to education. Particular attention will be paid to supporting teachers' well-being and mental health, especially during emergencies, through professional development and tools to improve educational effectiveness and sustainably promote teacher attraction, recruitment and retention.

Presentation on UNESCO programme in Ukraine

The session will begin with a short introduction to the current projects in Ukraine by UNESCO's Global Education Coalition. The war against Ukraine has forcibly displaced over 15 million people, putting the right to education of millions at risk. Teachers in Ukraine, including those internally displaced due to the crisis, lack resources, training, and support to teach in their distance-based and hybrid education situation brought about by first the Covid-19 crisis and now the ongoing war. This community has also become underserved due to education resources being redirected towards the war effort.

According to a survey³ November and December 2022⁴, 75% of school children experienced stress. 54% of Ukrainian teachers are professionally "burned out", and 46% identified psychological support as the top need for their schools.

As the ongoing war prevents many Ukrainian students from returning to school, UNESCO, in partnership with Google.org and the Global Partnership of Education, is implementing a programme to support teacher professional development in the country. Activities focus on providing computer hardware and equipment to facilitate online teaching and learning. In addition, teachers are also being further supported via the creation of a suite of digital education resources for professional development focused on pedagogical skills for distance and hybrid learning, along with elements of Social Emotional Learning (SEL) and Mental Health Psychosocial Support (MHPSS) to promote a psychologically safe educational environment. Efforts also focus on supporting the capacities of Teacher Training Institutions through institutional analysis and strengthening, content development and curation to support the implementation of NUS reform and teacher communities of practice.

Insights from UNHCR's Multi-country Typology of Teachers in Refugee and Displacement Settings study

UNESCO works closely with the UN Refugee Agency (UNHCR) to support efforts to ensure that aspiring teachers among the refugee and other forcibly displaced population can continue to acquire teaching qualifications through tertiary education opportunities. For example, in Chad, UNHCR and its NGO partners have established two training institutes for Sudanese refugees. UNHCR is also working on a Typology of Teachers in Refugee and Displacement Settings, encompassing 16 countries and examining key dimensions, such as teacher management, professional development and well-being. This research will help illustrate the impact of professional development on teachers in emergencies' well-being and professional status. Representatives from UNHCR will be attending as speakers in this session's roundtable discussion to share insights from their work on teacher professional development, and management in refugee context, spotlighting ways in which the teaching profession status and attractiveness can be strengthened in displacement settings.

Insights from INEE/Teacher in Emergencies and Crisis Context Working Group

In the past few years, INEE has made significant contributions to teacher wellbeing in emergency settings, mainly through a collaboration between the Teachers in Crisis Contexts (TiCC) and Psychosocial Support and Social and Emotional Learning (PSS-SEL) working groups. The collaboration led to a Teacher Wellbeing in Crisis Contexts Toolkit that aims to support EiE actors in responding to the specific needs of teachers in their local contexts.

Most recently, INEE has published a workshop pack to promote and apply good practices identified in its Teacher Wellbeing Toolkit. The workshop is designed to bring education actors from different levels of the system together to define and contextualize teacher wellbeing policy and practice priorities and enhance the sense of purpose and wellbeing and, hence, the attractiveness of the teaching profession. The INEE and TiCC network members will also participate in the roundtable discussion to offer additional perspectives on the key challenges facing teacher training in emergency settings.

³ UNESCO (2023) Management report: Education Sector, 2022

<https://unesdoc.unesco.org/ark:/48223/pf0000385819>.

⁴ Source: https://24tv.ua/education/navchannya-chas-viyni-skilki-vchiteliv-vigorili-uchniv-stresuye_n2244489

Agenda and list of speakers

<p>6 October 2023, 12:00-14:00 (CET)</p>	<p>Venue: online meeting on Zoom: https://unesco-org.zoom.us/meeting/register/tZYtc-uvrT8oG9K11CIEmKR-ek502qeYgQl7#/registration</p>
<p>5 minutes</p>	<p>Welcome Remarks and moderation by Ms Yayoi SEGI-VLTCHEK Chief of Section of Migration, Displacement, Emergencies and Education, UNESCO</p>
<p>10 minutes</p>	<p>The challenges of teaching in emergency settings Mr Carlos Vargas, Chief of Teacher Development Section at UNESCO and Head of the Teacher Task Force Secretariat</p>
<p>95 minutes</p>	<p>Roundtable Discussion: How do trainings of teachers support teachers' well-being and attractiveness and develop skills for teaching in emergencies?</p> <p><i>Supporting the continuity of teaching and digitalisation of education in Ukraine (GPE and Google.org projects)</i></p> <ul style="list-style-type: none"> • Mr Dmytro Zavgorodnii, Deputy Minister of Ministry of Education and Science of Ukraine – digitalisation and challenges of teaching and learning process in Ukraine • Ms Katja Hinz and Ms Claire Thibault, IIEP, Crisis-sensitive teacher policy and planning: lessons from the UNESCO-Teacher Task Force Teacher Policy Development Guide and a study of teacher management in refugee settings • Ms Mary Mendenhall, Associate Professor, Teachers College, Columbia University, the UNHCR Typology of Teachers in Refugee and Displacement Settings • Ms Oula Abu-Amsha, Coordinator Learning and Development, INEE TICC – a teacher training package for teachers in emergency situations <p>Q&A</p>
<p>5 minutes</p>	<p>Pledge document developed by the 2023 Global Refugee Forum (GRF) Teachers Task Team</p>
<p>5 minutes</p>	<p>Closing Remarks by Ms Yayoi SEGI-VLTCHEK, Chief of Section of Migration, Displacement, Emergencies and Education, UNESCO</p>