Crisis-sensitive teacher policy and planning

Module on the Teacher Policy Development Guide
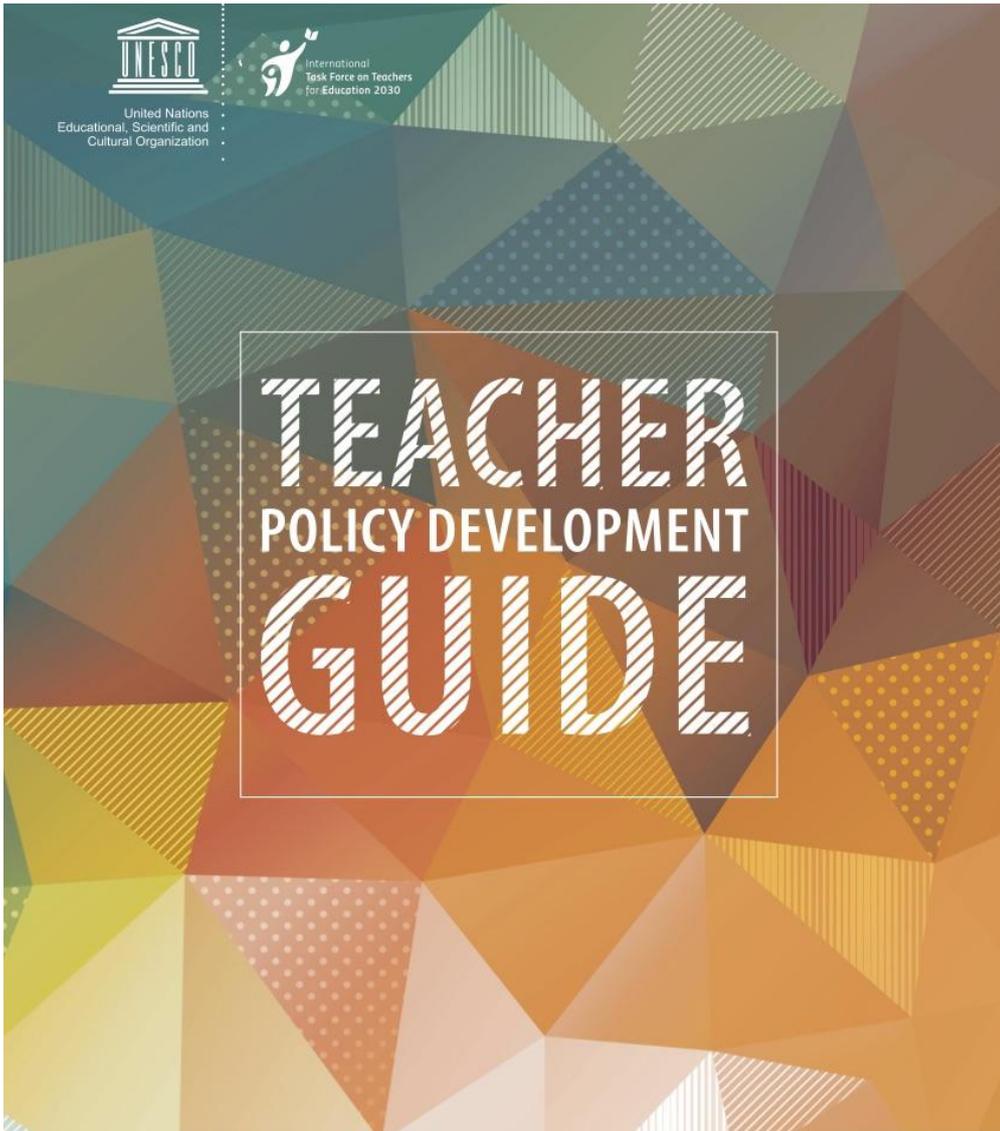
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Introduction

Increasingly, the prevalence of crises and disasters worldwide threatens education continuity and quality. At the end of 2020, 82.4 million people were forcibly displaced due to persecution, violent conflict, human rights violations, natural disasters, and events seriously disrupting public order (UNHCR, 2021a), of which, an estimated 35 million are children (UNICEF, 2021).

Sometimes, school communities are the direct target of attacks. The Global Coalition to Protect Education from Attack (GCPEA) found that more than 8,000 students, teachers, and other school personnel across 37 conflict-affected countries were killed, injured, abducted, threatened, arrested, and detained by armed forces, law enforcement, other state security entities, and non-state armed groups between 2015 and 2019 (GCPEA, 2020b). In addition to threatening education continuity, these crises often magnify existing challenges and inequalities, especially for girls and women who are disproportionately affected. Because of the climate of fear they induce, such attacks often result in permanent school closures and dropouts, especially for girls (GCPEA, 2020a).

Epidemics can also pose a significant threat to education, as shown by the Ebola crisis in 2014 in Western Africa or the ongoing COVID-19 crisis, which has thrown education systems around the world into turmoil. Between April and May 2020, hundreds of thousands of schools were forced to close, putting entire school communities, from school staff to learners, in an unprecedented situation of distress. The longstanding effects of this crisis are not yet known, though recent reports suggest that about 100 million children worldwide will fall below the minimum proficiency level in reading as a result of school closures (UNESCO, 2021). Further, evidence suggests there are several ways in which the COVID-19 pandemic may intensify violence against women and girls, such as increased risk of domestic violence, abuse, and sexual exploitation (FCDO, 2020). Finally, major public health emergencies such as COVID-19 heighten the risk of children not returning to school, as they may be pushed into the labour market, for example, or facing unwanted or unplanned pregnancy in the case of girls. A survey conducted among out-of-school girls in refugee settlements by War Child in Uganda found a 23% increase in teenage pregnancies in 2021 compared to 2020, with "being out of school for a long period of time" identified as the main contributing factor (War Child, 2021).

Education systems are often under-prepared to foresee, respond to, and recover from crises. This omission in educational planning compounds already chaotic situations, leaving frontline actors with limited guidance. Therefore, local successes to overcome crisis-induced consequences depend on school leaders' and teachers' sense of initiative and innovation, and involvement of the broader school community. While some promising practices to build on may emerge from this, it also threatens equity and education quality and puts additional pressure on school actors.

In such contexts, teachers who are well prepared may act as critical agents of support and protection to affected children and youth, bringing them a sense of safety and normalcy. Their support to affected learners is therefore essential. However, responding to those complex needs requires addressing teachers' needs in the first place. Teachers need to be equipped to teach in increasingly challenging conditions – such as damaged facilities or overcrowded classrooms, classes with learners from different education systems which use different curricula and languages, or even the risks of insecurity. Since teachers are also impacted by crises in various ways, they also need to receive full psychosocial, material, and financial support in order to play the supportive role that learners need.

Applying a crisis-sensitive lens in the development of national teacher policies is therefore essential to ensure that teachers can act as critical agents of support and protection and to ensure that quality, inclusive education continues, even during crisis. This involves working to anticipate and address challenges with recruitment, deployment, retention, training, ensuring job security and safe working conditions, prioritising teacher well-being, and identifying key actions that teachers can take to make

schools areas of peace, safety, and learning. Such a lens requires the inclusion of key provisions to dimensions of teacher management necessary for the prevention and mitigation of, and recovery from conflict and disaster.

About this module

This module has been created to promote the development and implementation of crisis-sensitive national teacher policies, in recognition of the important role played by teachers in preparing for and responding to crisis and emergency situations. It complements the *Teacher Policy Development Guide* (TPDG) released in 2019 by UNESCO and the International Task Force on Teachers for Education 2030.

The 2019 Guide was designed as a dynamic tool to address emerging teacher policy challenges. It is built on the premise that a holistic teacher policy is needed to improve the quantity and quality of teachers. To be effective in enabling inclusive, quality education, teacher policies must be comprehensive and integrate different interrelated aspects of the profession, such as teacher education, recruitment and retention, deployment, accountability, standards, career structure, teachers' working conditions, including rewards and remuneration and school governance. In addition, teacher policies need to be well planned, resourced and aligned with other educational and non-educational policies to ensure effective implementation.

This module aims to highlight the importance of crisis-sensitive teacher policies, in order to increase the resilience of education systems, ensuring education stakeholders are better able to prepare for and respond to crises.

Scope

By focusing on teachers in crisis, this policy guidance aims to help UNESCO Member States respond to the call in the Incheon Declaration and Framework for Action to implement Sustainable Development Goal 4 to "ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within adequately resourced, efficient and effectively governed systems" (UNESCO, 2012). It draws on the growing evidence from the field and the experience of UNESCO, the Teacher Task Force, the IIEP, UNHCR, and their partners in crisis-sensitive planning. It is inspired by the work of the Norwegian Teacher Initiative (NTI), led by UNESCO, which produced a guidance note on crisis-sensitive planning to support teachers and improve learning, and was open to public consultation to produce this module.

Building on the original guidance note, this module targets all actors in charge of organising education services, ministries of education in the front line, decentralised actors, school directors, supervisors and non-state actors involved in the delivery of education: development partners, NGOs, civil society actors. It is intended to guide them in critical dimensions of teacher management. As such, this module offers directions for policymakers to delineate the scope of actions needed for teacher management in crisis situations. It does not however guide the implementation of such strategies. Prioritization will be necessary for the latter, depending on the context, needs, and available resources. Rather, this module aims to facilitate and structure the dialogue on priorities that should be identified in each country or area affected by a crisis before implementation.

Finally, these general recommendations do not focus on any specific school level or age group. It concerns the teaching profession at large. As such, the challenges identified, the objectives, and the strategies apply to different levels of education. Some will be more salient for a specific age group than others.

Terminology

In education planning, **crisis** is an umbrella term that refers to events or circumstances posing a critical threat to the safety and well-being of a community or other large groups of people, including conflicts, disasters, public health emergencies, and forced displacement.

Human-made hazards are conditions that derive from technological processes, human interaction with the environment, or relationships within and between communities. Examples include war/conflicts, hazardous material spills, and environmental contamination.

Natural hazards are predominantly caused by geophysical, meteorological, hydrological, climatic, and biological conditions or processes.

Disasters are the consequences of events triggered by natural hazards that overwhelm local response capacity and seriously affect the social and economic development of a community or region.

An **epidemic** refers to the occurrence of an unusually large or unexpected number of cases of a disease, illness, specific health-related behaviour, or other health-related event for a given place and time (WHO, 2020).

A **pandemic** refers to a worldwide outbreak of a disease in numbers clearly in excess of normal or the global spread of a new disease (WHO, 2020).

Conflict is a feature of a system which includes two or more actors in pursuance of incompatible interests or goals. The term is often used interchangeably with violence, though a conflict may be violent or latent. Violent conflict is used to describe acts of open hostility. Latent conflict, often referred to as structural violence, is used to describe situations of tensions, which may escalate into violence (INEE, 2021).

A **complex emergency** is a multifaceted humanitarian crisis in a country, region, or society where a total or considerable breakdown of authority results from internal or external conflict requires a multi-sectoral international response (INEE, 2021).

Forced displacement refers to the involuntary movement of people from their locality or environment and occupational activities. It is a form of social change caused by many factors, the most common being armed conflict. Natural disasters, famine, development, and economic changes may also cause displacement (UNESCO, 2017). Refugees and internally displaced persons (IDPs) are two critical categories of displaced populations.

Preparedness is the knowledge and capacities developed by governments, professional response and recovery organizations, communities, and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent, or current hazard events or conditions (INEE, 2021).

Response refers to the provision of emergency services and public assistance during or immediately after a disaster to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called disaster relief. The division between this response stage and the subsequent recovery stage is not clear-cut. Some response actions, such as the supply of temporary housing and water supplies, may extend well into the recovery stage (INEE, 2021).

Recovery is the restoration and improvement of facilities, livelihoods, living conditions, or psychosocial well-being of affected communities, including efforts to reduce disaster risk factors (INEE, 2021).

How do crises impact education systems?

Crises have potentially destructive effects on education systems:

Access: education facilities may have been damaged or destroyed or occupied as a shelter by displaced populations or by armed groups, roads may be impassable, and insecurity may prevent teachers and learners from going to school. In some cases, schools can be a target and travelling to schools can be especially dangerous.

Internal efficiency: crisis and emergencies profoundly hinder education continuity. Displacements, destruction of school facilities, and threats to educational personnel may result in a surge in dropouts/ attrition of both learners and educators. Repetition rates are also likely to increase.

Quality: Pupil-to-Teacher ratios may surge due to displacements; classrooms may be overcrowded; educational resources may have been destroyed; qualified teachers may be lacking; both pre- and in-service teacher training and professional development may be disrupted; the learning environment may be unsafe.

Equity: some groups may be disproportionately affected by a conflict or a natural hazard because of their socioeconomic status, gender, ethnicity, religion, beliefs, social norms, and location, or because they were already vulnerable and marginalized before the emergency, or because they are forcibly displaced and not accounted for in the education planning of their host country/region. Crises tend to aggravate existing gaps among the populations and cause an increase in disparities in education access, with exacerbated risks for girls.

Governance: crises can significantly impact the management of the system, affecting data availability and collection processes and the human resources (from central level ministry officials to school inspectors and school staff) that run the system from day to day. Besides, data systems may not be intended to collect data from some pupils (e.g., displaced pupils), or may not be disaggregated by refugee status.

Crisis-sensitive planning is based on the idea that it is crucial to minimise these adverse effects because education has a potentially decisive role in both the prevention of and the response to crises. However, when there are biases in curricula, or when education is politicized, education can drive or exacerbate the risk of crises. On the other hand, education can play a key role in preventing disasters and conflicts and constructing peaceful and resilient societies by disseminating life-saving messages about environmental and health risks and fostering social cohesion through promoting citizenship, respect for others, and tolerance. Further, schools can provide a safe space for children during an emergency as school routines bring a sense of normality and support a successful learning trajectory.

What is crisis-sensitive planning?

Crisis-sensitive educational planning (CSP) involves identifying and analysing the risks to education posed by conflict and natural hazards. This means understanding:

1. how these risks impact education systems, and

2. how education systems can reduce their impact and occurrence.

The aim is to reduce the negative impact of crises on education service delivery while at the same time fostering the development of education policies and programmes that will help prevent future crises from arising in the first place.

A crucial part of CSP is overcoming inequity and exclusion in education, which can exacerbate the risk of conflict when left unchecked. It is also essential to develop strategies to respond adequately to crises and preserve education even in the most challenging circumstances.

How do crises impact learners?

Hazards, disasters, conflicts, attacks on schools and teachers, and forced displacement may have devastating and long-lasting consequences for communities because they "weaken or damage the support systems that normally provide protection and psychosocial support to children and youth" (UNESCO, 2010). Many children caught in emergencies are exposed to significant risks, including losing their homes, families, and communities, economic insecurity, injury, illness, and even death. Forcibly displaced children and youth may have to leave friends and family while fearing further displacement and being separated from their parents. In some conflict situations, armed forces may recruit children to take part in conflict directly as child soldiers. This exposure may be traumatic, leading to long-term psychosocial injury. Common effects of such exposure, especially to violence or repeated violence, are psychosocial disorders, aggression, loss of expressing emotion, and withdrawal from social contact (Sinclair, 2002). Such traumatic experiences in turn affect children and youth schooling, including difficulty concentrating and learning, socializing, significantly disrupted or interrupted education, high risk of dropping out. Those situations create specific educational and psychosocial needs that teachers will have to address.

How do crises impact teachers and teacher management?

Teachers and other educational personnel are the frontline providers, essential for ensuring education continuity, quality, and equity. Governments and other partners have a duty of care not just for learners but also for teachers and other personnel affected by the crisis. Emergencies may severely impact teachers in the following ways:

Teacher shortages, absenteeism, attrition and turnover: the teaching workforce may shrink either because teachers have fled for safety reasons or have been killed, injured, or displaced; retaining teachers in unsafe environments might become a pressing issue; they may be limited in travelling to schools where they teach due to impeded routes, lack of nearby housing, security issues within the school or between homes and schools, disruption of salary payments, illness, and trauma, or even recruitment into the military, leading to high absenteeism and turnover.

Teachers' job security, well-being, and safety: in times of crisis, teachers may be confronted with financial insecurity because national payment systems may break down and education budgets be reduced. Teachers may not be able to move safely to collect their salaries (Center for Universal Education at Brookings & CfBT Education Trust, 2012). In case of displacements, it may become challenging for the government to pay teachers outside their districts. At the same time, in many refugee-hosting areas, teachers may not have been on the national teacher payroll before the crisis and are therefore paid by communities. Crises often further impoverish the entire community, leaving parents unable to pay for education and teachers. This loss of compensation and benefits place teachers in economic distress. Additionally, teachers are not exempted from pressure, fear, and anxiety caused by crises. They need psychosocial support in the same way that affected learners do. When unmet, financial, social, emotional, and physical needs may hinder teachers' ability to respond to learners' educational and non-educational needs.

Teaching quality: teachers may suddenly be confronted with overcrowded classrooms of heterogeneous learners in terms of language, culture, origin, grade, learning, and psychosocial needs. They may have to deal with damaged facilities, lack of educational material, unsafe environment, etc. They would need to adapt their teaching practices to these emerging challenges quickly. Ministries may also struggle to attract qualified teachers, at times creating a heavy reliance on volunteers with few or inadequate qualifications. In times of educational disruptions, when education has gone virtual, as was the case during the COVID-19 pandemic, teachers may lack adequate skills to conduct remote or hybrid teaching. Further, access to both pre- and in-service teacher professional development may be disrupted during crises.

What are the key policy areas of teacher management to focus on?

Research on teachers has established a set of factors that directly impact their motivation, well-being, and the quality of their teaching (Darling-Hammond, 2003; OECD, 2018). These factors pertain to the quality of initial and in-service training, qualifications, standards, class size, employment and working conditions, deployment, career pathways, accountability, school governance and participation in decisions that affect them. Using this evidence, as well as guidance in policy development and formulation, including the *Teacher Policy Development Guide*, the Norwegian Teacher Initiative's note on crisis-sensitive teacher policy, and case studies conducted jointly by the IIEP-UNESCO and Education Development Trust on managing teachers in refugee settings, the following key factors have been identified and grouped into four key policy areas:

1. **Teacher recruitment, deployment, and retention**
2. **Initial and ongoing teacher education**
3. **Employment, working conditions, and well-being**
4. **Information sharing and consultation mechanisms**

These policy areas are interrelated, and it is therefore important to develop policies based on a holistic and integrated approach, particularly as crises have a negative impact on all four policy areas, making them crucial points of attention for policymakers to promote education system resilience.

For each of these four overarching areas, the policy guidance begins by identifying the nine relevant dimension(s) of the Teacher Policy Development Guide reflected therein[1], which are captured in the figure below:

Figure: The nine dimensions from the Teacher Policy Development Guide (2019)

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[1] The nine dimensions of the TPDG include: (1) Teacher recruitment and retention; (2) Teacher education initial and continuing; (3) Deployment; (4) Career structures/paths; (5) Teacher employment and working conditions; (6) Teacher reward and remuneration; (7) Teacher standards; (8) Teacher accountability; and (9) School governance.

Each section then highlights the main challenges that may arise when planning for and responding to crises, proposes a set of main objectives to be pursued, either to prevent or to respond to the crises and provides a list of suggested strategies that actors from all levels, central-, local- and school-levels, may consider, to prepare for and respond to any crisis. These strategies build on existing research and guidance, in particular, the *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, which were developed to promote education as a lifesaving and life-sustaining right and consist of a set of 19 standards with key actions and guidance notes to enhance preparedness, response, and recovery (INEE, 2010).[2] Finally, each section includes a one or more case studies, which describes a real-world example of promising policy and practices related to teacher management and the implications of that example for the development and implementation of crisis-sensitive teacher policies.

KEY POLICY AREA 1: Teacher recruitment, deployment, and retention

Dimensions of *Teacher Policy Development Guide* reflected in this section:

Main challenges

In a crisis, experienced or trained teachers may be in short supply because they are direct victims of the disaster or have been forced to flee or because recruitment and deployment processes have broken down or do not include specific/emergency procedures to respond to crises. In countries hosting forcibly displaced populations, the massive arrival of school-aged children triggers the urgent need for qualified teachers. Emergencies thus often lead to the rapid recruitment of teachers with limited qualifications and training and precarious contractual arrangements, while in other places, teacher retention can become a severe problem. During the global COVID-19 pandemic, extra teachers were needed in many contexts due to illness, need for physical distancing, and due to developing new routines for school reopening. Some sites may be more affected than others, requiring a rethinking of deployment mechanisms. Finally, the crisis may exacerbate the gender recruitment gap in conflict-affected areas due to increased violence against women (UNESCO, 2015).

Main objectives

Therefore, mitigation and coping policies need to focus on retaining the existing teacher workforce as far as possible while recruiting new teachers to meet the needs created by emergencies equitably. A teacher deployment strategy that ensures equity across locations is also critical to prevent crises while responding requires contingency planning and specific emergency procedures. Lastly, up-to-date teacher data is needed to these ends. During the COVID-19 pandemic, many contract, private sector and community teachers left the profession to find other work due to non-payments. Attempts to retain these teachers is also required as systems begin to reopen.

Suggested strategies to consider

1. Conduct, coordinate or facilitate surveys of teacher availability and needs in the at-risk/emergency-affected populations. ♻ ⚠ [3]

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[2] INEE provides a set of standards to guide the work of actors and organisations involved in education provision that promote the right to education for all in emergency and fragile contexts. The standards and subsequent key actions are presented in the handbook "INEE Minimum Standards for Education: Preparedness, Response, Recovery" published in 2010.

[3] ♻ : indicates a preparedness strategy

⚠ : indicates a response strategy

2. Monitor teacher gaps that might arise during evolving modes of education including distance or hybrid teaching and the return to in-person school due to teacher attrition, long term absences, absenteeism or classroom reorganization including use of temporary facilities communicated to local authorities and/or communities. ♻ ⚡

3. To the extent possible, states should maintain safe access to education during armed conflict for teachers and learners, including working with school communities and all other relevant stakeholders to develop gender sensitive strategies to reduce the risk of attacks and gender sensitive comprehensive safety and security plans in case of attacks (GCPEA, 2020). ⚡

4. Develop entry requirement criteria/processes aligned with existing minimum requirements and standards to rapidly recruit and deploy an adequate, gender-balanced, number of qualified teachers. In refugee settings, ensure that minimum requirements are harmonized across host and refugee settings. ⚡

5. Develop alternative entry routes to the teaching profession, especially in refugee-hosting regions, such as access to recognised diplomas, in-service qualification/certification for unqualified teachers or teacher assistants, or nationally accredited bridging and upskilling programmes that align with existing standards ⚡

6. Decide and communicate the contractual status under which new teachers are to be recruited. ⚡

7. Ensure recognition of teaching certifications, prior teaching experience, and teacher training accreditation to teachers in forced displacement. ⚡

8. Advertise the need for educators as widely as possible and ensure the campaign is inclusive and intentional when it comes to promoting gender parity, equity, and diversity. Ideally, the whole community should know of the need for teachers and education workers in times of crisis. ⚡

9. In refugee-hosting regions, where language may be a barrier to education, allow unqualified educators to have a role as language assistants to support teachers of multilingual classrooms, ensuring continued support for mother tongue education for learners, while they gain the necessary experience, training, and qualifications to become licensed teachers. And provide bridges for these teachers to access recognized diplomas/certifications in the host country. ⚡

10. Where retired teachers and highly skilled volunteers are available during crises, consider recruitment on a temporary basis to fill existing human resource gaps. During epidemics, consider retirees to fill in for teacher absence and absenteeism due to illness and other causes aligned with current health and safety guidelines. ⚡

Case study 1: Data accuracy and use on refugee teachers in Ethiopia

Description of crises and risks: Ethiopia has a long history of hosting refugees from across the region due in part to an open-door policy. This policy led to a surge in refugees, from under 100,000 in 2008 to more than 700,000 in 2021 (UNHCR, 2021b). Additionally, internal ethnic unrest in some regions of Ethiopia, droughts, and floods led to a significant number of internally displaced persons (IDPs), which reached a peak of more than 3 million IDPs in March 2019 (IOM, 2020).

Promising policy: In accordance with the Global Compact on Refugees and its framing component, the Comprehensive Refugee Response Framework[4], Ethiopia has made efforts to improve the documentation of refugees. The implemented system allows refugees to receive proof of registration and an identification card and register their

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[4] Adopted by the 193 member states of the United Nations in September 2016 as part of the New York Declaration on Refugees and Migrants, the CRRF contains historic and far-reaching commitments that reaffirm the willingness of member states to respect the human rights of refugees and migrants and to support the countries that host them (UNHCR, 2016). It is a component of the Global Compact on Refugees, that provides a blueprint for governments, international organizations, and other stakeholders to ensure that host communities get the support they need to offer a sustainable solution to refugees.

education and skills on an online humanitarian portal. Furthermore, within the education sector, the Ministry of Education's statistics yearbook does include data on refugee education, such as the number/percentages of refugee teachers. Indeed, the MoES estimated that approximately 6,000 teachers would be needed to enrol all refugee children in primary school. This documentation system has had a considerable impact on the amount of available data and data accuracy, and thus on educational planning and teacher management.

Implication for a crisis-sensitive teacher policy: Quality information is the cornerstone of tailored educational planning. A teacher policy needs to respond to needs identified through rigorous data collection and analysis processes.

KEY POLICY AREA 2: Initial and continuing teacher education

Dimensions of *Teacher Policy Development Guide* reflected in this section:

Main challenges

In an emergency, teachers may need training on non-traditional topics, such as hygiene and sanitary issues, psychosocial support, peace education, conflict resolution, inclusive education, and child protection. Also, teachers need training in social and emotional learning to identify and respond to signs of their own stress and look out for their well-being, especially for female teachers who are more vulnerable to gender-based violence during crises. They may also need training in teaching in unusual settings such as multilingual contexts, multi-grade groups, or distance learning and, training in specific education programmes such as catch-up programmes or accelerated education. Delivering this training during a crisis might be challenging because formal training institutions may not be functioning or may not have the capacity to train large numbers of new teachers. Moreover, alternatives modes such as the use of information and communication technology (ICT) may not be possible due to damaged telecommunications infrastructure, shutting down of internet networks, etc. In complex emergencies, coordination between teacher training providers, governmental and non-governmental organizations, and international organizations can be complex. The threat may persist and have adverse effects on the future of the teaching profession even after the crisis has abated because there will be a shortage of trained teachers.

Main objectives

To prevent and/or mitigate crises, pre-service initial teacher education should include curriculum and training that promote peace, human rights, citizenship, inclusion, environmental sustainability, and pedagogical techniques that make classrooms safe where everyone can learn peacefully. Pre-service training also needs to integrate affective, social and emotional learning and well-being. When an emergency occurs, specific training needs must be identified to adjust the response and train teachers, accordingly, focusing simultaneously on learners' and educators' mental health. The provision of training as part of regular continuing professional development (where possible) should be revaluated focusing on the most urgent needs to provide to reinforce teachers' skills to deal most effectively with the type and nature of the crisis. In case of school closures, teachers will need to be prepared to deliver education remotely to ensure continuity of education.

Finally, teacher training capacity may need to be revitalized to ensure that teacher training providers (particularly initial teacher education providers) are able to continue to operate. This might include efforts to cooperate with the host country. To ensure minimum standards for quality in-service

training, a structured approach is necessary to avoid cascade models and limit short term courses, while supporting more committed resources, the development of master trainers and a higher level of stakeholder engagement.

Suggested strategies to consider

1. Coordinate or facilitate a needs assessment to understand and appropriately address the needs of teachers in at-risk/emergency-affected areas and identify training capacity needs. ♻ ⚡

2. Design or co-design with teachers and teacher training providers an integrated programme for teacher training that introduces curriculum enrichment themes related to the risks/emergency such as health and hygiene, safety, conflict resolution, environmental education. ♻ ⚡

3. Train/prepare teachers to identify and remove barriers that keep vulnerable children out of school (UNESCO, 2020) and ensure that instruction and teaching approaches are learner-centred, participatory and inclusive (INEE, 2010). ♻⚡

4. Integrate psychosocial support and social and emotional learning to teacher pre- and in-service training. ♻⚡

5. In consultation with other education providers and teachers, develop a framework for periodic, relevant and structured in-service teacher training and ensure that training provided during emergencies can build up cumulatively towards recognized professional teacher status. ⚡

6. Design or co-design with teachers and other education providers an integrated curriculum on pedagogy and teaching methodologies, including positive discipline and classroom management, participatory approaches, innovative/ alternative pedagogies and inclusive education, with particular attention to gender, learners with special needs, working with displaced children, and multilingual contexts. ♻ ⚡

7. During any school closures, ensure that teachers receive training/preparation for deploying a mix of instructional approaches including distance, remote, hybrid education employing context-appropriate ICT-based tools for guaranteeing accessibility of instruction for all children, regardless of the medium of delivery (UNESCO, 2020). ⚡

8. In consultation with health and other relevant authorities and providers of teacher education, develop appropriate school health and safety protocols and train teachers on their implementation, monitoring and reporting procedures. ⚡

9. In case of school closures, provide teachers with support for parental engagement in home-based learning, for addressing children's social and emotional development (e.g., fostering children's resilience, coping mechanisms, and dealing with social isolation) during an emergency/crisis and in the recovery phase (UNESCO, 2020). ⚡

10. Design or co-design with teacher training providers and teachers an integrated induction programme aligned with existing standards to equip volunteers and novice teachers with a minimum set of skills in pedagogy and classroom management and skills relevant to the emergency context. ⚡

11. Coordinate with teacher training providers and teachers to facilitate the training of new teachers and volunteers. Consider the use of open and distance learning for training teachers. ⚡

12. Coordinate with financial partners to allocate funds for the revitalization of teacher training institutes if those have been damaged during the crisis to ensure education continuity of teachers. ⚡

13. Develop peer-mentoring and sharing of knowledge, skills and better practices both through face-to-face and online (e.g. WhatsApp groups) in crisis-affected areas, especially for novice teachers, and provide opportunities for all teachers to participate in professional networks. ♻⚡

14. Monitor and evaluate the effectiveness of teacher training frequently to make rapid improvements to meet teachers' quickly changing needs. ♻⚡

Case study 2: Promising career pathway for refugee teachers in Chad

Description of crises and risks: Located in the Sahel region of Africa, Chad is witnessing both internal displacement and a wider regional refugee influx crisis. It is currently, hosting over 400.000 internally displaced persons, while the total number of refugees amounts to more than 520,000. These refugees predominantly originate from the Central African Republic (CAR) and Sudan (UNHCR, 2021c), where they have been escaping violent conflict. In the school year 2020/21, 100,856 refugee children were enrolled at school. Although enrolment is improving, 53 percent of the school-aged (6-18) refugee population has not registered yet (UNHCR, 2020).

Promising policy: Chad presents one of the most promising examples of career paths for teachers in refugee settings. Given the protracted nature of the crises, the government, supported by international players, shifted from a humanitarian to a development-oriented strategy. Part of this strategy consisted of implementing the Chadian curriculum in refugee schools (instead of the Sudanese curriculum). More Chadian teachers were thus employed in refugee schools. Additionally, refugee teachers from Sudan and CAR were allowed to complete a two-year training course at Chadian teacher training colleges during summer months, leading to certification. Overall, 635 refugee teachers were trained between 2014 and 2018 and obtained the same diploma as national teachers (UNHCR, 2020). Furthermore*,* the Chadian government, the Sudanese government, UNESCO, UNICEF, and UNHCR signed a joint agreement to guarantee that certification and equivalency will be recognized when Sudanese teachers return home (Mendenhall, Gomez & Varny, 2018).

Implication for a crisis-sensitive teacher policy: In accordance with the Global Compact on Refugees and the Comprehensive Refugee Response Framework, part of the response is integrating refugees into national schools. This creates an increased need for teachers with appropriate qualifications to teach national programs. Coordination between host and home governments, teacher training providers, and international organizations helps meet this need and create a desirable situation for refugee teachers, who are adequately trained and have their qualifications officially recognized.

Case study 3: Use of professional learning communities in Rwanda

Description of crises and risks: In response to the outbreak of COVID-19, the Government of Rwanda closed all schools on 14th March 2020 as part of a series of interventions to ensure public safety. Following this decision, the Rwanda Education Board (REB) and its partners pivoted their approach to rapidly deliver remote learning through online platforms as part of the COVID-19 education response plan developed by the Ministry of Education (MINEDUC). While schools began to reopen gradually depending on the level of education from October 2020, subsequent waves of the pandemic required additional closures to mitigate spread of the illness.

Promising policy: In Rwanda, VVOB-*education for development* is using a professional learning communities (PLC) approach, working with school leaders to help them support their teaching communities. Two face-to-face PLC meetings are organised for each school leader to meet with peers to discuss school safety, online teaching and preparing teaching and learning for school reopening. For each PLC session, a guiding question is proposed, and a checklist is provided to school heads, who can facilitate the discussions and the sharing of experiences and good practices. For each PLC session, follow up actions will be documented for the school improvement plan that will guide school leaders when Rwanda's schools reopen. Gender and equity are covered as cross-cutting issues.

> ***Implication for a crisis-sensitive teacher policy:*** Due to the isolation of teachers and the new circumstances that they found themselves in, professional learning communities were vital for teachers to share key information including information on distance and remote teaching, health and safety issues, and provide professional and social and emotional support.

KEY POLICY AREA 3: Employment, working conditions, and well-being

Dimensions of the *Teacher Policy Development Guide* reflected in this section:

TEACHER ACCOUNTABILITY	SCHOOL GOVERNANCE	TEACHER REWARD AND REMUNERATION	TEACHER EMPLOYMENT AND WORKING CONDITIONS	TEACHER STANDARDS

Main challenges

In times of crisis, teachers may be forced to relocate and experience higher and unexpected isolation. The support they usually receive from school leaders, supervisors, and their local community, may not be as present as regular times. Working conditions may be increasingly challenging because of overcrowded classrooms, damaged buildings, limited resources, and insecurity. In case of school closures such as during epidemics/pandemics, teachers, especially women, may experience increasing difficulties juggling teaching and childcare at home. Teachers may also face arrears in salaries due to breaking down in government systems. In some contexts, teachers are paid by the community, with salaries that are not commensurate to those of nationally paid teachers. All these factors are likely to impact teachers' social and emotional and physical well-being negatively.

Main objectives

Therefore, a crisis-sensitive policy needs to provide teachers with psychosocial support and safe working conditions to maintain their teaching quality and motivation. Teacher well-being should be valued for itself and not only as a means to achieve student well-being, and teachers' unique needs in emergency settings should be identified (INEE, 2021b). Teachers need to be paid in an equitable and timely fashion and providing sufficient compensation to cover the prevailing conditions. Systems also need to develop and provide guidance to school leaders and supervisors to support academic staff to meet the basics of the curriculum and students' learning needs during an emergency. Education systems must be accountable to teachers in terms of effective support and acceptable working conditions just as teachers are held accountable for their performance and the quality of their teaching.

Suggested strategies to consider

1. Conduct, coordinate, or facilitate a gender sensitive survey of teacher remuneration and work conditions in the at-risk/emergency-affected populations. ♻️⚡

2. Conduct, coordinate or facilitate a survey of teacher monitoring and in-school support in the at-risk/emergency-affected populations and develop policy guidelines based on best practices among education providers. ♻️⚡

3. Ensure an equitable allocation of education financing to enable teachers to provide continued forms of learning for all learners, especially the most vulnerable and marginalized (UNESCO, 2020). ♻️⚡

4. With support from humanitarian and development donors, ensure that newly recruited teachers, including refugee teachers and teacher assistants in refugee-hosting regions, are included in government efforts to develop a clear framework for fair salaries, benefits, and working conditions (e.g. working hours) that is competitive with those of other professions and that meets existing standards. Consider non-monetary forms of support. For instance,

consider community engagement and the role of parent-teacher associations in supporting and motivating teachers. ⚡

5. Prepare a budget for government teacher salaries to ensure that teachers receive their salaries on time. ⚡

6. Provide adequate teaching and learning materials and space (INEE, 2021). In case of school closures, provide teachers with access to free and open digital tools to support large-scale remote learning, including through video conferencing applications, online learning platforms, online content, technology-enabled learning, educational TV and radio programmes, and other messaging applications and print material for use at home). ♻ ⚡

7. Provide teachers with appropriate and practical psychosocial support to help them face new challenges and overcome experienced trauma and distress. ♻⚡

8. Provide decent accommodation to teachers, particularly in remote, low-resourced areas. ♻ ⚡

9. Set a teacher code of conduct to ensure workplaces are as safe, healthy, and inclusive as possible, and free from sexual and other harassment, exploitation of learners for labour or sexual favours, intimidation, abuse, violence, and discrimination. ♻ ⚡

10. Promote whole-school approaches and leverage school leaders' and community actors' roles in fostering a culture of well-being, professional learning, and peer-to-peer support and collaboration (INEE, 2021b). ♻⚡

11. Prepare school leaders and supervisors to take on additional responsibilities in crisis and set up support networks and communities of practice. Consider providing adequate compensation to them. ⚡

12. Review teachers' assessment criteria and expectations to assess teacher/ teaching quality and achievement in times of crisis. Ensure transparent and accountable supervisory mechanisms (INEE, 2021). ⚡

13. During school closures consider postponing or adapting teacher performance evaluations to account for the impact of the crisis on the roles of staff and changes in teaching practices due to physical distancing measures. ⚡

Case study 4: Promising school-led initiatives in public schools to improve working conditions in Jordan

Description of crisis and risks: As a stable neighbouring country to Syria, Jordan has welcomed more than 200,000 school-aged refugee children since the Syria crisis onset. Ongoing conflicts, political unrest, droughts, and famines in the region engender a continuous influx of refugees. The Jordan Ministry of Education (MoE) has responded to this demographic pressure by implementing a multiple-shifted school system.

Promising practices: A striking point from research conducted in Jordan on teacher management in refugee settings in 2019/20 revealed that principals and teachers' local initiatives had improved working conditions and social cohesion among educators and learners alike. For instance, one principal regularly used the strategy of twinning resources across both shifts by requesting that donors and the MoE's regional branches make resources, training, events, etc., available to both morning and afternoon shifts and encouraging them to commit to this approach. At another school, the principal's effort to build a sense of community and apply a zero-tolerance to harassment and abuse policy among Jordanian and Syrian learners has proven effective in reducing mistreatment of learners.

Implication for a crisis-sensitive teacher policy: A crisis-sensitive teacher policy needs to track and encourage promising school-led initiatives while ensuring they are widely taken up.

KEY POLICY AREA 4: Information sharing and consultation mechanisms

Dimensions of the *Teacher Policy Development Guide* reflected in this section:

Main challenges

Those most affected during crises and emergencies are not usually involved in policy discussions and decision-making processes. This can result in growing distrust between teachers and educational authorities, including the ministry, educational institutions and other decision-makers. Moreover, while responding urgently to disasters, conflicts, health crises and other emergencies, coordination and information gaps may be aggravated, placing teachers in even greater confusion and distress. This happens as crises can disrupt communication channels both vertically (from Ministry to schools and reciprocally) and horizontally (across school communities).

Main objectives

Crisis-sensitive policies need to involve teachers, school leaders and their representatives through social dialogue in developing and implementing appropriate prevention and response strategies and policies. Response strategies, policies, and procedures may include, for example, school closures, distance learning, school re-openings, and return-to-school measures. Policy-makers need to leverage teachers' resilience and agency (Mendenhall, Gomez & Varny, 2018) and build on promising initiatives at both classroom and school level. The principle of participation is fundamental during crises to ensure that the voices of at-risk populations are heard. Guaranteeing effective vertical and horizontal information sharing is also critical to this end, as it is for issues of accountability.

Suggested strategies to consider

1. Set standards to guide regular and effective consultation with teachers, school leaders and other relevant management bodies (e.g. school management committees and parent teacher associations), especially in crisis-prone areas. ♻🔺
2. Consult and involve teachers, school leaders, and other relevant management bodies, particularly those from or teaching to at-risk/emergency-affected populations and with attention to the gender balance in designing and implementing crisis-sensitive policies. ♻🔺
3. Consult with teachers, school leaders and other education professionals about their motivations, incentives, needs, and priorities for capacity development to identify pre- and in-service professional development needs and opportunities and ensure that nuances between male/female and other groups of teachers are captured (INEE, 2021). ♻🔺
4. Promote and provide space for social dialogue to capture teachers and their representatives' voices in developing responses impacting teachers' employment status, working conditions and overall well- being. ♻🔺
5. Consult and involve teachers and school leaders in communication campaigns and social mobilization efforts to ensure that the most vulnerable children at risk of dropping out are mobilized to enrol or re-enrol in schools before and during crises. ♻🔺
6. Establish or build upon effective communication channels to facilitate real-time information sharing across all levels and stakeholders, and ensure that teachers and school leaders receive real-time, up-to-date information about their students within emergency/crises. ♻🔺
7. Ensure that teachers and school leaders have access to reliable internet and telephone connections and some form of digital communication channels (e.g., email, short message service (SMS), voice messages, messaging applications) (UNESCO, 2020). ♻🔺
8. Ensure that regular evaluation of education interventions produce reliable and transparent information and data to inform and guide future education initiatives (INEE, 2010). ♻🔺

9. Set up teacher and school leader resource centres, peer-support networks, and communities of practice to encourage sharing information and good practices, ensuring that these are easily accessible and empowering for female teachers and school leaders. ♻⚠

10. Ensure different protocols put in place to ensure health, safety and security put in place during crises and emergencies are clear, consistent and based on the input of primary actors (including, teachers), rather than being purely top-down. ♻⚠

11. Develop traffic light crisis monitoring systems based on specific criteria to help signal and communicate the shifting urgency of a crisis and expedite the implementation of the appropriate protocols associated with the particular level. ♻⚠

Case study 5: Mobile phone-enabled peer-support networks in refugee camps in Kenya

Description of crises and risks: Sharing borders with Somalia and South Sudan, Kenya has hosted a large population of refugees and asylum seekers for decades. In 2021, Kenya hosted more than 500,000 refugees, including 277,000 refugees from Somalia and 131,000 from South Sudan (UNHCR, 2021).

Promising practices: Research conducted in Kakuma Refugee Camp, one of the two largest camps in Kenya, found that mobile phone-enabled chat groups create beneficial spaces for peer support among refugee teachers. Refugee teachers in that camp attended specific training involving blended methods. Hence, participants utilized various tools during their learning, including instant messages and chat groups. The research demonstrated that instant messages, such as those exchanged through WhatsApp groups enhanced opportunities for teachers to work together. Those spaces prove beneficial in contexts where movements within and across camps are limited for security reasons. Chatting groups were used for a wide array of purposes: solving administrative issues, discussing the practical implementation of training content, troubleshooting pedagogical topics, and bringing social and emotional support. Furthermore, the authors highlighted the use of instant messaging to support gender equity initiatives in the camps through the opportunity to engage with communities. In settings where meeting with trained teachers on gender-responsive pedagogy is difficult, such a possibility is undoubtedly valuable (Dayha, Dryden-Peterson, Douhaibi & Arvisais, 2019).

Implications for a crisis-sensitive teacher policy: In times of crisis, decision-makers should consider leveraging the high rate of use of cell phones and Internet-related technologies to support online focus groups, surveys, conferences, etc. as a cost-effective and time-efficient way to facilitate communication. These channels can be precious in complementing face-to-face interactions, especially in insecure environments, and in fostering peer-to-peer exchange. Similar media could be used to share information and consult with teachers promptly.

Case study 6: The role of social dialogue in advocating for teachers' renumeration and payment of salaries during school closures in Cote d'Ivoire and Togo

Description of crisis and risks: The non-payment of teacher salaries not only poses a significant problem for individual, family and community well-being, but also can lead to teachers leaving the profession and a loss of trained members of the teaching workforce. This is particularly a challenge in the private and community-school sector and for contract teachers in general. The effects of attrition and the hardship experienced by those returning, may harm teaching and learning, and undermine the education system's ability to withstand shocks.

Promising practices: Governments can show leadership by mitigating some of the most severe impacts. Governments can influence private providers in the regular payment of salaries. Education authorities in Côte d'Ivoire have, for example, used traditional and social media networks to communicate the importance of paying private sector salaries and warning against layoffs and non-payment of salaries. Moreover, the minister stressed that the payment of salaries by private providers will be a precondition to the transfer of funds to private sector establishments.

Civil society teacher representatives can also continue to play an important role. This includes both public sector teacher unions and those representing the interests and rights of private sector teachers. Due to non-payment to private sector teachers in Togo, a new teacher union was quickly set up, the National Union of Private Schools and Institutions of Togo (SYNEP-TOGO), which held its constituent general assembly in April 2020. Formed to defend private teachers' rights and socio-economic interests, SYNEP-TOGO aims to ensure better representation of its membership to public authorities and international organizations to allow for collective bargaining for the private sector.

Implication for a crisis-sensitive teacher policy: A crisis-sensitive teacher policy needs to promote social dialogue mechanisms to ensure teachers are remunerated, which has implications for their health, safety and social and emotional well-being, the sustainability of the teacher workforce and quality teaching and learning more broadly.

Useful resources

The following list gathers resources of various kinds: case studies, guides, training kits, websites, etc. For the use of reading, resources have been grouped into categories, which sometimes overlap. Other resources are available on the INEE website: https://inee.org/resources .

Crisis-sensitive planning

Integrating conflict and disaster risk reduction into education sector planning: guidance notes for educational planners	
Source, Date:	IIEP-UNESCO, 2011
Summary:	These Guidance Notes put forward strategies to mainstream conflict and disaster risk reduction measures in the education sector planning process. They are intended for Ministry of Education officials, especially in planning departments at the central level, but are also helpful for other education actors that support ministries in the planning process
Link:	https://unesdoc.unesco.org/ark:/48223/pf0000228650

Guidebook for planning education in emergencies and reconstruction. Section 3: Teachers and Learners.	
Source, Date:	IIEP-UNESCO, 2010
Summary:	This section focuses on teachers and learners within the context of emergencies and reconstruction. Chapter 3.1, 'Identification, selection and recruitment of teachers and education workers', discusses retaining existing teachers and education workers and recruiting new ones to meet the educational needs created by emergency situations, and Chapter 3.2 deals with motivation, compensation and working conditions of these teachers.
Link:	https://unesdoc.unesco.org/ark:/48223/pf0000190223/PDF/190223eng.pdf.multi

Minimum standards for Education: Preparedness, Response and Recovery	
Source, date:	INEE, 2010
Summary:	The INEE Minimum Standards Manual contains 19 standards, divided into five domains. Domains 3 and 4 focus on teaching and learning and teachers and other education personnel, respectively. Key actions and guidance notes accompany each standard. The purpose of the manual is to improve the quality of educational preparedness, response, and recovery, increase access to safe and relevant learning opportunities, and ensure accountability in the provision of these services. The INEE Minimum Standards Manual guidelines are designed for use in crisis response in various situations, including disasters caused by natural hazards and conflict, slow- and rapid-onset situations, and emergencies in rural and urban settings.
Link:	https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

Safe schools

Comprehensive school safety: a global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools Comprehensive school safety: a global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools	
Source, date:	UNISDR, Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector, 2014
Summary:	The CSS framework is intended to advance the goals of the Worldwide Initiative for Safe Schools and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and promote school safety as a priority area of post-2015 frameworks for sustainable development and risk reduction and resilience.
Link:	https://www.preventionweb.net/files/31059_31059comprehensiveschoolsafetyframe.pdf

Technical Guide: What Teachers and School Administrators Can Do to Protect Education from Attack	
Source, Date:	Global Coalition to Protect Education from Attack, 2017
Summary:	This technical guide outlines how teachers and school administrators can protect education by implementing protective measures in their schools. Measures are organized into seven categories: 1. Unarmed Physical Protection Measures 2. Armed Physical Protection Measures 3. Negotiations as a Strategy to Protect Education 4. Early Warning/Alert Systems 5. Alternative Delivery of Education 6. Psychosocial Support 7. Comprehensive School-based Safety and Security Plans
Link:	http://protectingeducation.org/wp-content/uploads/documents/documents_technical_guide_2017.pdfhttp://protectingeducation.org/wp-content/uploads/documents/documents_technical_guide_2017.pdf

School closures and distance learning

Supporting teachers in back-to-school efforts: Guidance for policymakers	
Source, date:	International Task Force on Teachers for Education 2030, UNESCO & International Labour Organization (ILO), 2020
Summary:	Education authorities will face difficult choices in reopening schools during and after the COVID-19 pandemic. For this reason, the International Task Force on Teachers for Education 2030 has published, together with UNESCO and the International Labour Organization (ILO), guidelines to support policymakers designing back-to-school policies and developing school reopening procedures. These guidelines present a series of recommendations while recognizing the necessity for countries to identify their own priorities given the national context and make informed decisions through dialogue with all relevant stakeholders.
Link:	https://teachertaskforce.org/knowledge-hub/supporting-teachers-back-school-efforts-guidance-policy-makers
Supporting teachers in back-to-school efforts: A toolkit for school leaders	
Source, date:	International Task Force on Teachers for Education 2030, UNESCO & International Labour Organization (ILO)
Summary:	This Toolkit was designed for school leaders to support and protect teachers and education support staff in return to school following COVID-19 related closures. While aimed primarily at school leaders, the Toolkit is also potentially useful for teachers and education support staff to better understand their roles and responsibilities in back-to-school efforts. It is based on the seven dimensions laid out in the joint UNESCO/Teacher Task Force/ILO policy guidance found in the document Supporting teachers in back-to school efforts - Guidance for policymakers. Supporting teachers in back-to school efforts - Guidance for policymakers.
Link:	https://teachertaskforce.org/knowledge-hub/supporting-teachers-back-school-efforts-toolkit-school-leaders-second-editionhttps://teachertaskforce.org/knowledge-hub/supporting-teachers-back-school-efforts-toolkit-school-leaders-second-edition
Safe Back to School: A Practitioner's Guide	
Source, date:	Global Education Cluster & Child Protection Global Protection Cluster, 2020
Summary:	This guide builds on the UN Framework for Reopening Schools UN Framework for Reopening Schools, giving concrete actions that can be taken at the community and school levels to operationalize these global policy recommendations.
Link:	https://inee.org/system/files/resources/Safe%20Back%20to%20School%20English%208%20July.pdfhttps://inee.org/system/files/resources/Safe%20Back%20to%20School%20English%208%20July.pdf

Guidance Note on developing a crisis-sensitive teacher policy	
Source, date:	UNESCO, 2020
Summary:	Developed as part of the Norwegian Teacher Initiative, this document intends to guide policymakers in developing a national crisis-sensitive teacher policy as an integrated component of national education sector plans. It presents a list of key provisions in four policy dimensions: suitable employment and working conditions for teachers, appropriate teacher training and preparation, information sharing and consultation mechanisms, and teacher support for continued teaching and learning.
Link:	https://teachertaskforce.org/sites/default/files/2020-08/NTI_Crisis-Sensitive%20Teacher%20Policy_15%20July%202020.pdf
Framework for reopening schools	
Source, date	UNESCO, UNICEF, World Bank, World Food Programme, UNHCR, 2020
Summary:	The guidelines aim to inform the decision-making process regarding school reopening, support national preparations and guide the implementation process, as part of overall public health and education planning processes. It is designed to be a flexible tool that can be adapted to each context and updated as the situation changes. The guidelines outline six key priorities to assess the readiness of those schools and inform planning.
Link	https://unesdoc.unesco.org/ark:/48223/pf0000373348

Teacher management in refugee settings

Teacher Management in Refugee Settings: Public Schools in Jordan	
Source, Date:	IIEP-UNESCO, 2021
Summary:	This report looks at how elementary school teachers are managed in different communities hosting Syrian refugees in in Jordan. It identifies promising policies and practices and gaps in policy and practice to support effective teacher management in refugee settings.
Link:	http://www.iiep.unesco.org/en/publication/teacher-management-refugee-settings-public-schools-jordan
Teacher Management in Refugee Settings: UNRWA Schools in Jordan	
Source, Date:	IIEP-UNESCO, 2021
Summary:	This report aims to build an understanding of how elementary-level teachers are managed in schools run by the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) in Jordan, in order to support effective teacher management in refugee settings, and improve teacher status, motivation, well-being, and effectiveness.
Link:	http://www.iiep.unesco.org/en/publication/teacher-management-refugee-settings-unrwa-schools-jordan
Ensuring the effective management of primary-level teachers in refugee settings in Ethiopia.	
Source, Date:	IIEP-UNESCO, 2020
Summary:	Effective teacher management, directed at building the status, competency, and motivation of teachers, is a crucial policy lever that can help Ethiopia achieve its aim of developing and sustaining a quality, inclusive and equitable education system. This policy brief aims to provide evidence-informed policy guidance for the effective management of primary-level teachers in refugee settings to the Ethiopian Ministry of Education (MoE), the Agency of Refugee and Returnee Affairs (ARRA), and other key stakeholders at multiple levels of governance. The brief builds on the key objectives, strategies and initiatives set out in the new Ethiopian Roadmap for Education and Training and on the findings from a research study entitled Teacher management in refugee settings: Ethiopia.
Link:	http://www.iiep.unesco.org/en/publication/ensuring-effective-management-primary-level-teachers-refugee-settings-ethiopia

Refugee Education 2030: A Strategy for Refugee Inclusion	
Source, Date:	UNHCR, 2019
Summary:	The strategy sets out ways of achieving progress towards the inclusion of refugee children in education through partnership, collaborative learning, capacity development, innovation, evidence, and growth. It is intended to provide inspiration and guidance for a broad spectrum of stakeholders within and outside UNHCR.
Link:	https://www.unhcr.org/publications/education/5d651da88d7/education-2030-strategy-refugee-education.htmlhttps://www.unhcr.org/publications/education/5d651da88d7/education-2030-strategy-refugee-education.html

Teacher needs assessment

Assessment of Teacher Competencies in Crisis Contexts - Afghanistan	
Source, Date:	International Rescue Committee, 2021
Summary:	The present study has four goals 1) Characterizing a framework for teaching competencies in crisis contexts in Afghanistan, 2) Generating valid and reliable instruments to assess this framework, 3) Assess teachers' needs and competencies based on classroom observations and self-reports, and 4) Identify how contextual and individual teaching characteristics are associated with teachers' competencies, and 5) Understand the lived experiences of teachers working in contexts of crisis.

Tools to measure teacher well-being are provided in the annexes of this report. The tools include, for example, "Survey Assessment of Teacher Competencies in Crisis Contexts," (p. 64) which has a specific section on "Teacher's Role and Well-being" (Part B). This tool is a self-administered tool that allows teachers to evaluate their feelings of self-efficacy, work-related stress, and self-care, among other topics. |
Link:	https://inee.org/resources/assessment-teacher-competencies-crisis-contexts-afghanistan
TPD Approach Teacher Well-being and Motivation Tool	
Source, Date:	Save The Children, 2018
Summary:	This tool has been developed to help you find out directly from teachers what the critical factors affecting teacher well-being and motivation are in your context. It includes both qualitative and quantitative monitoring and evaluation tools, including an interview schedule and guide to conduct with teachers, as well as a survey to measure various subdomains of teacher well-being, including teacher voice, basic needs, social and emotional well-being, professional development support, teacher recognition and prestige, and the enabling environment for teachers. This teacher well-being and motivation tool has been designed to be used as part of your situational analysis and to be used alongside the situational analysis tool when starting to develop your TPD programme.
Link:	https://inee.org/resources/tpd-approach-teacher-well-being-and-motivation-tool

Teacher professional development

Teacher Professional Development & Play-based Learning in East Africa - Strengthening Research, Policy, and Practice in Ethiopia, Tanzania, and Uganda	
Source, Date:	Teachers College, Columbia University, 2021
Summary:	Research has identified both the myriad benefits of play for children's development and the crucial role of teachers in delivering quality education. This is especially true in crisis contexts where quality education, which includes innovative pedagogical approaches such as play-based learning, can provide comprehensive protection for children and youth affected by conflict and displacement. Teachers are at the centre of these efforts; however, to deliver quality education, teachers urgently need more and better support specific to the contextual and material realities in which they work. This white paper incorporates findings from 189 academic and grey literature resources specific to low- and middle-income countries and refugee settings as well as 30 interviews with 37 humanitarian and education sector practitioners with experience in Ethiopia, Tanzania and Uganda. It aims to present: 1) The leading evidence-based practices and promising innovations for teacher Professional Development that can support the uptake of play-based learning; 2) The leading evidence-based practices and promising innovations in school leadership models that can support teachers to deliver high quality educational experiences that include play-based learning; 3) The leading evidence-based practices and promising innovations for host country governments and humanitarian service providers to prioritize, adopt, and implement teacher focused frameworks and policies that promote play-based learning?; 4) The priority knowledge, practice, and policy gaps and opportunities within the TPD landscape in East Africa; and 5) Top-line specific and actionable recommendations for how donors, governments, and humanitarian service providers can effectively contribute to TPD in East Africa.
Link:	[Teacher Professional Development & Play-based Learning in East Africa - Strengthening Research, Policy, and Practice in Ethiopia, Tanzania, and Uganda	Teacher Task Force](#)
Teachers for Teachers Initiative	
Source, Date:	Teachers College, Columbia University, 2021
Summary:	Teachers College, Columbia University has launched the new Teachers for Teachers initiative in Kakuma Refugee Camp, Kenya to support refugee and Kenyan teachers in their efforts to improve their own teaching practice and student learning in the camp. Through support from IDEO.org, the Teachers for Teachers model was piloted in 2015 in partnership with UNHCR, Finn Church Aid and the Lutheran World Federation. The initiative draws on the best evidence for developing the expertise, knowledge, and motivation of teachers through training, coaching and mentoring. It is a multi-layered and staged approach that unfolds over time, giving refugee teachers the opportunity to absorb what they have learned in the classroom and to test and adopt new strategies.
Link:	https://www.tc.columbia.edu/refugeeeducation/projects/teachers-for-teachers/
Promising practices in Teacher Management, Professional Development and Well-being	
Source, date:	INEE, 2019
Summary:	It is paramount that the Education in Emergencies sector shares and learns from promising policies, practices, and research approaches for supporting teachers in crisis contexts. For this reason, this publication provides donors, policymakers, practitioners, researchers, and teachers with compelling examples of programs and practices that positively influence improvements in teachers' work conditions and teaching practices. The 24 studies in this publication showcase promising practices in teacher management, professional development, and well-being from diverse regions and contexts.
Link:	https://inee.org/resources/teachers-crisis-contexts-promising-practices-teacher-management-professional

Learning and Well-being in Emergencies. Teacher Training Guide.	
Source, Date:	Save the Children, 2016
Summary:	The Learning and Well-being in Emergencies (LLiE) Teacher Training package, is appropriate for formal and non-formal education programs. Modules focus on supporting key literacy skills, SEL strategies, and how teachers can contribute to their own self-care and teach their students to do the same. This emphasis on well-being, as well as on structured learning, is important because it ensures that teachers are able to provide a stable, supportive environment for their students to learn and thrive – even in the face of crisis. The LWiE Teacher Training package includes eight sessions of approximately 5-6 hours each. These sessions are meant to be delivered gradually over the course of several weeks or months – this allows teachers to practice what they have learned in the training in between sessions, as well as reflect on and troubleshoot challenges with colleagues as needed. Building a supportive community of teachers is part of empowering teachers to manage their own well-being, and as such, it is important that teachers foster these relationships.
Link:	https://resourcecentre.savethechildren.net/node/12388/pdf/lwie_teacher_training_guide_2018.pdf
Education for safety, resilience, and social cohesion. Teacher development: how will we support and train teachers?	
Source, date:	IIEP-UNESCO, International Bureau of Education, Protect Education in Insecurity and Conflict, 2015
Summary:	Teachers are the key to successful learning and have a special role in education for learning to live together (LTLT) and disaster risk reduction (DRR). If the teacher does not convey respect for members of all ethnic groups, for example, lessons on respect for diversity and social cohesion will have limited impact. Similarly, if the teacher is not sufficiently knowledgeable about DRR, then lessons on disaster preparedness and risk reduction will not be fully integrated into students' lives. This booklet considers how to support teachers through written and audio-visual means that can be made widely available and looks at issues related to appropriate and feasible teacher training and follow-on support.
Link:	http://www.iiep.unesco.org/en/publication/teacher-development-how-will-we-support-and-train-teachers

Teacher compensation

INEE Teacher Compensation Case Studies	
Source, date:	INEE, 2009
Summary:	Between 2008-2009, the Teacher Compensation Initiative mapped the challenges and provided guidance to policymakers and practitioners grappling with the issues of teacher remuneration and support in these contexts. The Guidance Notes on Teacher Compensation and related materials provide a framework for determining appropriate compensation for teachers in crisis contexts. The Teacher Compensation Initiative was managed by an interagency advisory group that included the INEE, International Rescue Committee, Save the Children Alliance, UNESCO, UNHCR, UNICEF, and the Women's Refugee Commission.
Link:	https://inee.org/resources/inee-teacher-compensation-case-studies
INEE Guidance Notes on Teacher Compensation	
Source, date:	INEE, 2009
Summary:	The Guidance Notes on Teacher Compensation and related materials provide a framework for determining appropriate compensation for teachers in crisis contexts and can be used to: • Guide inter-agency discussion and inform collaborative advocacy on issues related to teacher compensation and support; • Assess and analyse current challenges to and strategies for improving teacher compensation and support policies and programmes; • Inform the design of and monitor and evaluate teacher compensation and support policies and programmes, including through their use in training and capacity building workshops.
Link:	https://inee.org/resources/inee-guidance-notes-teacher-compensation

Teacher well-being

Teacher well-being resources mapping and gap analysis	
Source, date:	INEE, 2021
Summary:	The Teacher Well-being Tools & Resources Mapping maps the existing work on teacher well-being by collecting existing resources, tools, and policy or advocacy documents that address teacher well-being in emergency settings and presenting them in one place. The gap analysis report captures the findings from the resource mapping. It offers a set of 13 key recommendations to guide the next phase of the project, where INEE will create new practical guidance and tools that focus on teacher well-being through a social-ecological lens in consultation with teachers themselves.
Link:	https://inee.org/resources/teacher-wellbeing-resources-mapping-gap-analysis
Mental Health in Schools Training Package	
Source, Date:	World Health Organization, 2021
Summary:	Schools provide a great opportunity to promote mental health and emotional well-being, prevent mental health problems and identify and support children who are experiencing emotional difficulties. This mental health in schools training package, developed by the WHO Regional Office for the Eastern Mediterranean, will enable educators to better support the mental health needs of their students and to take practical steps that are implementable in school settings. It is intended for those involved in the educational process, including teachers, school administrators, nurses, social workers and school counsellors, in addition to educational policymakers and nongovernmental organizations. This training package consists of five key components that should be used together and includes: a manual, lecture outlines, lectures/slide presentations and handouts, as well as an implementation and evaluation plan.
Link:	https://inee.org/resources/mental-health-schools-training-package-0

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