



THE CHALLENGES OF TEACHING IN EMERGENCY SETTINGS

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Attractiveness and wellbeing

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





- 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



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

Thank you

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