Teacher Management in Refugee Settings

- Case studies conducted in **Ethiopia**, **Kenya** and **Uganda**

What promising policies and practices exist for the management of primary teachers in refugee settings, and where are there potential areas for further development?
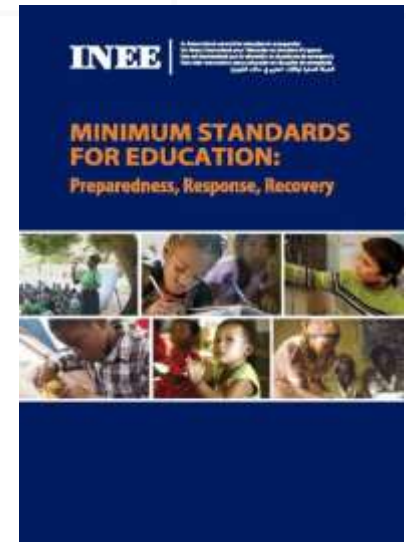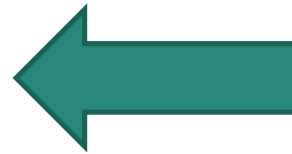
KEY TEACHER MANAGEMENT DIMENSIONS

Processes/Means

→ Recruitment and deployment

→ Teacher professional development

→ Job conditions, supervision, appraisal and career path

Goals/Ends

→ Motivation, wellbeing, teaching quality, and retention

Creating an enabling environment for effective teacher management in refugee settings

- Consider the **needs of both the refugee and host community**

- Formalize **financing and resource mobilization mechanisms** at all levels

- Create an **enabling policy environment**

- Ensure **government-driven** coordination and collaboration

- **Reinforce capacities** of key government stakeholders

- Setup a **strong data collection system** that is responsive to the fluctuation in student populations and can provide disaggregated data

Crisis-sensitive teacher policy and planning

- Module of the Teacher Policy Development Guide

- Holistic approach of teacher management to support teachers and teaching in preventing and adapting to crises

- Directions for policymakers in key areas of teacher management

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**

Teacher recruitment, deployment and retention

Initial and ongoing teacher education

Employment, working conditions and wellbeing

Information sharing and consultation mechanisms

Recruitment, Deployment, Retention

Challenges

Teacher **shortages**, particularly qualified teachers

Precarious contractual arrangements

Teacher **absenteeism** and **turnover**

Exacerbated **gender gap** in recruitment

Lack of access to quality **data** to support **teacher deployment**

Strategies

Conduct **surveys** of teacher **availability**, **skills** and **needs**

Develop **entry requirement** criteria aligned with existing requirements to rapidly recruit and deploy qualified teachers

Ensure **recognition** of teaching **certifications**, prior teaching experience

Objectives

To adapt recruitment, deployment and retention

Initial and ongoing teacher education

Challenges

Threats to **continuity** and quality of teacher training provision

Lack of training on:

Non-traditional topics
Non-traditional methods
Non-traditional settings
Psychosocial support (self and learners)

Strategies

Coordinate a **needs assessment** for teacher professional development

Develop framework for **recognition** of in-service teacher training

Coordinate with teacher training providers to facilitate the training of new teachers and volunteers.

Objectives

To equip and support teachers to ensure quality teaching in times of crisis

Employment, working conditions and wellbeing

Challenges

Severe **impact** on teachers' emotional, and physical **wellbeing**

Challenging **working conditions**

Breakdown of **compensation** schemes

Reduced support from peers, school leaders and supervisors

Strategies

Conduct **surveys** of teacher remuneration and work conditions and supervision

Ensure an equitable **allocation** of education financing for teachers

Provide adequate teaching and learning **materials** and **space**

Provide teachers with appropriate and practical **psychosocial support**

Objectives

To ensure safe working conditions to keep quality and teachers' wellbeing

Information sharing and consultation mechanism

Challenges

Low level of **consultation** of teachers in the decision-making process, particularly those affected by crisis

Exacerbated **information** and communication **gaps**

Strategies

Consult teachers and school leaders, in designing and implementing crisis-sensitive policies

Use communication channels to facilitate **real-time information sharing**

Set up teacher and school **leader resource centres, peer-support networks, and communities of practice**

Objectives

To promote effective vertical and horizontal information sharing

✓ Crisis-sensitive planning
✓ Safe schools
✓ School closure and distance learning
✓ Teacher management in refugee settings

✓ Teachers needs assessment
✓ Teacher professional development
✓ Teacher compensation
✓ Teacher wellbeing

Thank you

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