



2023 Global Refugee Forum

Pledging Guidance on Teachers and Teaching in Forced Displacement Situations

Contextual Overview

Teachers are the cornerstone of quality inclusive education: the right to education means the right to a qualified teacher. Rights are not context dependent: the rights of refugee children and youth, as well as the rights of refugee teachers, persist across borders. Too often still, refugee children and youth do not have access to a qualified teacher. Amidst a global teacher shortage, qualified and experienced refugee teachers are not given an opportunity to practice their profession. Others are called on to fill the gaps and become teachers without the necessary training and support in the short- and long-term. In contexts of crisis and displacement, teachers often do not enjoy timely and adequate remuneration for their work, and they do not receive the continuous coaching, mentoring, professional development and overall support they need to facilitate a quality, inclusive and holistic education to every student. A student's right to education can be best met if their teachers' needs and rights are fulfilled, and their assets are championed.

The Global Compact on Refugees calls for additional support to “expand teaching capacities (including support for, as appropriate, refugees and members of host communities who are or could be engaged as teachers, in line with national laws and policies)”, to ensure equitable access to quality education for all children and youth, including refugees, and foster the inclusiveness of national education systems. While numerous pledges were made in relation to education at the first GRF, few of them specifically focused on teachers.

Promoting Inclusion in National Systems

Refugee teachers and teachers working in refugee settings need to be accounted for in the national education sector reviews that drive multi-year education planning and budgets. It is crucial to extend support to the host community teachers, as refugees are frequently hosted in regions already facing precarious access to education, teacher shortages and gaps in teacher capacity and development. Through social dialogue with national education unions and in consultation with relevant stakeholders, the development, implementation and budgeting of appropriate interventions, such as those mentioned below, can improve the professional status and well-being of all teachers in refugee-hosting contexts, by ensuring adequate compensation, working conditions, terms of employment and access to quality and continuous professional development. In initial emergency responses, the INEE minimum standards and [related guidance on teachers](#) could serve as a reference, especially in the absence of comparable national standards and where inclusion in the national education system is not immediately feasible.

Specific actions that could be pledged at the Global Refugee Forum

Financing

1. Establish and contribute to an **international financing mechanism aiming to provide 'bridge funding' for teacher salaries** when crises and displacement occur, to ensure the continuity of learning, as well as fair and decent work for teachers, while working towards sustainable solutions.
2. Ensure that the recurrent costs relating to teacher salaries, receive **predictable, multi-year financing**, particularly where it has not yet been possible to fully cover these costs under national education systems and budgets, to assure teachers' engagement and support, and maintain access to quality education.

Teacher involvement

3. Establish **mechanisms to promote social dialogue** in contexts of crisis and displacement and **ensure teacher representation in all stages of decision- and policy-making processes** affecting them and their work.

Recognition, professional development, and career progression

4. Devise and implement systems for the **rapid screening, recognition, fast-track training and certification** of teachers in refugee hosting contexts.
5. Facilitate the **recognition of teachers' qualifications and experience** acquired across borders, including through dedicated procedures, such as teacher qualification equivalency and recognition and bilateral collaboration/agreements with education authorities in countries of origin and asylum, when possible, to facilitate retention/continuity in the profession across local integration, repatriation and resettlement.
6. Establish procedures to **document and recognise the professional experience** of teachers working in refugee settings who are not formally qualified and provide **pathways to continuous professional development initiatives and fast-tracked access to national teacher education**, to attain qualified teacher status.
7. **Provide access to continuous professional development for all teachers** working in contexts of crisis and displacement, including on MHPSS, SEL, CSG/CP¹, multicultural education and language training and support, as needed, to ensure a holistic and inclusive education to every student and build their sense of belonging.
8. Review and adapt **recruitment practices and career progression in order to promote gender equality and disability inclusion** in teaching careers in contexts of crisis and displacement.
9. Develop **plans to progressively align pay, conditions of service, career opportunities and growth pathways** across host community and refugee teachers as it relates to experience and qualifications, and specific actions to promote equity, social cohesion and peer-learning amongst refugee and host-community teachers.

Well-being

Prioritize the **well-being of refugee teachers and other teachers in crisis settings** through robust and targeted support that addresses their specific physical, emotional, and psychosocial needs.

For more information on pledging at the [Global Refugee Forum](#) or the [GRF Education Alliance](#) please visit UNHCR's website.

¹ Mental Health and Psychosocial Support, Social and emotional learning, Child Safeguarding/Child Protection.