Supporting teachers in crisis contexts during COVID-19

"One thing that became clearer to us is that during this period, the work that we are doing is tremendous...It requires all of us to work together...What we are doing is more important now than before..." **Teach For All Teachers in Morocco**

22nd April 2020



Who are we?

- 17,000 individual members
- 150+ partner organizations
- in 190 countries

INEE members are NGO and UN personnel, ministries of education and other government staff, students, teachers, donors, and researchers.

INEE exists for and because of its members.





















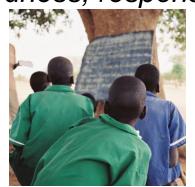


What do we do?

Our mission is to:

...ensure the right to a quality, safe, and relevant education for all who live in emergency and crisis contexts through prevention, preparedness, response, and recovery.









Prioritising teacher well-being



Teacher Wellbeing

What is teacher wellbeing?

Teacher well-being encompasses how teachers feel and function in their jobs; it is context-specific, and includes teachers' affections, attitudes, and evaluations of their work (Schleicher, 2018; Collie et al., 2015) Why is it important?

Teachers' well-being correlates with creating healthy relationships with students, managing classrooms effectively, implementing social-emotional programs well, and improving the classroom climate for all students (Jones, S. M., Bouffard, S. M., & Weissbourd,





Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected

Education Equity Research Initiative



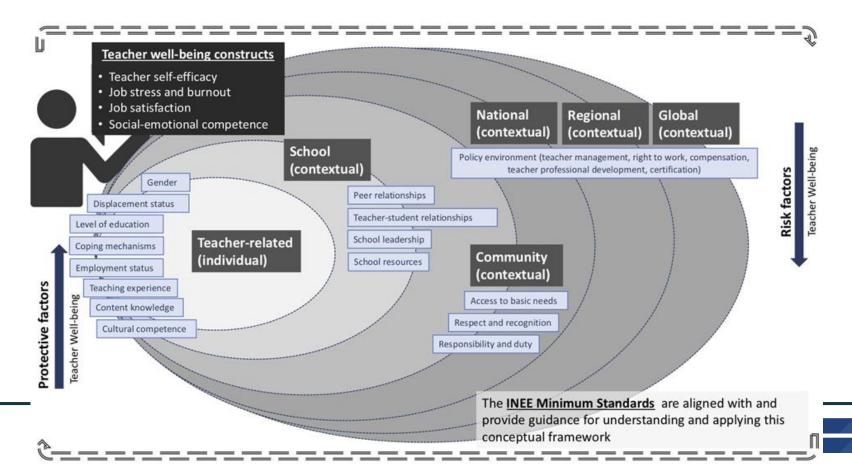








Teacher Wellbeing Conceptual Framework



Supporting teachers during covid-19 - core considerations

- > Listen to teachers
- Protect teachers with plans and policies
- Advocate for greater teacher support
- Adapt teacher professional development
 - Modalities
 - Content
- Provide direct well-being support to teachers

Leverage technology for teachers



C. UNICEF, Ayene



Supporting teachers during covid-19 - key resources



Home > Coronavirus (COVID-19)

Us ▼ Standards ▼ Resources ▼ COVID-19 ▼

TECHNICAL NOTE

EDUCATION DURING THE COVID-19 PANDEMIC

VERSION 1, APRIL 2020



Schooling may stop, but learning must not.

The COVID-19 pandemic is an emergency of an unprecedented scale, bringing new challenges as we adapt to new ways of living and working. INEE expresses its solidarity with all those affected and all of our members around the world.

INEE is taking action to support our members, partners, and communities by ensuring they are equipped to help their governments, schools, teachers, parents/caregivers, and students mitigate the effects of the crisis and support the continuity of education for children and youth.

© UNICEF, Ayene

Below is a list of actions INEE is taking in response to COVID-19:

• Resources - A curated collection of resources to support the provision of education in places affected by COVID-19. Browse by thematic collections in English, français, español, português, العربية

visit www.inee.org





As at 25 March, 163 countries have placed at their schools because at the COVID-19 virus, affecting nearly 15 billion students and 65 million primary and secondary school teachers. This number is predicted to rise. The closures page unpreparented challenges for education systems from after the world. This clobal health trials threatens to synfloantly slow progress towards many of the global goals, in particular, the fourth-Surbinable Development Coal ("Troute Indusive and equitable quality education and promote Litelang learning apportunities for all "t. it is also likely to executate the global learning crisis and global education." requalities as the impacts will fall disproportionally on the population

Teachiers are the back one of education systems and the key to reaching learning goals, regardless of context are situation Within the COVID-15 crisis, they are on the front line mansuring that learning continues. Around the world, teachers and school leavers have been rapidly mobilities and impossible to facilitate quality distance learning for students in confinement, with or without the use of digital technologies. They have also been participation in and between poter forms of education, in addition, teachers are exercial to communicating measures that prevent the spread of the virus, oncoring that children are safe and supported

While the top priority for the global community right now is to guarantee sufficient resources for health services, we must also ensure that funding and support continue for education systems. Teacership, financial and material resources for teachers are necessary to make sure that quality teaching and learning cancentinue. at a distance during the crisis and that recovery is rapid. It is also vital that actuable be able to repote in the bescoond tions once the crisis is even. We cannot a low millions of children to miss out on learning imparticular those in the propert countries and from marginalised communities, who are likely to be hit the hardes...

In the light of the above, the International Task Force on Teachers for Education 2020 calls on all governments, education providers and funders - public and private - to recognise the critical roles that beathers play in the COVID-10 response and recovery. In particular, the Teather Test Force calls on all

- 2) Preserve employment and wages. The COVID-13 or as is putting public budgets under added strain, to accomments example to help public health violents to save lives. At the same time, the aloted economic downturn is already damaging the well-being of businesses and families. In many countries, contract teachers, substitute teachers and education support personnel risk seeing their contracts broken and their livelihoods disappear. Terdary education institutions that depend on income from fureign displents could have docure, with devotating consequences for their staff. This crisis carmon be a present to lower standards and norms, or push aside labour rights. Governments and all public and private education provide is should work to prace validite entire teaching and education support stall, and their salaries and benefits. They will be essential for a rapid and effective recovery when
- 2) Prioritise teachers' and learners' health, safety and well-being. <u>Teachers, shatteris and learning</u> and under sitters. In some cases, people's who may already be exposed to the virus the medices are trying terminage the annety of being told to work in situation, where the COVID-19 risk is growing. Others are dealing with the stress of having to deliver quality learning with took for which they have received Ittle or no training, teachers need sociolemetional support to face the extra pressure seing put on



www.inee.org

Email: covid-19@inee.org