



Joint IIEP-UNESCO – Education Development Trust Session

Promising policies to support teacher management in refugee settings: A multi-country research initiative

Friday, 9 October from 11h00 to 12h30 (GMT +2)

in English

Registration

Context

Teachers are the key to success in any education system. In refugee settings, the role of teachers is particularly significant; teachers can provide crucial continuity and socio-emotional support, and are sometimes the only educational resource available to students.

However, not only is there a mass shortage of teachers in displacement settings, particularly of qualified teachers, but there are a multitude of challenges associated with teacher management in these contexts as well. These challenges include a lack of appropriate personal and professional preparation to provide psychosocial support to students and to practise self-care,

uncertain career opportunities, financial and social insecurity, language barriers, gender, inadequate compensation, and a lack of coordination between the many actors involved in service provision.

Most refugee children will spend their entire childhood in exile. Responding to their educational needs will require innovative research-informed policy solutions that meet these challenges head on and put teachers at the centre, not only because teachers are essential in ensuring that learning continues during crisis, but also because teachers are themselves rights-holders as members of affected communities.

In 2018, UNESCO's International Institute for Educational Planning (IIEP-UNESCO) and Education Development Trust (EdDevTrust) launched a multi-year, multi-country research initiative aiming to provide governments with evidence-informed policy guidance on how to attract, develop, recruit, motivate, and retain a thriving workforce of excellent primary-level teachers who facilitate quality education for all. Working with a range of international, national, and local partners, IIEP-UNESCO and EdDevTrust have taken a collaborative, iterative, mixed methods approach to answer the following research question in four different countries, Ethiopia, Jordan, Kenya, and Uganda:

What promising policies and implementation strategies exist for the management of primary-level teachers in refugee settings, and where are there potential areas for further policy development and successful implementation?

The research was rolled out in Ethiopia in September 2018 with the support of UNICEF Ethiopia, and in consultation with key national stakeholders, including the Ministry of Education (MoE), the Agency for Refugee and Returnee Affairs (ARRA), and UNHCR Ethiopia. The Ethiopian case study, [Teacher management in refugee settings: Ethiopia](#), was published recently, and will be followed by a policy brief outlining key research-informed policy guidance.

The Jordanian case study was launched in September 2019 with the support of the Open Society Foundations Education Support Program (OSF) and the European Commission's Service for Foreign Policy Instruments (EU-FPI). The research is being undertaken in consultation with the Ministry of Education, the United Nations Relief and Works Agency (UNRWA), and other key national stakeholders. The Jordanian case study and policy brief will be published in March 2021.

Research has started in Kenya and in Uganda, with support from Dubai Cares, though progress has been delayed due to the impact of Covid19. We will also be producing a documentary film on the experiences of teachers in Ethiopia, Kenya, and Uganda, also funded by Dubai Cares.

Note: The views expressed during this session are those of the researchers and do not necessarily represent the views of the Ethiopian MoE, ARRA, UNHCR Ethiopia, the Jordanian MoE, UNRWA, OSF, EU-FPI, and/or Dubai Cares.

Objectives and expected outcomes

Effective teacher management, directed at building the status, competency, and motivation of teachers, is a key policy lever that can support countries hosting large numbers of refugees in developing and sustaining quality, inclusive, and equitable education systems for refugees and host-communities alike. Our research therefore aims to contribute to the burgeoning evidence base that focuses on teachers in refugee contexts and to provide research-informed policy solutions to support UNESCO Member States in responding to the call set out in the Incheon

Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 to:

“ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems.”

Our aims for this session are threefold:

1. To highlight the importance of research-informed policymaking for the management of teachers in refugee settings, exploring dilemmas and challenges and identifying policies and practices to overcome these.
2. To share key findings and policy recommendations from our Ethiopian case study.
3. To share initial insights from our ongoing Jordanian case study.

How to register

To register, click on the ‘Registration’ link above.

Agenda

Friday, 9 October 2020	
11h00 – 11h10	Introduction <ul style="list-style-type: none">• Welcoming Remarks (Ruth Naylor, EdDevTrust)• Introduction to Research Initiative (Leonora MacEwen, IIEP-UNESCO)
11h10 – 11h40	Teacher management in refugee settings: Ethiopia <ul style="list-style-type: none">• Key Findings & Policy Recommendations (Stephanie Bengtsson, IIEP-UNESCO)• Reflections from UNICEF Ethiopia (Josephat Mukhanji, UNICEF Ethiopia)• Reflections from UNHCR Ethiopia (Berhanu Geneti, UNHCR Ethiopia)
11h40 – 11h50	Teacher management in refugee settings: Jordan <ul style="list-style-type: none">• Initial Insights and Reflections from the Field (Rachael Fitzpatrick, EdDevTrust)
11h50 – 12h30	Discussion <ul style="list-style-type: none">• Q&A (moderated by Helen West, EdDevTrust)• Closing

Speakers’ bios

Stephanie Bengtsson is a Programme Specialist at IIEP, where she has been based since 2018. Prior to joining IIEP, she worked as a teacher educator, a research scholar and a consultant. Her areas of expertise include sustainable development, education policy, teachers and teaching, and education in crisis and displacement contexts. Stephanie holds a doctorate in international

educational development from Teachers College, Columbia University, and an MPhil in inclusive education from the University of Cambridge.

Rachael Fitzpatrick has worked at EdDevTrust as a Research Officer since 2016. Rachael's experience spans market and social research, and she has successfully conducted large and small-scale research and evaluation projects in a diverse range of countries (including Rwanda, Vietnam, Jordan and the UK). Rachael's research interests and expertise are in system level reform at both national and local level and parental engagement. She has an MA in Social Research Methods from Durham University, and is currently undertaking a part-time PhD in Education at the University of Bath.

Leonora MacEwen is a Programme Specialist at IIEP and holds a Master's degree in Comparative Development Studies from L'École des Hautes Études en Sciences Sociales (EHESS). She has worked at IIEP since 2005, focusing on crisis-sensitive planning. She has provided technical cooperation in this area to countries such as Burkina Faso, Chad, South Sudan, Ethiopia and Jordan and has developed guidance on crisis-sensitive planning based on these experiences.

Josephat Mukhanji is the Education Specialist (Refugee and Host Community) with UNICEF Ethiopia, where he has worked since 2017. Prior to joining UNICEF, he worked with several international NGOs in Kenya and Somalia designing strategies and programmes to improve access to quality education for hard-to-reach children in pastoralist contexts and those affected by forced displacement. He also worked as a high school teacher in Kenya for over 10 years. A career educationist, Josephat holds a Master's in Educational Management and Policy Studies.

Ruth Naylor is a Principal Consultant at EdDevTrust. She was a member of the Inter-agency Network for Education in Emergencies Policy Working Group subgroup on forced displacement and has co-authored a topic guide for DFID advisers on education for populations in forced displacement. Her areas of expertise include education in conflict affected countries, teacher quality and effectiveness and addressing gender inequality in education.

Helen West is a Senior Education Consultant at EdDevTrust and holds a Master's in Educational Planning, Economics and International Development from University College London. She has undertaken advisory work and research for government agencies and NGOs including DFID, NORAD, UNICEF and Save the Children. Her areas of specialism include refugee education, education evaluation, curriculum design, and teacher development. She has conducted research into the management of teachers of refugees in countries such as Kenya and Ethiopia, trained refugee teachers in Lebanon and is also a qualified teacher.

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