



Virtual side event: High-Level Political Forum (#HLPF)

Refugee teachers and teachers of refugees: What does transformation look like?

📅 5 July 2022 ⌚ 07:30 - 9:00 a.m (EST)

📝 Register at bit.ly/3QC69km

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Background

The UN Secretary General's Report on "*Our Common Agenda*" stresses the importance of a renewed social contract to be built in an inclusive manner, and transforming education relies heavily on teachers and education personnel. Yet, global progress on education is constrained by teacher shortages, teacher qualification and professional development gaps, issues related to temporary appointments and difficult working conditions, lack of recognition and an eroded social contract to deliver education.

These challenges are amplified for both national teachers and refugee teachers working in schools hosting refugees as refugee students are infrequently accounted for in national education information systems, multi-year sector plans and budgets. This means that their teachers and the needs of those teachers are infrequently, inadequately and unevenly accounted for in teacher recruitment, training, management and retention programmes. Refugee teachers' qualifications are rarely recognised by their host country; they remain outside the purview of the national education system and their work in community schools is little-valued.

Refugee teachers and teachers of refugees work in marginalised, at times geographically remote, communities; they face hardship and inadequate health and safety conditions; they work with overcrowded classrooms, at times through double shifts; they do not participate in the decisions that affect them and their schools, and they may not feel that they belong.

The number of refugees rose to 27.1 million in 2021, 42% of them being children. UNHCR estimates that from 2018 to 2020, an average of between 290,000 and 340,000 children were born into a refugee life per year; enrolling 300,000 additional children each year requires the recruitment of 10,000 additional teachers. Predictable and reliable funding for these teachers' salaries and

incentives is essential for building, maintaining and creating transformation for teacher workforces in communities affected by forced displacement. Yet education in emergencies and protracted crises remains badly underfunded; only 2 to 4% of global humanitarian funding is dedicated to education leaving a vast funding gap and denying millions of refugee children and adolescents their right to education. There are also specific, significant gaps in funding across the nexus for the millions of refugees living in protracted crisis, and where the responsibility sharing committed to in the GCR has not yet generated the resources desperately required by host governments to integrate refugees into national systems.

SDG 4 cannot be achieved without finding ways to address the needs of refugee teachers and national teachers of refugees who work outside or at the margins of national education systems and labour standards, in fragile contexts with recurring emergencies and protracted crises. Transforming education cannot be done without a renewed social contract for the delivery of education as a global public good that is inclusive of refugee teachers, and without whom no meaningful social contract is possible.

Objectives

The objective of the session will be to reflect on and discuss the transformational changes proposed by the *Teachers, Teaching and the Teaching Profession Action Track 3* for the September 2022 Transforming Education Summit through the lens of teachers in refugee contexts, including appointed and community teachers, and qualified, unqualified, national and refugee teachers.

The global community has invested considerable resources to research and problematize teacher workforce issues in crisis and non-crisis contexts so that transformative solutions that are contextually salient can be adopted.

Focusing on challenges, good practices and policy recommendations, speakers will specifically discuss what it means in refugee contexts to aim for:

- An adequate number of qualified teachers
- Adequate pre- and in-service professional development
- Fair and dignified working, health and safety conditions
- Teacher leadership and innovation that is recognized and supported
- Recognition of the value of teachers' contribution
- Predictable and reliable funding for education in refugee contexts
- A renewed social contract fit for education in the twenty-first century and inclusive of all teaching personnel

The side event will aim to answer what member states, the international community, regional education authorities, local actors, refugee and host communities need to do to fully harness the resource found in refugee and community teachers who play such vital roles in addressing the education needs of the most marginalized rural populations -- both national and refugee.

Opening Remarks: H.E. Ambassador Manuel Bessler, Deputy Director General of the Swiss Agency for Development and Cooperation, Head of Humanitarian Aid Department and Head of the Swiss Humanitarian Aid Unit (SHA)

Speakers

The side event will be moderated by

- **Ms. Sarah Dryden-Peterson**, Associate Professor, Harvard Graduate School of Education and author of “*Right Where We Belong – How Refugee Teachers and Students Are Changing the Future of Education*”.

Speakers from the co-organising entities will feature:

- **Mr. Raouf Mazou**, Assistant-High Commissioner for Operations, UNHCR
- **Ms. Yasmine Sherif**, Director, Education Cannot Wait (ECW)
- **Mr. Oliver Liang**, Head of the Public and Private Services Unit of the Sectoral Policies Department of the International Labour Organization (ILO)

The panel discussion will also benefit from the contributions of

- Education International (Speaker tbc.)
- Refugee teachers from Kenya:
 - o **Ms. Lilian Timotaus Youhana**, a Sudanese refugee residing in Kakuma Refugee Camp working as a teacher at Malakal primary school, where she started out as an untrained teacher and has sought since to develop herself and train to be a better educator.
 - o **Mr. Daniel Mahjoub**, a teacher of Mathematics & Chemistry at Tumaini Girls Secondary School and actively involved in supporting girls in their studies and especially in STEM subjects.

Format of the side event

The virtual session on Zoom will open with interventions from the panel members who will speak from the wealth of experiences in various refugee contexts.

This will then be followed by a moderated discussion between the panelists aiming to formulate policy recommendations for the Transforming Education Summit.

The audience will be able to contribute to the discussion by asking questions and sharing comments in the chat box that will be fed into the moderation of the discussion.

Contacts

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