



Activating the recommendations on Teachers in Crisis Contexts

The High-Level Panel on the Teaching Profession was convened by the United Nations Secretary General in response to the global teacher shortage. The Panel brought together academics, ministers, former presidents, and teachers and students and their unions. Tasked with providing policy advice for governments to ensure that every child's right to a professionally-trained, qualified, and well-supported teacher is fulfilled, the Panel identified [59 recommendations](#).

The recommendations cover a broad range of topics, including: pay, conditions and job security; professional practice; gender, equity and diversity; social dialogue and collective bargaining; technology and the future of work in education; and education financing.

These broad and progressive recommendations are a unique opportunity to effect real change for millions of teachers and students around the world.

What does the Panel say about teachers in crisis contexts?

The Panel recognises that the persistent and increasing teacher shortages are exacerbated by the enormous hardships faced by teachers working in crisis contexts ([ILO/UNESCO, 2023, p.1](#)). It calls for improved working conditions for all teachers and makes **three key recommendations** focused on teachers working in crisis contexts.

Recommendation 12 → Targeted support for teachers working in emergency contexts

Firstly, the Panel underlines the need for targeted support to teachers working in emergency contexts, ensuring that their professional needs are met, their well-being prioritised, and their labour rights and right to decent working conditions fulfilled. The Panel emphasizes the need to allocate increased funding and ensure reliable payroll mechanisms to guarantee that teachers working in crisis contexts receive their salaries on time and in full.

- 12. Governments should develop clear policies to support all teachers who are working in crisis-affected regions, refugee camps and local areas prone to violence such as gang activity. Such policies should aim to provide adequate support and access to professional development; promote the well-being of teachers by addressing their physical, emotional and psychosocial needs; and raise the status of all teachers working in contexts of crisis and*



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displacement. Education funding needs to be managed to ensure continuity in case of disruptions due to crisis. There should be consideration for hazard pay. Teachers working in crisis-settings must receive timely, adequate and regular salaries.

Recommendation 13 → Employment opportunities for refugee teachers

Secondly, the Panel advises governments to facilitate refugee and displaced teachers' ability to teach in their host community through cross-border recognition of teaching qualifications. These teachers must have decent working conditions.

13. Refugee and displaced teachers should be provided entry pathways into the education workforce of host communities, in line with national teaching standards. Governments should facilitate the recognition of teachers' qualifications and experience acquired across borders, including through dedicated procedures based on the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, to facilitate retention and continuity in the profession through local integration, repatriation and resettlement. Employment of teachers in camps for refugees and displaced persons should be provided under conditions guaranteeing fundamental principles and rights at work.

Recommendation 54 → A Global Fund for Teachers' Salaries in crisis contexts

Finally, the Panel calls on the global community to support teachers in crisis through the creation of a new funding instrument to be used to pay teachers' salaries during times of emergency. Education International fully supports the development of such a Fund.

54. The international community should establish a Global Fund for Teachers' Salaries to provide time-bound support for the sufficient, timely and regular payment of salaries of teachers working in crisis-affected contexts or similar situations of threat or vulnerability.



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Education International is committed to working with member organisations and key stakeholders in emergency settings to make sure that these recommendations become effective for teachers and students affected by crises and emergencies. **Join us!**