

## **Workshop Title:** How can we support teachers in the context of EiE?

**Convener's name :** Corinne Pernet

The 20 participants decided that it would take too much time to write down their contacts. They would like to take the picture of the report // hope that RECI will put all the reports at the disposition of all the participants

### **Main issues, questions discussed:**

#### **Basic assumptions, with some (indirect) suggestions**

- **Teachers as agents of change:** Teachers play a transformative role in education and community resilience, particularly in crisis-affected settings. They can act as bridges for broader social change, provided they are supported, respected, and engaged as part of the community fabric. However, they are often unsupported, despite being essential to both cognitive and socio-emotional development of learners. Teachers.
- **Teachers as part of the community** Teachers are not isolated professionals; they live within the same crisis-affected communities and face similar risks. Their effectiveness often depends on their embeddedness in the community and ability to navigate sensitive social dynamics. Positive relationships between teachers and communities enhance both education outcomes and child protection. – but: This does not hold true for all contexts (ex. education in refugee settlements).
- **Engaging families and communities:** Collaboration with parents is crucial. Can be challenging—particularly on sensitive issues such as corporal punishment, child protection, domestic violence, or sexuality. Changing attitudes requires time, trust, and cultural sensitivity. Long-term community presence is necessary to foster gradual transformation. Arts-based methods, such as theatre, can help communities voice concerns and engage in dialogue in socially acceptable ways.
- **Working in displacement and protracted crisis:** Teachers need tailored training to engage displaced and refugee learners, and must adapt as crises become protracted. Support must evolve from short-term emergency response to long-term resilience strategies, across formal and informal education systems.

#### **Capacity building for Teachers**

- **Participatory, sensitive assessments:** Crisis- and peace-sensitive assessments are vital to capturing the real constraints on teaching and learning. Needs assessments should go beyond interviews to include participatory and observational methods, revealing hidden stressors and needs (e.g. mental health, professional isolation).

- **Teacher well-being and mental health:** Programmes tend to prioritise material support, overlooking psychosocial needs. Teachers must be equipped to understand and manage their own emotions to support students effectively. Safe spaces for teachers to reflect, adapt, and express concerns are essential, particularly in high-risk environments. INEE's teacher well-being initiatives and post-COVID donor interest show a growing recognition of mental health as a core education concern. **Expand emergency teacher training to include personal development alongside pedagogy, classroom management, and psychosocial support. Focus on emotional resilience, stress management, and self-reflection to help teachers cope with crisis-related stress.**
- **Ownership and peer learning:** Peer support and discussion among teachers help address everyday challenges and reduce isolation. Teachers must define their own needs; external actors should support, not dictate. Much power lies in an asset-oriented approach, bringing teachers together: What has worked for them? **Make them share their successes.** What could perhaps be transferred? – much more effective than a deficit-oriented approach. Also: Use films as model for “success”, to trigger discussions.
- **Education is more than school / flexibel learning:** Teacher preparation must keep pace with shifts from structured, formal learning to more flexible, play-based and community-embedded approaches.: Teachers must be equipped to navigate both structured systems and community-based learning environments.
- Sustainable programs through the training of trainers: What incentives can one provide for educators to engage in training their peers? Certificates? Monetary benefits?
- In some contexts, teacher should be trained to better cooperate with the parents or the existing associations.

#### **Other recommendations:**

- Advocate for adequate pay and infrastructure for teachers.
- Revise existing standardised training packages to integrate personal development components.
- Good cooperation with education authorities necessary / Consider complications of territories controlled by non-state armed groups.

#### **Conclusions:**

Two major points emerge:

- **Giving room to teachers' voices in a way that is asset-oriented, share the success stories, foster peer learning.**
- **Supporting the psychosocial needs of teachers**