

## 5.4 Teacher and education personnel recruitment, conditions of work, training, and support and supervision

<p><b>INEE Minimum Standards</b></p>	<p><b>Domain 4: Teachers and other education personnel</b></p> <p>Standard 1 – Recruitment and selection:</p> <p>A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p>Standard 2 – Conditions of work:</p> <p>Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p>Standard 3 – Support and supervision:</p> <p>Support and supervision mechanisms for teachers and other education personnel function effectively.</p>
<p><b>Primary users</b></p>	<p>National, sub-national</p> <ul style="list-style-type: none"> <li>• EiE programme managers in government, community service organizations and international NGOs;</li> <li>• education personnel: formal and non-formal in leadership and teaching.</li> </ul>
<p><b>Purpose of tool</b></p>	<p>To provide a checklist of key actions and signposts to resources for gender-responsive teacher recruitment, conditions of work, training, support, and supervision.</p>

## Introduction

Teachers, including female teachers and leaders, have a crucial role to play in providing safe, protective, and inclusive learning spaces during and after humanitarian emergencies and protracted crises. Appropriate, progressive teacher training, management, recruitment, support, and working conditions can help significantly to improve gender equality in schools and other learning spaces and help to establish more positive gender norms in the community as it recovers from crisis. Teachers and learners need support from administrative staff who also must understand, support, and actively work towards gender equality.

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## Key information

Teaching provides women and girls with opportunities. Having female teachers can challenge gender norms and male dominance in the teaching profession. In emergency contexts, teachers can be scarce, and those who are available may be volunteers. They are often male, with limited training in both subject areas and conflict-sensitivity and psychosocial support. They may be unable to teach due to safety and security risks, displacement, armed occupation of schools, school destruction, systemic failures around teacher salary allocation and distribution, or because as refugees their qualifications are not recognized in the host education system.

Teachers may also face challenging personal circumstances and duties of care which affect their availability to teach, morale, motivation, and physical and mental health.

Biases rooted in conflict and cultural norms – such as negative views on girls' education, patriarchal attitudes, or acceptance of gender-based violence (GBV) – can be brought into the classroom by teachers. Research has shown increasing xenophobia and discrimination against refugee populations (see [Box 5.4.1](#)). This can result in abusive and inappropriate behaviour by teachers and instructors towards learners. Such behaviour often goes unchecked due to the lack of community awareness and engagement, and the lack of supervision and codes of conduct for teachers regarding appropriate behaviour, reporting and referral mechanisms, and punitive measures.

#### Box 5.4.1: Example from Ecuador

“In Ecuador, even though Colombian refugees speak the same language (Spanish) and are mostly from the same religious background (Catholic or Christian), they are still viewed as different and as a threat. Issues of race and gender add additional layers of vulnerability. A UN representative explained: ‘... what happens is that discrimination adds up.’”<sup>12</sup>

In EiE settings, different types of teachers are likely to face other challenges that impact their capacity to teach.<sup>14</sup> Selection, recruitment, support and supervision practices, and conditions of work must consider these challenges and take steps to address them.

In a refugee scenario, employing members of the host community in teaching roles can give legitimacy to the EiE response. This can be a catalyst for cooperation between refugee and host communities, transforming attitudes and behaviours around gender equality. However, the rise in xenophobia and discrimination against refugee populations<sup>15</sup> means such steps can still present challenges for different groups of teachers.

[Table 5.4.1](#) shows some of the common challenges experienced by different groups of teachers. These challenges can compromise teachers’ effectiveness and the quality of education, and negatively affect learners’ and teachers’ well-being.

13 Mendenhall, M., et al. (2017) [Urban Refugee Education: Strengthening Policies and Practices for Access, Quality and Inclusion](#), Columbia: Columbia University Teachers’ College, p.33.

14 Cambridge Education. (2017) [Evidence Brief 4: Quality and Learning](#). Cambridge: DFID / Cambridge Education, p3.

15 Mendenhall, M., et al. (2017) [Urban Refugee Education: Strengthening Policies and Practices for Access, Quality and Inclusion](#), Columbia: Columbia University Teachers’ College, p.33.

**Table 5.4.1: Common challenges faced by teachers**

Common challenges faced by refugee, displaced, and 'remainee' teachers	
Professional	Personal
<ul style="list-style-type: none"> <li>• The teacher may not have qualifications or experience of teaching, and may lack training in psychosocial support or conflict sensitivity. This is particularly critical as needs increase during crises.</li> <li>• The host government may not want refugee teachers because their teaching qualifications are not recognized.</li> <li>• Overburdened education systems cannot supervise and manage teachers appropriately, which means they struggle to provide basic training in gender-responsive pedagogy and codes of conduct.</li> <li>• Teaching an unfamiliar curriculum in a new education system to diverse learners, including those who are significantly overage, is difficult. Teaching and learning materials and textbooks are often scarce too.</li> <li>• Lack of school infrastructure adds further challenges to teaching in difficult environments.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may have faced traumatic experiences and economic hardship, or have perceptions and attitudes towards the crisis that conflict with those of the host and refugee/peer population.</li> <li>• Teachers deployed to remote, rural host communities may be unable to travel daily from home yet lack access to local accommodation.</li> <li>• Teachers or family members may face health or disability issues for which medical support is not available.</li> <li>• Teachers have their own family and caring responsibilities.</li> <li>• Teachers are not paid salaries on time.</li> </ul>


Common challenges facing host community / country teachers	
Professional	Personal
<ul style="list-style-type: none"> <li>• These teachers may face classroom overcrowding, double-shifting, student diversity (language, ethnicity, culture, religion, gender, disability), and lack of training in conflict sensitivity, psychosocial support, language development, and curriculum adaptation.</li> <li>• They may be reluctant to work in camps due to the poor conditions.</li> <li>• An overburdened education system cannot supervise and manage teachers appropriately, including providing basic training in gender-responsive pedagogy and codes of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Heavier workloads exacerbate pre-existing personal challenges.</li> <li>• Perceptions and attitudes towards the crisis may conflict with those of the refugee population.</li> <li>• Children have less positive learning experiences; this has an impact on classroom behaviour and creates stress for teachers.</li> <li>• Teachers are not paid salaries on time.</li> <li>• Refugee and host community teachers receive different salaries, causing conflict.</li> </ul>

## Action points

### Recruitment checklist

The actions suggested below can make teacher and education personnel recruitment more gender-responsive (complementing the general [actions set out in the INEE Minimum Standards](#)). Where possible, conduct these actions in partnership with ministries of education. These actions are relevant to acute and protracted crises.

<input type="checkbox"/>	<p><b>Survey the availability of teachers and other education personnel</b> in affected populations. Develop a gender-responsive recruitment plan, targeting and supporting female and male teachers and education personnel.</p>
<input type="checkbox"/>	<p><b>Advertise for teachers and other education personnel widely in affected communities.</b> Conduct outreach to female and male leaders and associations.</p>
<input type="checkbox"/>	<p><b>Ensure job descriptions contain no gender-discriminatory content.</b> For example, use neutral pronouns or 'he/she' throughout job descriptions. Ensure person specifications are inclusive and that requirements for essential skills, experience, or qualifications do not exclude candidates based on their gender or ethnicity.</p>
<input type="checkbox"/>	<p><b>Ensure that all recruitment and selection processes are transparent and gender- and conflict-sensitive, and that they reflect commitments to diversity and equity.</b></p> <p>Recruitment transparency may require you to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> include a salary range in advertisements;</li> <li><input type="checkbox"/> communicate the hiring timeline;</li> <li><input type="checkbox"/> provide information before the interview if there is going to be an interview panel and any preparation needed;</li> <li><input type="checkbox"/> give interview feedback;</li> <li><input type="checkbox"/> choose teacher selection panels using transparent criteria and ensure they include members of the affected population (displaced, refugee, host) on a gender-equal basis</li> </ul> <p><b>Conflict-sensitive recruitment</b> recognizes the root causes of conflict dynamics and how these might impact differently on male and female teachers across different groups of the affected population (depending on their displaced/refugee/host status, language, religion, ethnicity, etc).</p>

□	<p><b>Actively recruit female teachers and other education personnel wherever possible.</b></p>
□	<p><b>Provide incentives</b>, where appropriate, to encourage females to apply for teaching, instructor and education management roles, or for in-work incentive schemes such as accredited progression routes to professional qualifications and career development. Incentives might include:</p> <ul style="list-style-type: none"> <li>• child care;</li> <li>• safe, private spaces where breastfeeding teachers can be given time to feed their babies;</li> <li>• help with transport to and from education environments, especially where safe access is limited;</li> <li>• menstrual hygiene management facilities and materials for female teachers and learners.<sup>16</sup></li> </ul>
□	<p><b>Hire women as teaching assistants</b> who can learn and qualify as teachers on the job.</p>
□	<p><b>Consider inviting secondary school-age adolescent girls or female caregivers with children to work as paraprofessional teachers</b>, with the option to qualify on the job. This may help expand the provision of, and workforce for, community-based education and alternative early childhood education, both in and beyond refugee camps. This approach could be useful where there are significant shortfalls in teacher numbers and where young women have fewer cash-for-work opportunities.</p>
□	<p><b>Consider accepting verbal references</b> from non-literate female community members and/or former teachers when seeking references for female teachers who are yet to be qualified.</p>
	<p><b>Allow temporary amendments to minimum teacher qualifications.</b></p> <p>In humanitarian settings, for example, advocating for lower teacher qualifications (as a temporary measure) has boosted female teacher recruitment and enabled governments to meet workforce targets. This may be a good investment because indications suggest that women are more likely to stay longer in the teaching profession.<sup>17</sup> In Rwanda in 1994, Grade 12 students were encouraged to enter primary teaching when UNICEF made a one-off incentive payment to boost teacher numbers.<sup>18</sup> Professional development opportunities that help teachers recruited at lower levels to become fully qualified is one way to sustain women’s presence in teaching.</p>
□	<p><b>Actively recruit male teachers and education personnel in settings where female teachers and education personnel predominate.</b> This may include early childhood development settings or scenarios where boys’ underachievement is linked to the lack of male role models.<sup>19</sup> Male teachers can support boys to change their beliefs regarding gender roles and identities. Enhance existing safety measures to counter parental concerns about men working in early childhood settings.</p>
□	<p><b>Motivate or give incentives to female and male teachers to teach subjects or levels in which they have historically been under-represented</b> (e.g., encourage women to teach mathematics and encourage men to teach lower primary classes).</p>

16 Save the Children (2015) [Menstrual Hygiene Management. Operational guidelines.](#)

17 UNESCO and IEO (2010) [Guidebook for planning education in emergencies and reconstruction.](#) Chapter 3.1

18 Ibid, p.496

19 See UNESCO GMR (2018) Policy Paper: Achieving gender equality in education: don't forget the boys. April.

## Conditions of work checklist

The actions suggested below can make conditions of work for teachers more gender-responsive (complementing the general [actions set out in the INEE Minimum Standards](#)). Where possible, conduct these actions in partnership with ministries of education. These actions are relevant to acute and protracted crises.

<input type="checkbox"/>	<b>Ensure contract arrangements are gender-responsive</b> for female and male candidates. In emergency settings, contracts may need to accommodate parental responsibilities, for instance by providing or financially supporting child care arrangements, and providing breastfeeding time and facilities so women can work.
<input type="checkbox"/>	<b>Compensation for teaching at all levels should be equal</b> for female and male teachers. As stated in the INEE Minimum Standards, teacher compensation can be monetary or non-monetary. <sup>20</sup>
<input type="checkbox"/>	<b>Create teacher codes of conduct</b> that promote inclusive, gender-responsive norms and standards at work. These are a vital tool in reducing the risks of school-related GBV (SRGBV) in humanitarian settings.
<input type="checkbox"/>	<b>Ensure transport options are available</b> to help teachers travel to and from education environments where safe access to schools is limited.
<input type="checkbox"/>	<b>Provide safe, accessible accommodation</b> for female and male teachers where necessary.
<input type="checkbox"/>	<b>Provide separate water, sanitation, and hygiene facilities</b> for male and female teachers, including menstrual hygiene management facilities and materials for female teachers.

**Table 5.4.2: The importance of a code of conduct in preventing SRGBV<sup>21</sup>**

<b>Guide and support education practitioners</b>	<ul style="list-style-type: none"> <li>• Help members of the education profession solve ethical dilemmas.</li> <li>• Stipulate explicit professional rules to guide teachers' conduct.</li> </ul>
<b>Protect pupils, teachers and school staff</b>	<ul style="list-style-type: none"> <li>• Protect pupils from harm, discrimination, intimidation, harassment, and humiliation.</li> <li>• Maintain a position of trust for teachers and other staff, without abusing authority.</li> <li>• Highlight and reinforce the implications of misconduct.</li> </ul>
<b>Achieve and maintain a high degree of educational professionalism</b>	<ul style="list-style-type: none"> <li>• Uphold the integrity, dignity, self-esteem, and reputation of educational staff.</li> <li>• Enhance the dedication, efficiency of service, and professional commitment of educational staff.</li> <li>• Promote a sense of professional identity among educators</li> </ul>
<b>Promote public trust in, and support for, the education profession</b>	<ul style="list-style-type: none"> <li>• Present a positive image of the profession.</li> <li>• Emphasize social responsibility and public accountability towards pupils, parents, and the community.</li> <li>• Establish conditions conducive to the best possible professional service.</li> </ul>

<sup>20</sup> See INEE Minimum Standards, [Domain 4: Teachers and other education personnel](#).

<sup>21</sup> UNESCO and UN Women cited in UNGEI (2016) [A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework](#), p.21



## Essential resources

### [South Sudan Teacher Code of Conduct for Emergency Situations \(2012\).](#)

The Ministry of General Education and the Education Cluster designed this document for teachers who may not have had extensive training on the full Code of Conduct. The Code of Conduct is gender-responsive. It outlines appropriate ways teachers can support and protect male and female learners and peers, encourage and manage participation in the classroom, and understand penalties for failing to abide by the Code.

## Training, support and supervision checklist

The actions suggested below can make teacher training, support, and supervision more gender-responsive (complementing the general [actions set out in the INEE Minimum Standards](#)).

<input type="checkbox"/>	<p><b>Review the teacher training curricula</b> with a gender lens. Ensure content avoids harmful gender stereotypes and norms. A review may not be possible in acute crises, but informal reviews can be conducted using the criteria in <a href="#">Box 5.4.3</a>.</p>
<input type="checkbox"/>	<p><b>Develop separate gender and conflict sensitivity training</b> as an interim measure in acute crises. This can eventually be integrated into an official curriculum review, and a gender module can be incorporated into teacher training.</p> <ul style="list-style-type: none"><li>✘ <a href="#">5.1: Accelerated and alternative education</a></li><li>✘ <a href="#">5.3: Protection and well-being</a></li><li>✘ <a href="#">5.5: Teaching and learning self-assessment for teachers and project managers</a></li><li>✘ <a href="#">5.6: Curricula, teaching, and learning materials</a></li></ul>

### **Box 5.4.2: Gender socialization in schools in Karamoja, Uganda**

A pilot project implemented by the Ministry of Education and UNICEF trained more than 1,000 primary school teachers to enhance their knowledge, attitudes, and practices around conflict management and gender equity. An impact evaluation demonstrated that the approach had the potential to change negative gender norms and behaviours if combined with wider community participation.

UNICEF and MoESTS (2016) [Gender and Peacebuilding Training for Primary School Teachers. Training manual.](#)



### Box 5.4.3: Teacher training curriculum review

To what extent is gender mainstreamed into the pre-service or in-service teacher education programme for primary and secondary level?

- Can you find examples of the following?
- content on gender within training courses about the learner;
- skills development for teachers so that they can teach in a gender-responsive manner;
- content that addresses teachers' attitudes to gender norms and relationships;
- guidelines on gender equality for teaching practice.

What should teacher education curricula on gender include?

- attitudes and behaviours – understanding how negative attitudes to gender impact on gender dynamics and teaching in the classroom (and on girls'/boys' ability to learn post-conflict);
- curriculum content – understanding and adapting gender-biased messages and materials in curricula;
- teaching and learning materials – selecting and making teaching and learning materials that do not include gender-biased messages, images, or activities;
- school environment – the extent to which the environment makes female and male learners feel included or excluded.

For a more detailed overview of teacher training curriculum review relevant to protracted crises and transition to development, see [Tool 21: Mainstreaming gender equality in teacher education and professional development](#) from UNESCO Bangkok (2019).

<input type="checkbox"/>	<p><b>Ensure supervision and support are non-discriminatory and gender-responsive.</b> Provide equal support for female and male teachers and other education personnel while recognising the additional or specific needs each teacher may have based on their competencies. Train and mentor school leaders to provide inclusive school and teacher supervision and to promote positive discipline and classroom management.</p> <p><b>✕ 8.2: Institutional EiE gender capacity: personnel and gender capacity assessment</b></p>
<input type="checkbox"/>	<p><b>Use single-sex peer support groups in some contexts.</b> Peer support groups can take many forms, from face-to-face meetings to engagement via online and other digital platforms such as WhatsApp and email chat groups (see <a href="#">Box 5.4.4</a>).</p>

#### Box 5.4.4: Teachers for Teachers, Kakuma Refugee Camp, Kenya

The Teachers for Teachers initiative supports refugee and Kenyan teachers to improve their practice and student learning in Kakuma Refugee camp.

The model was piloted in 2015 in partnership with UNHCR, Finn Church Aid, and the Lutheran World Federation. The initiative takes an evidence-based approach to develop the expertise, knowledge, and motivation of teachers through training, coaching, and mentoring. It is a multi-layered and staged approach, allowing refugee teachers to absorb what they have learned in the classroom and to test and adopt new strategies.

A key component of Teachers for Teachers is Mobile Mentoring. Using WhatsApp, teachers (mentees) are paired with a Global Mentor. These are volunteers from around the world who have significant classroom teaching experience. They provide ongoing, real-time support on day-to-day teaching challenges. Through support from Safaricom and Vodafone Foundations, Teachers for Teachers has given all mentees phones, airtime, and data so that they can participate in the mentoring programme.

Teacher education on gender equity is mainstreamed into the mobile mentoring curriculum.

Find out more:

[Full curriculum](#)

[Project information](#)

<input type="checkbox"/>	<b>Regularly involve male and female learners in teacher appraisal</b> (to the extent possible). This empowers learners and boosts understanding of how learning environments impact differently on male and female learners.
<input type="checkbox"/>	<b>Ensure that psychosocial support</b> for teachers considers the different needs of female and male teachers. <b>✕ 5.3: Protection and well-being</b>
<input type="checkbox"/>	<b>Actively encourage and develop female leadership in education</b> – in teaching and non-teaching roles. Provide support and supervision that responds to the individual capacities and strengths identified by female candidates. Ensure that the leadership in gender-responsive EiE promotes a vision and values that recognize the diverse needs of learners and equality between boys, girls, women, and men.



## Essential resources

WOB and FAWE (2019) [Gender Responsive Pedagogy in Early Childhood Education: A toolkit for teachers and school leaders](#). Section 3.1 'Dimensions of school leadership' provides detailed guidance and practical tips suitable for use in protracted crises.

INEE (2019) [Guidance Note on Gender](#), pp.88-90, provides comprehensive guidance on gender responsive teacher supervision and support.

### Box 5.4.5: Gender Responsive Pedagogy Teacher Training (GRPTT), Plan Canada in South Sudan

GRPTT integrates gender equality into practical child-centered pedagogical training. It builds teachers' skills to avoid gender bias and understand how to address gender-related barriers to participation. The training provides practical ideas and solutions for the challenges faced by teachers in low-resource environments, such as large class sizes and limited teaching and learning materials.

The GRPTT was adapted for emergency contexts when violence broke out in South Sudan in July 2016. In May 2017, 67 teachers from schools in South Sudan's conflict-affected Yei town were trained in the adapted GRPTT package.

Examples of how the training was adapted include:

- shorter sessions;
- adapted discussion questions relevant to crisis settings, such as discussing how girls, boys, women, and men experience conflict differently;
- discussion on challenges with lesson planning during the emergency context and practical solutions. For instance, this raised the challenge of teachers being personally affected by the conflict and the solution of keeping lesson plans simple.

Source: [GRPTT / INEE Webinar, November 2019](#)



**Plan teacher training and mentoring to maximize practice and minimize disruption.** Teacher training often takes place at weekends to reduce the impact on teaching time. This can have gendered consequences for female teachers who have additional domestic workloads. Investigating the 'time budgets' of teachers, and designing training around this, helps teachers engage better in training. Improved mentoring from principals, fellow teachers, and local supervisors will support practice and reinforce the training during work hours.

For gender-responsive M&E of teacher recruitment training and support, see:

### [6.3: Gender-responsive EiE indicators](#)



#### Further reading

- Cambridge Education (2017) [Evidence Brief 4: Quality and Learning](#). Cambridge: DFID / Cambridge Education
- INEE (2019) [Guidance Note on Gender](#), Chapter 4, p.77-90
- Plan International Canada. (2018) [Gender-Responsive Pedagogy Teacher Training Pack](#), Toronto: Plan International Canada.
- Save the Children (2018) [Hear it from the Teachers](#)
- UNESCO (2015) [A Guide for Gender Equality in Teacher Education Policy and Practices](#). Paris: UNESCO
- UNESCO Bangkok (2019) [Gender in Education Network in Asia-Pacific \(GENIA\) Toolkit: Promoting Gender Equality in Education](#)
- UNESCO / IIEP (2009) [Guidebook for planning education in emergencies and reconstruction](#). Section 3: teachers and learners