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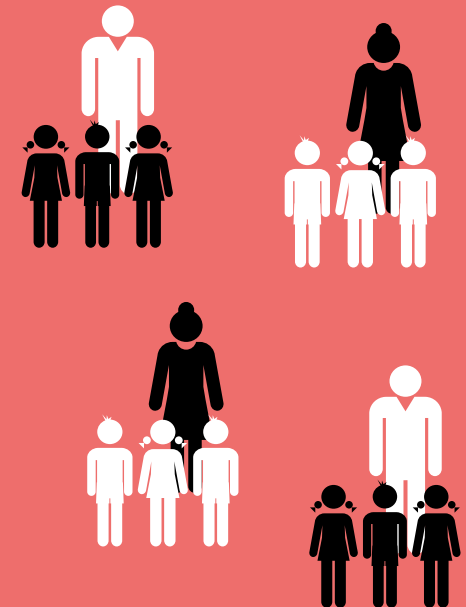
NORRAG
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POLICY INSIGHTS

REFUGEE TEACHERS

THE HEART OF THE GLOBAL

REFUGEE RESPONSE



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ABOUT THE PUBLICATION

This NORRAG Policy Insights publication on refugee teachers is born from a realisation that, while education has received increased attention in global refugee policy and programming, refugee teachers and teachers of refugees have often been overlooked. Additionally, although nationally registered teachers' work, well-being, and professional development received overdue attention at the 2022 United Nations Transforming Education Summit and with the establishment of a High-level Panel on the Teaching Profession in 2023, the unique realities and needs of refugee teachers remain under researched, under addressed, and under funded.

On the occasion of the second Global Refugee Forum in 2023, NORRAG brought together 48 experts from its network of researchers, policymakers, and practitioners to critically reflect on the challenges facing refugee teachers to promote evidence-informed policies to help ensure that teachers are recognised for the role they play at the heart of the global refugee response.

Representing more than 15 contexts, the 28 contributions in this publication showcase current evidence and propose policy priorities across three themes: including refugee teacher voices in policy making and practice, addressing the challenges of teachers' work and wellbeing, and improving refugee teacher professional development. Through these themes, it is NORRAG's vision that these compelling contributions inform debate and inspire researchers, policymakers, and practitioners to engage with and learn from refugee teachers as teachers and as transformative agents of change.

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Anouk Pasquier Di Dio is responsible for the design of the publication and Camille Chabinaud managed all promotion and events related activities.

ABOUT THE AUTHORS

A full list of the 48 experts who contributed to this publication, including their biographies, is included at the end of this publication. This publication has been coordinated, edited, and introduced by Christopher Henderson, Education in Emergencies Specialist at NORRAG, with the direction of Moira V. Faul, Executive Director at NORRAG.

ABOUT NORRAG

NORRAG is a global network of more than 5,600 members for international policies and cooperation in education and training. NORRAG is an offshoot of the Research, Review, and Advisory Group (RRAG) established in 1977 and at the time funded by the International Development Research Centre (IDRC) and Swedish International Development Authority (Sida). It was charged with critically reviewing and disseminating education research related to the developing world. The current name was adopted in 1986. Since the move to Switzerland in 1992, NORRAG has been significantly supported by the Swiss Agency for Development and Cooperation (SDC) and the Graduate Institute of International and Development Studies Geneva. NORRAG's strength lies in addressing under researched questions of quality and equity in key issues in education and development, and in amplifying under-represented expertise particularly from the South. NORRAG's core mandate is to produce, disseminate and broker critical knowledge and to build capacity for and with the wide range of stakeholders who constitute our network. Our stakeholders from academia, governments, NGOs, international organisations, foundations and the private sector inform and shape education policies and practice at national and international levels. Through our work, NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.

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