Sufficient numbers of trained and well-supported teachers are key to widening access to safe, quality education services for children. Teachers are critical actors in ensuring the protection and well being of children and in facilitating learning, yet in many crisis contexts teachers are working in complex classrooms with minimal support, training, supervision, materials, or compensation.

The Teachers in Crisis Contexts (the TiCC) working group, now a collaborative under the Inter-agency Network for Education in Emergencies (INEE), was founded in April 2014 as an inter-agency effort to provide more and better support to teachers in crisis settings. Members of the group, which currently includes 21 partner agencies, work together to identify problem areas in teacher management, development and support in crisis contexts and propose and provide inter-agency, open-source solutions. The unique configuration of the TiCC members, bringing together actors from UN agencies, NGOs, and academia has broken ground in bringing a harmonised, resource efficient approach to strengthen and transform support to teachers working in the some of the world’s toughest classrooms.

**TiCC Resources**

TiCC calls for continuous professional development and reflective practice, and the following open resources support an intentional move away from one-off training workshops.

- **Training for Primary School Teachers in Crisis Contexts**—builds basic teaching competencies for unqualified or under-qualified teachers often recruited to teach in emergency settings.

- **Peer Coaching for Teachers in Crisis Contexts**—strengthens teaching competencies through peer coaching by teachers for teachers through 1) Teacher Learning Circles, and 2) Classroom Observations and Feedback Sessions.

- **Theory of Change and Guidance Note for Quality Teacher Professional Development in Crisis Contexts**—details the evidence base that the change of practice is more likely if teachers have the skills and knowledge to handle the challenges differently.

**TiCC in Action**

Interagency training of trainers and direct teacher training workshops on the TiCC training pack have been held across Africa and the Middle East at regional and country levels. The inaugural inter-agency Peer Coaching Training of Trainers took place in Amman in July 2018. Education clusters and working groups in emergency contexts such as Bangladesh have adopted TiCC materials to support teacher development.

**What Next?**

The next two years the TiCC will focus on building upon capacities and transforming teacher professional development practices in emergency contexts, and build the evidence base to measure the effectiveness of the TiCC model. These will include:

- Develop interagency training of trainers guidance for TiCC members
- Conduct TiCC webinars and blog series to share concrete examples and recommendations for effective practice
- Disseminate TiCC indicators (aligned to the theory of change) and develop accompanying data collection tools
- Develop a TiCC research and learning agenda focusing on teacher professional development in crisis contexts which examines ways in which TiCC tools are used, adapted, and the impact on teachers (adaptation, use, process & impact)

For more information, visit [http://www.ineesite.org/en/ticc-collaborative](http://www.ineesite.org/en/ticc-collaborative) or contact: Charlotte Bergin (c.bergin@savethechildren.org.uk) or Amy Parker (amy.parker@ri.org)