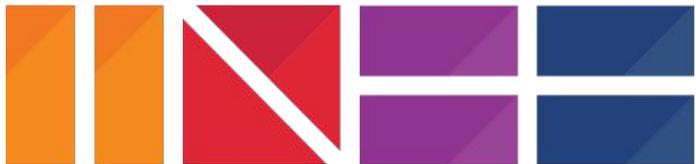


# Teacher Wellbeing Guidance Note Launch

May 2022



**Inter-agency  
Network for Education  
in Emergencies**

# Webinar Housekeeping



Participant audio and video are disabled.



Post questions using the Q&A function at any time.



This session is being recorded.



Closed captioning available in En



The recording and presentations will be shared on the INEE website – [inee.org](http://inee.org)



# Agenda

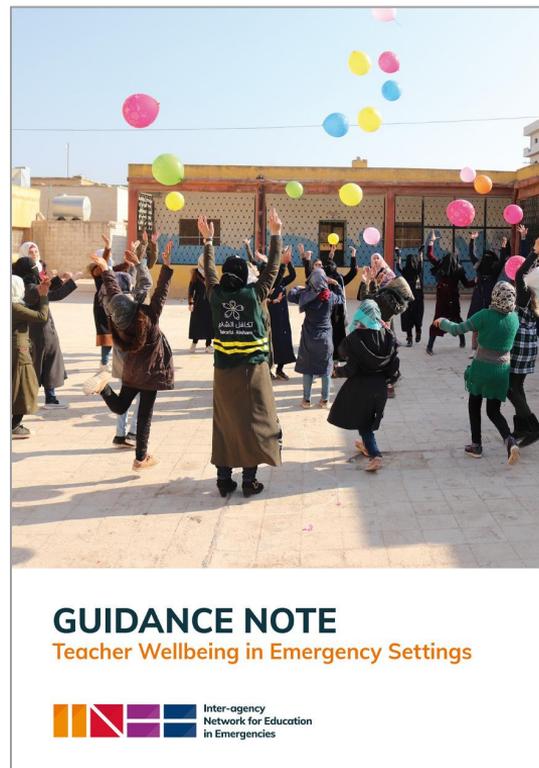
Welcome and introductions

Setting the scene - the state of teacher wellbeing globally

Conceptualization of the Teacher Wellbeing Toolkit

Overview of the Guidance Note

Panel Discussion



# Presenters

**Nikhil D'Sa**, Ed.D. Assistant Professor and Senior Associate Director of Research, Global Center for the Development of the Whole Child

**Amy Parker**, Learning through Play Programme Lead, Save the Children Denmark and former TiCC co-chair

**Julia FINDER Johna**, Senior Advisor on Education in Crisis and Conflict at USAID and PSS-SEL Collaborative co-chair

**Samaya Mansour**, PhD Student, Teachers College, Columbia University

**Sophia D'Angelo**, PhD, Independent Consultant

**Jwalin Patel** (PhD), President, Together In Development & Education Foundation & ESRC Postdoctoral Researcher, University of Cambridge

**Raksha Sule**, Education & Protection Program Manager (Myanmar), People In Need

**Abla Assaf**, Education Technical Officer - Palestine, Norwegian Refugee Council

**Chris Henderson**, Co-Chair, Teachers in Crisis Contexts Collaborative, INEE and Teachers College, Columbia University

# Overview of INEE's work on Teacher Wellbeing

**History:** Teachers in Crisis Contexts (TiCC) founded in April 2014 and PSS-SEL Collaborative founded in 2018 as continuation of PSS-SEL Working Group (2014-17)

## Previous work::

- TiCC Primary Teacher Training Pack published in March 2016
- Background Paper on PSS-SEL for Children and Youth in Emergency Settings published in 2016
- TiCC Peer Coaching Pack published in September 2018
- Guidance Note on Psychosocial Support published in 2018
- Landscape Review: Teacher Well-being in Low Resource, Crisis and Conflict-affected Settings published in August 2019

# Teacher Wellbeing Toolkit

**Goal:** Identify existing and create new practical guidance and tools that support teacher wellbeing - *with teachers at the center*

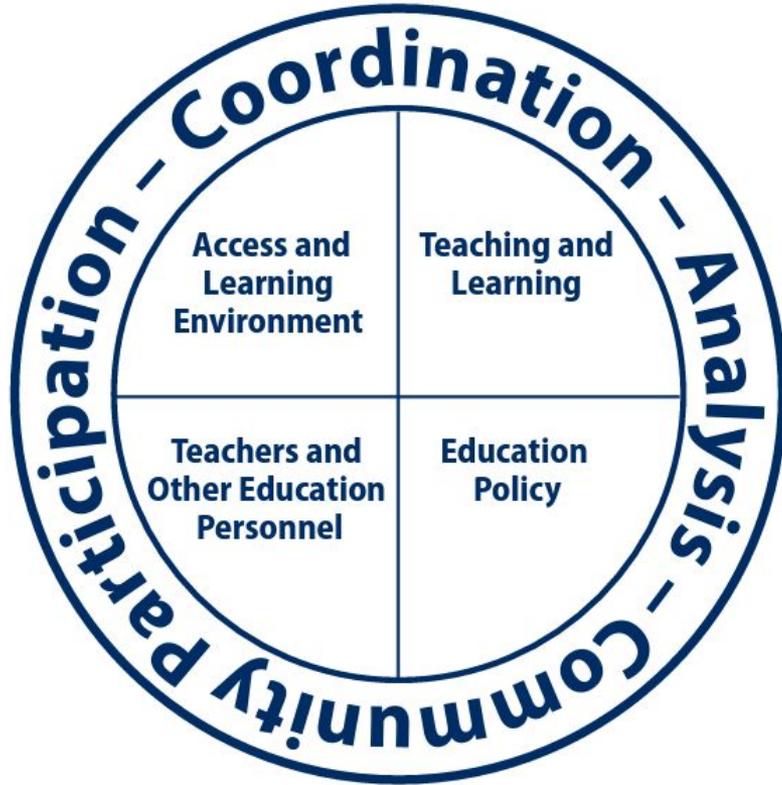
## Intended outcomes:

- Strengthened political support for teachers
- Increased ability of stakeholders to support teacher wellbeing

## Teacher Wellbeing (TWB) Toolkit Deliverables:

- Mapping of teacher wellbeing resources and gap analysis
- Guidance note
- Contextualized teacher wellbeing resources

# TWB Toolkit: collaboration grounded in the INEE Minimum Standards



Psychosocial Support and Social Emotional Learning (PSS-SEL)

**TiCC** | Teachers in Crisis Contexts



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# Teacher wellbeing in emergency settings: Findings from a resource mapping and gap analysis

Sophia D'Angelo, PhD, Independent Consultant  
Samaya Mansour, PhD Student, Teachers College  
Non-presenting author: Lisa Walker, PhD



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## EDUCATION EQUITY RESEARCH INITIATIVE



Photo credit: Teachers for Teachers program (Teachers College, Columbia University)

### Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings

Teacher Social-Emotional Well-being Task Team

Education Equity Research Initiative

Danielle Falk, Emily Varni, Julia Finder Johna & Paul Frisoli

Washington, DC

August 2019



## TEACHER WELLBEING IN EMERGENCY SETTINGS: FINDINGS FROM A RESOURCE MAPPING AND GAP ANALYSIS



## GUIDANCE NOTE Teacher Wellbeing in Emergency Settings



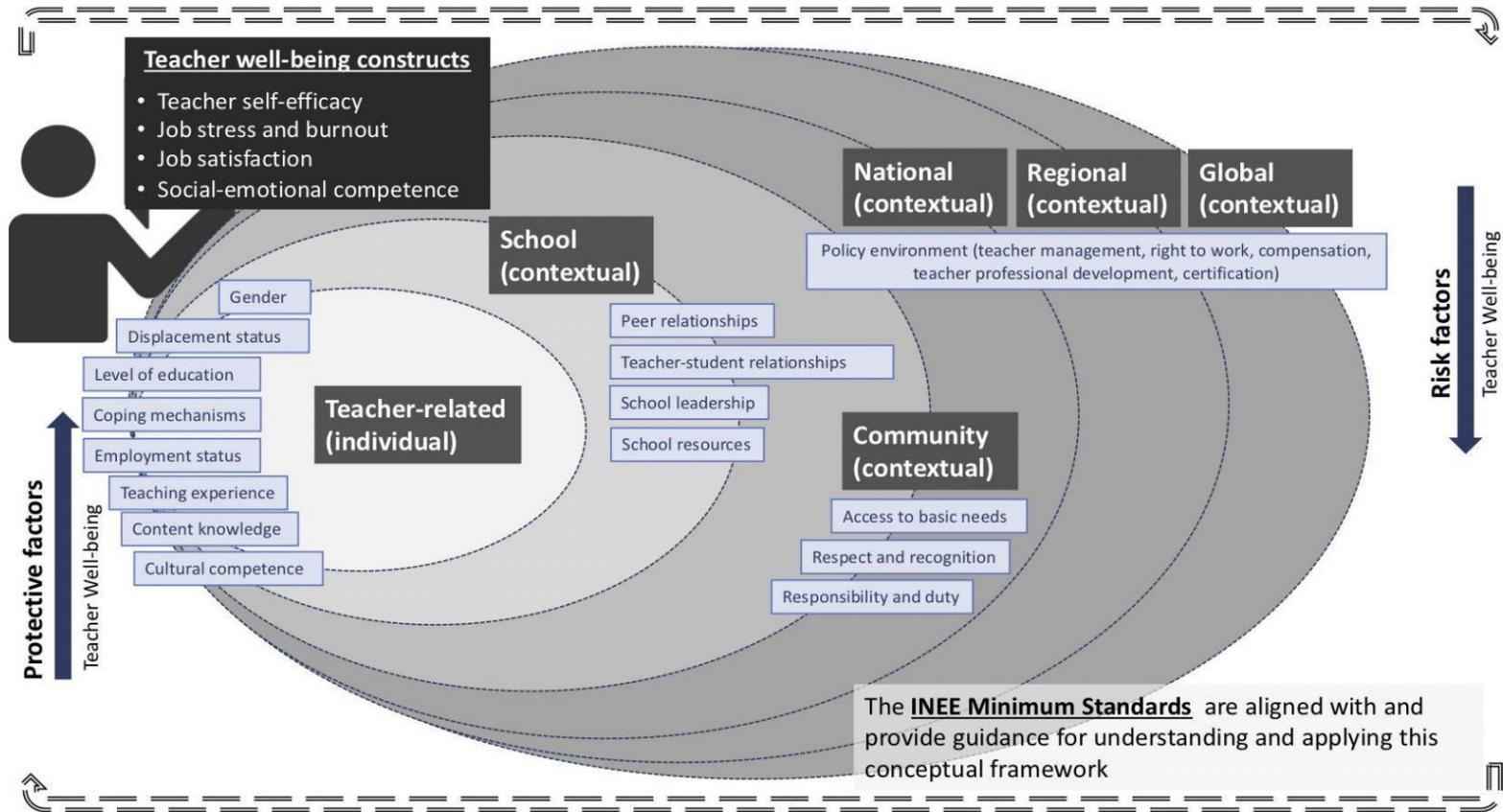


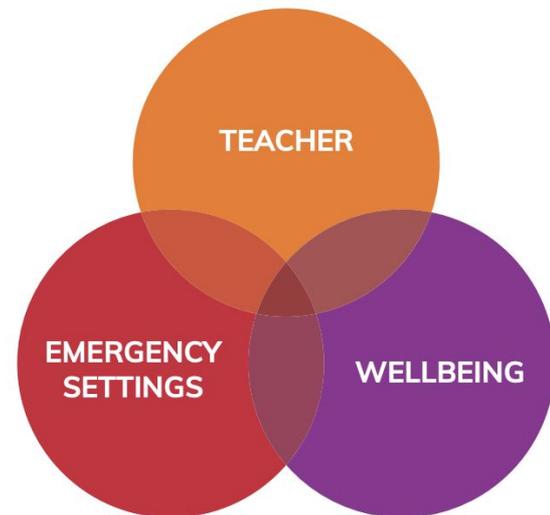
Figure 1: Conceptual Framework for Teacher Well-being in Low Resource, Crisis, and Conflict-affected Contexts

# Approach to Resource Mapping

**Approach & Scope:** Open access materials (in 1 of 5 core INEE languages); identified through online searches and targeted outreach + KIIs + Teacher Survey

## Key Terminology:

- **Resources:** multimedia that provide activities or explicit strategies to support TWB\*
- **Measurement Tools:** to assess or monitor TWB (e.g., self-administered rubrics, focus group tools)
- **Policy/advocacy papers:** Outlining strategies or advocacy approaches to build institutional capacity to improve teacher wellbeing at either the national, regional, or global level.



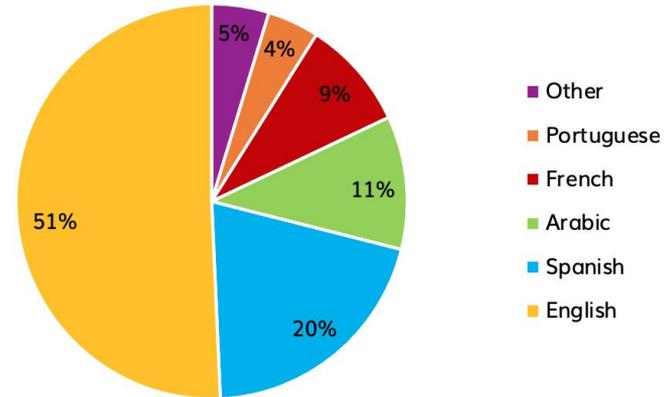
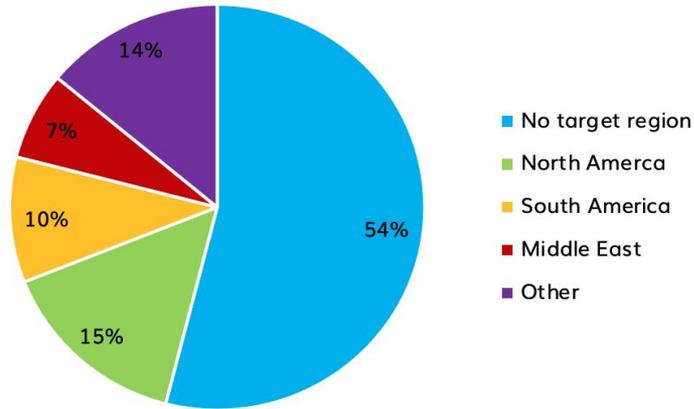
\*Pedagogical resources were outside of scope.

# 10 Key findings of the mapping

1. Teacher wellbeing is often conceptualized as a means to achieve student wellbeing.
2. The COVID-19 global health crisis has remobilized the agenda for addressing teacher wellbeing in emergency settings, but materials are limited in how well-tailored they are to teachers' unique needs.
3. Contextualization of teacher wellbeing materials at the national and local level is key, especially to recognize how the nature of wellbeing is culturally determined and that distinct emergency settings require distinct approaches
4. Linguistic diversity is still lacking.
5. Materials rarely recognize teachers' individual characteristics in terms of gender, disability, displacement, or refugee status, among others.

# Some brief stats on the materials collected

- Over half (52%) the collected materials were created by organizations located in North America or Europe
- Materials rarely targeted a particular country or region.



# 10 Key findings of the mapping (cont.)

6. Despite the importance of leveraging teachers' voices and experiences to create materials that meet their needs, there is a lack of materials co-created by teachers.

7. The teacher questionnaire respondents identified financial security as the most common challenge they face. Although policy/advocacy documents advocate for teacher pay, they rarely address the need for more extensive compensation, including medical care and employment injury benefits, annual holidays off with pay, sick leave, and maternity/paternity leave.

8. There is a lack of materials that advise teachers how to engage in policy-level dialogue in order to address pay and other policy challenges, lobby for political change, or learn about their rights.

9. Too few of the available resources employ whole-school approaches or leverage the roles school leaders and community actors play in fostering a culture of wellbeing, professional learning, and peer-to-peer support and collaboration.

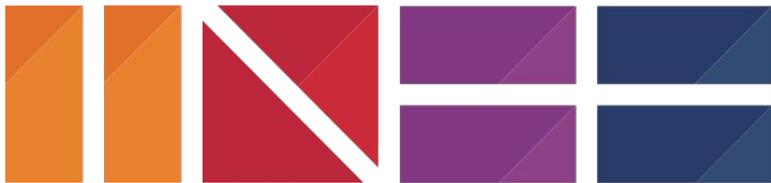
10. Teachers use various informal individual coping strategies that were not captured by the mapping. These include recreational, religious, and social activities, as well as online self-study and professional development opportunities that help them improve their self-efficacy.

# INEE's 13 Recommendations on TWB materials

Design materials to address the needs of teachers working in different types of emergencies.	Invest in adaptation guides to support contextualization.	Translate available materials in local languages	Ensure TWB efforts are inclusive and gender-responsive.	Engage teachers in the co-creation of TWB materials.
Focus on teacher wellbeing as an outcome unto itself.	Prioritize quality assurance of materials collected.	Collect evidence on impact of TWB efforts and programs.	Expand the conceptualization of "materials" to include pedagogical and informal strategies to achieve teacher wellbeing.	
Employ whole-school and whole-community approaches to TWB.	Collect and track disaggregated data on teacher pay.	Support changes in teacher compensation packages.	Provide pathways for teachers to lobby or advocate for legislative change.	 <p>Inter-agency Network for Education in Emergencies</p>

# Guidance Note: Teacher Wellbeing in Emergency Settings

Raksha Sule, Education & Protection Manager, People In Need  
Jwalin Patel (PhD), President, Together In Development & Education  
Foundation & ESRC Postdoctoral Researcher, University of Cambridge  
Non-presenting authors: Sophia D'Angelo & Samaya Mansour



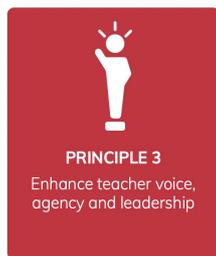
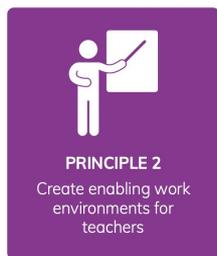
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# Approach to Guidance Note

**Approach:** Participatory virtual consultations and requests for “spotlight examples” supporting teachers in emergency settings

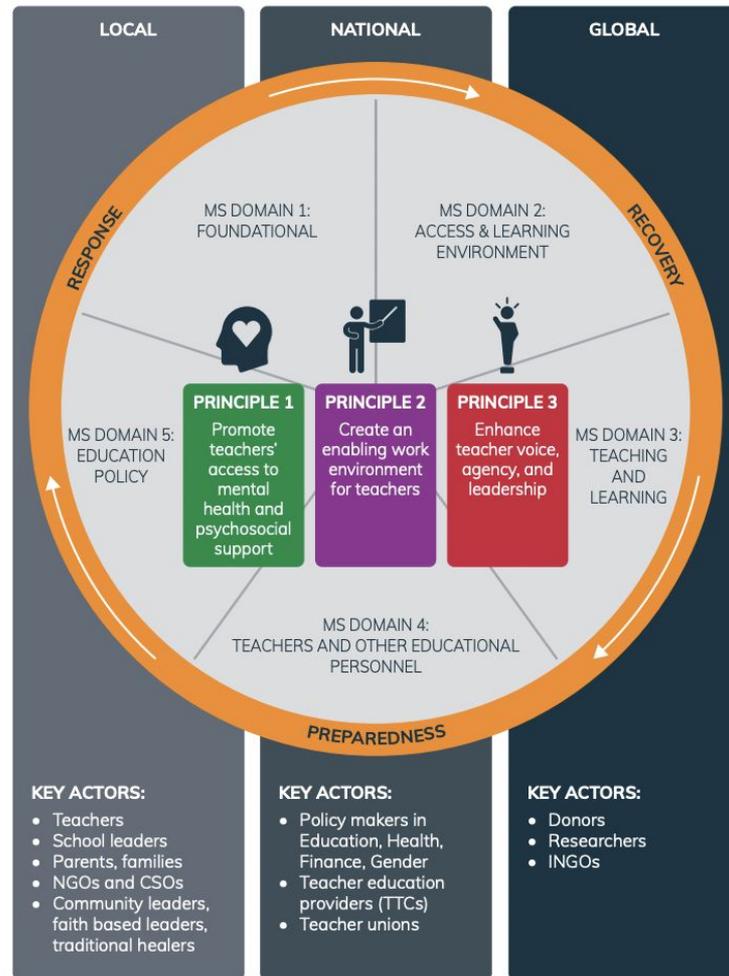
## Conceptual Framework:

- Three principles of TWB



- Key stakeholders at the local, national, and global levels
- INEE Minimum Standards

Figure 1. Teacher Wellbeing Guidance Note Organizational Framework



# Operationalizing the Guidance Note: an example

INEE (2010) Minimum Standards Domains and Standards (MS)	Access to MHPSS: processes, approaches, and interventions that promote and protect teachers' wellbeing and holistic teaching practices	Enabling work environment: provide resources, facilities, structures, and policies that support teachers	Voice and agency: give teachers opportunities to participate in processes that affect them, to have professional autonomy and to lead
<p><b>Domain 3. Teaching and learning</b></p> <ol style="list-style-type: none"> <li>1. Curricula [D3S1]</li> <li>2. Training, Professional Development, and Support [D3S2]</li> <li>3. Instruction and learning process [D3S3]</li> <li>4. Assessment of learning outcomes [D3S4]</li> </ol>	<ol style="list-style-type: none"> <li>1. Make MHPSS (including SEL) topics part of student curricula and make sure stigma and discrimination are discussed</li> <li>2. Add MHPSS (including SEL) topics to teacher education curricula and regularly train teachers on these topics. Discuss stigma and discrimination</li> <li>3. Use peer support, community spaces, and consider task-shifting for non-teaching jobs</li> <li>4. Make mental health, psychosocial, and social and emotional competencies part of assessments</li> </ol>	<ol style="list-style-type: none"> <li>5. Create curricula that respect the local culture and treat boys and girls as equals. Include relevant emergency response topics</li> <li>6. Provide teacher education that responds to the resource and curricula needs of the context</li> <li>7. Give teachers tools and skills in adaptive and responsive pedagogies</li> <li>8. Make sure school leaders and environments are supportive, and create constructive and fair coaching and inspection procedures</li> </ol>	<ol style="list-style-type: none"> <li>1. Create curricula with teachers. Encourage <u>professional autonomy</u> for curricular innovation</li> <li>2. Involve teachers in teacher education and TPD</li> <li>3. Help teachers to improve, including through <u>action research</u>. Encourage pedagogical innovation</li> <li>4. Design assessment systems with teachers. Support teachers' <u>professional autonomy</u> when they make reasonable accommodations or adaptations to exam tools</li> </ol>

# Recommendations: an example

## Standard 2: Protection and wellbeing (D2S2)

Learning environments are secure and safe, and promote the protection and the psychosocial wellbeing of learners, teachers and other education personnel.

### What are protection and wellbeing in EiE and how can they promote teacher wellbeing?

Learning environments that promote teacher wellbeing must have disaster risk reduction and management plans. They should provide psychosocial support services, and consider how to keep access to schools safe. Learning environments should follow the [Dakar Framework](#), so teachers work in an environment that, "promotes mutual understanding, peace and tolerance, and that help(s) to prevent violence and conflict". It is also important to discuss the needs of vulnerable teachers, like those who are survivors of gender- and sexual-based violence or teachers who have a disability.

### What are the barriers to protection and wellbeing across teacher wellbeing efforts?

- Lack of coordination (D1S2) with protection and security sectors, and conflict actors, makes it challenging to achieve safety and security outcomes for teachers
- Referral systems and specialized mental health services may not be available, accessible, or feasible to establish, limiting teachers abilities to seek appropriate support for severe conditions and distress
- Teachers hesitate to report violence because they cannot do so safely and confidentially
- Psychosocial, protection and judicial support are inappropriate and could re-traumatize or harm teachers
- Training and supervision in MHPSS programming is inappropriate and could re-traumatize or harm teachers

## Recommendations for effective protection and wellbeing for teacher wellbeing

### Promote teachers' access to MHPSS

- Promote access to MHPSS services and activities at all levels (including basic needs and security, family and community, [focused, non-specialized support and specialized support](#))
- Promote teachers' mental help with support from community members, families, faith-based leaders, and CSOs (see [D1S1](#))
- Use basic PSS skills
- Help teachers to support each other through formal peer-to-peer support
- Help create general individual or group support projects, and monitor them to make sure projects are carried out correctly
- Find specialized service providers and set up or strengthen referral pathways
- Make sure MHPSS resources and services fit the context, are affordable, inclusive and gender-sensitive ([D2S1](#))

### Create an enabling work environment

- If schools are too far away for teachers and learners to reach safely, encourage them to meet in subsidiary (or 'satellite' or 'feeder') schools that are closer to home
- Reinforce buildings or perimeter walls, and use security guards
- Give teachers on-site housing, especially vulnerable teachers
- Create codes of conduct that follow the Dakar Framework, and make sure school leaders and local and national authorities discuss it in training and supervision activities
- Set up formal Mental Wellbeing Committee at schools to help teachers complete Mental Wellbeing Plans and care for themselves
- Organize regular basic PSS training and individual or group projects around teachers' schedules
- Hire school counselors and MHPSS focal points
- Help teachers to raise funds for resources, snacks and drinks, and materials like paper and pens
- Include protection and wellbeing standards in education system policies and legal frameworks (see [D5S1](#) for more)

### Enhance teacher voice, agency and leadership

- Invite teachers to do risk assessments so they understand protection needs and priorities. Involve them in disaster prevention and management activities where they can create emergency preparedness plans and decide on safety measures
- Ask teachers how you can reduce stigma, which support services they need and want, and how you can help them to create accessible referral pathways
- Train teachers in basic PSS (like Psychological First Aid) and offer individual or group support projects
- Encourage teachers to learn about improving their wellbeing and protecting themselves. Give them learning resources they can use independently (for socio-emotional skills development, for example)

### Supportive resources for protection and wellbeing

- UNESCO (2000) [Dakar Framework for Action](#)
- IFRC (2018) Basic psychosocial support example: [Psychological First Aid](#)
- Focused, non-specialized support (individual programming) example: [Problem Management Plus](#)
- Focused, non-specialized support (group programming) examples: Tree of Life program (REPSI & CRS, n.d.); [Group Interpersonal Therapy for Depression](#) (WHO, 2020)
- [IASC \(2007\) Guidelines on MHPSS in Emergency Settings](#):
  - Action Sheet 6.2: Provide Access to Care for People with Severe Mental Disorders (pg. 123-131)
  - Action Sheet 6.5: Minimize Harm Related to Alcohol and Other Substance Use (pg. 142-147)

### Spotlight 7 (initiative): T.A.Y.O. Naman! (Tulong, Alaga, Yakap at Oras para sa mga Tagapagtaguyod ng Edukasyon) Kumustahan, Philippines

T.A.Y.O. Naman!<sup>8</sup> is an online resource for teaching and non-teaching staff in the Philippines' Department of Education (DepEd).

The main point of the program is "Nandito kami para sa inyo" ("We are here for you."). T.A.Y.O. Naman! emphasizes the idea of togetherness in the Filipino word "tayo" and highlights the capacity of communities to stand up, or tayo, in crises. The program used feedback from surveys and focus group discussions to develop the concept and it works through: 1) a public webinar series, and 2) an art-based and in-depth "kumustahan" (or online meeting) session via Zoom.

Source: Spotlight survey example-Joan Grace Lamado, Department of Education

# A note on contextualisation

Like in other INEE Guidance Notes, “the strategies mentioned are meant to provoke thought rather than indicate prescriptive measures; adaptation to each unique context will be necessary” (INEE, 2013, p.9). Please ask yourself:

- 1. Who are the teachers in this emergency?** What community(ies) do they belong to? What assets do they have? What do they need? What risk factors do they face? Are they part of vulnerable groups (displacement/refugee status, gender, ethnicity, religion, or potential disabilities)?
- 2. What type of emergency is this?** Armed conflict is different from an environmental disaster or health emergency.
- 3. What phase of the emergency is this?** Teacher wellbeing is different in the preparation, response, and recovery phases.
- 4. What resources are there?** You may need to make a list of the local, national, and international human, material, and financial resources.
- 5. What risks do I need to consider?** The most important thing is to ‘do no harm.’

# Panel Discussion

# Thank you!



The recording and presentation will be available on [inee.org](https://inee.org)



The Guidance Note is being translated into in Arabic, French, Portuguese, and Spanish



Contextualizations coming soon! Colombia, Kakuma, Myanmar, Palestine