

INEE Guidance Note on Teacher Wellbeing in Emergency Settings

Domain 2 - Access and Learning Environment

Palestine Contextualization

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Domain 2: Access and learning environments - Palestine contextualized version

All individuals having access to quality and relevant education opportunities.

Standard 1: Equal access (D2S1)

What is equal access in EiE and how can it promote teacher wellbeing?

Equal access means that all teachers can get an inclusive and non-discriminatory education and training before and while they are working (D3S2). Training and education services must be flexible and suited to local needs and challenges, including culturally- and gender-responsive teacher education curricula (D3S1). Every teacher should be able to join workshops and training to support their psychosocial wellbeing, develop social and emotional competencies, and improve their skills. Every teacher should also have access to mental and physical health services in schools and be referred to specialized services if they need. Their physical environment also needs to be safe and accessible (D2S2, D2S3). To ensure that female teachers - who are often responsible for childcare - have equal opportunities to engage in teacher education and training and that family-friendly policies should be designed to support them, the MoE continues to establish and open kindergartens in primary schools, it is recommended to add a nursery class in these kindergartens.

What are the barriers to equal access across teacher wellbeing efforts?

- There is no policy to ensure that private sector teachers have access to training, supervision and guidance opportunities, which leads to limited access to education and training opportunities, and low access to opportunities to develop skills, leadership qualities, and official promotions.
- Teachers must have professional or citizenship certificates to be able to work. Palestinians who lose their certificates because of displacement or political asylum can get their certificates through the Palestinian embassies in those countries.
- Schools are used by the Israeli Occupation Forces as military bases during emergencies and wars, specifically in Gaza or military forces are placed in front/near the schools which impedes safe access for teachers, disrupts education and leads to additional risks for teachers.
- During emergencies and wars, schools are used as shelters, specifically in Gaza as civilians flee from attacks and bombings and seek safe places, impeding safe access for teachers, disrupting education and creating additional risks for teachers.
- There are physical barriers or no safeguarding mechanisms to deal with risks on the way to schools. There is also lack of protection mechanisms to face risks on the way to/from schools, endangering the mental and physical safety of teachers. This is particularly due to frequent Israeli military permanent and flying checkpoints near the schools and on the way to these schools.

- Lack and insufficient schools in areas that are exposed to violations, and so students have to enroll in distant schools and be exposed to violations by the occupation forces or settlers on their way to and from schools.
- The recruitment and transfer policy takes into account the teachers' accommodation and their social and family needs.

Recommendations for effective participation for teacher wellbeing

Promote teachers' access to MHPSS

- Make sure teachers have equal access to quality MHPSS programming (like affordable and safe transportation, childcare, accessible facilities and communication for ethnic and linguistic minorities or teachers with disabilities)
- Keep teachers safe when they take part in MHPSS projects. Keep personal information confidential and deal with stigma and discrimination
- Ask protection and security actors to create appropriate security protocols and infrastructure to keep teachers safe, especially teachers with disabilities and other vulnerabilities
- Activate referral pathways so teachers can access MHPSS, and ensure that all teachers have access to these systems

Create an enabling work environment

- End the occupation and stop its military practices and violations, as well as the aggressive and unjustified practices and violations of the settlers against schools, students and teachers
- Mapping of the schools that are used as shelters during wars in Gaza or other emergencies, and mapping of the schools to which students and teachers are transferred in order to ensure they have safe access to education
- Implementation of the Education in Emergency plan including conducting trainings on Disaster Risk Reduction (DRR), for the schools located in vulnerable areas and subject to attacks.
- Removing the occupation barriers or checkpoints and military gates that impede the access of teachers and students and work on searching them physically and searching their belongings and exposing them to provocation and humiliation
- Review emergency response policies so schools are not used as shelters or military bases. Find alternative locations
- Include support for families, especially children, in teacher relocation and deployment policies (help register students in new schools and provide childcare services for teachers, for example)
- Create procedures to recognize displaced or refugee teachers' certificates (see D4S1, D4S2, D5S2)

- Supervise and coach teachers, especially when learning is disrupted like during the Covid-19 pandemic. Train them to teach remotely using digital or non-digital tools (see D3S1).
- Maintain and activate teacher recruitment, education and training policies that are inclusive and non-discriminatory and address the individual needs of teachers (eg women and teachers with disabilities)
- Provide continuous supervision, guidance and training opportunities for all teachers, especially in cases of learning disruption and during the activation of popular or non-formal education, in addition to providing training and supervision for the private education sector
- Provide international protection for schools located in areas prone to violations to protect schools, teachers and students from being subjected to abuse. This includes escorting students and teachers through checkpoints and being present in the vicinity of schools when students go to schools and while they leave.
- Provide safe transportation for students and teachers and their families in schools that are difficult to reach and prone to violations.

Enhance teacher voice, agency and leadership

- Help teachers report access problems in a safe and confidential way
- Give teachers skills and opportunities to make schools more accessible for everyone in the community
- Encourage curricular (D3S1) and pedagogical (D3S3) flexibility so teachers can provide quality education to all students that meets their needs
- Keep fair opportunities for formal and informal promotions and recognition.
- Reference was made to the recent teachers' strike in Palestine between March and May 2022 and the teachers' achievement of related benefits such as the profession of teaching
- The Ministry adheres to international standards in the construction of schools, and teachers participate with the school administration in developing the operational plan for the building. Feedback should be collected from the schools that are being built and operated, and this feedback should be used to improve schemes.

Spotlight 1: Teacher Voice, Agency, and Leadership

The Teachers' Union in Palestine started a strike on 9th March 2022. They had essential claims such as stopping the cuts in teachers' monthly salaries, increasing salaries, payment of the teachers' financial dues. On 21 April the Teacher Union signed an agreement with the Minister of the Ministry of Education achieving some of these claims. At this point, there was split in teachers' positions causing chaos and different visions and opinions. One party followed the agreement and ended the strike and went back to regular schooling. Another party continued to run full strike while the third party ran partial strike. They continued with escalated steps until 14th May, the civil society

organizations and the Independent Commission for Human Rights submitted an initiative to the Prime Minister. Both parties signed an agreement which fulfills a significant part of the teachers' demands. The teachers ended their strike and went back to full operation with a plan to ensure students are compensated.

Achievements:

1. The cost of living allowance is paid to teachers
2. The decision of the PA Cabinet to convert the supervisory allowance for teachers into a nature-of-work allowance
3. Acceleration of the implementation of a system that considers education a profession

An outstanding point that arose from this strike was that the parents took a supporting position on the side of the teachers because they believe that if teachers do achieve their rights, they will not be able to support their students. They addressed the MoE requesting improving the teachers' working conditions.

Source:

1. palestinecabinet.gov.ps
2. qudsnet.com

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”. It is important to discuss the needs of vulnerable teachers, such as those who are survivors of gender- and sexual-based violence or teachers who have disability or those exposed to violations from the occupation forces or the settlers.

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 need to be encouraged to report violence because they cannot do so safely and confidentially
- Psychosocial, protection and judicial support might be inappropriate and could re-traumatize or harm teachers
- Training and supervision in MHPSS programming might be inappropriate and could re-traumatize or harm teachers
- The lack of effective and implemented policies to protect teachers from violations of the occupation and settlers.
- In some cultural contexts, mental health and psychosocial wellbeing may be taboo and stigmatized, making teachers reluctant to seek and participate in care services

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)
- Provide 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)

Spotlight 2: Promote Teachers' Access to MHPSS

[Teacher Stories: Rokkaya - Bethlehem, Palestine | INEE](#)

[Teacher Stories: O.M. - Jerusalem, Palestine | INEE](#)

Create an enabling work environment

- Reinforce buildings or perimeter walls (1 meter cement in addition to 2 meters metal fence) and use security guards. Where it is not feasible to use security guards, use security cameras.
- When recruiting and transferring teachers, take into account the places of their residence and that they are close to the places of work, in order to reduce the chances of teachers being subjected to violations or attacks by the occupation and settlers
- Activate the Code of Conduct for Palestinian General Personnel Council, ensuring that school leaders/principals, local and national institutions address this systematically in their training and supervision activities
- Set up formal Mental Wellbeing Committee in the directorates to help teachers complete Mental Wellbeing Plans and care for themselves
- Organize regular basic PSS training and individual or group interventions around teachers' schedules
- Hire school counselors and MHPSS focal points in schools/ directorates
- Provide learning resources and materials such as 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 details)

Spotlight 3: Integrated Programming between Student and Teacher Wellbeing

The Palestinian Youth Association for Leadership and Rights Activation (PYALARA) has been targeting teachers and counselors and engaging them in debriefing sessions which are implemented as part of the project "We Care" and "Youth 4 Change". The sessions provided them with an opportunity to vent out their concerns and problems to improve their wellbeing. In addition, teachers and counsellors were taken in trips to Jericho and other locations to get them out of their school routine and where they can interact with each other. They also were involved in activities related to Media and Information Literacy

to build their capacities to use social media platforms in a safe and secure manner. They also participated in webinars and discussions related to violence, young education system and they were provided with an opportunity to share their experiences.

During the COVID-19 pandemic, teachers participated in training sessions on how to use the different interactive applications in their classes. A number of teachers participated in exchange opportunities visits outside Palestine as well as local and regional conferences (PYALARA Annual Report 2020).

Enhance teacher voice, agency and leadership

- Encourage and capacitate 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 on basic PSS (like Psychological First Aid) and offer individual or group support interventions
- 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)



Standard 3: Facilities and Services (D2S3)

Education facilities promote the safety and wellbeing of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

What facilities and services are important in EiE and how can they promote teacher wellbeing?

Safe teaching and learning environments are very important for teacher wellbeing. Schools and other learning spaces need to be accessible, safe, and include facilities and services that teachers need. They must respect differences in gender, age and disability and be in areas that are safe for all teachers and students. In emergencies, teachers can face many security risks, including armed violations from and abuse and environmental and health risks.

What are the barriers to facilities and services across teacher wellbeing efforts?

- There are no security and governance mechanisms or policies to protect teachers and learners, including conflict and risk assessments and planning
- Some old schools are poorly built and dangerous because of the lack of resources and possibilities for reconstruction or rehabilitation
- Replacing rented schools, which do not provide security and safety precautions, with new buildings that comply with security and safety standards, where possible.
- Schools are used as temporary shelters. Teachers, learners and parents need to be provided with clear information on the schools that are not safe and the schools they can attend.
- Schools are used as military bases. Teachers and learners need to be provided with information about the names and addresses of the schools to which they are referred so that the educational process does not stop and until the schools are emptied of residents.
- Lack of enough information about safe school locations or how to protect teachers
- Lack of health, nutrition, and water, sanitation and hygiene (WASH) resources and facilities
- Lack of female-only WASH facilities
- School feeding programs and health services at school are interrupted or not existing
- Lack of resources, sanitation, nutrition, water, sanitation and hygiene (WASH) that support the quality of life for teachers by providing basic needs
- Classrooms are overcrowded, and there are not enough educational materials and facilities

Recommendations for effective facilities and services for teacher wellbeing

Promote teachers' access to MHPSS

- Provide teachers with protection and hygiene, health, and nutrition facilities. Consider gender, age, and disabilities (see D1S2 for more on Coordination)
- Make sure all teachers can access MHPSS services (see D2S2 for more on Protection and wellbeing)
- Set up security and governance to create safe learning environments (through protection mechanisms for teachers to access school routes and schools in emergencies and crises, for example)

Create an enabling work environment

- Make it school policy to train teachers in safeguarding and emergency response (see D1S3 for more on Response)
- Give staff clear roles and train them to manage crises and emergencies like attacks on schools, natural disasters, or health and hygiene problems
- Deal with risks to teachers' safety at school and on the way to school. Offer teachers safe transportation. Help teachers to report abuse or harm safely and confidentially (see D2S2 for more on Protection and Wellbeing)
- Make sure schools have the equipment they need, especially in rural areas or refugee settlements (lighting, computers, laboratory equipment). Provide furniture and teaching materials
- Make sure schools and materials are accessible for teachers and students with disabilities (see D3S3 on Instruction and Learning and D3S4 on Assessment of learning outcomes for more on teaching and learning resources)
- Make sure schools have female-only WASH facilities for women and girls
- Work with specialized services for teachers with additional needs (qualified nurses, health professionals and specialists)
- Offer teachers childcare at school or give them information about childcare in the community. This is especially important for women, who are often expected to handle childcare

Enhance teacher voice, agency and leadership

- The Ministry adheres to international standards in the construction of schools, and teachers participate with the school administration in developing the operational plan for the building. Feedback should be collected from the schools that are being built and operated, and this feedback should be used to improve schemes.
- Ask teachers if facilities and services meet their needs
- Give teachers the opportunity to be leaders and focal points in school facilities and services if they want to

Annex 1: Methodology

The consultant worked on the contextualization in four phases:

1. Inception
2. Implementation of the workshops
3. Piloting activities
4. Data collection, analysis, and reporting

The consultant developed a mixed method (qualitative and quantitative) tool kit, to collect, analyze and report the data collected over the process. She organized the following activities in order to ensure comprehensive, proper and adequate participation of different stakeholders and actors in the context.

Phase 1: Inception

Develop situation and context analysis and desk review of local material, policies, research studies and evaluations in the field

Context and type of emergency

The protracted conflict, ongoing emergency, and the occupation in the occupied Palestinian territory (oPt), led to ever-increasing humanitarian needs including education and causing barriers to children's access to quality education and negatively affects their ability to learn (Norwegian Refugee Council, 2021). Throughout the oPt, schools are facing different and severe types of violations and attacks. Children, youth and teachers frequently get body searched and bags checked when coming to schools and going back home from school.

The conflict has a long-lasting negative effect on the psychosocial well-being of children and their caregivers. Schoolteachers and school- counselors often lack the skills and response methodology to identify these children and to respond in an appropriate manner.

Teachers and caregivers often do not have the skills, knowledge or expertise to support the emotional well-being of children (and themselves) and often do not understand the reasons behind children's misbehavior or academic underachievement, which often results in these duty-bearers resorting to violence (Ritesh, 2018).

The intensity of attacks and the violations of the International Human Law (ILH) in both Gaza and West Bank have impacted the teachers' stress and hopelessness and have affected their ability to recover (Lodi 2019).

Overview of the teachers involved

This consultancy considers the Palestinian teachers living and working in the most vulnerable areas affected by the armed conflict under the occupation in West Bank and Jerusalem who are hired and paid by the Palestinian MoE. These teachers work for 5 days a week with an average of 5 periods a day in addition to office work such as developing and correcting exams, communicating with parents, making educational aids, special consideration to students with disabilities, students with learning difficulties, low achievers, as well as observation and control over the breaks, ...etc. The teachers are overwhelmed and overloaded with their role as teachers in addition to additional loads and implementing other projects and interventions implemented by partner organizations that aim at supporting the students and the school.

These working conditions led to negative attitudes toward the profession of teachers and resulted in stigmatization which caused lack of interest toward the profession (Teacher Creativity Center, 2010). In light of this overview, the provision of in school technical and psychosocial-emotional support and coaching for them is crucial for their wellbeing and professional development (Assaf, 2021).

The Palestinian Youth Association for Leadership and Rights Activation (PYALARA)- NRC'S partner implementing the "Support the Supporters intervention" have conducted a rapid need assessment to assess the teachers' needs for psychosocial wellbeing intervention in February 2022. They have interviewed teachers and counselors as well as MoE staff. The interviewed teachers indicated that they came across different types of problems especially following the widespread of Covid 19. Due to the closing of the schools and the students being away for a considerable period, they started to show no respect for their teachers, they call teachers by their names, the students are more violent in addition to the fact that parents are not playing the role they should especially in improving the conduct of their children. A teacher said "I would like to be involved in an activity where I can behave as a child, to play, to run, to jump, etc".

During the contextualization period between March and May, the Palestinian teachers were running a strike because there was a cut in their salaries since December 2021. They started under the Teacher Union but mid of April, the Teacher Union signed an agreement with the Palestinian Government which was not satisfying for the teachers. Teachers continued (partial/ full) strike until 20th May 2022 when the government issued a statement committing to the teachers demands.

Literature and resources available

"Unfortunately, there is too little material that touches and deals with teacher wellbeing in Palestine", Said Kahraman Arafa, Director of Field Follow up in the Ministry of Education (MoE) in Palestine. Surfing the list of Teacher Wellbeing tools and resource mapping sheet,

only one source is listed and one tool for wellbeing assessment “which is not open source”. It is of significant importance to notice the limited literature, material, sources and tools on teachers and their work conditions in Palestine although this is the most recurring theme that needs to be looked into during any reform process for the education system. (Teacher Creativity Centre, 2010) and (Al Masder & Abu Kweik, 2007).

In an attempt to have a more authentic view on teacher wellbeing in Palestine, the consultant conducted further search to collect and look into what published references and sources tell about it.

One of the studies showed that there is a significant negative relationship between the teaching profession stresses and Mental Health. The two researchers recommends applying strategies to decrease the stresses of teaching that the Palestinian teacher faces in order to reduce the negative effects on his psychological and physical health (Al Masder & Abu Kweik, 2007).

The study also examined the impact of the low salaries the teachers receive and found that it has a negative effect on their psychosocial wellbeing. It showed that male teachers are more affected due to the fact that they are responsible for their family expenses. Males also showed better psycho social conditions due to the fact that female teachers have more family duties which cause more pressure on them.

Rokaya, a Palestinian teacher from Bethlehem Directorate, reflected thoroughly on the challenges and difficulties the Palestinian teachers face in carrying out their jobs. She mentioned the workload, the violations from the occupation and the settlers, low salaries and salary cuts. She illustrated the negative impact of these conditions on the teachers' wellbeing. O.M, another teacher from Jerusalem Directorate, mentioned how the Better Learning Programme- NRC's PSS- SEL Flagship Programme as well as the implementation of peer to peer coaching in her schools, helped him and other teachers regain control and overcome challenges “My experience with BLP has supported me on an individual level as well. It helped me regain control of my mind and body and relax whenever I feel stressed. I practice the safe place, one of the BLP relaxation techniques, each time I feel stressed” (Teacher Stories: Education in Crisis and Displacement Contexts, 2022).

Among others, the study recommends considering preventive and therapeutic strategies that reduce and limit the pressures that the Palestinian teachers face and that leave long term impact on their physical and mental health in addition to strategies that improve dealing with the students as well as satisfying incentives and improving the working conditions of these teachers (Al Masder & Abu Kweik, 2007)

In order to overcome the challenges related to the teaching profession, (Teacher Creativity Center, 2010) , recommends supporting different aspects such as teacher capacity development, allowing peer to peer coaching exchange, Encouraging ownership and independence is a way of incentivizing teachers, To provide teachers with incentives or a reward system to retain good teachers To improving work conditions of teachers through lowering classroom over crowdedness and lowering the workload of teachers Another study showed that the teachers' performance was affected by the mental health conditions they face. To improve the image of the teachers' profession, the study recommended creating preventive and remedial measures that reduce the pressures and stress the teachers have and to provide an improved work environment and increase incentives (Al Zamily & Al Abed, 2018).

Although there is shortage of data on long-term impacts of the crisis on teacher wellbeing, and how this affects their support to students, teachers admitted the strong relation between teachers support and ability to support children and have figured out the need for self-care activities (Abla TiCC).

His Excellency, Dr. Marwan Awartani, Minister of the MoE, stresses the importance of practices that promote the mental health and wellbeing in schools (Policy Makers across MENA discuss mental health and well-being in Schools | British Council, 2021). Recently, the MoE established the (Comprehensive Health Department). This department is a combination of the School Health and the Counseling and Special need Departments. The new department is currently working in partnership with the Learning for Wellbeing Organization (L4WB-NGO) to draft the framework that provides a comprehensive definition of what students' wellbeing means and the best mechanisms to ensure this concept is embedded in the educational system and in the schools. In a meeting with Dr. Asaad Ramlawi, the executive Director of the (L4WB), he pointed out that it is essential to examine the relationship between the teachers' wellbeing and the students' wellbeing and to build integrated approach to both teachers and students (meeting minutes below).

Organize a kick off meeting with INEE, the consultant, the Ministry of Education and the Education Cluster Coordinator in the West Bank.

The introductory kick off meeting was replaced with a kick off email and bilateral discussions and meetings conducted by the education Cluster Coordinator (Fadi Baidoun) and the representative from the MoE (Kahraman Arafa) all over the consultation period.

Coordination with the MoE and the Education Cluster- mapping out other education providers who work on teacher wellbeing (INGOs- NGO)

Several meetings and calls were conducted with the MoE and the Education Cluster Coordinator. The consultant presented the objectives of the consultancy for them and

discussed the best scenarios for implementation. The consultant has drafted an invitation email in both Arabic for the MoE and English for the cluster, a zoom link was also created and shared with both.

The Field Follow up Department is in charge of coordination with the MoE relevant departments. The Education Cluster Coordinator forwarded the invitation to the agencies working on themes relevant to the teacher wellbeing in the emergency areas in Palestine.

Meetings with the MoE

A couple of meetings were carried out to facilitate the process and to ensure collaboration and participation of the different actors:

Meeting 1- Day and date: Sunday, 27 March 9:00-11:00, venue: MoE, Field Follow up Office
Attendees from the Field Follow up GD: Kahraman Arafa, Nusaiba Hammad, Taqwa Ameen, Amal Jagoub

Outcomes:

- Presentation of the Guidance Note on TW and the objectives of the consultancy and the upcoming activities;
- Sharing the link for the online teacher wellbeing survey with the MoE to be shared with teachers in Area C and other emergency areas;
- Planning for the orientation and the contextualization workshops and agreeing on the participants from the MoE;

Meeting 2- Wednesday 20 April 2022, 9:00-10:00, Venue Ministry of Education, Deputy Minister Office

Objective: to present the INEE Guidance Note on Teacher Wellbeing to the MoE senior level in order to get the permission to start the work and to identify the relevant departments to participate in the process.

Participants:

1. Deputy Minister/ His Excellency Dr. Tharwat Zeid
2. Deputy Minister Assistant/ Mr Ayyoub Olayan
3. Mr. Bassam Naeem/ GD of the Field Follow up Department
4. Mr. Mohamed Hawwash/ GD the Comprehensive Health Department
5. MR. Qayes Nabhan/ GD of the Supervision and TPD department
6. Ms. Taqwa Ameen/ Field Follow up Department
7. Ms. Nusaiba Hammad/ Field Follow up Department
8. Ms. Hanan Abed/ Comprehensive Health Department

Outcomes:

- The consultant introduced the INEE and presented the Guidance Note on Teacher Wellbeing as well as the objective of the consultancy (contextualization of Domain 2 of the GN);
- The deputy briefly, pointed out the uniqueness of the Palestinian context in terms of safe access for education on both the level of the children and teachers. He asked if this is highlighted in the final version that will be submitted to INEE;
- The consultant with the committee from the MoE will examine the possibility of integration between the TW Guidance Note and the Comprehensive Health Department and the Advocacy Guidance Note issued by the MoE lately (Submit recommendations);

The preliminary date for the contextualization workshop is the week of 9 May, TBC.

Translation of Domain 2: Develop a powerpoint presentation for the induction workshop for all participants with focus on Domain 2

The consultant has translated the introduction and Domain 2 of the Guidance Note to be used during the contextualization process. The consultants have translated the contextualized version back to English.

Phase 2: Implementation

Hosting a 2-hour Orientation workshop via zoom on Teachers' wellbeing in coordination with the MoE and the education Cluster and members from agencies that work in the field of teacher wellbeing

Orientation workshop

Objective: To present the INEE Guidance Note on Teacher Wellbeing to the education Cluster including national and international NGOs and to set up the working group with representatives from the agencies working with teachers on wellbeing.

The orientation workshop was conducted remotely via zoom on Tuesday 5/4 at 13:00 in full coordination with the MoE and the Education Cluster.

The consultant developed a powerpoint on the Guidance Note (Arabic & English) and presented it to the attendees with focus on domain 2. Sixteen participants from 10 agencies and from the MoE attended the workshop. The participants showed great enthusiasm and had some basic recommendations.

Outcomes:

- A working group consisting of the persons in the attendance list below was created to participate in the contextualization process. More invitations will be disseminated to other agencies prior to the workshop.
- The contextualization workshop will be conducted on Thursday, 14th April from 10:00-12:00 in Ramallah. Agenda will be shared prior to the workshop
- A WhatsApp group (has been established) including all the participants. The draft note was shared so that the participants can have a look at it. In addition, the consultant shared the power point and the translated version of Domain 2.
- The participants will work in 3 groups, each group will focus on one standard. The groups will present the results and sufficient time will be allocated to collect feedback from the other two groups.
- The consultant will prepare the draft material and conduct a 2 hour presentation for the participants.

Recommendations:

- Expand the discussion to be more teacher- student wellbeing tailored specifically that these two elements are correlated and wellbeing cannot be achieved to one element if the other element is excluded. A follow up meeting will be planned with the MoE different departments that include (Field Follow up, Supervision and Teacher development and the Comprehensive Health Department) on future integrated approaches that the MoE can develop and put in action.
- Teacher engagement in the whole process. Teachers will be invited to participate in the contextualization workshop including teachers, school principals and supervisors. Unfortunately, teachers are currently on strike, hoping that they will be able to participate next week.
- The participants from the MoE illustrated that the final product can be utilized across Palestine and not only in Emergency because all areas including Area face similar stresses and similar working conditions.
- Advocacy for financial support to adapt the Guidance Note is needed in light of the financial restrictions imposed currently on Palestine.
- The MoE who are chairing the Wellbeing Thematic Group, invited the consultant to participate in the group meeting and present the Guidance Note.

Agenda:

Tuesday 5 April, 2022- 13:00-14:30 pm		
Item	Activity	Time
1	Welcoming and introducing attendees	10 minutes

2	Introduction of the Guidance Note	40 minutes
3	Questions- Discussion	20 minutes
3	Setting the working group and the plan	20 minutes

Option 1 - Conduct a 5 hours workshop to go through Domain 2 - Equal Access. Present a framework to the meeting as a guide to discussing the characteristics and elements of each standard.

Option 2 - Conduct 3*2 hours workshops to go through each of the 3 standards under Domain 2 - Equal Access. Present a framework to the meeting as a guide to discussing the characteristics and elements of each standard.

Contextualization workshop with the MoE

Following the meeting with the Deputy Minister, a couple of discussions were held with the MoE different departments on best scenarios of the contextualization workshop. The MoE requested to do the contextualization with the MoE before moving with the sector. A 4.5 hour workshop was conducted on Thursday 26 May 2022 from 9:00-13:30 in the Public Relation Hall in the Ministry. This step was essential for them to decide if they will adopt the project or reject it. In general, the workshop was very positive and there were very little feedback.

Outcomes:

1. Conduct Key Informant Interviews (KII) with supervisors, teachers and school principals working in the most vulnerable areas in addition to representative from the Palestinian Teacher Union.
2. Conduct a workshop/ Focus Group Discussion/ KII (Started discussion with the cluster Coordinator)
3. Incorporate all the feedback from the different stakeholders into domain 2 and come out with a Palestine version.
4. Share the draft and collect feedback.

Recommendations from the participants:

1. To do the contextualization for the full GN.
2. To implement the GN across all MoE schools and not be restricted to specific areas or emergency situations. The ongoing emergency and the occupation in the occupied Palestinian territory affects education.
3. INEE pushes donors and implementing organizations and directs them to fund and implement programmes that target teachers' wellbeing.

4. More engagement and collaboration with the INEE. This might include contextualization of the other domains of the GN.
5. Establishing an INEE national team for Palestine who can keep the discussion live with INEE for future collaboration. This team can also ensure INEE MS are mainstreamed in the work of all the departments in the MoE.
6. More focus on financial aspects specifically in light of the last teacher strike.
7. Enhancing integrated programming and unifying the efforts on both teacher and student wellbeing levels and building on the efforts being carried out currently by the Comprehensive department to come up with a united/ separate protocols for both.
8. What applies to teachers, applies to school principals and counselors and every staff working on the school level. Wellbeing interventions should be holistic and target all school staff despite the fact that counselors get some sort of regular professional supervision where they can release some of the stress they might feel, still it is essential to include them.

Agenda:

Thursday 26/5/2022 9:00-13:30			
Item	Activity	Activity	Time
1	Welcoming and introduction		10 minutes
2	Presentation of the GN on TW	Powerpoint-discussion	20 minutes
3	Working on Domain 2- presenting each standard in terms of three point: definition, barriers, recommendations, stories	Plenary	2 hours
4	Presentation of the notes to be integrated into the contextualized version	Presentation	30 minutes
5	Teacher vs students wellbeing-recommendations	Plenary	20 minutes
6	Closing		10 minutes

Finalization of the contextualized first draft

The consultant compiled the feedback from the MoE workshop as well as from the education clusters and actors and incorporated it into the contextualized version, shared with the participants for final feedback and drafted the final version.

Host a 2 hour workshop via zoom to present the findings
The consultant has shared the final contextualized version with all the stakeholders including the MoE and the Cluster.

Phase 3: Piloting

Option 1: Implementation in a number of schools. Work with a total of 20 teachers in 3 schools on piloting 2-3 activities for 5 weeks (1 day/ week)

Option 2: Implementation in a number of schools- a number of teachers. Work with two groups of teachers- A total of 20 teachers in 4 schools on piloting 2-3 activities for 2 weeks (2-3 days/ week). The activities will go in parallel.

Description of specific challenge

Al Ramadine Secondary Co Mixed School is one of the marginalized schools operating under the Palestinian Ministry of Education (MoE) in Qalqilia Directorate/ West Bank/ Palestine. It is located in Arab Al Ramadine Al Janoubi Bedouin Community behind the Segregation Wall. It was established in October 2012 and it serves 124 (65 F) students from 1st- 12th Grades. The school staff consists of a school principal, a part time deputy school principal, a secretary, 22 (15 F) teachers and a counselor. All the staff come from outside the community and have to cross a military gate after getting permission from the Israeli Authorities. The school staff have to cross the gate at a specific time in the morning on their way to the school and in the afternoon on their way back. The school staff suffer from restrictions on their movement as well as the movement of the students who participate in activities outside the school in addition to restrictions on moving educational resources and materials. The teachers and other education staff most of the time need to negotiate with the Israeli soldiers on the gate in order to let them pass and cause delay which is a source of daily pressure. These restrictions also affect the participation of students and teachers in activities and learning opportunities or interacting with other students and teachers from other schools and negatively affect their psychosocial wellbeing. The school receives very few opportunities of support from humanitarian organizations due to these restrictions.

Overview of activities

This activity aims at assessing the impact of a set of activities on the teachers' wellbeing. The activities are generated from the Guidance Note and are linked with the 3 principles with focus on Domain 2- Access and learning environment. The consultant designed an outreach/ capacity building package with the following topics:

1. Enhance teachers' access to mental health and psychosocial support services by:

- o Conducting self-care workshops that focus on developing teachers' skills to improve their psychological well being. The session focuses on:
 - o Defining stress, sources of stress, emotional impact of stressful events, and impact of providing psychological support.
 - o Tips for maintaining positivity, protective factors and risk factors, and practicing self-care techniques.
2. Strengthening the teacher's voice, agency and leadership through:
- o Developing a peer to peer support cell in the school so that teachers can provide and obtain support from each other, during the implementation of the BLP intervention (currently):
 - o A workshop on what & why peer coaching and what are the characteristics of a peer coach? The activities focus on sharing experiences, successes and suggesting solutions for challenges:
 - o Implementation of BLP mock sessions
 - o Conducting exchange visits between teachers
 - o Conducting learning circle (TLC) at the school level
3. Create an enabling environment for teachers through
- o Promoting the positive relationship between parents and the school through organizing engaging activities and opening dialogue.
 - o Raising the teachers awareness on protection and more specifically child protection issues through conducting a workshop for the school staff tailored to support the BLP implementation (Do No Harm)

The consultant developed an activity plan and conducted 4 activities per each school that match the 3 principles for teacher wellbeing.

An introductory meeting on the objectives of the activities and the expected outcomes was conducted in each of the two schools on 16th and 31st March 2022. The consultant mentioned that the participation is voluntary and that the teachers who are interested can join.

At the beginning, the activities started in two schools but later, one school asked to withdraw because the teachers are on strike and they do not want to stop the strike or engage in any activity as a sort of pressure on the MoE. The work continued with one school with the participation of 11 teachers, 1 school principals, 1 counselors and 1 counseling supervisor and 1 subject supervisor. They showed enthusiasm and interest to participate and have attended the 4 activities. The participants have filled a pre/ post teacher wellbeing

survey and all the participants (13) have participated in the post FGD on the impact of the activities on the teachers' wellbeing.

The consultant developed the training material utilizing INEE resources. The consultant conducted a face to face meeting with the group and introduced the activity pointing out that participation is voluntary. Ten teachers, the school principal, the counselor and two supervisors participated in activities between March and May 2022.

Two 3- hour zoom workshops were conducted on peer to peer coaching and self-care mechanisms. The sessions introduced the objectives of peer coaching, the skills of peer coaches, and the peer coaching tools and activities as well as dealing with stressors and developing a self-care plan. In addition, the consultant delivered a face to face session on child protection and anti-bullying to the parents and teachers and disseminated material on child protection and case management systems to the group through the facebook and WhatsApp groups.

An interactive Facebook page (Teacher Wellbeing) and a WhatsApp group were established and the participants were added to these groups. These channels were utilized for sharing content and material in the form of structured questions, cards, tips and recommendations that encourage the participants to search and reflect on their experiences. Following each session, new ideas and questions were shared on the Facebook group asking the participants to reflect and share their experiences.

The participation of the school principal supported the teachers' leadership and maintained positive communication among the group. A channel for mental health support was also open through the participation of the counseling supervisor. Teachers were offered the opportunity to contact him and discuss their psychosocial challenges.

Evidence & Outcomes

Teacher wellbeing survey

The 13 (11F) teachers who participated in the pilot activity filled the teacher survey. The data collected from the survey showed that the most challenges the teachers suffer from on the personal level are feeling scared from the violations of the occupation or the settlers, difficulties in accessing the school (check points, far distance,..), in addition to low salaries and worrying about their children's future. While on the work level, they suffer from the lack of educational materials and resources, students' behavior and difficulties in the physical and psychological environment of the school on top of other factors.

In terms of the tools and strategies that can help improve the teacher's well-being, 70% mentioned getting psychological support in addition to improving parents' follow-up on the academic status of their children, improving access to internet services and developing better relationships with colleagues and friends as well as getting training on various topics such as interactive teaching strategies, classroom management, how to provide psychological support to students.

In regards to the strategies, they have used to take care of themselves psychologically, socially, and physically, the mentioned using time management techniques, especially while working from home, doing spiritual or religious activities (for example, praying or going to the mosque, practice calming techniques such as breathing and relaxation exercises and communicating with their families and colleagues and management and obtain their professional support.

100% of them reported that they notice that their colleagues need psychosocial support and 97% mentioned that the students need psychosocial support. 100% of them discuss their challenges with their colleagues while 84% discuss it with the school administration. 92% of them mentioned they were involved in making decisions at school and 100% feel comfortable when you have the lead on your work and your action plan. 31% of the teachers suffer from fear, anxiety and tendency to isolate.

In terms of how the occupation violations affect them, they mentioned fear, anxiety, delay and learning loss. They advise their colleagues to seek help and support, to appreciate themselves and to relax. And finally, mentioned that to improve your physical, emotional, and social satisfaction, they need to get PSS support, to get professional support and training, to practice relaxation techniques and practice recreational activities.

FGD for the teachers and Most Significant Stories

The consultant conducted a FGD with 11 teachers, the school counselor and the school principal who have participated in the pilot activities. The consultant asked questions related to the teachers' point of view about the definition of teachers' wellbeing and the impact of the conducted activities on their wellbeing. All the participants pointed out that the term "teacher wellbeing" is new for them and when they hear it, they still think about luxury activities and mostly about recreational activities. They started to reflect on other aspects of satisfaction (although not all aspects) just recently. They started to find connections between teachers' competencies and professional capacity as well as teacher leadership and teacher voice and their wellbeing. When asked about the peer to peer coaching training, the self-care material and tips, the child protection and parents'

engagement material, they highlighted such activities and their impact on their wellbeing and satisfaction (as they prefer to name it). However, they reported that the online modality and the lack of face to face and interactive activities reduced the effectiveness of the activities. They pointed out that:

- The facebook page is very useful as complementary to the face to face activities;
- The topics are relevant to their needs, specifically the peer to peer coaching training and Teacher Learning Circles which were sorted as problem solving mechanisms.

They recommended that the following contributes to the teacher wellbeing:

- Teaching and professional competencies
- trainings that compliment basic competencies
- Supporting school environment
- Conducting biweekly peer to peer TLC that focus on discussing the teachers' challenges.
- Conducting recreational school based and out of school activities
- Implementation of interactive and joint activities for teachers, students and parents to break the silence and build trust and understanding
- Providing PSS support for teachers in need emphasizing maintaining privacy and high quality.
- Feedback and complaints mechanism in the school.

Summaya, a teacher, indicated that the pilot activities affected her understanding of teacher well-being as a base for the success of the educational process and the activities in general were conducive to the well-being of the teacher. She mentioned in her MSS that the peer coaching training had a very positive impact on her. and was a means of social and emotional support.

Suhad, a teacher, also pointed that participating in the activities was an indication that such activities support the teachers to support the students' wellbeing. Abeer, a teacher, added that the activities attracted her attention to the importance of taking care of her psychological comfort and well-being. It also helped her to try new ideas and apply them to exchange experiences and benefit with her peers for the sake of learning not to evaluate. In spite of the loads and the challenges teachers face, they do their best to separate between their stresses and their work. One teacher said "I leave my stresses outside the classroom to avoid impacting the students".

Abeer, one of the teachers who have participated in the activities, shared the following story:

"From the womb of suffering, persistence is born"

Last year was a year of pressure and fatigue on all levels, a mixture of difficult personal and professional conditions, a year that I need a lot of effort to forget!

My name is Abeer Khaled. I am from Azzoun town near Qalqilya. I have studied Industrial Engineering and graduated from Al Najah National University in 2011. I worked in different positions before being hired by the Palestinian Ministry of Education as an IT teacher in Al Ramadine Al Janoubi Co Mixed School in 2016. Al Ramadine School is one of the marginalized schools in Qalqilya Directorate/ West Bank/ Palestine. It is located in Arab Al Ramadine Al Janoubi Bedouin Community behind the Segregation Wall. We need special coordination with the Israeli Military Forces to get to the school through a military gate daily on our way to and back from the school.

Similar to many other teachers, there are many issues that affect us and affect our work and our life and cause difficulties, specifically those working in emergency contexts. This includes the difficulties we face on the way to and from schools, the students' low academic achievement, the parents' poor engagement in their children's life, the lack of educational material, as well as other personal and life issues.

Until it was introduced to us, the term "teacher wellbeing" was quite new to me and to many other teachers. When I was asked for the first time about what well-being means for me, the first thing that came to my mind was the luxury issues that I consider non-essential for my life. I was thinking that we can live and survive without these things, and as a teacher who has many other priorities, this is not a basic thing that I should care about or think of.

In March 2022, I participated in a couple of activities with a group of teachers from my school. I have attended an introductory meeting that introduces the initiative, its objectives and the connection with teacher wellbeing. Afterward, I have attended a workshop on peer to peer coaching as a model that provides teachers with in school support and ability to exchange and share experiences. A facebook closed group was created and the participants were added to this group. This group was utilized to share material and activate discussion. Due to time and logistical constraints, most of the activities were conducted remotely with some school based face to face meetings and discussions in between the activities.

The activities helped in creating a supporting environment and providing me with new knowledge and skills and attracted my attention to the need to take into account my psychological satisfaction and well-being as a basic thing. This is crucial to help me deliver my work in a more effective way. It also helped in creating a space for exchanging

experiences and benefit from peers. Is this wellbeing? Definitely, yes, it is.

I would recommend developing a more structured interactive approach with outdoor activities that enhance teacher well-being.

One thing we never forget even in the middle of the tough circumstances, is the children! We are all in the school to support children and help them learn because education is a means for future and life settlement.

Phase 4: Data collection, analysis and final reporting

Develop Teacher wellbeing survey, FGD for the teachers, KII template for supervisors and NGO representatives and data analysis sheets for all data.

The consultant developed and implemented the following tools with the data entry and analysis sheets:

1. Teacher wellbeing survey
2. Focus Group Discussion
3. Key Informant Interview

Conduct the teacher well being survey, FGD with the teachers, and KIIs with the supervisors and other stakeholders

Data collection and analysis

The consultant conducted the online teacher wellbeing survey, the KIIs, and the FGDs with different stakeholders. Data was collected and reported as below:

1. Teacher survey

Due to the teacher strike and limited access to the teachers, schools and MoE staff, the consultant made amendments on the data collection tools and added the teacher wellbeing survey to ensure sufficient data is ready for analysis and reporting.

The consultant adapted the online teacher questionnaire to identify the teachers' challenges and the strategies that support their wellbeing. The questionnaire included 13 items (3 personal information, 5 multiple choice, 7 yes/ No questions and 3 open ended) that explored teacher demographics, the challenges teachers face, and the tools or strategies they use to support their own wellbeing. The consultant translated the questionnaire into Arabic and shared it with 63 teachers from 8 schools that are located in the most vulnerable areas (according to the MoE list of schools). 52 teachers (42 F) teachers including the 13 teachers who participated in the pilot activity, replied to the survey. The data collected was analyzed based on the three principles of teacher wellbeing:

Principle 1- Promote teachers' access to MHPSS

Teachers reported that:

- Their colleagues need psychosocial support and that they discuss the challenges they face with their colleagues and with the school administration
- The violations practiced by the occupation and the Israeli settlers cause stress, worry, big fear, negative impact, fear from being arrested, or killed, fear on their students, lack of security and safety which cause psychological destruction, tension and fear on their students
- They liked being involved in making decisions at school and feeling comfortable when they have the lead on their work and action plan
- In terms of suffering from any negative signs or feelings, teachers reported that they suffer from anxiety, tendency of being isolated, fear and negative memories losing of self-control

They suggest the following mechanisms to improve their wellbeing:

- End occupation
- Paying attention to the teacher's well-being, getting rewards and promotions
- Availability of mental health support and seeking help from a specialist or psychiatrist and getting psychological support
- Developing and strengthening better relationships with colleagues and friends
- Spending time with family and friends, communication with other teachers through teacher networks on social media, and developing better relationships with colleagues and friends
- Getting support from the family, friends and colleagues when needed
- Practice self-care techniques, meditation, calming techniques such as breathing and relaxation exercises or focus strategies and spiritual and religious activities
- Reducing/ eliminating difficulties in the psychological environment of the school
- Practicing personal activities such as drawing, walking, or caring for agriculture, drawing
- Reducing the workload

Principle 2 - Promote teachers' access to MHPSS

Teachers reported that the following strategies helps their wellbeing:

- Improving the physical environment of the school in terms of building and facilities and educational material support
- Improve parents' follow-up on the academic status of their children,
- Improvement of salaries

- Improving access to internet services
- Improving access (transportation) to and from school, checkpoints
- Getting training on various topics such as interactive teaching strategies, classroom management, how to provide psychological support to students
- Difficulties in the physical environment and the
- The pressure of the curriculum in terms of content and in terms of its suitability to the level of students
- Lack of professional support, lack of trainings and promotion and rewarding
- The crowdedness of classrooms,
- Lack of getting peer support

Teachers highlighted the impact of occupation on themselves and on the students:

- Causing distraction of students, the lack of concentration
- Delay and learning loss
- stress, fear and being scared
- lack of hope

Principle 3 - Enhance teacher voice, agency, and leadership

In terms of teacher voice, the teachers reflected on the level of the school:

- Lack of participating in making decisions
- Lack of participation in planning activities and events
- Salary improvement linked with the strike

On another level, teachers were looking forward to achieving the demands they raised during their strike and were delighted that some of these demands were adopted by the MoE, hoping to see them put into practice soon.

FGD for the teachers (reported above under the pilot phase)

Key Informant Interviews

Six Key Informant Interviews were conducted with representatives from donors, UNRWA, MoE supervisors, INGO, Teacher Union and NGO working with people with disabilities.

Multi-perspective reflections

1. Donor perspective

The consultant conducted a KII with Ms. Rima Tadros, a senior programme advisor at NMFA. Believing that teachers are the most essential pillar of education and have great influences

on the quality of education, she considers teachers' wellbeing a significant component that needs to be highlighted and given special focus.

She pointed out that teachers face significant challenges in Palestine. Being a teacher is perceived negatively in the society due to weakness of the policies and regulations that protect them and most importantly due to low payment they get in comparison to the loads the responsibilities they are in charge of.

She appreciated the results that teachers achieved as a result of their strike highlighting the agreement signed by the MoE with the Teachers' Union on professionalization of the teaching profession and improving their salaries. She added that remuneration is essential to ensure dignity and self esteem and respect for teachers.

She believes that teacher wellbeing should be mainstreamed and institutionalized in the MoE to ensure all teachers in all MoE schools in Palestine. This means that the MoE should establish in house working mechanisms that ensure teacher wellbeing is considered sufficiently, properly and continuously. She also believes that the financial risk is one of the major challenges that will affect the MoE plans in this regard. However, teacher wellbeing is never explicit to the MoE; this is rather a holistic responsibility of different actors the Ministry of Health and the Ministry of Social Affairs. Community participation is a significant key in this regard.

However, from a donor perspective, she pointed that as a donor, NMFA respects the MoE priorities and if the MoE brings this to the table, NMFA will consider this in its fund schemes.

2. UNRWA perspective

For the purpose of inclusivity, the consultant conducted a KII with Mr. Muaweya Amar, Chief Field Education Programme- unrwa| Education in the West Bank.

He highlighted the significance of the holistic definition of teacher wellbeing and how this influences their quality of work. He stated that although there is not any policy or scheme in UNRWA that looks holistically on teacher wellbeing, nevertheless, there are a couple of practices that tackle some aspects but not in a structured or systematic way. He mentioned the pre-service and in-service empowerment that teachers get to ensure their capability of doing their task in a convenient way and facilitates their promotion, improves their working conditions and helps them build their career progression.

In regard to teacher voice, legacy and leadership, he indicated teachers have a role in developing the school development plans and participate in taking decisions. He added that there is a secured feedback mechanism that UNRWA staff including teachers can use to communicate their issues and fears. Moreover, he pointed out that there are no

discriminatory policies in teachers' recruitment or promotion although there might be some odd practices that can not be generalized.

He believes that the psychosocial and mental health support is crucial but is not offered due to the lack of resources.

3. An INGO perspective- Learning for Wellbeing Foundation (L4WB)- The MoE partner for establishing the Comprehensive Health Department

The consultant conducted a KII with Dr. Asad Ramlawi, the Executive Director of the L4W. Ramlawi illustrated the significance of taking teacher wellbeing in consideration in order to achieve quality education. He added that, when people are satisfied and comfortable in their work, the quality of their work will be better. In specific, teachers who are cared about will be able to work with children rather for children. He recommends that NGOs and donors support the MoE to complement on the work that has started and to integrate the wellbeing of both students and teachers in a holistic approach that ensures sustainability and continuation. However, he believes that the continuous violations, the political situation in Palestine and the lack of financial resources are the biggest challenges and risks for teacher wellbeing in the context of Palestine.

4. Supervisors' perspective:

The consultant conducted a KII with Hanan Ayyad, a subject supervisor and Mahmoud Abu Elbeh, a counseling supervisor who were part of the pilot intervention in Al Ramadine School.

They started saying that the concept of teacher wellbeing is quite new and might not be well perceived. At the beginning, they thought it was a luxury issue. When getting into the definition of wellbeing, they realized that this includes basic rights and basic needs that teachers lack and that affect their satisfaction and hinder their quality work.

The two supervisors highlighted the activities that were conducted under the initiative. They indicated that the peer to peer coaching training was crucial to create a pool of in school capacities who can help and support each other. It also helps in promoting trust among teachers which facilitate seeking and providing peer support when needed. They also illustrated the significance of sharing tips and messages on the facebook group and via WhatsApp specifically during the teacher strike, they were not left alone! They also added that this is the first time teachers get PSS for themselves and even to support their students. They also mentioned that teachers face huge issues when they are exposed to any child protection issue because they lack the knowledge and the skill to identify these issues or to refer to them and that the training on child protection was useful to give them basic principles in this regard.

Mr. Mahmoud mentioned that some teachers consult private psychologists and psychiatrists, nevertheless, providing internal PSS support needs special attention in ensuring privacy and a secure system so as not to affect perception of the service. Ms Hanan, recommends adding the PSS package to the pre and in service teacher professional development plans.

In terms of the challenges that affect the teachers' wellbeing, they both mentioned the violations teachers and students are exposed to, the high cost of living and insufficient financial resources, lack of awareness on wellbeing, lack of education material, lack of legislations that protect the teachers and many others which match the three principles of teacher wellbeing.

5. Teacher Union:

The consultant conducted a KII with Mr. Asem Zboun, a previous teacher, and currently the Secretary of the Teachers Union/Bethlehem Directorate. In identifying what teacher wellbeing means, he highlighted three main points which are 1) job security and work stability through issuing regulations that protect teachers from losing their jobs unless there is a legal violation and works on raising the teachers' awareness toward their rights and duties; 2) secured living that covers his and his family expenses and eliminate the need to seek a part time job in the afternoon which might affect his satisfaction and his ability to deliver his work as a teacher; 3) outdoor and indoor recreational activities. He illustrates that in providing any type of activities to teachers, we should keep an eye on their satisfaction and well-being, including capacity building workshops that must meet high standards and must also meet the needs of teachers.

He recommends a school centered system that engages teachers and provides channels for PSS support and services and to practice school based recreational activities. He suggests replacing the "Students' Activities Department" with the "School Activities Department" which includes both teachers and students and through changing the counselors job description and capacitates them to provide counseling for both students and teachers. He also considers the peer coaching model and tools very significant in providing sustainable and ongoing in-home support to teachers and strengthening their voice and leadership.

He praised the efforts of the Union during the teachers' strike between March and May 2022 and the results achieved specifically the financial increase and considering teaching a profession which is in the last stages of endorsement by the PA Cabinet.

Mr. Zboun indicated that teachers' wellbeing is essential for them to deliver high quality work in the school and to help and support the students.

6. Humanity and Inclusion:

The consultant conducted a KII with 3 staff working in the Humanity and Inclusion (HI) organization in focus on the wellbeing of teachers' with disability. These are Wisam Abu Khalil (Protection Technical officer/ West Bank, Ali Ya'coup protection Technical officer/ Gaza and Weam Hamdan (Protection Officer).

The three interviewees agreed on the comprehensive definition of wellbeing that includes the psychological, social, physical and emotional satisfaction. They pointed out that if teachers' wellbeing in general is significant, then and beyond doubt, the wellbeing of teachers with disabilities is of higher and more significant importance due to their special needs and special challenges.

They drew a distinction between what HI is delivering and how it is supporting as an organization and the teacher's well-being in reality. Weam doubts that teachers as individuals and the MoE as a decision and policy maker are aware and are putting teachers' wellbeing on top or even on the priority list. The change must come from both roots and top levels. raising the awareness and creating a state and a culture and a mind set that deals with teachers wellbeing as a need and as a priority in order to achieve the education goals. She added that there is a need to have a system and a structured approach to maintain this issue and keep it alive otherwise, this will be merely spontaneous and random effort.

“Help the helpers” is the mission HI hopes and work to achieve during delivering their intervention in the schools maintaining inclusivity all over the intervention cycle. The intervention provides teachers and school workers with the tools that help them perform their jobs with minimum challenges such as a computer and a watch with screen reader, the white stick, braille, etc. On the other side, during the teachers training, teachers are provided with the skills they need to support their colleagues under the peer to peer support intervention such as facilitating, communication and other skills.

Wisam mentioned a case study in Al Khansa School/ Bethlehem Directorate. Moayad, the school counselor, is a handicapped who moves on a wheelchair. Moayad was not able to move to the back school yard where he needed to conduct the activities with the children. HI designed ramps that facilitated his movement in the school and helped him conduct activities and play games with the children.

7. The story of “Justice and equality”

Aseel Irziqat, a blind teacher, from Tafouh/ Hebron south of the West Bank. Aseel has graduated from Hebron University with a B.A in English Arts in 2020.

Aseel has finished a high diploma in education qualification from Al Khuduri University. She worked as a teacher in a private school for the blind. Aseel has applied for the PA MoE Placement Exam in 2021, and passed it. She also was interviewed as a prerequisite for taking the job but received the feedback that she does not fit the job as a teacher. She was asked a few questions that made her feel uncomfortable such as “What would you do if a child called you “the blind” adding that the child must be targeted to raise his awareness in dealing with and treating the blind.

For Aseel, teacher wellbeing, specifically for those with disabilities, is adaptation of policies, environment, material, systems,... etc and caring, supporting and equal opportunities as well as changing the mindset and culture that consider these people with disabilities disabled. Shyly, she pointed out that the short period opportunities she got were not intended to help her as a blind but rather were offered as part of a project and were for the sake of the project's success and completion and so did not care about sustainable solutions.

Aseel knocked many doors including the MoE, the Ministry of Labor, the Palestinian Union for People with Disabilities, INGOs, local NGOs and individuals asking and requesting Justice and equality in securing a living and a job that would give her dignity and independence as any normal person.

Aseel is available for different types of jobs such as translation , public relationship, receptionist, in addition to teaching.

Collect success stories from different areas and different actors

Three success stories were collected from 1 school principal and 3 female teachers. Outcomes reported above under the pilot phase.

Compile results- develop 1st draft report

The results were compiled from the above mentioned data collection tools and the first draft of the report was developed and submitted.

Present the results in an official final meeting to the actors engaged in the consultancy

In coordination with the Education Cluster Coordinator, the consultant presented and discussed the final version with the MoE and the cluster on Wednesday 22 June 2022. Feedback was collected, compiled and incorporated into the final version.

Draft final report and submit the material to INEE- translated into English

Final report is drafted, waiting for feedback.

Participate in virtual lessons learned workshop

The consultant is available to participate in a virtual lessons learned workshop upon request.

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