



GUIDANCE NOTE

Teacher Wellbeing in Emergency Settings



Inter-agency
Network for Education
in Emergencies

The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of members working together in humanitarian and development contexts to ensure all persons the right to quality, safe, and relevant education. For more information and to join INEE, visit inee.org.

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Any feedback or questions about this Guidance Note can be directed to teacher-wellbeing@inee.org.

Welcome

At no point in recent history have teachers been so central to our present and future peace, health, and prosperity. Media headlines espouse teachers' vital work and influence, especially when schools were closed due to COVID-19 and communities and families became more integral partners in teaching and learning.

Globally, we are also experiencing unprecedented displacement of people – from Afghanistan, Myanmar, Syria, South Sudan, Yemen, and elsewhere – as a result of conflict, economic inequity, climate crisis, and associated disasters. At the frontlines of these crises teachers help forcibly displaced children and adolescents find a sense of belonging, recover from trauma, and develop the knowledge and skills required for peacebuilding, environmental conservation, employment, and healthy futures.

Yet so often teachers come from the same settings and experience a similar array of complexities as the children and adolescents they teach, with too little or no professional support for their own development, mental health, or wellbeing. And where such support is provided, it regularly fails to account for the socio-cultural nuances of the contexts where teachers come from or work, let alone the existing strengths or strategies that teachers share at local and global levels. Moreover, teachers are poorly compensated and not appropriately recognized for the critical roles they play, further compounding the challenges they face. Teachers' work in crisis contexts, albeit vital and rewarding, is thus unsustainable and a wellbeing hazard in and of itself.

This INEE Minimum Standards-aligned Guidance Note is an opportunity to put teacher wellbeing at the center of our response and recovery efforts in conflict and crisis affected settings. Not just because an investment in teachers is an investment in children and adolescents, but because at this moment in history teachers deserve our unparalleled attention as an end unto itself. Our vision is that the recommendations contained herein set forth and define a benchmark for teacher wellbeing; a standard of care and recognition that every teacher – regardless of where they live and work – should expect from the government or humanitarian architecture that supports them. Furthermore, elevating the importance of teacher wellbeing emphasizes the critical role it plays in strengthening humanitarian-development coherence and improving the resiliency of education systems.

For a teacher to flourish inside the classroom, they need the conditions, opportunities, and support to flourish outside the classroom, too. We therefore hope that with this guidance note and your ongoing work and coordination, we can make great strides towards our shared goal for and with teachers, together.

Julia Finder Johna, Co-Chair, INEE PSS-SEL Collaborative,

Chris Henderson and Amy Parker, Co-Chairs, INEE Teachers
in Crisis Contexts Collaborative

Acknowledgments

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An INEE Core Team, composed of the co-chairs and INEE representatives of the Psychosocial Support- Social and Emotional Learning (PSS-SEL) and Teachers in Crisis Contexts (TiCC) Collaboratives, including Rachel Smith, Charlotte Bergin, Chris Henderson, Julia Finder Johna, and Amy Parker coordinated and co-edited this document. An INEE Reference Group on Teacher Wellbeing provided technical guidance and oversight. The organizational framework of the Guidance Note on Teacher Wellbeing follows INEE's (2010) Minimum Standards.

The Guidance Note is built around three principles of teacher wellbeing that emerged in online workshops held in August 2021 with teachers, school leaders, members of non-governmental organizations, policymakers, donors, and researchers around the world. We started by asking for spotlight examples, case studies, and resources connected to teacher wellbeing. We received submissions for spotlight examples from Food for the Hungry, IRC, the Manahel Syrian Education Program, Norwegian Refugee Council, Plan International Tanzania, Right to Play Ghana, the University of Simón Bolívar and the Catholic University of Andrés Bello in Venezuela, and War Child Holland.

We are grateful to the INEE Teacher Wellbeing Reference Group for their valuable input, with special thanks to Carmen América Affigne, Zouheir Bitar, Hilal Döner, Lisa Walker, and Wisam Zeidan. Special thanks to members of the PSS-SEL Collaborative, Caroline Keenan, Barbara Moser-Mercer, and Clare Sadd, for providing their review. We are also sincerely grateful to the peer reviewers for their insight and direction, especially Vania Alves (UNICEF), Danni Falk (Teachers College, Columbia University), David Frost (University of Cambridge), Stephanie Bengtsson (UNESCO), Ashley Nemiro (MHPSS Collaborative), Lauren Gerken (INEE), Bente Sandal-Aasen (INEE), and Louise Shah (Right to Play).

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List of Acronyms

CASEL	Collaborative for Academic, Social, and Emotional Learning
CoP	Community of Practice
ECW	Education Cannot Wait
EiE	Education in Emergency
IASC	Inter-Agency Standing Committee
IIEP-UNESCO	International Institute for Education Planning – United Nations Educational, Scientific and Cultural Organization
INEE	Inter-agency Network for Education in Emergencies
INGO	International Non-governmental Organization
MH	Mental Health
MHPSS	Mental Health and Psychosocial Support
NGO	Non-governmental Organization
PSS	Psychosocial Support
PSS-SEL	Psychosocial Support and Social and Emotional Learning
SEL	Social and Emotional Learning
TTC	Teacher Training College
TiCC	Teachers in Crisis Contexts
TVET	Technical and Vocational Education and Training
UNESCO-IBE	A United Nations Educational, Scientific and Cultural Organization - International Bureau of Education AA
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USAID	United States Agency for International Development
WHO	World Health Organization

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Introduction

“The teacher can make a student’s life easier...but the teacher has to feel well enough so they can come to class and exude positivity amongst their students when interacting with them. Even to just make students feel safe ... if as a teacher you feel safe, and you have someone supporting you and empowering you in your skills, of course this all is reflected onto the students in the classroom.”

- Amena, Teacher, Jordan

“The [COVID19] situation required me to work more and more at home and affected my household chores as a wife and a mother. My social relationships had shrunk to the extreme and made me stressed, anxious and mentally and physically tired most of the time.”

- Rokkya, Teacher, Palestine

Humanitarian emergencies stop millions of children from going to school and threaten students’ and teachers’ wellbeing. We often support teachers to improve students’ wellbeing and learning, but rarely focus on teacher wellbeing for its own sake. Many teachers in emergency settings are extremely resilient, but some need help to support their own wellbeing. Without it, they may feel isolated, angry, lost, and stressed, as the COVID-19 pandemic has made very clear.

This Guidance Note gives you advice on how to support teacher wellbeing in the five domains of INEE’s (2010) Minimum Standards. It explains how to:

- promote mental health and psychosocial support ([MHPSS](#)) for teachers;
- create more enabling work environments for teachers; and
- enhance teacher voice, agency, and leadership in crises.

We also offer you resources and tools and examples of these standards in action.

Why this Guidance Note?

This Guidance Note expands on the INEE Minimum Standards. If you work in education in emergencies (EiE) and other sectors (like protection, finance, WASH) you can use it to support teacher wellbeing.

The Teacher Wellbeing Guidance Note builds on INEE’s work through the Psychosocial Support and Social and Emotional Learning (PSS-SEL) Collaborative, and the Teachers in Crisis Contexts (TiCC) Collaborative. This includes the [INEE Minimum Standards For Education: Preparedness, Response, Recovery](#) (2010), the [Teacher Wellbeing Landscape](#)

Review (Falk et al., 2019), and the INEE Teacher Wellbeing Resource Mapping and Gap Analysis (2021).¹ The consultants and Teacher Wellbeing Reference Group members held workshops in English and Spanish with INEE members in different countries to collect their input. The PSS-SEL and TiCC Collaboratives also collected case studies in their report, Promising Practices in Teacher Management, Professional Development, and Wellbeing (INEE, 2019), and are building on this through an online live interactive map. INEE has also set up a remote community of practice (CoP) to help share EiE knowledge, amplify voices, develop resources, inform policy, build capacity, undertake joint advocacy, and identify content worthy of wider dissemination.²

We include citations for direct quotations only. For sources and background reading please see the bibliography on page 78.

Who is this for?

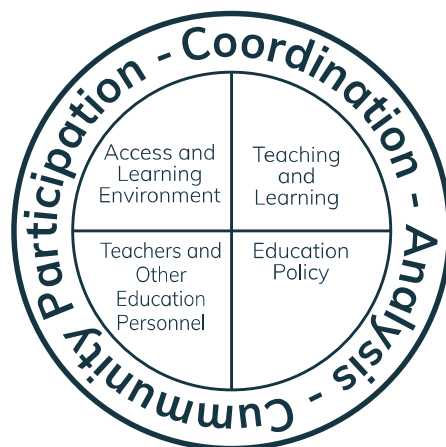
These guidelines are for people who work in the humanitarian and development sectors. Teacher wellbeing depends on many things, so it is best to include many sectors. For example, we need to work with the health sector to provide **MHPSS**, and the protection sector keeps teachers (and students) safe at school. We offer advice to **key actors in different sectors** so teachers can be supported from all directions.

How is the Guidance Note organized?

The framework for this Guidance Note comes from the INEE (2010) Minimum Standards. The Minimum Standards include 19 standards in five domains (see image). They are used in conflict and crisis settings and deal with:

- safeguarding and protection
- teacher education and training
- curricula and compensation

These factors all affect teacher wellbeing but because they were written before teacher wellbeing became a high priority, there are some gaps in the 2010 Minimum Standards. Here we fill those gaps and explain how the 19 Minimum Standards relate to teacher wellbeing and how you can promote it.³



¹ For more information on these key resources, see Appendix I.

² This CoP works through the messaging service Slack. It has different communication channels based on themes or interests and there is a channel for teachers. To join, click on this link and register: shorturl.at/chnBR

³ We wrote the Teacher wellbeing Guidance Note through a consultative process (see Appendix II for the approach and method). At the time we were writing the Note, the Minimum Standards were also being updated.

Figure 1 below shows how this Guidance Note is organized. It explains how the Minimum Standards, three Principles of teacher wellbeing (explained below), and the socio-ecological model for teacher wellbeing interact. It also shows how teacher wellbeing depends on context and is connected to the work that humanitarian and development organizations do.⁴

**Figure 1. Teacher Wellbeing Guidance Note
Organizational Framework**

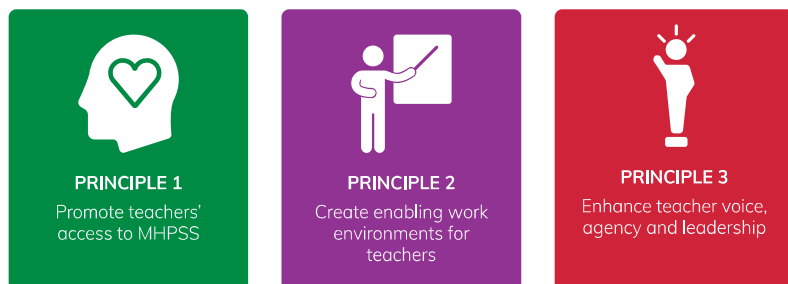


⁴ INEE's PSS-SEL and TiCC Collaboratives advocate for organic, locally-driven, and community-based approaches to support teachers. This is why the Guidance Note is organized to promote local knowledge by focusing on it.

We base our advice on the three principles of teacher wellbeing:

1. Promote teachers' access to mental health & psychosocial support
2. Create enabling work environments for teachers
3. Enhance teacher voice, agency, and leadership

We chose these principles after consulting many people, including teachers. Teachers in emergency settings are resourceful and resilient and can often support their own wellbeing. Principle 3 is about promoting teachers' wellbeing using resources they already have. You should also ask teachers directly what they need and try to understand how their feelings about their work affect them.



The three Principles are interrelated. For example, teachers need safe and secure work environments (**Principle 2**) to support their mental health and wellbeing (**Principle 1**). Teachers should decide (**Principle 3**) how you can support them best. The opposite is also true: teachers can only take the lead (**Principle 3**) if they are paid fairly for this work (**Principle 2**), and they must be well to contribute (**Principle 1**).⁵

We discuss each Minimum Standard and Principle through **Evidence, Action, Tools**, and **Examples**:

1. **Evidence:** Why is this Minimum Standard important and why is it sometimes difficult to meet?
2. **Action:** What works?
3. **Tools:** Resources, databases, and platforms to help you find more ideas and tools.
4. **Examples:** We tried to find resources and spotlight examples for each standard, but there are some gaps. Please email us to make suggestions: teacher-wellbeing@inee.org.

⁵ The three Principles are interconnected and interdependent, but the Guidance Note gives advice and suggests actions where they can make the biggest difference or the issue is most likely to come up.

How to use this Guidance Note

We used INEE's work on teacher wellbeing to write this Guidance Note. There are more resources in Appendix I and you can find them easily by clicking on the hyperlinks in this Guidance Note. We also:

- Use acronyms for the Minimum Standards. For example, [D3S1](#) means “Domain 3 Standard 1” (Curriculum). Click on the hyperlinks to read them.
- Explain key ideas and words (in bold) in the Glossary. Click on the hyperlinks to read them.

You need to adapt the advice in this Guidance Note to each teacher's circumstances. 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’ (we explain this in Box 1).

Box 1. Do No Harm

“Do no harm” means that approaches, processes, and interventions should never harm teachers or providers, or worsen the effect of the emergency. You can find strategies here for reducing the risk of harm of MHPSS: [Inter-agency Standing Committee \(IASC\) Guidelines on MHPSS in Emergency Settings](#) (2007, p. 10); and [Sphere Handbook](#) (2018, p.61-62).

Principles of Teacher Wellbeing in Emergencies

“What I would like the rest of the world to know is that we teachers work in conditions that are often difficult, given the context of the Sahel region which is terrorism, it's to first know that the teachers are often working in a security context that is not at all favorable, but also at the same time to know that they are making commendable efforts to transmit knowledge to the students that have been put in their charge.”

- Ouoba Leopold, Teacher, Burkina Faso

PRINCIPLE 1. Promote teachers' access to MHPSS



Mental health and psychosocial support (MHPSS) is “any type of local or outside support that aims to protect or promote psychosocial wellbeing and/or prevent or treat mental disorders” (IASC, 2007, p. 1). In EiE settings, MHPSS includes everything that promotes and protects teachers' mental health and psychosocial wellbeing and holistic teaching practices (see Box 2).

Teachers with mental health conditions and psychosocial challenges need MHPSS services that fit their circumstances and help them to understand themselves. When they can take better care of themselves, they can create positive learning environments, manage stress, and prevent burnout.

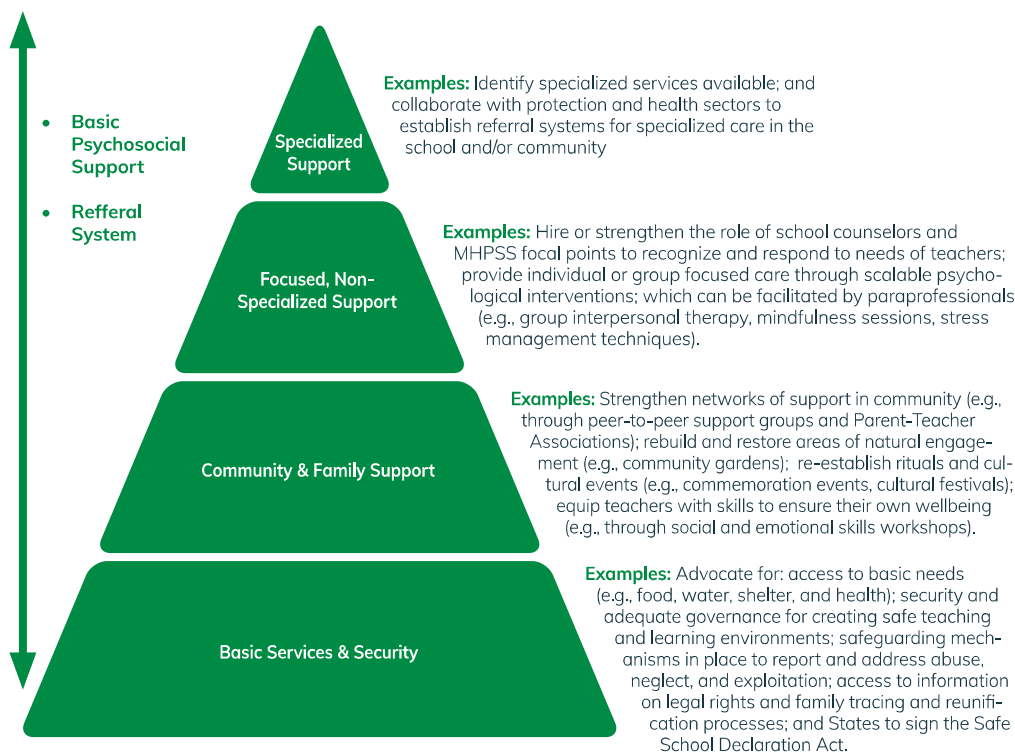
Box 2. Holistic Teaching Practices

“Holistic teaching practices” mean teachers can use their full selves (intellect, emotions, imagination, and body) to teach more effectively and comprehensively (adapted from UNESCO-IBE, 2021). To do this, teachers need to learn about and support their own mental health and psychosocial competencies. You can support teachers by:

- organizing mental health and psychosocial wellbeing information sessions
- organizing social and emotional competencies training sessions
- advocating for social and emotional competencies to be part of national curricula (D3S1), pedagogy (D3S3), evaluation systems (D3S4), and teacher education and training policies (D3S2).

The IASC (2007) Intervention Pyramid can help you understand how to meet teachers' needs (Figure 2). There are four levels of support. Ideally, the higher you go up the pyramid, the fewer teachers will need support. We describe the four levels below, with examples of interventions and activities.⁶

Figure 2. MHPSS for teacher wellbeing



⁶ Some activities can happen at more than one level, depending on how technical (clinical) the support is and who offers it (so a community leader teaches mindfulness exercises at the Community and Family Support level, but a psychologist offers mindfulness-based cognitive therapy in the Specialized Support level).

Adapted from: IASC (2007), ECW (2021), & MHPSS Minimum Standards Package (2021)

- **Basic Services & Security:** Advocates for the minimum conditions and standards of health, safety, and dignity of teachers (for examples see [D2S1](#), [D4S3](#)).⁷
- **Community & Family Support:** Strengthens and mobilizes skills and resources of families and communities to provide care for teachers' recovery, resilience, and mental and psychosocial well-being (for examples see [D1S1a/b](#), [D2S2](#)).
- **Focused, Non-Specialized Support:** Strengthens teachers' coping mechanisms and self-help capacities (see [D2S2](#)). Programming is often provided by trained and supervised paraprofessionals (e.g. community health workers); and should also address the needs of vulnerable teachers, such as teachers with disabilities or teachers who are survivors of gender- and sexual-based violence.
- **Specialized Services:** Supports teachers who may require clinical care by mental health specialists (e.g. psychiatric nurses, psychologists, psychiatrists) to address severe mental health conditions and other complications (including due to severe trauma, substance use challenges or having a disability)(for examples see [D2S2](#)).

Additionally, two cross-cutting considerations should occur throughout all levels (also reflected in Figure 1 above):

- **Basic psychosocial support:** This is “a basic, humane and supportive response to suffering and an entry point to further support and referral” (MHPSS MSP, 2021). That includes using basic helping skills to understand teachers' needs and concerns; listening to and comforting teachers and helping them feel calm; connecting teachers to information and support and protecting them from further harm. Approaches like [Psychological First Aid](#) (IFRC, 2018) can be used here.
- **Referral systems:** Set up referral systems for needs across the layers, working with other sectors (like health, protection, gender, religious).

⁷ Interventions at this level do not typically involve direct provision of basic services and security, but rather aim to advocate for them to be addressed by actors across sectors (UNICEF, 2018). Thus, only recommendations advocating for such interventions are included in Principle 1, while the design and implementation of these interventions are addressed in Principles 2 and 3.

Box 3. Dealing with stigma

In some cultures there is stigma around mental health and psychosocial wellbeing so teachers may be afraid to ask for support. You can help them by:

- using language that they feel more comfortable with and adapting to the local culture (see [D1S3](#))
- integrating MHPSS services into systems and sectors that do not carry stigma (like existing community/school support mechanisms)
- working with local traditional healers to combine traditional healing practices with clinical practices
- talking to the community to understand and transform biases and worries around mental health and psychosocial wellbeing
- working to normalize [MHPSS](#)
- considering how stigma is different for men and women. In some cultures male teachers may not ask for help because they believe men should not express feelings or ask for help. To end stigma you need to understand where it comes from.

Train all volunteers or employees who collect MHPSS data or participate in MHPSS activities to understand ethical and safety issues and in basic psychosocial support skills (see [D1S3](#) for resources from the [MHPSS Minimum Service Package](#)).

PRINCIPLE 2. Create enabling work environments for teachers



Teachers experience self-efficacy and job satisfaction when they are able to do their jobs well and with confidence.

We surveyed over a thousand teachers in emergency contexts for this project. The things they found the most stressful were low pay, limited teaching resources, and difficult student behavior.

They told us that teacher professional development (TPD) and professional social networks are important for their wellbeing. Without good TPD, teachers are more stressed and less likely to use resources and support to solve problems at work. Top-down teacher training that is not relevant or is a burden also affects their wellbeing negatively.

Principle 2 focuses on teachers' work environments, which include the material ([D3S3](#)) and human resources they need to teach.⁸ Teachers can be well and teach well when they have:

- safe schools, and safe transportation to and from schools, especially for women
- codes of conduct ([D4S2](#)) and clear reporting mechanisms for sexual and gender-based violence (SGBV)
- WASH, nutrition, and medicine and health services (including menstrual hygiene products for female teachers and support for teachers with disabilities or chronic health conditions, for example)
- specialized mental health services
- equipment needed for teaching, including textbooks and supplementary materials, laboratory equipment for the sciences or machinery for technical and vocational education and training (TVET) institutes
- support and professional development ([D4S2](#)) that is relevant to them

Principle 2 is also about teaching teachers how to make the most of their environment. The 'work environment' also includes policies, structures, and other people:

- At the school-level, teacher-student relationships ([D3S3](#)), relationships with other teachers, school leadership and teaching support/supervision
- At the policy level, curricula ([D3S1](#)) and assessment frameworks ([D3S4](#)), teacher management policies, certification and the right to work ([D5S1](#)), teacher education and training, and compensation ([D4S2](#))

PRINCIPLE 3. Enhance teacher voice, agency, and leadership



Principle 3 looks at three key areas: teacher voice, agency, and leadership. It encourages you to look at teacher policy and programming in a way that builds on teachers' strengths and sees them as skilled professionals who can manage themselves and how they work independently. The [Landscape Review](#) describes what [teacher agency](#) means in relation to self-efficacy. When teachers develop skills and confidence, they learn that they have agency to effect change. This is important in schools, communities and at the policy level, "where participation in decision-making, formal employment, and compensation are potential levers for supporting teacher self-efficacy and wellbeing" (Falk et al., 2019, p.13).

Principle 3 is about how important it is for teachers to share their thoughts on policies and programs that affect them because:

- teachers are the experts on teaching, learning, and their own wellbeing
- teachers know their students best

⁸ Teachers' work environments shape their MHPSS needs and opportunities. Principle 2 explores advice for creating an enabling work environment for teachers, but anything related to MHPSS can be found in Principle 1.

- teachers feel more committed to policies when they plan and make decisions about them
- teachers' input into decisions is important
- teacher leadership improves teacher wellbeing and strengthens education systems.

You can enhance teacher voice in formal and informal ways, using rapid needs assessments (especially in the immediate response phase), focus groups and consultations, or by involving teachers in creating policies and programming (see Box 4). Participatory research, such as [action research](#) or [design-based research](#) lets teachers reflect on and improve their teaching.⁹

Box 4. Teacher voice

Enhancing teacher voice should not be tokenistic.

Participation should be optional, so that it does not burden or harm teachers. Put safeguarding mechanisms in place to help teachers who are upset by difficult memories that come up during the process.

Equity is also important.

Make sure vulnerable teachers have fair access (especially women, displaced and refugee teachers, ethnic minority teachers, or teachers with disabilities). You may have to provide more services (childcare, or free and safe transportation) so they can participate.

[Teacher agency](#) involves teachers developing a sense of purpose, setting goals, and having [professional autonomy](#). When teachers have professional autonomy, they have the authority to make decisions about their work. This includes curricular and pedagogical autonomy as well as having the resources and training they need to develop their skills in adapting or differentiating the curriculum ([D3S1](#)), how they teach ([D3S3](#)), and assessment tools ([D3S4](#)). Professional autonomy can improve teachers' job satisfaction, which supports their wellbeing (Falk et al., 2019).

Teachers can also develop [informal leadership](#) skills to strengthen their agency. [Formal leadership](#) can include working as coaches, mentors, or leaders in parent-teacher associations or school management boards. [Informal leadership](#) includes leading changes and projects. You can showcase teachers' work ([D2S2](#)), or help them design or lead school and community projects that address their teaching needs ([D1S1](#)).¹⁰ All leadership opportunities should be voluntary and paid.

⁹ We define and explore these approaches throughout the Guidance Note.

¹⁰ There is little research on teacher leadership in emergency settings.

Promoting Teacher Wellbeing through the INEE Minimum Standards

"A day I will never forget is August 10th, 2016, when I was coming home wearing my graduation uniform and holding my [teaching] diploma. I could see from my neighbors the mixed feelings of shock, and surprise ... It was a rewarding feeling of accomplishment after years of disbelief and struggle"

- Lidia Napaua, Teacher, Mozambique

Outline of the Minimum Standards and three guiding principles

This outline of the Minimum Standards shows you how they connect to the three guiding principles. It gives you an overview of what you will find in the Guidance Note so you can click on the domains and standards to take you to the section you want to read.

Table 1. Summary of Domains and Standards of INEE's (2010) Minimum Standards

DOMAIN 1. FOUNDATIONAL STANDARDS D1S1 Community Participation D1S2 Community Resources D1S3 Coordination D1S4 Analysis: Assessment D1S5 Analysis: Response Strategies D1S6 Analysis: Monitoring D1S7 Analysis: Evaluation	DOMAIN 3. TEACHING AND LEARNING D3S1 Curricula D3S2 Training, Professional Development (PD), and Support D3S3 Instruction and Learning Processes D3S4 Assessment and Learning Outcomes
DOMAIN 2. ACCESS AND LEARNING D2S1 Equal Access D2S2 Protection and Wellbeing D2S3 Facilities and Services	DOMAIN 4. TEACHERS AND OTHER EDUCATIONAL PERSONNEL D4S1 Recruitment and Selection D4S2 Conditions of Work D4S3 Support and Supervision
	DOMAIN 5. EDUCATION POLICY D5S1 Law and Policy Formulation (national and subnational law) D5S2 Planning and Implementation (connections between national/subnational and global and/or regional)

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
Domain 1. Foundational standards 1. Community f. Participation [D1S1] g. Resources [D1S2] 2. Coordination [D1S3] 3. Analysis h. Assessment [D1S4] i. Response Strategies [D1S5] j. Monitoring [D1S6] k. Evaluation [D1S7]	1. Strengthen community participation and support teachers' mental health and psychosocial wellbeing with community resources 2. Help different sectors and actors work together to support teachers' mental health and psychosocial wellbeing 3. Assess teachers' mental health and psychosocial wellbeing needs, respond to them and evaluate if the responses work	1. Offer teachers resources in communities that support them in teaching and non-teaching tasks 2. Support teaching and learning in a coordinated way 3. Understand and respond to teachers' needs, and evaluate if responses work	1. Give teachers the skills and knowledge they need to work with communities and use local resources 2. Treat teachers as partners in coordination strategies and efforts with different stakeholders 3. Involve teachers in creating tools to assess, monitor, and evaluate responses that affect them
Domain 2. Access and learning environments 1. Equal access [D2S1] 2. Protection and wellbeing [D2S2] 3. Facilities and services [D2S3]	1. Make sure teachers have equal access to quality MHPSS services and that it is clear how they can access them 2. Make MHPSS activities part of protection and wellbeing initiatives in places of learning 3. Work with other sectors to keep schools and school routes safe and support teachers' mental health and psychosocial wellbeing	1. Give teachers equal access to education and training, especially displaced/refugee teachers (and their families) 2. Provide safety, nutrition, and physical health at work 3. Give teachers the resources and basic physical structures they need to teach	1. Include teacher voice in choosing and designing spaces for learning 2. Involve teachers in designing protection and wellbeing projects 3. Involve teachers in designing safe facilities and setting up school services

Domain 3. Teaching and learning 1. Curricula [D3S1] 2. Training, Professional Development, and Support [D3S2] 3. Instruction and learning process [D3S3] 4. Assessment of learning outcomes [D3S4]	1. Make MHPSS (including SEL) topics part of student curricula and make sure stigma and discrimination are discussed 2. Add MHPSS (including SEL) topics to teacher education curricula and regularly train teachers on these topics. Discuss stigma and discrimination 3. Use peer support, community spaces, and consider task-shifting for non-teaching jobs 4. Make mental health, psychosocial, and social and emotional competencies part of assessments	5. Create curricula that respect the local culture and treat boys and girls as equals. Include relevant emergency response topics 6. Provide teacher education that responds to the resource and curricula needs of the context 7. Give teachers tools and skills in adaptive and responsive pedagogies 8. Make sure school leaders and environments are supportive, and create constructive and fair coaching and inspection procedures	1. Create curricula with teachers. Encourage <u>professional autonomy</u> for curricular innovation 2. Involve teachers in teacher education and TPD 3. Help teachers to improve, including through <u>action research</u> . Encourage pedagogical innovation 4. Design assessment systems with teachers. Support teachers' <u>professional autonomy</u> when they make reasonable accommodations or adaptations to exam tools
Domain 4. Teachers and other education personnel 1. Recruitment and Selection [D4S1] 2. Conditions of work [D4S2] 3. Support and supervision [D4S3]	1. Create recruitment and selection processes that recognize that teachers have MHPSS needs in a non-discriminatory and crisis-sensitive manner 2. Include access to MHPSS services in teacher contracts and compensation packages. Make it clear to teachers how they can make formal complaints. Create systems to hold everyone accountable 3. Recruit and train people who can provide MHPSS services	1. Match selection and recruitment to teachers' qualifications and interests 2. Match contracts, codes of conduct, compensation packages and standardized pay scales with teacher qualifications 3. Support and supervise teaching/learning	1. Create transparent recruitment and appraisal processes that treat teachers as autonomous and skilled professionals 2. Consult teachers about teacher contracts and compensation packages 3. Consult teachers about teacher support structures, including appraisal mechanisms. Offer teachers <u>formal or informal leadership</u> positions to help each other (mentoring schemes)
Domain 5. Education Policy 1. Law and policy formulation (national, subnational, local) [D5S1] 2. Planning and implementation (connections between global and national/subnational/local) [D5S2]	1. Create comprehensive and equitable policies that support teachers' mental health & psychosocial wellbeing 2. Strengthen global frameworks, research, and funding to support teachers MHPSS	1. Use comprehensive policies that support teachers at work. 2. Strengthen global frameworks, research, and funding to support teachers at work	1. Partner with teachers to work on education policy 2. Add opportunities for <u>teacher agency</u> , autonomy, and leadership to international frameworks/standards (D5S2)



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1. Strategies to support teacher wellbeing in Domain 1

"We receive a very small amount of stipend ... Without the generous support from the community, particularly the parents, simple daily meals are not sure... Support from the parents, head teachers, and students are most crucial every day as a teacher."

- Ja Aung, Teacher, Myanmar

Domain 1: Foundational Standards

Standards 1 and 2: Community Participation

Participation (D1S1)

Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring, and evaluation of education responses.

Resources (D1S2)

Community resources are identified, mobilized, and used to implement age-appropriate learning opportunities.

What is community participation in EiE and how can it promote teacher wellbeing?

Community participation invites the community¹¹ to use their strengths, skills, resources, and insights to support places of learning, and teaching staff to help the educational system achieve its goals and objectives.

¹¹ Community participation includes parents or caregivers, children and youth, civil society organizations, local NGOs and faith-based organizations, teacher unions, and traditional leaders. It means pushing for men and women to be represented equally and for fair representation for gender minorities and other marginalized groups, including people with disabilities, or ethnic, racial, and linguistic minorities.

To help teachers, communities can:

- Set up community education committees (CEC, or parent-teacher associations, or school management committees)
- Take on non-teaching tasks (task-shifting, see Box 5)
- Support activities that promote teachers' wellbeing
- Build awareness of how important it is for communities to contribute to teachers' wellbeing
- Advocate for decision-makers (including local, national, and international authorities) to meet teachers' needs.

Community resources, including human, intellectual, linguistic, financial, and material assets, can also support teacher wellbeing by improving safety, access, and quality of services.

Box 5. Task-Shifting

Task-shifting is "a process in which certain of the teacher's responsibilities can be delegated to other members of the community (or the school), thereby reducing the likelihood of work-related stress or burnout" (INEE, 2021: p.32). This can include:

- taking attendance
- taking notes
- handing out materials
- preparing resources
- teaching community members to use the IASC MHPSS Pyramid in schools and school communities

What are the barriers to participation across teacher wellbeing efforts?

- A lack of community education committees, or unequal power relations, or little trust in those committees (or in general). Teachers then have to work harder to find support elsewhere.
- The community is not very willing to support teacher wellbeing. People may not understand why this is important or may not trust teachers. Teachers may not trust the community to help or support them.
- There are not enough resources. If contributions from local stakeholders and teachers are not acknowledged, there is no sense of local ownership, so they are not sustainable.

Promote teachers' access to MHPSS



- Remind communities of how important teachers are and that they have a right to mental health and psychosocial wellbeing
- Lead mental health literacy activities (like awareness workshops and advocacy campaigns) for communities and decision-makers. Teach the importance of [MHPSS](#) for teachers and reduce stigma. Promote care and protection of teachers
- Find and strengthen community-led initiatives and structures (e.g., support groups) that can support teachers' mental health and psychosocial wellbeing. Focus on vulnerable groups, including survivors of gender- and sexual-based violence, displaced teachers, and teachers with disabilities
- Keep a list of all local MHPSS services in the community and share it with teachers. Regularly update it
- Teach and encourage families and communities to support teachers' mental health and psychosocial wellbeing (using basic PSS and non-specialized individual and group programming, see [D2S2](#))
- Ask teachers and school leaders about safe areas where communities can connect, and help to rebuild and restore these areas (like parks, community centers and women's gathering spaces)
- Work with traditional healers and faith-based leaders to promote community events to re-establish commemoration events, rituals, or cultural events. Include prayer and spirituality in support services
- Campaign for MHPSS resources to be a high priority on development and humanitarian agendas to get more funding

Create an enabling work environment



- Set up and strengthen CECs, teacher unions, and other organizations that strengthen teacher voices and improve collaboration and trust
- Help, and recruit others to help, so teachers can delegate (task-shift) and lighten their workload
- Ask trusted community members to help as classroom assistants or school focal persons. They can help deal with harassment or abuse at school and on the way to school
- Use local resources in schools, including first aid kits, PPE or WASH supplies
- Use education management systems (EMIS) to track resources, especially in rural and remote areas
- Support positive relationships and promote negotiations to manage conflicts (including between host communities and refugees, or ethnic minorities). You can do this by creating codes of conduct that make schools and learning sites safe
- Share information on emergencies and resources with schools and communities. Make sure they are in local and Indigenous languages, and accessible to teachers with disabilities (use sign language interpreters, social stories and visual guides)
- Advocate for governments, policy-makers and others to meet teachers' needs

Enhance teacher voice, agency and leadership



- Make sure all teachers can join school management committees or work with parent-teacher associations if they want to
- Help teachers build relationships with families and the community
- Help teachers to reflect on their schools' and communities' specific needs and create projects or plans to discuss them. Use school- or community- based action research and teacher-led development work
- Invite teachers to create and share resources. Make sure the teachers represent different identities, so you do not reinforce existing power dynamics and stereotypes (like having men as leaders and women in supporting roles)
- Train teachers to access and adapt local or international resources like open educational resources (OERs) online
- Train teachers to self-organize and defend their rights

Supportive resources for participation

- [IASC Guidelines on MHPSS in Emergency Settings \(2007\)](#):
 - Action Sheet 5.1: Facilitate Conditions for Community Mobilization, Ownership and Control of Emergency Response in All Sectors (pg. 93-99)
 - Action Sheet 5.2: Facilitate Community Self-Help and Social Support (pg. 100-105)
 - Action Sheet 5.3: Facilitate Conditions for Appropriate Communal Cultural, Spiritual and Religious Healing Practices (pg. 106–109)
 - Action Sheet 6.4: Learn About, and Where Appropriate, Collaborate with Local, Indigenous and Traditional Healing Systems (pg. 136-141).
- [MHPSS Minimum Services Packages \(2021\)](#): 3.4 Support community-led MHPSS activities.
- CDAC Network's (2021) [Communities for Communication Approach](#) to act with/for communities in emergency and crises settings

Spotlight 1 (initiative): Working with parents to understand the needs of vulnerable learners in Nepal

Communities and parents help learners with vulnerabilities to support teachers in Nepal.

Caritas organized a one-month training course for mothers of children with disabilities (mental, hearing, visual, and physical) in Bhutanese refugee camps. The aim was to improve the mothers' psychosocial wellbeing and develop their skills in first aid, stress management, and family planning. Mothers and persons with disabilities set up self-help support groups (10-15 adults) in each camp and met weekly to support each other. They also discussed the needs of people in the camps with disabilities. The lists of needs they created helped Caritas understand how to support these children effectively.

Source: "Women's Commission, 2008" cited in INEE, 2018, p. 29

Spotlight 2 (initiative): Donating resources and scholarships through the University of Simón Bolívar in Venezuela

AlumnUSB is a platform for graduates of Venezuela's University of Simón Bolívar (USB) to connect and support their university. AlumnUSB has donated equipment, ICT tools, electronics and spare parts to help the university administration, services and teaching staff. It has a scholarship program for low-income students with high academic performance and gives teaching awards to teachers. They use donations from graduates and friends of the university to send the winning professors between USD\$50 and USD\$100 per month for up to one year. One USB professor stated, "this award is an emergency assistance, which has rescued USB teachers from extreme hunger."

Source: Spotlight example survey – Professor, University of Simón Bolívar

Standard 3: Coordination (D1S3)

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

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

If you want to support quality, fair, and inclusive education in emergencies and strengthen humanitarian-development coherence you must coordinate with different organizations to use resources effectively. Coordination groups like education clusters, education in emergencies working groups, and local education groups (LEGs) can work together so more children in need receive a better education.

What are the barriers to coordination across teacher wellbeing efforts?

- Lack of direct access for teachers to coordination groups, so their voices are not heard
- Coordination groups have competing priorities (like 'fire-fighting' as emergencies ebb and flow, learner access, and professional development)
- Lack of inter-cluster or working group coordination (between the education cluster and the health and protection clusters, for example)
- Lack of harmonized approaches to teacher management policies, [teacher education and training](#), [teacher qualification frameworks](#) or pay standards
- Limited support to non-formal education teachers to access certification programs (see [D4S2](#)), which weakens humanitarian-development coherence
- Humanitarian and development workers have competing budgets, funding sources, objectives, risk appetites, and timelines, which makes it difficult to bridge the humanitarian-development divide

Promote teachers' access to MHPSS



- Encourage people working in the education sector to join [MHPSS technical working group meetings](#)
- Develop and update joint referral pathways so teachers can access MHPSS services and other support (like protection, health, livelihoods, nutrition, religious supports)
- Work with faith-based leaders, traditional healers, and other community leaders on coordination efforts
- Add MHPSS activities to other systems where possible (like community support mechanisms, formal/non-formal school systems, general health services, social services). These systems reach more people, are often more sustainable and carry less stigma

Create an enabling work environment



- Support teachers working together to push for better teacher policies and better pay (see [D5S2](#))
- Work with education sector working groups or clusters, ministries, and teacher training institutes to harmonize teacher training and TPD (with shared competency frameworks, training approaches, models of certification and accreditation, for example) as well as teacher management policies (agreed approaches to pay and compensation)
- Encourage teachers to work together and create regional school clusters and professional networks that focus on wellbeing
- Create mechanisms (like forums, working groups, or communities of practice) so humanitarian and development actors can work together to support teachers. This creates short- and long-term humanitarian and development solutions



- Partner with teachers to work on coordination strategies between different actors and stakeholders.
- Involve teachers in education coordination groups and committees as decision-makers. Make sure the most marginalized and hard-to-reach teachers have access (like teachers with limited access to the internet)
- Focus on teacher voice and needs in coordination strategies and education response plans, particularly the most marginalized or hard-to-reach teachers.

Supportive resources for coordination

- UNICEF, UNHCR, UNFPA & WHO's (2021) [MHPSS Minimum Services Package](#)
- Global Education Cluster Toolkit: <https://www.educationcluster.net/Toolkit> to identify ways to better support affected populations (i.e. teachers)
- The Competency Framework within the [TiCC Training Pack](#)
- [IASC Guidelines on MHPSS in Emergency Settings \(2007\)](#):
 - Action Sheet 1.1: Establish Coordination Of Intersectoral Mental Health and Psychosocial Support (pg. 33-37)
 - Action Sheet 6.4: Learn About, and Where Appropriate, Collaborate with Local, Indigenous and Traditional Healing Systems (pg. 136-141)

Spotlight Example

Spotlight 3 (initiative): Coordinating with traditional healers and primary health services to support refugees in Eastern Chad.

Many teachers may prefer mental health and psychosocial care from traditional healers and religious leaders so it is important to work with them effectively.

Between 2005 and 2006, an international NGO that offered mental health care in refugee camps in Eastern Chad worked with traditional healers from the Darfurian population. NGO staff met healers so they could evaluate the NGO. The healers then shared their knowledge and way of working with the NGO staff. They:

- Explained their difficulties in working without prayer books and herbs
- Described how they classified and helped people with emotional problems or mental illness
- Explained that most refugees wanted traditional and western health care

The NGO and traditional healers shared their knowledge and skills. They met regularly for six months to discuss emotional stress, trauma and posttraumatic reactions, serious mental disorders, learning disabilities, epilepsy, and other topics (e.g., female genital mutilation/ cutting, fasting, nutrition, and breastfeeding).

Source: IASC, 2007, p. 141

Standards 4-7: Analysis

Assessment (D1S4)

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

Response Strategies (D1S5)

Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

Monitoring (D1S6)

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

Evaluation (D1S7)

Systematic and impartial evaluations improve education response activities and enhance accountability.

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

You should base response strategies on evidence and data from assessments, monitoring, and evaluation processes. In emergency situations, you can only help teachers if you understand their needs and find ways to meet them in spite of challenges.

Teacher wellbeing assessments can focus on the situation (like conflict analysis or risk analysis) or target a specific challenge. Assessment data can tell you about local perceptions, capacities, resources, vulnerabilities, gaps, and opportunities to promote teacher wellbeing. They can also show you how best to find resources for teacher wellbeing initiatives. To monitor teacher wellbeing, you must regularly check if projects meet teachers' needs and how they respond to them, especially in environments that change quickly. Teacher wellbeing evaluations can give you credible and transparent data, improve accountability, and help you plan for the future. Teachers who face added marginalization (based on gender, disability, or ethnicity) can tell you whether interventions and policies help them.

What are the barriers to analysis across teacher wellbeing efforts?

- Teachers and their needs are not included in assessments so you do not know how to support them and cannot include teacher-focused activities in response strategies
- Analysis is not inclusive, transparent, and participatory, so fear of stigma and discrimination stops teachers from participating, and hard-to-reach communities or displaced teachers on the move are not included
- There is not enough funding. If donors have competing priorities and do not understand how important teachers and their wellbeing are, they may not produce enough data and strategies to support teachers' wellbeing needs

- Teachers do not participate in assessment, response design, monitoring and evaluation processes so they have less agency

Recommendations for effective analysis for teacher wellbeing

Promote teachers' access to MHPSS



- Collect disaggregated data on teachers' MHPSS needs and resources in general needs assessments, and consider MHPSS when you plan, design, use, and analyze multi-cluster/sector assessments (like protection and health, for example)
- Adapt standardized MHPSS assessments and MEAL tools to the sociocultural context (include local expressions and idioms, for example)
- Collect and analyze information on:
 - perceived MHPSS needs and coping mechanisms
 - risk and protective factors
 - vulnerable groups
 - what wellbeing means in different cultures
 - terms used to discuss mental health and wellbeing
 - ways people look for help
 - barriers to receiving care
 - community-led MHPSS activities
 - what kind of support communities need
- Create MHPSS response strategies with the protection and health sectors, faith-based traditional leaders and traditional healers, and other members of community (see [D1S2](#) on coordination) and discuss stigma, discrimination, and sexual and gender-based violence (SGBV)
- Choose indicators and measurement tools in line with the aims of MHPSS activities and share the data with relevant stakeholders, including the protection and health sectors, and especially teachers
- Respect confidentiality and anonymity during data collection and analysis. This can reduce fear of stigma and discrimination and encourage teachers to participate. Informal conversations with teachers can help you gather data on sensitive information
- Share good practices and the lessons you have learned in MHPSS in emergency settings to improve advocacy, programs and policies
- Campaign for all forms of MHPSS to follow international human rights standards



- Develop or recover a national EMIS for data on teachers. You should include information on teacher location, pay, training and qualifications, and track important characteristics like gender, location, refugee status, ethnicity and disability.
- Use qualitative and quantitative analysis to understand teachers' needs related to:
 - recruitment
 - job placement
 - pay and compensation
 - education and training during different phases of emergencies
 - safety and security risks in schools and community and play areas, especially for vulnerable groups (based on gender, remoteness, refugee status)
 - data on water supply and on WASH facilities that are gender-specific (see [D2S2](#), [D2S3](#))
 - steps for buying and receiving books and other supplies, especially in remote and hard-to-reach schools, or communities affected by conflict or disaster
 - data on how teachers respond to support (satisfaction, participation) and outcomes (knowledge, skills)
- Rank teacher wellbeing higher. Harmonize teacher recruitment, job placement, pay, and education and training with national/local policy and across actors
- Give teachers emergency response training (see [D3S1](#)) and include emergency response strategies in teachers' codes of conduct so they know what to do in emergencies (see [D4S2](#))
- Train national and local authorities and school leaders to collect, manage, interpret, use and share information
- Encourage or help monitor teachers informally. Check-ins by school leaders can help to create an enabling [work environment](#) (see [D4S3](#)) and encourage teachers to have regular 'self-check-ins' so they can self-regulate better
- Help teachers monitor student learning outcomes through improved assessment practices and using student learning data ([D3S4](#))
- Use evaluation results to create accountability systems, for [teacher education and training](#), to divide teaching and learning resources, create safe schools and learning environments, and for teacher management policies
- Reflect on lessons learned and good practices in teacher training and education in emergency settings and share widely for future programming and policies



- Focus on teacher wellbeing in response strategies
- Ask teachers to help design and carry out response strategies so they meet local needs
- Create a record of teacher leadership and decision-making
- Share lessons learned and good practices that help teachers grow their agency in emergency settings
- Consider teachers' understanding of their environment when you analyze teacher data so you can take language and sociocultural characteristics into account, and use localized or indigenous approaches to data collection when possible
- Work with teachers to develop, carry out, evaluate and share assessment and MEAL approaches and data. Train and support them and remember they have many responsibilities
- Share data and findings with teachers and explain what they mean. Get teachers to help analyze data and create response strategies based on evidence and the local context. Help teachers to use the findings.

Supportive resources for analysis

- [IASC \(2007\) Guidelines on MHPSS in Emergency Settings](#)
 - Action Sheet 2.1: Conduct Assessments of Mental Health and Psychosocial Issues (pg. 38-45)
 - Action Sheet 2.2: Initiate Participatory Systems for Monitoring and Evaluation (pg. 46-49).
 - Action Sheet 3.1: Apply a Human Rights Framework Through Mental Health and Psychosocial Support (pg. 50-55);
 - Action Sheet 3.2: Identify, Monitor, and Prevent and Respond to Protection Threats and Failures Through Social Protection (pg. 56-63)
- MHPSS Minimum Services Package (2021): [1.2. Assess MHPSS Needs and resources to guide programming](#)
- [IASC. \(2021\). Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergency Settings: With means of verification \(Version 2.0\)](#)
- USAID's (2020) [Guidance for Education Sector Implementing Partners: Monitoring, Evaluation, and Learning \(MEL\) During the Covid-19 Pandemic](#)
- UNDP's (2009) [Handbook on Monitoring and Evaluating for Development Results](#)

Spotlight 4 (tool): Using the mhGAP Intervention Guide (mhGAP-IG) for mental, neurological and substance use disorders in non-specialist health settings.

People who are not specialists in mental health care, including doctors, nurses, health workers, and health planners and managers, can use [mhGAP-IG Version 2.0](#) to help with mental, neurological and substance use disorders.

We encourage you to adapt the mhGAP-IG to your sociocultural context, including using local terms to communicate better. You will find adaptation considerations on page 154 of the mhGAP-IG.

The tool first outlines good clinical practices and guidelines for how providers should treat people in “Essential Care and Practice.” You can also find information on common symptoms of conditions that need to be treated urgently in a “Master Chart.” The chart highlights that the most serious conditions should be managed first. After that the tool is divided into modules. Each priority condition is covered in one of the seven modules (depression, psychosis, epilepsy, dementia, disorders caused by substance use, and self-harm/suicide). There is also a module on “other significant mental health complaints.” Each module has three sections:

- assessment (common symptoms and assessment questions)
- management (how to manage the condition, treatments)
- follow-up (how to continue the clinical relationship and instructions for follow-up management)

Source: World Health Organization (2016)

Spotlight 5 (initiative): Monitoring what teachers need to support children learning remotely during COVID-19

During the COVID-19 pandemic, the Ghana Education Service used radio and television teaching so children could keep learning. They also considered teachers' wellbeing during the radio and television lessons. Some teachers who were trained in play pedagogy by Right to Play also used face to face and WhatsApp platforms to teach.

In an online survey, Ghana Education Service and Right to Play asked teachers:

- how COVID-19 affected their wellbeing
- how prepared they are to keep using a play-based learning approach during the COVID- 19 pandemic
- how teachers feel about supporting young children
- how teachers feel about giving parents accurate information about COVID-19 and staying healthy
- how teachers feel about teaching reading, writing, and arithmetic

This survey was designed to be a resource for teachers and service providers even after COVID-19.

Source: Spotlight example survey–Kwabena Gao–Right to Play Ghana



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2. Strategies to support teacher wellbeing in Domain 2

“Working as a teacher in Palabek right now is challenging, no doubt about it. Because of the large number of refugees, there are too many children per class. We need teaching resources and books. We need accommodation for teachers like me who come from far away.”

- Alice Abdul, Teacher, Uganda

Domain 2: Access and learning environments

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 at schools and be referred to specialized services if they need them. Their physical environment also needs to be safe and accessible (D2S2, D2S3).

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

- Discriminatory policies exclude teachers from minority groups. That includes refugees, ethnic or religious minorities, women, and teachers with disabilities.
- Teachers must have professional or citizenship certificates to be able to work
- Schools are used as shelters or military bases during emergencies
- There are physical barriers or no safeguarding mechanisms to deal with risks on the way to schools
- There are no family-friendly relocation and deployment policies for teachers' children

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
- Create referral pathways so teachers can access MHPSS, and explain them to all teachers

Create an enabling work environment



- Review emergency response policies so schools are not used as shelters or military bases. Find alternative locations
- Remove physical barriers on the way to schools and offer teachers and their families safe transportation
- 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)
- Make sure teacher recruitment, education, and training policies are inclusive and non-discriminatory and focus on different needs (women, teachers with disabilities)
- 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](#)).

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 give all students a quality education that meets their needs
- Give teachers fair opportunities for formal and informal promotions and recognition, especially teachers who are often excluded, including women, ethnic minorities, displaced teachers, and teachers with disabilities
- Regularly involve teachers, especially women, teachers with disabilities, and other vulnerable groups in choosing the location and design of school infrastructure;

Supportive resources for equal access

- [ECHO \(2019\) Operational Guidance: The Inclusion of Persons with Disabilities in EU-funded Humanitarian Aid Operations](#)
- [Enabling Education Network \(EENET\)](#)

Spotlight 6 (tool): Geospatial mapping of armed conflict and natural disasters for equal access to school routes and schools.

The UN Office for Coordination of Humanitarian Affairs (OCHA) has two open-source websites that map conflicts and natural disasters. These tools can help you to:

- improve equal access to teaching, learning and MHPSS support
- find risks around schools
- plan school transportation for teachers
- find safe and efficient routes to transport PPE, WASH equipment, medicines, food, or teaching resources

(1) Humanitarian Data Exchange (humdata.org) and (2) Humanitarian OpenStreetMap Team (hotosm.org) help educators to “generate highly contextualized policies that make sure the education system is responsive” to local needs (IIEP-UNESCO, n.d.). They use tools like IIEP and GISPO’s to understand how accessible and safe schools are. ACLED’s Conflict Pulse tool can be used to track predicted trends in conflict actor behavior. This can help you provide basic services and support security processes to protect and support teachers.

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

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)



- 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 (REPSSI & 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!* 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 Llamado, Department of Education

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 conflict, gender-based violence 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
- Places of learning are badly built and dangerous
- Schools are used as temporary shelters or military bases
- There is not enough information about safe school locations or how to protect teachers
- There are no health, nutrition, and water, sanitation and hygiene (WASH) resources and facilities
- There are no female-only WASH facilities
- School feeding programs and health services at school are interrupted
- 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



- Give teachers 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



- Co-design safe schools with teachers, by incorporating their voices, in school architecture and scheduling. Make sure marginalized teachers, like women and displaced teachers, are heard
- 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

Supportive resources for facilities and services

- Geospatial mapping of armed conflict and natural disasters through the United Nations Office for Coordination of Humanitarian Affairs (OCHA) - Humanitarian Data Exchange (humdata.org) and the Humanitarian OpenStreetMap Team (hotosm.org) (see also [D1S3](#) on Assessment)

Spotlight 8 (initiative): Giving teachers and students in Venezuela school kits

The Norwegian Refugee Council (NRC) is an INGO that delivers educational “kits” to teachers and schools around the world. In Venezuela the economic crisis has displaced many people and caused structural poverty. Many children and adolescents have stopped going to school. The NRC chooses vulnerable teachers and schools with many at-risk students and gives teachers teaching and learning resources. They also give students backpacks with school materials, run workshops and support PTAs and education councils to help teachers and create an enabling work environment at school.

Source: Spotlight example survey – Carlos Javier Piña, NRC



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3. Strategies to support teacher wellbeing in Domain 3

"I thought these activities weren't for me, but I learned all of us humans need this – how to be more conscious, how to relax."

- Maria Guadalupe Alvarenga, Teacher, El Salvador

"I started implementation with one of the classes and I immediately observed the impact. The students felt relaxed and shared a lot about their feelings. I started to understand their behavior and I started to build communication channels with them."

- Othman, Teacher, Palestine

Domain 3: Teaching and learning

Standard 1: Curricula (D3S1)

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

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

The content and learning objectives in a curriculum are the basis of teacher's lesson plans and guide their everyday decisions. It is difficult for teachers to teach an outdated curriculum that does not meet their students' needs. When there are no supplementary materials or teaching and learning resources, teachers experience more stress and job burnout.

What are the barriers to curricula across teacher wellbeing efforts?

- Curricula that do not focus on social and emotional skills or deal with a community's mental health and psychosocial wellbeing and protection needs
- Curricula that do not cover emergency preparedness or response topics, so teachers and students are unprepared
- Curricula that focus on nationalism or gender, ethnic, religious, or other stereotypes. This can increase discrimination and hate toward certain teachers (and students)
- Curricula that do not consider linguistic diversity of teachers and/ or students (e.g. those from ethnic minorities or who are refugees)
- Curricula that are not updated regularly so teachers have to do extra work to find relevant resources
- Curricula that do not offer advice on differentiation approaches for learners with diverse educational needs. Teachers in emergency settings often teach multi-grade classrooms, or learners who do not have foundational skills, so they need to differentiate
- Teacher inspection and supervision put pressure on teachers to rush through the curriculum
- Curricula taught to refugees and internally displaced people are not recognized by home and host governments. This is a problem for teaching refugee students, and for refugee or displaced teachers who move with their families.
- Teachers and students are not involved in curriculum design and reform, so the content is not relevant to them
- Curricula and teaching materials are prescriptive and do not give teachers freedom to innovate or adapt

Recommendations for effective curricula for teacher wellbeing

Promote teachers' access to MHPSS



- Review curricula to make sure they explicitly promote mental health and psychosocial wellbeing, including developing social and emotional skills
- Make sure curricula, textbooks, and other supplementary materials encourage diversity and inclusion and are not biased against women and girls, refugees or displaced persons, ethnic minorities, persons with disabilities, or children connected with armed forces or groups
- Make sure curricula, textbooks, and other materials discuss stigma and discrimination related to MHPSS

Create an enabling work environment



- Design curricula that cover emergency response and preparedness (like [conflict-sensitive curricula](#) and hazard awareness). Skills and knowledge in curricula should be relevant to teachers (and students)
- Create supplementary materials, including textbooks, and teacher guides to help teachers teach and adapt the curriculum (like through differentiated instruction)
- Provide infrastructure, equipment (like laboratory equipment for science, or machinery in TVET) and resources to teach all subjects in the curriculum. This includes technology (like assistive devices and eReaders), and human resources (like special education teachers, sign language interpreters) to teach and adapt the curriculum for all learners
- Use support from community organizations and leaders (see [D1S1](#)) to:
 - develop local teaching and learning materials for the curriculum
 - use community spaces or resources to enrich the learning experience
 - train and build skills to teach the curriculum
- Train teachers to teach remotely with digital or non-digital tools or open-source materials, including Open Educational Resources (OERs) (see [D2S1](#)).

Enhance teacher voice, agency and leadership



- Design and develop curricula with teachers (and students). Include teachers with diverse experiences and identities, and give all teachers a chance to share their opinions and help make decisions
- Advocate for curricula autonomy. Allow teachers to adapt and make reasonable accommodations, especially for refugee or displaced students and learners with disabilities

Supportive resources for curricula development

- UNICEF (2012) [Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries](#)

Spotlight examples

Spotlight 9 (initiative): The African School Mental Health Curriculum Guide in Malawi and Tanzania

The [African School Mental Health Curriculum Guide](#) was first used in Malawi to integrate mental health literacy into the curriculum. 218 educators (teachers and youth club leaders) learned about the curriculum in a 3-day training workshop ([Kutcher et al., 2015](#)). The mental health literacy curriculum was also translated into Kiswahili and adapted for use in Tanzania. 61 teachers completed the 3-day training ([Kutcher et al., 2016](#)). The curricula include self-assessment for teachers, and information on:

- mental health concepts
- the importance of positive mental health
- stigma and discrimination
- seeking help and finding support

In both cases, a mental health literacy curriculum increased mental health knowledge and decreased stigma ([Kutcher et al., 2015](#); [Kutcher et al., 2016](#)). In Tanzania, it may have helped teachers to get better at asking for help ([Kutcher et al., 2016](#)).

Standard 2: Training, Professional Development, and Support (D3S2)

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

What are training, Professional Development (PD) and support in EiE and how can they promote teacher wellbeing?

Giving teachers high-quality, school-based and continuous teacher professional development (TPD) gives the skills and knowledge they need to do their jobs well and manage challenges at work. This is directly connected to teacher wellbeing aspects like self-efficacy. It can help teachers to develop social-emotional competences and coping skills to manage burnout and stress. But making teachers do TPD that is not relevant can worsen stress, anxiety, and dissatisfaction.

What are the barriers to training, PD, and support across teacher wellbeing efforts?

- There are not enough qualified teacher educators, trainers, facilities or resources
- Curricula and pedagogies in Teacher Training Colleges (TTCs) are outdated and do not match national curricula
- TPD is not relevant or well organized. It may be too theoretical or not connected to teachers' cultures and experiences
- Emergency response topics are not covered in TPD
- School guidance and counseling services only contact students in emergencies
- Non-certified teachers, volunteers or refugee/displaced teachers cannot access accredited TPD
- School leader workloads/skill-sets focus on administration and management instead of teaching support
- Teachers are not involved in creating TPD
- There is not enough funding for TPD and MHPSS support training

Recommendations for effective training, PD, and support for teacher wellbeing

Promote teachers' access to MHPSS



- Teach mental health, psychosocial, and social-emotional learning during pre-service and in-service TPD
- Offer teachers regular TPD on mental health and psychosocial wellbeing and social and emotional skills, especially new teachers in emergencies and crises
- Make sure TPD discusses potentially difficult and sensitive topics such as SGBV and disability, and how they influence mental health and psychosocial wellbeing
- In TPD, give teachers information about mental health, psychosocial support services and activities and how to refer people
- Make sure training materials discuss stigma and discrimination in MHPSS
- Include teachers in school guidance and counseling services
- Create structures that protect teachers' privacy if they access MHPSS services

Create an enabling work environment



- Train teachers and teacher educators/trainers in emergency response themes (like conflict prevention, disaster risk reduction, hazard awareness)
- Review TPD curricula and pedagogies so they do not focus too much on theory, connect to what teachers do in the classroom, and help teachers to reflect and use new knowledge
- Give teachers practical TPD that connects to the local curriculum, language and teacher needs, including gender-responsive, or trauma-informed teaching methods, conflict-sensitive education and social-emotional learning
- Encourage teachers to work and plan together or share resources and teaching strategies
- Support school leaders as instructional coaches and leaders
- Help community organizations work with schools to support teacher training and create resources together
- Create professional learning communities or communities of practice (CoP) in and between schools to help teachers work together and learn from each other
- Design in-service TPD that meets national requirements so uncertified, volunteer, or refugee/displaced teachers can work

Enhance teacher voice, agency and leadership



- Encourage teachers to help design and create pre-service and in-service TPD curricula and projects
- Help teachers develop a shared sense of purpose by working on student learning together
- Let teachers lead TPD or be model teachers for other teachers (like in mentorship schemes)
- Encourage teachers to join professional associations, unions, and networks in and outside of schools (with peers, through communities of practice or networks of schools) for professional development opportunities

Supportive resources for training, PD, and support

- INEE (2016) [TiCC training pack for primary school teachers](#)
- MHPSS.net (2021). [MHPSS & EiE Toolkit, Teachers Wellbeing And Professional Development In Emergencies](#). pg. 60 - 63.

Spotlight 10 (initiative): Sammarth, Indian Institute of Management Ahmedabad and EmpowerEd, Together In Development & Education Foundation

Sammarth and EmpowerED are professional development programs. Sammarth was a large-scale, in-service TPD module. EmpowerEd builds collaborative communities of practices to empower teachers in the post-pandemic world. Both are bottom-up projects that highlight teachers' voices, consult teachers on curricular design and share best classroom practices. Teachers reflect on their work and choose an educational or social action project to work on. Both programs involve 'experts' who are not teachers who help to recontextualize best practices but do not choose content. Sammarth has fostered teacher agency and intrinsic motivation (Sherry Chand, 2020).

Source: HundrEd, World Bank and TIDE Foundation

Standard 3: Instruction and Learning Process (D3S3)

Instruction and learning processes are learner-centered, participatory, and inclusive.

What are instruction and learning processes in EiE and how can they promote teacher wellbeing?

Teachers in emergency settings must give students quality and inclusive opportunities to learn. But they often work in unfavorable environments, with many challenges and limited teaching and learning resources ([D3S3](#)) or pedagogical support and supervision (see [D4S3](#)).

What are the barriers to instruction and learning processes across teacher wellbeing efforts?

- Classrooms are overcrowded. Classes of students with different levels and needs cause stress and burnout when teachers do not have the skills or support to manage them
- Teachers teach in their second or third language, especially if they are refugee or displaced teachers in host communities, or ethnic minority teachers. The school language is often connected to the colonial past and contemporary opportunities for economic development and social mobility
- Teachers do not have teaching materials, classroom infrastructure or equipment
- Teaching schedules are very full and teachers do not have enough time to plan lessons
- Teachers cannot develop their teaching skills through TPD ([D3S2](#)) or self-study

Promote teachers' access to MHPSS



- Create peer-to-peer networks (see [D3S2](#)) for teachers to discuss stress, anxiety, and challenges with other teachers
- Give teachers opportunities to organize teaching and learning in community spaces to develop and strengthen positive community-teacher relationships
- Give teachers socio-emotional knowledge and skills to cope with stress, anxiety, and other challenges in classrooms

Create an enabling work environment



- Help teachers and school leaders to use positive classroom management strategies (including restorative practice), to build positive relationships, and create child-friendly classrooms and schools
- Give teachers ongoing, whole-school TPD to improve teaching skills
- Help teachers to connect and share. Promote peer observation, mentoring and co-teaching or lesson planning
- Pool and develop resources that explain what works and what does not in specific schools, communities, or local contexts
- Give teachers and classrooms tools and resources to provide quality and inclusive teaching that meets students' needs
- Consider asking parents, guardians, or community leaders to help teachers with non-teaching tasks (i.e. task-shifting, see [D1S1](#)) to lighten their workload and allow them to focus on pedagogy and instruction



- Ask teachers what they need to teach better and design TPD programs ([D3S2](#)) with them that develop the skills they need
- Help teachers reflect on their work. Train them in [action research](#) and instructional and pedagogical innovation
- Create programs and policies that recognize that teachers are experts who own their work spaces
- Encourage innovation and pedagogical experimentation through [action research or lesson study](#)
- Create environments where teachers listen to each other's views, experiences and ideas respectfully
- Reward and recognize teachers for exemplary work. Give them opportunities to take on [informal leadership](#) roles, as mentors or coaches, leading or helping with meetings, workshops, and events

Supportive resources for instruction and learning processes

- INEE (2010) [Pocket Guide to Supporting Learning for People with Disabilities](#)
- INEE (2021) mapping report includes self-study resources and training packets to support teachers instruction
- INEE (2016) [TiCC Training Pack](#) includes modules on Positive Discipline (module 2) and child-centered pedagogies (module 3)
- RTI's [The Science of Teaching](#) includes a series of practical 'how-to' guides focused specifically on improving literacy and numeracy teaching

Spotlight 11 (initiative): Teachers supporting each other through mentoring in Kakuma refugee camp, Kenya.

In Kakuma refugee camp in Kenya, teachers had regular in-person meetings to discuss daily challenges in teaching in emergencies. Teachers also connected with mentors through WhatsApp. Mentors supported teachers, let them share their experiences and supported each other. This improved teachers' wellbeing and they felt better prepared, more confident, more motivated, and more interested in working together to help learners.

Source: (Mendenhall, 2017: p.6-8, cited in INEE, 2018: p.55)

Standard 4: Assessment of Learning Outcomes (D3S4)

Appropriate methods are used to evaluate and validate learning outcomes.

What is assessment of learning outcomes in EiE and how can it promote teacher wellbeing?

Teacher effectiveness is often about improving student learning. We need assessment tools and approaches to measure if teachers can do their jobs well. When student assessments do not match curricula, or do not consider students' needs, it can look like teachers are performing poorly. In emergency settings, this puts teachers who are already dealing with many challenges under even more pressure. It increases tension, stress, and job dissatisfaction.

What are the barriers to assessment of learning outcomes across teacher wellbeing efforts?

- Teachers feel they have to "teach to the test" so students pass exams, especially when curricula are dense or not in line with assessment systems
- Assessment and evaluation methods do not match learners' diverse needs or learning styles, especially learners with disabilities or belonging to minorities. This makes it harder for teachers to support these students
- Teachers are not free to adapt tests and assessments and use differentiation. This one-size-fits-all approach puts teachers under more pressure
- Policies prefer summative assessments (like high-stakes national exams) to formative assessments that measure progress. Assessment data from these kinds of exams are often not shared with teachers so they cannot use them to improve teaching and learning
- Assessments are used to judge teachers' performances and value, especially in emergencies.
- Teachers do not feel that teaching is their vocation, so poor assessments and results are especially damaging for their self-efficacy and wellbeing

Recommendations for effective assessment of learning outcomes for teacher wellbeing

Promote teachers' access to MHPSS



- Create stronger social support networks for teachers by asking parents and community leaders to help teachers with assessments (i.e. task-shifting, see [D1S1](#))
- Consider adding mental health, psychosocial, and social and emotional competencies to assessments

Create an enabling work environment



- Create programs and policies that focus on learning and development instead of exams or test scores
- Review assessment tools and approaches so they match the curricula (TVET, for example)
- Offer teachers TPD to develop formative and summative assessment tools (like play-based assessment and authentic assessment). This can include how to use reasonable accommodations or adapt tools to students' needs
- Give supervisors more power in schools to help teachers create fair assessments
- Give teachers test banks and assessment tools
- Help teachers use student assessment data to adapt how they teach

Enhance teacher voice, agency and leadership



- Encourage teachers to be autonomous in assessments. Let teachers develop classroom assessment tools, make reasonable accommodations, and give them the skills to do this
- Ask for teacher evaluations or inspections that are fair and do not use test scores alone to evaluate teachers
- Recognize teachers' hard work by looking at student assessments, student growth, student-teacher relationships, and classroom- and school-based projects/developments

Supportive resources for assessment of learning outcomes

- UNESCO's (2020) *Formative Assessments and the Continuity of Learning During Emergencies and Crises* ([Bawane and Sharma \(2020\)](#))
- INEE's (2012) *Self Assessment Tool for Teachers: Is Your Classroom Inclusive and Child-Friendly?*

Spotlight 12 (policies): Postponing exams or adapting evaluation systems in response to COVID-19 in Latin America

Because of COVID-19 and school closures, some countries in Latin America adapted student evaluation systems. This is vital to teachers' wellbeing, because it takes away the pressure to "teach to the test." Policies include:

- In **Colombia**, Legislative Decree No. 532 (Decreto Legislativo N° 532). Secondary students do not have to take national exams (Exámenes de Estados) for admission to higher education.
- In **Chile** students do not have to take entrance exams for higher education. They are now optional and their weighting was lowered from 50% to 30%. The government also gave more importance to secondary education grades.
- In **Costa Rica**, the government suspended the FARO (Fortalecimiento de Aprendizajes para la Renovación de Oportunidades) national test for all secondary students in 2020 because "the pandemic and its impact on the school year made a standardized evaluation unfair." Instead, students must pass each subject, module, period, and sub-area of the curriculum to move into the next grade. The Ministry of Public Education also decided not to use the language proficiency tests in English and French. A new evaluation, approved by the Higher Council of Education, assesses students' personal development. It will be used throughout the school year, even when returning to in-person instruction.
- The **Brazilian** Ministry of Education and National Institute for Educational Research and Statistics (INEP)¹² postponed National Secondary Exam (ENEM)¹³ for 30 to 60 days, depending on how communities and schools were affected. Brazil also postponed two rounds of the Program for International Student Assessment (PISA) from 2021 to 2022 and from 2024 to 2025
- In **Argentina**, The Federal Council of Education decided not to use any numerical grades for students. Student evaluation is formative and based on monitoring and supporting students and families, and teaching and learning processes, "considering the heterogeneous and unequal conditions in which they take place."

Source: SITEAL (2020)

¹² Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira

¹³ Exame Nacional do Ensino Médio



© UNICEF Pakistan, 2011, Asad Zaidi

4. Strategies to support teacher well-being in Domain 4

"This situation caused teachers to live in poor conditions and face a number of problems; the problems of low pay and low status in the community. Teachers are unhappy."

- Ndayikeza Emery, Teacher, Tanzania

"The education sector is not concerned with teacher's wellbeing, but with results. How can one expect to get milk from an unfed cow?"

- Hakizimana Honoré, Teacher, Tanzania

Domain 4: Teachers and other education personnel

Standard 1: Recruitment and Selection (D4S1)

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

What are recruitment and selection processes in EiE and how can they promote teacher wellbeing?

To avoid discrimination against teachers based on their background, the INEE Minimum Standards recommend using equitable and transparent criteria during recruitment. Equitable recruitment processes promote teacher wellbeing because they consider teachers' needs (including mental health and psychosocial needs), gender, ethnicity, em-

ployment status and displacement or refugee status to ensure conflict-sensitivity. Clear recruitment processes make it possible to have manageable student to teacher ratios, clear roles, rights, and responsibilities for teachers, and opportunities for them to develop and use their agency and autonomy.

What are the barriers to recruitment and selection across teacher wellbeing efforts?

- There are no national policies for hiring teachers, especially refugee or displaced teachers
- There are no accommodations for teachers from different ethnic or linguistic groups
- Teachers do not have information about and cannot change their working conditions
- Teachers are not familiar with the recruitment process
- Hiring practices are not transparent and employers do not understand that it is important to hire teachers who reflect the student population
- Job descriptions discriminate against teachers based on age, gender, ethnicity, displacement or refugee status, or mental health needs
- It is not possible for refugee or internally displaced teachers to work in host communities because their qualifications are not recognized
- Budgets are too small or there are no funds for new teachers
- There is no data, especially disaggregated data, on teachers' needs that could help EMIS and education systems to match teachers and schools

Recommendations for teacher wellbeing in recruitment and selection

Promote teachers' access to MHPSS



- Set up recruitment and selection processes that are sensitive to circumstances and respect teachers' mental health, psychosocial, and social and emotional needs and are not discriminatory and crisis-sensitive
- Tell teachers during job interviews how schools help psychosocial wellbeing and what [MHPSS](#) services they offer
- Give teachers legal information to support their mental health and psychosocial wellbeing. Explain the rights that protect them from abuse, neglect, and exploitation, and how they can report and find help for human rights violations (including gender- and sexual-based violence)

Create an enabling work environment



- Set up clear processes for hiring teachers during crises. Consider equity, including gender, ethnicity, employment status and displacement or refugee status
- Collect and track disaggregated data on teacher employment status (are they contract, part-time, full-time?) in the public and private sector
- Find teachers who have left teaching because of an emergency, ask why, and encourage them to (eventually) return
- Help non-certified teachers to become certified, especially through regional frameworks to support refugee and displaced teachers (D5S2)
- Recognize qualifications beyond certification, such as teachers' cultural competence, social networks and gender or ethnic identity
- Help teachers in remote, rural areas or crisis-stricken areas by giving them other benefits (like housing or a transportation allowance)
- Discuss realistic expectations and challenges with teachers during the hiring process, so teachers can make decisions that fit their needs

Enhance teacher voice, agency and leadership



- Involve teachers in making decisions that affect them and their work conditions
- Create hiring criteria that treat teachers as autonomous and skilled professionals
- Use appraisal systems that recognize teachers' strengths and efforts
- Involve teachers in creating recruitment criteria and in mentoring and training new teachers
- Create career progression plans for teachers

Supportive resources for recruitment and selection

- [IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings \(2007\) Action Sheet 6.2: Provide Information To The Affected Population on the Emergency, Relief Efforts, and Their Legal Rights \(pg. 157-162\)](#)
- UNESCO-IIEP (2020) [Teacher Recruitment and Deployment Learning Portal](#)
- UNESCO – IIEP (n.d.) [Policy Toolbox for Teacher Recruitment and Selection](#)
- International Task Force on Teachers for Education Knowledge Hub on Teacher Policy (2019) [Teacher Policy Development Guide](#)

Spotlight 13 (policy): IGAD Djibouti Declaration on Regional Refugee Education

In 2017, the Intergovernmental Authority on Development (IGAD) organized a regional meeting in Djibouti with UNHCR, the European Union, and the German Society for International Cooperation (GIZ). IGAD ministers for education agreed to use an action plan to strengthen regional frameworks and include refugee teachers in eastern Africa, (in Djibouti, Eritrea, Ethiopia, Kenya, Somalia and South Sudan, for example).

Key action points:

- help with teacher accreditation and certification across borders
- how to fast-track training and certification
- how to align pay and conditions across host communities for refugee teachers based on experience and qualifications
- how to support teachers' continuous TPD
- how to increase gender parity
- how to equalize career progression opportunities ([IGAD, 2017](#))

Standard 2: Conditions of Work (D4S2)

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

What are conditions of work in EiE and how can they promote teacher wellbeing?

The conditions of work in the Minimum Standards framework cover every detail of teachers' job descriptions and contracts:

- tasks and responsibilities
- attendance
- hours and days of work
- length of contract
- pay and benefits

These factors define a teacher's workload and what is expected of them. Work conditions shape a teacher's job, the stress they face and the support they get. Fair pay and compensation are especially important for teacher wellbeing. As highlighted in INEE's (2021) teacher wellbeing gap analysis, policy documents about the rights of teachers often ask for better pay but rarely mention MHPSS services like social security, health insurance, medical and specialized mental health care, or paid time off.

What are the barriers in conditions of work across teacher wellbeing efforts?

- Teachers are poorly paid and have to take on extra work
- Low pay reinforces teachers' low status, so teachers and their work are undervalued
- Teachers do not have compensation packages with benefits like health insurance (including specialized mental health services), paid time off, or parental leave
- Teacher contracts do not include codes of conduct, or if there is one it is rarely used to protect teachers' work-life balance
- Teachers are afraid to tell employers about mental and psychosocial challenges and needs because it could affect their job security

Creating working conditions for teacher wellbeing

Promote teachers' access to MHPSS



- Cover MHPSS services at the school, community and national levels. Include specialized mental health care
- Campaign for teachers to have social security, health insurance and access to nutritional services in compensation packages
- Raise awareness and reduce stigma to promote workforce wellbeing and create a culture of promoting mental health in schools
- Help formal and non-formal education providers write non-discriminatory contracts and codes of conduct that discuss stigma related to MHPSS and set up ways for teachers to report problems safely and confidentially
- Train teachers in basic PSS to support themselves and others

Create an enabling work environment



- Create teacher pay standards. Make sure differences between salaries are based on qualifications, experience and responsibility
- Review salary scales to match the cost of living and make sure teachers earn a living wage
- Campaign for the government to pay all teachers a fair wage they can live on, on time
- Give teachers social security, health insurance and access to nutritional physical or mental health services
- Make sure teachers, school leaders, and policy-makers communicate well to prevent teacher burnout



- Encourage teachers to work on codes of conduct. Make sure all teachers can participate in making decisions about contracts
- Give teachers opportunities to discuss the teaching profession, especially pay and compensation
- Uphold ILO & UNESCO's (1966) Recommendation concerning the Status of Teachers, which has been designed, "to serve as a basis for national laws or practices concerning teachers, and to influence the development of those laws and practices" ([ILO & UNESCO, 2016](#))

Supportive resources for conditions of work

- International Labour Organization (ILO) & UNESCO (1966) [Recommendation concerning the Status of Teachers](#)
- UNESCO (1997) the [Status of Higher-Education Teaching Personnel](#)
- Save the Children (2017) [School Code of Conduct Teacher Training Manual](#)

Spotlight 14 (initiative): Manahel Syrian Education Program

Manahel is funded by the U.K. Department for International Development (DFID) and the European Union (EU). It offers children in Syria quality learning opportunities and helps teachers to manage education. The program focuses on:

- paying teachers and education staff
- monitoring teacher payment and attendance
- training education authorities and NGOs
- offering quality education and psychosocial support

Source: Spotlight example survey – Ferzat Al Sheikh

Standard 3: Support and Supervision (D4S3)

Support and supervision mechanisms for teachers and other education personnel function effectively.

What are support and supervision in EiE and how can they promote teacher wellbeing?

Teachers need to feel supported formally and informally. They can be supported or trained by another teacher, a mentor, coach, or supervisor. Examples of support and supervision include ongoing TPD (D3S2), observing and giving teachers feedback, and regular performance appraisals. Depending on how they are managed, these can either feel supportive or stressful for teachers. Supervision and appraisal should not be done by external inspectors who do not know teachers and students. If teachers can voice their needs and concerns this process can be supportive.

What are the barriers in support and supervision across teacher wellbeing efforts?

- There are not enough qualified teachers, teacher educators, and local or national authorities to mentor, coach, or supervise teachers
- Teachers resist mentoring, coaching, and supervision because they have had bad experiences
- It is difficult to hold supervisors accountable
- Classrooms are overcrowded and there are not enough materials and equipment (see also D2S3)
- Mental health is stigmatized so teachers do not ask for psychosocial support even when it is available

Promote teachers' access to MHPSS



- Recruit and train individuals to provide basic and focused, non-specialized individual or group PSS (see [D1S1](#), [D2S2](#))
- Recruit and train specialists to provide specialized mental health care support (see [D1S1](#), [D2S2](#))
- Make sure all individuals who support and supervise teachers are trained in protection and safeguarding as part of a “do no harm” policy
- Remove stigma from MHPSS (by raising awareness, for example) so teachers feel comfortable asking for help

Create an enabling work environment



- Offer continuous TPD and support that is non-discriminatory and builds on teachers' needs and strengths ([D2S1](#), [D3S2](#)) and is in line with their contracts and code of conduct ([D4S2](#))
- Encourage students to give teachers feedback so they can create more supportive environments together
- Set up national and local accountability systems. Help authorities, school leaders and teachers to get help when supervisors do not fulfill their duties
- Include teacher to student ratios. Create an inventory to track materials and make sure all schools have a fair share of equipment. Monitor and update regularly. Make sure all schools have the materials they need

Enhance teacher voice, agency and leadership



- Ask teachers what kind of training they need. Use their input to design support and supervisory mechanisms
- Use mentoring and peer support to motivate teachers and other education personnel by helping them to set goals and decide how they can improve
- Make sure performance appraisal discussions go both ways. Ask teachers to share their opinions, discuss problems, and agree on how to solve them with supervisors or mentors

Supportive resources for support and supervision

- TiCC's [Peer Coaching Pack](#)

Spotlight 15 (initiative): CORE For Teachers

The Coaching, Observing, Reflecting and Engaging ([CORE](#)) project offered teachers psychological care and personalized classroom support. CORE used a coaching model that focuses on continuously improving. It provides constant learning and reflection on several holistic skills to improve teacher wellbeing and social-emotional competencies.

It is made up of five two-hour wellbeing workshops and three months of intensive support in school (6 modules of direct teacher coaching during school hours). The in-school support cycle is made up of learning and goal setting sessions and the CORE Support Cycle. There are four elements in each module (Practice, Self-Reflection, Observation, Reflection).

CORE is built on Acceptance and Commitment Therapy and the CASEL Social-Emotional Learning Framework. All teachers in any setting and at all levels can use it. It has to be adapted to make sure it is relevant and acceptable in different contexts.

We tested this project in Colombia, where teachers found it useful and relevant. It was developed by:

- Colombian teachers
- coaches
- other people working in education
- War Child country based education and MHPSS advisors
- War Child and Partner global education and MHPSS advisors

Source: Spotlight example survey – April Coetzee, WarChild Holland

Spotlight 16 (initiative): Checking in with teachers and developing their self-care efforts in La Vega-Caracas

The Catholic University of Andrés Bello (UCAB) supports five schools in a marginalized rural community in the La Vega district in Caracas, Venezuela. As part of its whole-school support project, UCAB supervises and trains female school leaders to help them promote empathy and solidarity at school. UCAB facilitators and school leaders create an approach together that works for their teachers.

In Camaina school (Escuela Camaina), for example, the school leader created a morning routine where all teachers arrived at school 20 minutes early. Teachers had coffee and shared worries and challenges. The school leader then told UCAB leaders about these challenges so they could make a support plan. The school leader also helped teachers to create self-care plans, like going for a 20-minute walk to relieve stress. These regular spaces and rituals helped create collegiality and support. UCAB members said this approach worked because it was flexible and focused on everyday challenges. They agreed that it is important to build a culture of sharing and community.

Source: Spotlight example survey – Heryca Colmenares Sepúlveda, Constanza Armas & Carolina Fernández, from Red La Vega



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5. Strategies to support teacher wellbeing in Domain 5

"I would like to see the teachers' working conditions improve soon. Right now there are too few teachers for the many pupils. We lack teaching resources and proper working conditions. Concretely, it would make a big difference if teachers and pupils could get something to eat during the long school days. And if we, the teachers, could get a place to live"

- Francis Ocaya, Teacher, Uganda

Domain 5: Education Policy

Standard 1: Law and Policy Formulation (D5S1)

Education authorities prioritize continuity and recovery of quality education, including free and inclusive access to schooling.

What is Law and Policy Formulation in EiE and how can it promote teacher wellbeing?

Law and policy formulation in EiE settings should focus on supporting and rebuilding education systems that rank teachers' and communities' well-being highly. This means giving communities funding and support services (like school health) so they can offer free and inclusive access to teaching and learning. It is important to focus on pay and compensation, teachers' safety, and access to mental health services in crises, because these worsen in crises. In crisis situations, law and policy formulation should include developing national and subnational frameworks (like the Djibouti Declaration) that consider teachers' needs and circumstances to promote collaboration and coordination. Further, effective teacher wellbeing policies are informed by evidence and data about teacher needs and challenges; while reflecting international standards.

What are the barriers to Law and Policy Formulation across teacher wellbeing efforts?

- Teachers' voices are not included in laws and policies
- Policies relating to teachers in crisis contexts tend to focus on short-term initiatives and do not consider opportunities for professional growth and career progression and pathways
- Laws and policies do not reflect that teachers and their wellbeing are important for education systems, schools, and student learning
- Teacher recruitment and management laws are discriminatory and not connected to teachers' needs in crises
- Conflict and human rights assessments and risk and disaster preparedness analyses are not used to help design and update policies and law related to teachers
- Information about policies and national strategic responses is not publicly available in emergency situations and crises contexts
- Crisis-related EMIS data specifically related to teachers are weak or not used when designing inclusive and effective policies and law
- Inconsistent benchmarking/linkages of national policies to international standards and instruments, particularly in crisis contexts and as relates to teacher wellbeing

Recommendations for Law and Policy Formulation for teacher wellbeing.

Promote teachers' access to MHPSS



- Create and revise educational policies to promote MHPSS services that teachers need and ensure that a dissemination/communication strategy is in place to raise awareness about availability of services
- Collect and analyze teacher-related data as part of EMIS (or establish a Teacher Management Information System) to better understand the MHPSS needs of teachers and ensure research-informed, data-driven policymaking on teacher wellbeing
- Update and create laws and policies that value long-term, flexible funding models for MHPSS services
- Create and update mental health and psychosocial crisis plans for schools, to guide education leaders, teachers, and staff on how to support teachers at increased risk of mental health or psychosocial conditions. Plan what to do when there are no referral options
- Add MHPSS programming to other policies and laws (like social services, health, nutrition and protection)

Create an enabling work environment



- Encourage ministries and connected sectors (like Education, Labor, Finance and Social Welfare) to develop supportive teacher management policies that offer teachers access to teaching and its benefits (like compensation and other benefits, see below)
- Design comprehensive and teacher-centered recruitment policies ([D4S1](#)), TPD policies ([D3S2](#)), support and supervision policies ([D4S3](#)) and compensation packages ([D4S2](#))
- Give teachers updated information about their rights, and policies or legislation that affect their work. Encourage teachers to join unions and similar groups when possible and safe

Enhance teacher voice, agency and leadership



- Partner with teachers in education policy and planning. Give them opportunities to help design legislation and policy (like in joint education needs assessments, education sector planning)
- Create time, systems, and space to set up regional networks to push for or work on policy change
- Work with teachers to set up national standards for teacher pre-service and in-service training programs
- Develop systems to involve teacher representatives, unions, and teachers directly in policy reforms through surveys, [consultations](#), and discussions

Supportive resources for Law and Policy Formulation

- IIEP-UNESCO (2020) [Policy Toolkit](#) which provides over 500 policy options that deal with frequent educational planning challenges, including recruitment, pay and compensation, and teacher education and training
- GPE (2016) [Guidance on transitional education plans](#)
- IIEP-UNESCO [Guidance on crisis-sensitive education planning](#)
- IIEP-UNESCO [Education4Resilience platform](#)
- UNESCO TTF (2019) [Teacher policy development guide](#)
- [Crisis-Sensitive Teacher Policy and Planning in Emergency and Displacement Situations - webinar](#)
- [UNESCO TTF \(2020\) Supporting teachers in back-to-school efforts - Guidance for policy-makers](#)

Spotlight 17: Education Cannot Wait (ECW) Takes a Strong Stance on Teacher Wellbeing in Multi-Year Resilience Program (MYRP) Plans

ECW strongly supports teacher and student mental health and wellbeing. School-based MHPSS is required for every ECW country investment and is an important focus of system strengthening efforts. The logic is that children and adolescents will not be able to fully learn, and teachers will not be able to fully support them, if their MHPSS is not supported. The aim of the ECW's MYRPs is to improve teachers' and instructors' wellbeing and motivate them to teach and serve students. ECW has sub-outcome results for each country-level plan that should lead to policy changes or new policies. The teacher wellbeing sub-result outcomes are:

- Teachers and instructors are paid equal and fair salaries and benefits, including in remote areas or crisis settings
- Teachers and instructors get self-care training and can access MHPSS services when necessary

Standard 2: Planning and Implementation (D5S2)

Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

What are Planning and Implementation in EiE and how can they promote teacher wellbeing?

Planning and implementation in EiE connect national legislation with regional or global legal frameworks. Effective teacher wellbeing policies come from teachers themselves, and from evidence and data about teacher needs and challenges. This works if local, national, and international stakeholders plan and set them up together with teachers, who play a central role. They must develop longer-term inclusive, fair and resilient education systems. National authorities, donors, and humanitarian agencies can support teacher wellbeing financially through transparent and accountable policies, practices, and action plans.

What are the barriers to Planning and Implementation across teacher wellbeing efforts?

- Local and international stakeholders and other sectors do not coordinate well
- International standardized teacher management policies do not focus on wellbeing
- Resources are not divided fairly to build on effective teacher-led wellbeing efforts
- There is not enough evidence on promising practices for teacher wellbeing or not enough data to meet teachers' needs and challenges
- Politicization or corruption stop teacher wellbeing policies and laws being followed
- There is no data, or outdated data, about the local, regional and global education sector
- Limited monitoring & evaluation to monitor progress

Recommendations for Planning and Implementation for teacher wellbeing

Promote teachers' access to MHPSS



- Carry forward educational policies through costed, actionable strategies that include MHPSS services, and make sure they are used robustly and comprehensively
- Make sure there are processes for regularly revising and updating education plans and programming to support the implementation of MHPSS-related policies
- Enforce MHPSS-related policies across other sectors like WASH, coordinating with other humanitarian actors
- Include mental health and psychosocial wellbeing indicators in global frameworks for education and international education development and ensure that all MHPSS-related programs have adequate M&E frameworks
- Encourage parties in conflict to sign and follow the Safe Schools Declaration

Create an enabling work environment



- Set up and strengthen regional frameworks to include displaced and refugee teachers. Set up steps for certification, equivalency, and accreditation ([D4S1](#), [D4S2](#), [D3S2](#))
- Set up and/or strengthen EMIS to collect and track data on teacher wellbeing and use it in planning and implementation
- Encourage everyone to share research and knowledge about effective teacher wellbeing policies, especially from different contexts and places
- Find ways to bring humanitarian and development organizations together to support teacher wellbeing with local leaders and communities



- Make sure international frameworks and standards offer teachers agency, professional autonomy, and leadership
- Develop ways to regularly work with teacher unions, teacher representatives, teacher education providers, and teachers to update policy reforms through surveys, consultations and discussions
- Set up regional networks of schools and teachers to push for or join in policy change, including issues connected to accountability and transparency

Supportive resources for Planning and Implementation

- [Safe Schools Declaration](#)
- IASC (2021) [Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergency Settings: With means of verification \(Version 2.0\)](#)
- [UNESCO Teacher Task Force](#)
- IIEP and Education Development Trust [Teacher Management in Refugee Settings](#)

Spotlight Example

Spotlight 18 (tool): Action Plan of the Djibouti Declaration on Refugee Education

The Action plan of the [Djibouti Declaration for Refugee Education](#) of the IGAD outlines the actions to be carried out in the delivery of quality education and learning outcomes for refugees, returnees and host communities in the region.

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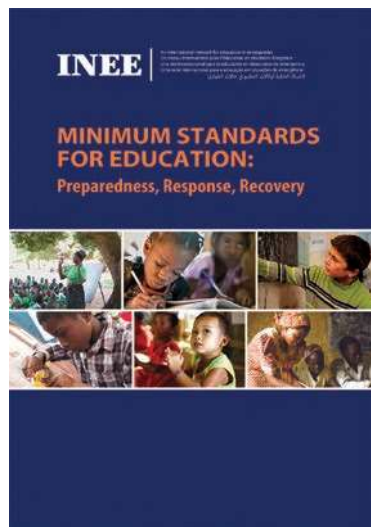
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Appendix I. Key resources

INEE's Landscape Review (Falk et al., 2019) describes teacher wellbeing in low resource, crisis, and conflict-affected situations and describes the individual and contextual factors that can influence wellbeing. The landscape review offers:

- A socio-ecological framework that describes the risk and protective factors that shape teacher wellbeing at the individual, school, community, and national or international policy levels
- Definitions of four key aspects of teacher well-being: self-efficacy, job stress and burnout, job satisfaction and social-emotional competence
- Outcomes of teacher wellbeing (foundational, intermediate, and system-level outcomes) (p. 44)
- Guidelines (p. 43-53) on how to support teachers' wellbeing in different socio-ecological layers in emergency contexts



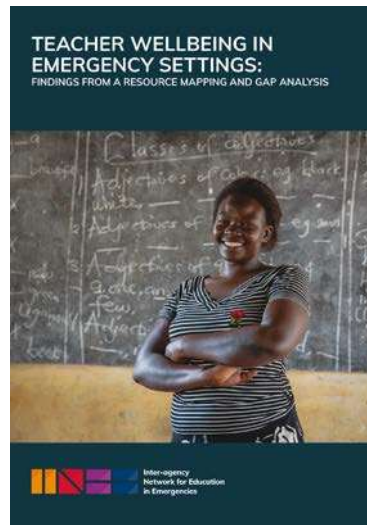
The **INEE (2010) Minimum Standards Handbook** aims to improve the quality of education preparedness, response and recovery, increase access to safe and relevant learning opportunities and make sure there is accountability in providing these services. There are five key domains and 19 standards with key actions that can be used in many different emergency situations:

- Domain 1. Foundational standards
- Domain 2. Access and Learning Environment
- Domain 3. Teaching and Learning
- Domain 4. Teachers and Other Education Personnel
- Domain 5. Education Policy

Although teacher wellbeing is still not a main focus in the Handbook, the domains, standards, and key actions affect teacher wellbeing directly or indirectly.

The **INEE (2021) Teacher Wellbeing in Emergency Settings: Findings from A Resource Mapping and Gap Analysis** report presents tools, resources, and policy documents on teacher wellbeing. It offers 13 key recommendations that INEE's practical guidance and Toolkit use to deal with teacher wellbeing in crisis contexts. These recommendations fill important gaps in materials designed to support teacher wellbeing:

- The absence of materials that are contextualized and discuss the individual needs of teachers based on issues of equity, such as gender and displacement
- The need for more resources and resources that involve teachers in their design and co-creation



Appendix II. Methodology

We used a participatory approach to design and write this Guidance Note and consulted teachers and other EiE stakeholders during the entire process. We define this participatory approach using the [Landscape Review](#)'s key action matrix, which suggests teacher wellbeing efforts “include and value the perspectives and experiences of teachers” and “work across relevant sectors (education, labor, finance, etc.) and fields (e.g. mental health and psychosocial support (MHPSS))” (Falk et al., 2019: p. 45-53).

We held participatory workshops in different languages with representatives from various organizations that are part of the INEE network. We also included policy-makers, school leaders, teachers, and other experts who experienced short-term and longer emergencies in different places. The virtual [consultation](#) workshops were in English and in Spanish. We collected observations about exemplary policies, programs, or tools that could be used as examples throughout the Guidance Note. We used them for the ‘case studies’ or ‘additional resources’ highlighted in the Guidance Note. Then we created a questionnaire in INEE’s five languages (Arabic, English, French, Portuguese, and Spanish) and shared it widely to get examples from a diverse audience.

A team of researchers wrote and developed the Guidance Note together. The workshops helped us to create a conceptual framework for the Guidance Note that included the three key principles of teacher wellbeing: access to MHPSS, an enabling work environment, and teacher voice, agency, and leadership. The team of researchers explored these three principles through a literature review before writing the Guidance Note. The research team also used the data collected during the INEE mapping research (e.g. KIIs and teacher survey data), and the resources, tools, and policy documents collected (INEE, 2021) so it would be consistent with earlier research.

We also worked as a team to write and review the Note. A Core Team of INEE representatives and INEE’s Teacher wellbeing Reference Group gave feedback on the content and structure of the Guidance Note. The research team wrote the Guidance Note and involved and updated the INEE Core Team ‘working group’. They were also included in decisions about its form and content. Then we invited experts to review themes (like PSS or teacher professional development) to make sure that the Guidance Note included feedback from the audience it should serve.

Appendix III. Glossary

- **Co-Creation:** a process where teachers work with policy-makers, trainers, and representatives of local and international organizations to design, carry out, and evaluate programs, interventions, and policies.
 - **Action Research:** studying your own teaching and learning to improve and solve problems in schools and classrooms. Action research involves collecting and using data to reflect and make decisions.
 - **Design-based Research:** using quantitative and qualitative research methods to solve problems in practice. Involves designing and carrying out projects.
- **Consultation:** can be informal or formal, qualitative or quantitative (from rapid needs assessments for quick responses to more long-term ethnographic consultations). We review some of the tools you can use in the Foundational Domain section
- **Curriculum and supplementary materials:** We use curriculum to mean the national (or subnational) curricula that are part of educational policy. We call student textbooks, teacher guides, handbooks and manuals that are used to support teaching curricula 'supplementary materials'
- **Conflict-sensitive curricula:** includes topics related to peace (like critical thinking, human rights, citizenship education) and is free of biases ([INEE, 2013: p.29](#)),
- **Leadership:** the ability to create change and influence others.
 - **Formal leadership:** leadership in formal positions in school management.
 - **Informal leadership:** leadership outside of formal positions in school management.
- **Lesson study:** professional development where teachers work together to plan, design, participate, and reflect on a lesson or other area they want to improve.
- **Holistic teaching practices:** teaching that uses cognitive and affective skills and knowledge, including social-emotional competencies
- **Mental health and psychosocial support (MHPSS):** processes, approaches, and interventions that promote and protect the wellbeing and holistic teaching practices of all teachers.
 - **Focused, non-specialized support:** strengthens teachers' innate coping mechanisms and ability to help themselves
 - **Specialized support:** supports teachers who may need clinical, specialized care from mental health specialists (like psychiatric nurses, psychologists, psychiatrists) to deal with severe pre-existing mental health conditions and other challenges (including because of substance use, or having a disability), and to support teachers who are very distressed.

- **Pedagogy:** teaching and learning processes, including teaching and assessment, as well as curricula and materials used to teach curricula.
- **Professional autonomy:** teachers' freedom to choose how to do their jobs, including curricular and pedagogical autonomy.
- **Teacher agency:** having agency means believing you have the power to act and involves informed and action-oriented self-reflection, evaluation, and decision-making. Teachers develop a sense of values and pursue goals and purposes that they choose.
- **Teacher education and training:** Pre-service teacher education (that usually takes place in Teacher Training Colleges or universities) and ongoing in-service teacher professional development (TPD).
- **Teacher qualification frameworks:** legal standards or policies that describe the skills, competencies, attitudes, or values that teachers need to teach and learn
- **Work environment:** where teaching and learning happen. This includes formal (schools, universities, TVET institutes, Teacher Training Colleges, (TTCs)) and informal set-ups (like refugee camps or settlements, non-government organizations (NGOs) or non-profit institutes).



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