

TEACHER WELLBEING IN EMERGENCY SETTINGS:

FINDINGS FROM A RESOURCE MAPPING AND GAP ANALYSIS



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About INEE:

The Inter-agency Network for Education in Emergencies (INEE) is a global open network of members who are working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE's work is founded on the fundamental right to education. For more information and to join INEE, visit inee.org.

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

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The mapping report was conceptualized by the INEE Teachers in Crisis Context (TiCC) Collaborative and the Psychosocial Support and Social and Emotional Learning (PSS-SEL) Collaborative. A reference group of teacher educators, researchers, psychologists, specialists in psychosocial support, education in emergencies practitioners, and former teachers provided iterative feedback and conducted outreach to request resources and share the teacher wellbeing survey with the team of consultants. Rachel Smith (INEE) and Charlotte Bergin (INEE) managed and coordinated this publication. Chris Henderson and Amy Parker, co-chairs of the TiCC Collaborative, and Julia Finder-Johna, co-chair of the PSS-SEL Collaborative, provided technical guidance and oversight.

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EXECUTIVE SUMMARY

Aim: Through the work of the collaboratives on Teachers in Crisis Contexts and Psychosocial Support and Social and Emotional Learning, the Inter-agency Network for Education in Emergencies (INEE) has made significant contributions to teacher wellbeing in emergency settings. This report builds on the work of the collaboratives that is related to teacher wellbeing, including the findings outlined in the INEE report, “Landscape Review: Teacher wellbeing in low resource, crisis, and conflict-affected settings.” The aim of the current INEE project, the Teacher Wellbeing Material Mapping and Gap Analysis, was to collect existing resources, tools, and policy or advocacy documents that address teacher wellbeing in emergency settings. INEE has mapped these materials across its socio-ecological model of teacher wellbeing to identify gaps in the availability of materials at the individual, school, and community levels, and in national, regional, and international policy environments.

Methodology: The first phase of the research involved collecting materials that address teacher wellbeing in emergency settings that are readily available online. We, the team of INEE consultants, circulated an invitation through INEE’s expansive network to submit materials in Arabic, English, French, Portuguese, and Spanish, which enabled us to identify materials not found online. To support the identification of materials and triangulate findings from the gap analysis, we conducted our primary research with teachers and diverse key informants throughout the mapping process. The gap analysis was based on the socio-ecological framework, that was presented in the “Landscape Review.”

Findings: Our research resulted in ten key findings related to the design and content of teacher wellbeing materials:

1. Teacher wellbeing is often conceptualized as a means to achieve student wellbeing, rather than as a valued outcome in itself.
2. The COVID-19 global health crisis has exposed work- and health-related challenges for teachers working in emergency settings, thereby remobilizing the agenda for addressing teacher wellbeing in emergency settings. However, the materials we collected are limited in terms of how well-tailored they are to teachers’ unique needs.
3. In light of the issues exposed by the COVID-19 crisis, the contextualization of teacher wellbeing materials at the national and local level is key, especially to recognize how the nature of wellbeing is culturally determined and that distinct emergency settings require distinct approaches.
4. Linguistic diversity is still lacking, as the majority of available materials are only in English. Despite the fact that the majority of emergency settings occur in Arabic-speaking contexts, there is a lacuna in action-oriented resources that Arabic-speaking teachers can use to support themselves.
5. The materials available often do not recognize teachers’ individual characteristics in terms of gender, disability, displacement, or refugee status, among others.
6. Despite the importance of leveraging teachers’ voices and experiences to create materials that meet their needs, there is a lack of materials co-created by teachers.
7. The teacher questionnaire respondents identified financial security as the most common challenge they face. Although policy/advocacy documents advocate for teacher pay, they rarely address the need for more extensive compensation, including medical care and employment injury benefits, annual holidays off with pay, sick leave, and maternity/paternity leave.
8. There is a lack of materials that advise teachers how to engage in policy-level dialogue in order to address pay and other policy challenges, lobby for political change, or learn about their rights.
9. Too few of the available resources employ whole-school approaches or leverage the roles school leaders and community actors play in fostering a culture of wellbeing, professional learning, and peer-to-peer support and collaboration.
10. Teachers use various informal individual coping strategies that were not captured by the mapping. These include recreational, religious, and social activities, as well as online self-study and professional development opportunities that help them improve their self-efficacy.

These findings reveal several challenges and opportunities for the design, creation, and dissemination of new materials.

Recommendations: We end this report with 13 key recommendations for practitioners, researchers, and policy-makers who are working in education in emergency settings:

1. Focus on teacher wellbeing as an outcome unto itself.
2. Consider how to design materials that respond to the needs of teachers who are experiencing different types of emergencies.
3. Collect evidence on the impact of teacher wellbeing efforts and programs.
4. Invest in adaptation guides to support the contextualization of the materials available.
5. Translate the available materials in local languages to ensure linguistic inclusion.
6. Ensure that efforts to support teacher wellbeing are inclusive and gender responsive.
7. Engage teachers in the creation of materials that promote teacher wellbeing.
8. Collect and track disaggregated data on teacher pay.
9. Provide clear pathways for teachers to lobby or advocate for legislative change.
10. Support changes in teacher compensation practices.
11. Employ whole-school and whole-community approaches to teacher wellbeing.
12. Prioritize quality assurance to ensure that the materials disseminated as a result of the mapping are of high quality.
13. Expand the conceptualization of “materials” to include pedagogical and informal strategies to achieve teacher wellbeing.

ACRONYMS

AIR	—————	American Institutes for Research
EiE	—————	Education in Emergencies
FCA	—————	Finn Church Aid
GCPEA	—————	Global Coalition to Protect Education from Attack
IEI Pakistan	———	Innovate Educate Inspire Pakistan
INEE	—————	Inter-agency Network for Education in Emergencies
IRC	—————	International Rescue Committee
KII	—————	Key Informant Interview
MENA	—————	Middle East and North Africa
MHPSS	—————	Mental Health and Psychosocial Support
NGO	—————	Non-Governmental Organization
PSS-SEL	—————	Psychosocial Support and Social and Emotional Learning
REPSSI	—————	Regional Psychosocial Support Initiatives
TiCC	—————	Teachers in Crisis Contexts
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

A NOTE ON LANGUAGE CHOICE

To differentiate the contexts, experiences, and knowledge represented in this report, we used the terms “lower- and middle-income countries,” and “Global South,” interchangeably. INEE acknowledges that these overarching terms can oversimplify the diverse and complex realities of the places in which we work. We also acknowledge that these terms are problematic in that they embed and extend colonial power dynamics into our worldviews and into the humanitarian sector more broadly. Nevertheless, we use these terms here for the sake of simplicity, and to mirror the language of our key informants. However, we are working to develop fairer and more representative definitions, and we welcome feedback and suggestions from our readers on preferable or improved terminology



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CHAPTER 1. INTRODUCTION

There is a growing imperative in the national and international discourse to prioritize and respond to human wellbeing through education. While conceptions of wellbeing in education are often centered around children and youth, particularly in crisis contexts, teacher wellbeing is equally important. Teachers in emergency settings work in complex education environments, often with minimal support, where they take on a multitude of roles and non-traditional responsibilities in order to respond to diverse student and community needs (Kirk & Winthrop, 2013; Mendenhall et al., 2018).

Armed conflicts contribute to the destruction of the infrastructure and resources needed to maintain safe and functional schools. The displacement that often results from these conflicts can produce a sudden influx of students and a shortage of teachers. The adversity experienced by both teachers and students brings tension, anxiety, and feelings of insecurity into their everyday lives (Winthrop & Kirk, 2008).

Through the work of the collaboratives on Teachers in Crisis Contexts (TiCC) and Psychosocial Support and Social and Emotional Learning (PSS-SEL), the Inter-agency Network for Education in Emergencies (INEE) has made significant contributions to teacher wellbeing in emergency settings. This report builds on the work of the collaboratives that relates to teacher wellbeing, including the findings outlined in the INEE report, “Landscape Review: Teacher wellbeing in low resource, crisis, and conflict-affected settings” (Falk et al., 2019).

The Landscape Review, which was commissioned by the Education Equity Research Initiative, was a vital first step in building an understanding of teacher wellbeing in low-resource and emergency settings. It built this understanding by identifying the individual and contextual factors that influence teachers’ wellbeing. The current INEE project, the Teacher Wellbeing Material Mapping and Gap Analysis, which is reported on herein, builds on the findings of the Landscape Review. This project, which is supported by Education Cannot Wait, was designed to respond to the urgent need to compile and rapidly disseminate materials on teacher wellbeing so that practitioners and policy-makers will be able to identify and address the current gaps in support for teacher wellbeing in emergency contexts. In order to identify materials and triangulate the findings from the gap analysis, we, the team of consultants, conducted our primary research with teachers and key informants who have a range of experience and are working in diverse contexts. We based the gap analysis on the “Landscape Review” conceptual framework for teacher wellbeing in emer-

How is wellbeing defined?

INEE’s Landscape Review (Falk et al., 2019) uses a socio-ecological framework to define teacher wellbeing as context-specific across the individual, school, community, national/regional and international levels. Wellbeing encompasses how teachers feel and function in their jobs; and includes teachers’ affections, attitudes, and evaluations of their work (Schleicher, 2018; Collie et al., 2015).

What types of situations are described by the term education in emergencies (EiE)?

As defined by INEE, Common situations of crisis in which EiE is essential include those contexts characterized by conflicts, situations of violence, forced

gency settings, which used Bronfenbrenner's (1979) socio-ecological framework to organize the various environments or levels (e.g., individual, school, community, and national, regional, international) that are pertinent to teacher wellbeing (Falk et al., 2019).

This report, which complements the material mapping, presents a compendium of the key findings that emerged through the gap analysis. In Section II we provide a brief description of the methodology underpinning the study. In Section III, we summarize the materials included in the mapping. In Section IV we elaborate on our ten key findings, the first five of which identify key gaps in the design and creation of teacher wellbeing resources. The second five findings are situated within a socio-ecological framework in order to illustrate both challenges that impede teacher wellbeing and opportunities available to support teacher wellbeing at the policy, school, community, and individual level. In Section V we outline our recommendations for the future development of materials.



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CHAPTER 2. METHODOLOGY

The primary purpose of this project, the INEE Teacher Wellbeing Material Mapping and Gap Analysis, was two-fold: (1) to collect existing resources, tools, and policy or advocacy documents (materials) that specifically address teacher wellbeing in emergency settings; and (2) to identify gaps in the availability of materials.

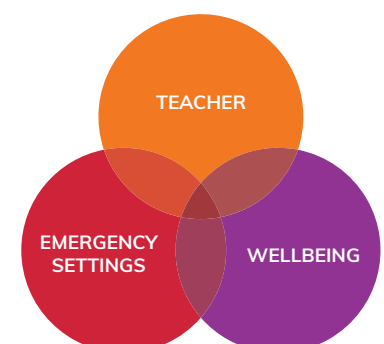
Guiding questions

1. What resources, tools, and policy documents (i.e., materials) are available to address teacher wellbeing in emergency settings?
2. How do these materials map onto the teacher wellbeing conceptual framework and what gaps remain?
3. What other gaps are there in terms of regional and linguistic coverage, etc.?
4. How do different stakeholders feel about the availability and quality of materials?
5. What challenges to their wellbeing do teachers living in emergency settings report facing, and in what ways do these challenges map onto the extant materials?
6. What types of materials and/or strategies do teachers living in emergency settings currently report using to support their own wellbeing? How do they access the available materials?

2.1 COLLECTION OF TEACHER WELLBEING MATERIALS

The first phase of the research involved collecting materials that address teacher wellbeing in emergency settings. We conducted this work from January to March 2021. The center of Figure 1 illustrates the scope of the mapping, where the three criteria of ‘teachers’, ‘wellbeing’, and ‘emergency settings’ overlap. The inclusion criteria required that materials reflect a combination of all three specific foci—teachers, wellbeing, and emergency settings. In accordance with INEE definitions, we define “emergency” as contexts characterized by conflict or violence, forced displacement, disasters, and public health emergencies. We iteratively developed additional inclusion and exclusion criteria as we collected materials. We included materials that were created in response to the COVID-19 pandemic in settings typically characterized as stable (i.e., the United States, United Kingdom, etc.). We

Figure 1. Scope of mapping



determined that we would include some materials validated for teacher use, even if they were not originally created for teachers (e.g., questionnaires or surveys used to measure aspects of wellbeing). One major criterion for exclusion was cost: in the mapping, we did not include any resources that cost money or required a fee to access.

We collected three types of materials: resources, measurement tools, and policy/advocacy documents (see box for explanation). We conducted online searches in each of the five INEE core languages (Arabic, English, French, Portuguese, and Spanish). Because we planned to map materials across INEE's conceptual framework (see Figure 6 below) we drew our key search terms from the framework. To ensure that we identified all relevant materials, we used multiple synonyms for key terms: teachers (e.g., educators, professors), wellbeing (e.g., mental health, social-emotional health, resilience), and emergencies (e.g., conflict, armed conflict, COVID-19, environmental disaster). Appendix A provides a full list of the key search terms we used in English. We then translated the terms into all five INEE core languages to support a comprehensive search.

In addition to online searches, we circulated an invitation through INEE's expansive network to submit materials in each of the five languages; the network includes more than 18,000 members who are working in education in emergencies (EiE). This invitation gave us access to a variety of materials not readily available online. We held meetings with members of INEE's Teacher Wellbeing Reference Group to identify resources we may have missed. We then shared the preliminary bank of materials with 16 members of the group whom we invited to provide insights and recommendations and identify missing materials. We added a final group of materials to the mapping, which resulted in a total of 130 items.

Three types of materials were collected and mapped:

Resources: A resource (link or file) that provides activities or explicit strategies to support teachers' wellbeing (physical, emotional, social, cognitive). Its content (text, audio, video) should be, in its majority, action oriented. It may include resources to support facilitated training from school leaders, trainers, or other stakeholders working with teachers or content intended to enable teachers to engage in self-directed learning.

Measurement tools: Tools that can be used to assess teacher wellbeing. This may include tools that have been tested for reliability and validity, but also includes those tools that have not yet been used or tested. Examples may be rubrics, self-assessments, administered tests, etc. This includes administration or training guides for measurement tools. It includes tools that are specifically for teachers or have been used successfully with teachers.

Policy/advocacy papers: Documents outlining strategies or advocacy approaches to build institutional capacity to improve teacher wellbeing at either the national, regional, or global level.

2.2. KEY INFORMANT INTERVIEWS

We identified a diverse group of key informants through a combination of purposive and snowball sampling, which gave us a total of 17 interviewees (4 male, 13 female) with a range of experience and expertise (see Table 1). They provided important insights into stakeholders' perceptions of the availability and quality of resources, tools, and policy documents in various settings. We selected these key informants, several of whom were identified through the INEE TiCC and PSS-SEL collaboratives, based on (a) their direct experience with issues of teacher wellbeing in emergency settings, and (b) their organizational affiliation (i.e., international NGO, field partner, academic institution, etc.). Their affiliations were important in order to ensure that the overall sample reflected diverse experiences and perspectives. We conducted all but two of the key informant interviews in English; we conducted those two in Arabic.

The semi-structured interviews were guided by three main sub-questions:

1. What resources, tools, or policy documents related to teacher wellbeing in education in EiE settings have been used or created, and why?
2. What makes one tool or approach better than another?
3. What important tools, resources, approaches, or policy guidelines are unavailable?

Table 1 - Summary of key informants

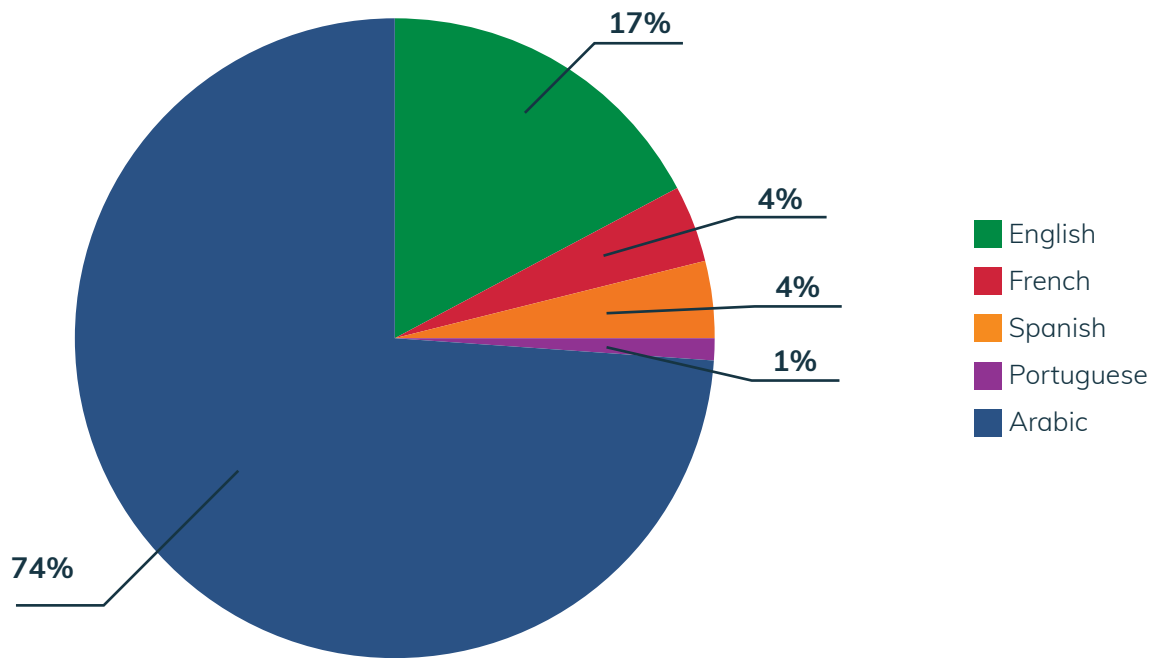
Type of key informant	Organization/Institute	Regional focus
International non- governmental organization	War Child Holland	Middle East, Western Africa
	Education Development Center	Middle East, South Asia, Southern Africa, Eastern Africa
	FHI360	Western Africa
Field partners	UNICEF Jordan	Middle East
	Manahel	Middle East
	People in Need	East Africa, Middle East, Southeast Asia
	Norwegian Refugee Council	Middle East
	Jusoor Refugee Program	Middle East
Academics	University of Auckland	Middle East, Southeast Asia, the Pacific
	Center for Lebanese Studies, Lebanese American University	Middle East
Government officials	Lebanon Ministry of Education and Higher Education	Middle East
MHPSS specialists	MHPSS Collaborative	Middle East, South Asia, Southeast Asia, Southeast Africa, Latin America, Caribbean

2.3. ONLINE TEACHER QUESTIONNAIRE

We created an online teacher questionnaire that provided space for teachers actively participate. The questionnaire included 13 items (9 multiple choice and 4 open ended) that explored teacher demographics, the challenges teachers face, and the tools or strategies they use to support their own wellbeing (see Appendix B). We translated the questionnaire and disseminated it in INEE's five core languages.

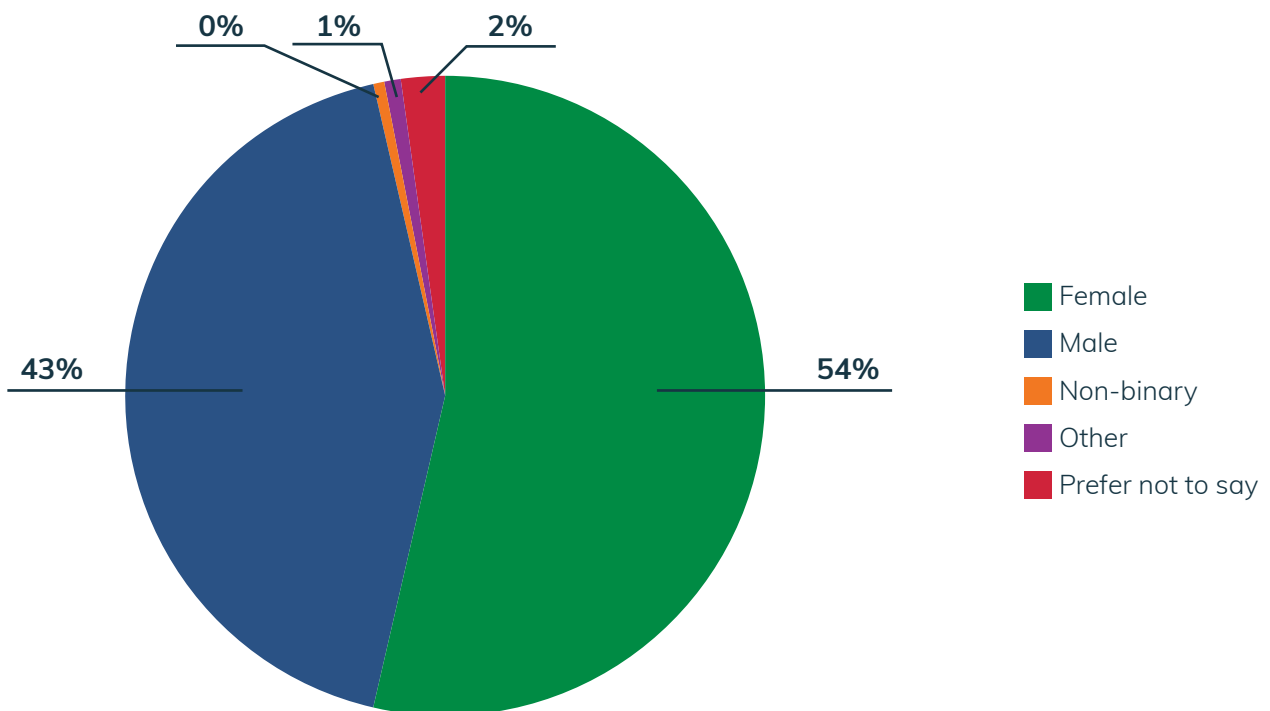
We used SurveyMonkey, an online data-collection platform, to disseminate the questionnaire through INEE's wide member network. We left it open for the entire month of March 2021, and participation was voluntary. A total of 1,098 teachers responded. Figures 2 and 3 provide a basic overview of the respondents' genders and the languages in which they completed the questionnaire. As the figures indicate, nearly three out of four respondents were Arabic speaking. Although 73 countries were represented, nearly half of all respondents came from Syria (48.5%). The second most represented country was Lebanon (26.5%), followed by Kenya (6.7%), Venezuela (1.4%), Democratic Republic of the Congo (1.2%), Colombia (1.1%), and El Salvador (1%). All of the other 67 countries had 10 or fewer participants. The questionnaire asked the participant teachers to specify the country where they live and work but did not ask for their nationality. The trend we observed in the respondents' locations may reflect the current geographic focus of the EiE community and INEE's member networks.

Figure 2. Languages of teacher respondents



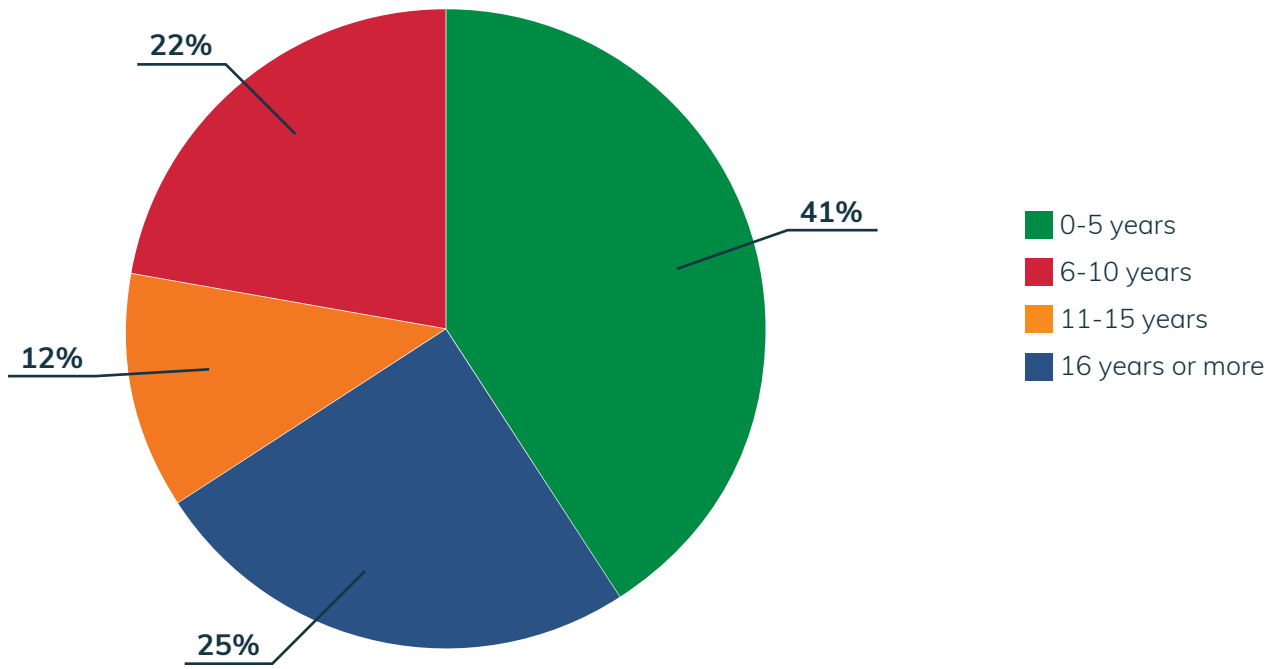
Note: Data from 1,098 questionnaire respondents

Figure 3. Gender of teacher respondents



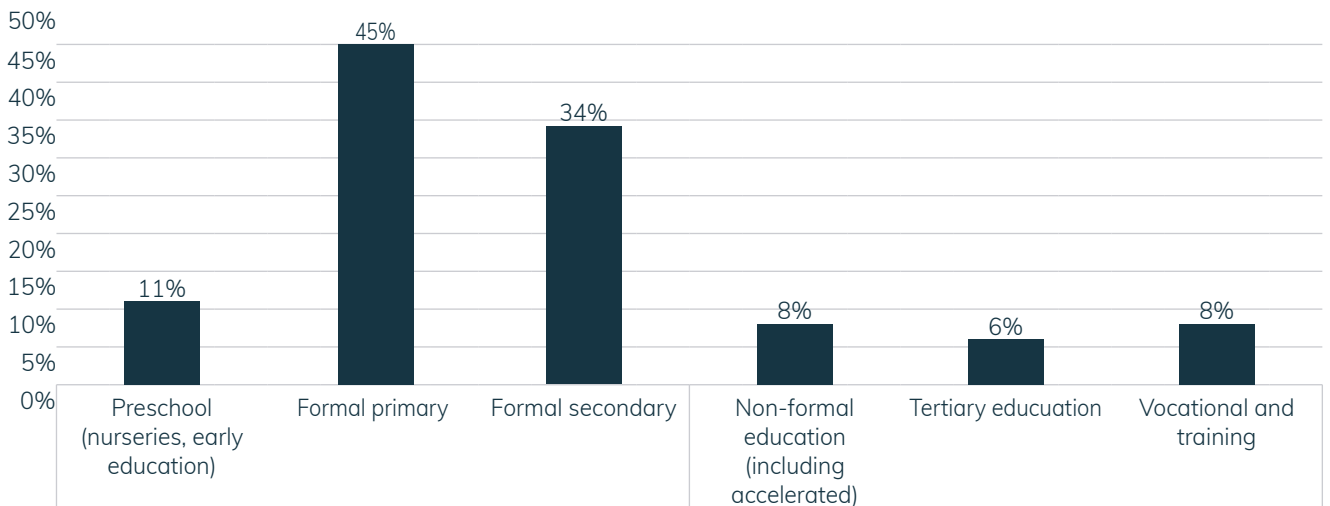
Note: Data from 1,098 questionnaire respondents

Figure 4. Teaching experience of questionnaire respondents



Note: Data from 1,098 questionnaire respondents

Figure 5. Teaching environment and grade level of questionnaire respondents



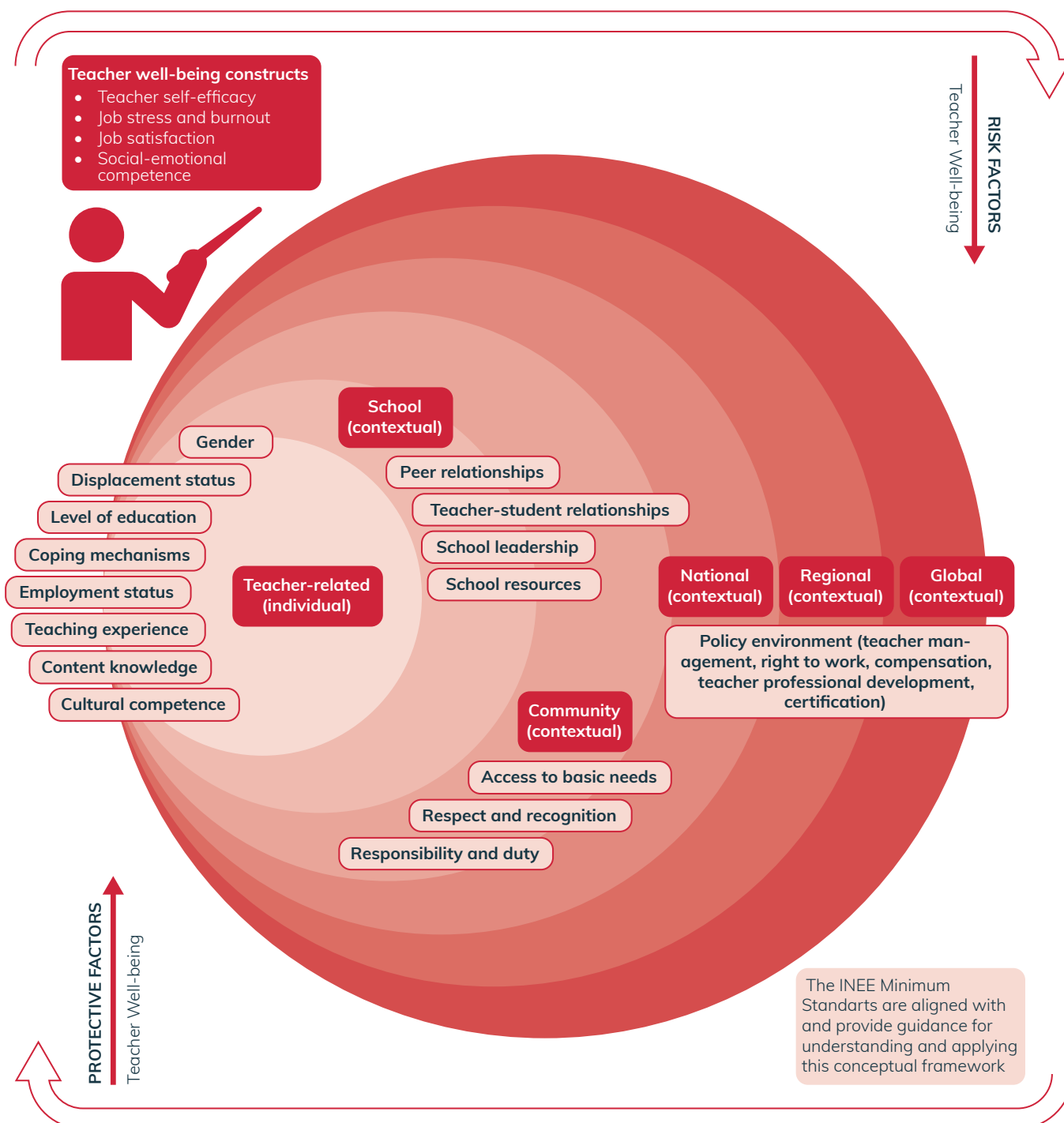
Note: Data from 1,098 questionnaire respondents

It is surprising that more respondents did not identify as non-formal education teachers. This may reflect confusion over terminology (INEE, 2020) or the nature of the sample itself. It also is likely that our survey outreach did not sufficiently tap into non-formal settings.

2.4. DATA AND GAP ANALYSIS

As we collected the teacher wellbeing materials, we mapped them onto a matrix that captured multiple aspects of the INEE teacher wellbeing conceptual framework (Falk et al., 2019) which is based on Bronfenbrenner's (1979) the socio-ecological framework. The conceptual framework uses four key constructs of teacher wellbeing—teacher self-efficacy, job stress and burnout, job satisfaction, and social-emotional competence—to depict the factors that shape teacher wellbeing at the individual, school, community, national, regional, and global levels (see Figure 6). We mapped the materials onto the highest level of the framework to which each corresponded. For example, we coded an assessment tool measuring teachers' personal coping strategies at the individual level against the socio-ecological framework, unless it also enquired into aspects of a teacher's home life (community level) or the policy environment (national, subnational, regional level), in which case we coded it at the highest level of correspondence. A summary of the coding appears in the box to the right. We provide the full coding scheme in Appendix C.

Figure 6. Conceptual framework for teacher wellbeing in low-resource, crisis, and conflict-affected contexts



Source: INEE "Landscape Review: Teacher wellbeing in low resource, crisis, and conflict-affected settings" (Falk et al., 2019).

We used basic descriptive statistics to establish the prevalence of different materials, which we then disaggregated according to a variety of factors, including language, modality, and socio-ecological level. Several specific hypotheses subsequently emerged about the availability and nature of teacher wellbeing materials. We used the key informant interviews and teacher questionnaire data to triangulate these tentative findings.

We transcribed the informant interviews and entered them into NVivo, a qualitative data-analysis software program. We applied a thematic analysis to this set of data through a combination of emergent and a priori coding.

In our analysis of the teacher questionnaire data, we applied a combination of basic descriptive statistical analysis and thematic analysis. We generated descriptive statistics to summarize the group data gathered through the closed questions, including questions that addressed teachers' background characteristics and those that invited teachers to identify challenges they faced or their preferred wellbeing techniques from an established list of responses.¹ We created emergent codes in order to apply a thematic analysis to the open-ended questions (e.g., What advice would you give teachers to take care of themselves and their own wellbeing?). After completing the thematic analysis, we conducted a mixed-data analysis. This involved converting qualitative data into numerical codes in order to apply a basic descriptive statistical analysis, which made it possible to derive additional meaning from the qualitative data.

2.5. LIMITATIONS AND FUTURE RESEARCH

The methodology that underpins our mapping and gap analysis has several limitations. While using the online questionnaire was an efficient way to access a large and geographically diverse pool of teacher respondents, it also limited the sample to teachers who had reliable internet access and were proficient in one of the five INEE languages. To make the questionnaire shorter, we removed several demographic questions before it was disseminated. While removing these items reduced the cognitive demands on respondents, it also limited our ability to disaggregate the data according to important aspects of teacher identity, including their legal status (e.g., refugee or displaced teachers) and work setting (e.g., refugee camp or settlement). To simplify the analysis, most of the questions on the questionnaire were closed, which limited the potential diversity of responses to certain questions.

We had planned to conduct in-depth teacher interviews as a way to build on the questionnaire findings and to ensure that teachers' voices were included in the mapping and gap analysis. However, due to our desire to complete the research and disseminate our findings to EiE practitioners as quickly as possible, we ultimately limited teacher participation to the written questionnaire. To ensure that the work could be completed rapidly and with a targeted output, we decided that, except for materials explicitly addressing the COVID-19 pandemic, we would omit materials focused on teacher wellbeing in "stable" environments (i.e., not typically conceptualized as emergency settings) from the mapping. The analysis we conducted throughout the mapping process suggests that including these resources could greatly strengthen practitioners' opportunities to adapt and build on existing high-quality materials, rather than creating new materials.

A final limitation of the research relates to the nature of the key informants. Although the research team made several attempts to recruit donors and other policy-level actors, we received no responses from them; therefore, we were able to include only one policy actor in the key informant sample and no donors.

¹ We generated the established list of responses through an informal review of the extant literature, which was included in the INEE "Landscape Review" (Falk et al., 2019).



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CHAPTER 3. SUMMARY OF MATERIAL MAPPING

We ultimately included a total of 130 materials on the Teacher Wellbeing in Emergency Contexts Map. As we stated in the methodology section, the consultancy team mapped these materials using a coding scheme designed in consultation with members of the INEE TiCC and PSS-SEL collaboratives, which was based on the INEE teacher wellbeing conceptual framework (Falk et al., 2019). This section provides a brief summary of the results of the mapping itself. We provide a more complete analysis in Appendix D. We elaborate on our findings in Section IV and highlight gaps in the creation and availability of materials.

Of the 130 materials we included in the mapping, 48 (37%) are teaching and learning resources, 16 (12%) are measurement tools (e.g., questionnaires or interview protocols), 53 (41%) are policy/advocacy documents, and 13 (10%) are other types of materials (e.g., resources that include measurement tools, or policy documents that include resources). COVID-19 is the most common emergency addressed in the materials collected (67, or 52%), which reflects the growing recognition of the importance of teacher wellbeing since the onset of the crisis. A large portion of the materials address emergencies without specifying which type (20, or 15%), while several materials focus on supporting teachers during multiple types of emergencies (28, or 22%). Few of the materials address the wellbeing of teachers working in other emergency contexts: four (3%) specifically address teachers in areas of armed conflict; three (2%) address health emergencies other than COVID-19 (e.g., non-communicable diseases, the Ebola epidemic); and one (0.8%) addresses environmental emergencies (i.e., natural disasters).²

We also mapped materials based on their design (e.g., who they were made for) and their structure (e.g., whether they were standalone resources or part of a set). Thirty-six materials (28%) are designed for teachers' self-directed learning or self-care, and more than half of the materials (75, or 58%) target teacher "facilitators" (i.e., EiE staff working with teachers, including school leaders and teacher trainers, as well as policy-makers). The remaining 19 materials (15%) can be used either by teachers or by EiE staff members working with teachers. Of the 16 tools collected, 10 (62%) are designed for teachers to use for self-assessment, five (31%) target facilitators, and one (6%) can be used by both teachers and teacher facilitators. Materials also were mapped according to structure. The majority (76, or 59%) are stand-alone materials, and the remaining 54 (41%) are sets of materials that offer practitioners a comprehensive package.

Regarding modality, the majority of the materials are text-based documents (112, or 86%). This likely reflects the large number of policy/advocacy papers. Of the 48 action-oriented teaching and learning resources, 32 (67%) are text-based documents, five (10%) are videos, two (4%) are audio, one (2%) is an online course, and nine (19%) are multimodal (e.g., audio and text). The geographic and sociolinguistic coverage of materials is discussed in subsections 4.3 and 4.4.

² The only material addressing teacher wellbeing and environmental emergencies is UNESCO and UNICEF's 2014 policy paper, *Towards a Learning Culture of Safety and Resilience: Technical guidance for integrating disaster risk reduction in the school curriculum*.



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CHAPTER 4. FINDINGS

The ten findings we address in this section draw attention to how the materials we reviewed through the mapping process align with the different priorities established through international research on teacher wellbeing in crisis contexts. We begin (section 4.1) by exploring how—given the current stock of materials and in accordance with the perceptions of key informants—teacher wellbeing is conceptualized as a means to reach student wellbeing rather than as a valued outcome in itself. We then describe the impact of COVID-19 (4.2), including how the global health crisis has exposed work- and health-related challenges for teachers, thereby remobilizing the agenda for addressing teacher wellbeing in emergency settings. While the onset of the global health crisis led to a proliferation of teacher wellbeing materials, it also perpetuated several limitations in the creation of materials, including limited contextualization (4.3), a lack of linguistic diversity (4.4), and failure to recognize teachers' individual characteristics (4.5). We then examine how involving teachers in the co-creation of materials (4.6) ensures that the materials are relevant and that they address teachers' unique needs, particularly across the various levels of the socio-ecological framework (Falk et al., 2019).

The remaining findings compare the content of the materials collected with the socio-ecological framework (Bronfenbrenner, 1979) and the four teacher wellbeing constructs presented in the INEE “Landscape Review” (Falk et al., 2019). In section 4.7 we address pay and compensation packages. These two important policy-level factors are the challenges teachers most commonly identified in the questionnaire. In section 4.8, we highlight the lack of materials aimed at enabling teachers to address pay and other challenges at the national, regional, and international levels by engaging in policy-level dialogue. In section 4.9, we turn to the school level, where an increasing but still inadequate number of resources employ whole-school approaches where school leaders are responsible for developing a culture of wellbeing, professional learning, and peer-to-peer support and collaboration. We also mention the role of community actors in the school, as community was the least prominent level of the socio-ecological framework found in the study. In section 4.10, we address teachers' individual informal coping strategies, including recreational and social activities, online self-study, and professional development opportunities aimed at improving self-efficacy. These findings build on the extant literature by highlighting particular challenges and opportunities for the design, creation, and dissemination of new materials.

4.1. MEANS VERSUS ENDS: TEACHERS AS A “VESSEL” TO RESPOND TO STUDENT WELLBEING

My fear about the whole teacher wellbeing agenda is that it recognizes the importance of teacher wellbeing, but not as an end unto itself. In other words, teacher wellbeing is only important in how it relates to students. Not because teachers are people in and of themselves.

—KII respondent

There is a tendency to treat teacher wellbeing as a means to improve student wellbeing (or academic outcomes) rather than as a valued end in itself. The key informants consistently highlighted this phenomenon, which was confirmed through our informal analysis of wellbeing materials throughout the mapping process.

The teaching and learning resource materials we collected—particularly teacher-training curricula—tend to include teacher wellbeing as a key component in achieving positive student outcomes. While these materials give teachers important opportunities to develop coping strategies and support their own wellbeing, our analysis indicates that they instead often undermine teacher wellbeing by treating teachers as a resource only and providing limited tools for teachers to address their own wellbeing needs. An example is provided in Box 1.

Box 1. Teacher wellbeing as a conduit for advancing student wellbeing

The Regional Psychosocial Support Initiatives (REPSSI) was founded to support children and youth in Eastern and Southern Africa. The REPSSI *Teachers Diploma in Psychosocial Care, Support, and Protection* (2014) is an in-service, accredited course which supports teachers as they work to make their schools safe for students and conducive to learning and development. Module 2, “Realizing your Potential as a Champion for Children,” focuses on teacher wellbeing, but the expected outcome is to prepare teachers to champion the needs of children. This is an invaluable training program that helps teachers build their capacity to support students’ cognitive, social, and emotional learning. However, it also exemplifies the tendency to treat teachers as a conduit for advancing student wellbeing, including the limited opportunities it gives teachers to address their own wellbeing needs.

Safe return-to-school policies related to COVID-19 are particularly limited in terms of prioritizing teacher wellbeing (see Box 2).

Box 2. Prioritizing student wellbeing over teacher wellbeing in COVID-19 responses

Key Messages and Actions for COVID-19 Prevention and Control in Schools, a report from [UNICEF, WHO, and IFRC \(2020\)](#), provides international guidance for school leaders and policy-makers. In this document, mental health and psychosocial support is focused primarily on students. It does include a brief note acknowledging that education practitioners should “ensure [that] teachers are aware of local resources for their own well-being” (p. 6). The approach this document takes mirrors that of most policy documents, which suggests that, with the lack of more comprehensive school-based support, teachers can evaluate and address their own wellbeing independently.

A policy document prepared jointly by the [United Nations and the Bolivian Ministry of Education \(2021\)](#) glosses over the psychosocial needs and mental health of teachers. It states that “it is important to consider the mental health of teachers as well [as students]” and offers brief suggestions such as forming “support brigades” or “teacher groups for mutual help, mediated by health professionals” (p. 38). However, it provides no guidance on how teachers or schools can operationalize these strategies or identify sources of support, thus leaving teachers to fend for themselves.

The [Brazilian Ministry of Education’s Implementation Guide \(2020\)](#) only addresses the psychosocial needs of students, which not only indicates a disregard for teacher wellbeing but puts an additional burden on teachers’ shoulders:

It is recommended that school institutions carry out the reception and social reintegration of teachers, students and their families, as a way to overcome the psychological effects of the long period of isolation. Continuing education programs for teachers can be created, aiming to prepare them for this integration work, including training to offer activities for remote and hybrid teaching. (p. 10)

Several of the materials mentioned above put the responsibility for student wellbeing on teachers without also giving them tools to address their own wellbeing. We confirmed this finding through an analysis of key informant interview data. One key informant explained that many programs tend to “put the pressure on the teacher to go forth and . . . [apply] what they’ve learned [to support student wellbeing] when they themselves are struggling.” She later noted that many education programs and interventions conceptualize the teacher as a “a vessel to get to students.”

Multiple key informants suggested that the instrumentalization of teacher wellbeing may have emerged as a function of funding streams and the nature of key performance indicators. Because these indicators are typically oriented toward student outcomes, programming is more likely to be funded if it is oriented toward learners. As an education researcher explained during a Key Informant Interview:

Oftentimes these increased demands that are placed on teachers are being driven by global agendas and the international community, including donors—the push for quality, the push for social-emotional learning . . . We keep asking for more from education systems and more ends up on the backs of teachers without the prerequisite support or recognition of the very real challenges they face in their professional and personal lives.

The discourse of the global education agenda reflects this tendency to focus on student outcomes (Barrett & Sorensen, 2015). As a result, teacher wellbeing is seen only as a step toward improved students’ learning, an “intermediate goal” rather than an important aim in itself. Research is needed on the nature of teacher wellbeing as it is reflected in the international education agenda, and on the implications for donor funding and long-term investment.

Ultimately, many materials we collected address teachers’ needs only to the extent of giving them knowledge and skills that enable them to support their students’ wellbeing. While the importance of learner wellbeing and academic achievement cannot be understated, there also is an urgent need to transform how teacher wellbeing is conceptualized and supported.

4.2. COVID-19: “KICK-STARTING” A GLOBAL FOCUS ON TEACHER WELLBEING

Before COVID-19, [teacher wellbeing] was just a discussion, but now people realize the urgency of it because it’s become a global problem, not only for teachers in conflict settings but everywhere. The COVID context has kick-started a conversation about it.

—Field partner

The COVID-19 global health crisis has advanced the agenda on teacher wellbeing in emergency settings. Of the 130 materials included in the mapping, 52 percent (67) were created in response to COVID-19. The proliferation of resources in response to COVID-19 is indicative of a growing recognition of teachers as essential frontline workers. Multiple key informants emphasized this phenomenon. One key informant noted, “I think COVID has really pushed that recognition that teachers need support.” COVID-19 has drawn attention to the frequently overlooked issue of teacher wellbeing in part because it has changed the very meaning of “emergency” and “safety” relative to education. The COVID-19 pandemic is affecting a higher proportion of teachers than crises related to political conflict or violence, including teachers in countries across the Global North that are typically characterized as stable. A key informant commented that attempts to address teacher wellbeing prior to COVID-19, especially in lower- and middle-income countries, often were “dismissed.” As the relevance of teacher wellbeing has widened, so too have the materials available to address it.

Types of emergencies addressed through teacher wellbeing materials

- Covid-19 (52%)
- Multiple types of emergencies (22%)
- General emergency settings (15%)
- Displacement, refugee teachers, or teachers of refugees (5%)
- Conflict (3%)
- Other health emergencies beyond Covid-19 (2%)
- Environmental disasters (0.8%)

COVID-19 also has exposed more of the challenges teachers face in their everyday work environment. The isolation felt at home during lockdowns and school closures, and the stress, anxiety, and depression teachers

experience upon returning to school, are among the factors related to COVID-19 that are shaping concerns about teacher wellbeing (e.g., Ozamiz-Etxebarria et al., 2021).³ Since schools first began to close due to COVID-19, teachers have had to adapt their teaching and master techniques that support distance education, often without access to teaching and learning resources or an internet connection (Pokhrel & Chhetri, 2021). They have had to learn to communicate with their students and families in new ways, but have had only limited opportunities to receive training or support from their schools, districts, and governments (e.g., Vegas, 2020). Results from the teacher questionnaire align with findings from international education research, which indicate that the most common work-related challenge respondents experienced (62%) is the need to make a rapid shift to distance education at the start of the global health crisis.

The sheer quantity of COVID-related materials underscores the impact the pandemic has had on the field of teacher wellbeing. Of the 67 COVID-related materials we collected, 28 are action-oriented teaching and learning resources, six are measurement tools, four include both resources and tools, and 29 are policy/advocacy documents. Box 3 provides examples of the resources and tools included in the mapping.

Box 3. Spotlight on COVID-19 resources and tools

- The University of Illinois's comprehensive bank of resources and tools addresses the needs of teachers, students, caregivers, and other stakeholders during COVID-19. This bank includes the webinar and associated resources for the University's program, *Calm in the Chaos of COVID-19: Helping the Helpers*, which includes a state version ([Illinois](#)) and a national version ([US](#)). This set of resources includes a [survey tool](#) to measure stress and wellbeing, as well as actionable coping strategies to manage stress and anxiety and address "Zoom fatigue." Additional relevant resources include [recorded webinars](#) and blogs titled "[Coping with COVID-19](#)" stress management strategies and the "[COVID-19 mental health resources](#)" document (in English).
- Ireland's Ministry of Education collection, titled "[Wellbeing advice and resources during COVID-19](#)" is directed at teachers and other members of the school community, and categorized by grade level (primary, post-primary). Topics covered include managing stress and anxiety, responding to panic attacks, and normalizing thoughts, feelings, and behaviors (in English).
- The Coschool podcast (2020) "Feel and think in the air" ([Sentipensantes al aire](#) in Spanish), which provides audio chronicles of teachers and for teachers, was developed to accompany teachers in difficult times, particularly during COVID-19. The podcast provides opportunities for teachers to hear real stories about their peers who have overcome hardship and challenges, which helps listeners develop reflexivity and resilience.
- A [video](#) made in Spanish by the Saint David School in the Dominican Republic models exercises and stretches that teachers can do to improve their physical wellbeing after long days of remote teaching.

The majority (79%) of the policy and advocacy documents we collected are about returning to school safely. The documents outline protocols or guidelines education leaders and professionals can follow to support teachers and students when schools reopen. In these documents, physical health is typically emphasized over mental health or social-emotional wellbeing. Some do address the importance of recognizing the catastrophic COVID-19 death toll and how this influences students' dispositions and behaviors. As noted in subsection 4.1, the impact of the COVID-19 crisis on teachers' wellbeing is often treated as a tangential issue.

³ Ozamiz-Etxebarria et al. (2021) use a measurement tool called the DASS21-scale to evaluate 1,633 Spanish teachers' feelings of stress, anxiety, and depression upon returning to school. They found that variables such as gender, age, job stability, the level of education at which they teach, and parental status also influence the symptoms teachers experience. Unfortunately, the study was published after this mapping was completed, so the measurement tool was not included in the 130 materials.

4.3. CONTEXTUALIZATION: SPEAKING TO REAL CONTEXTS, CONCEPTUALIZATIONS, AND NEEDS

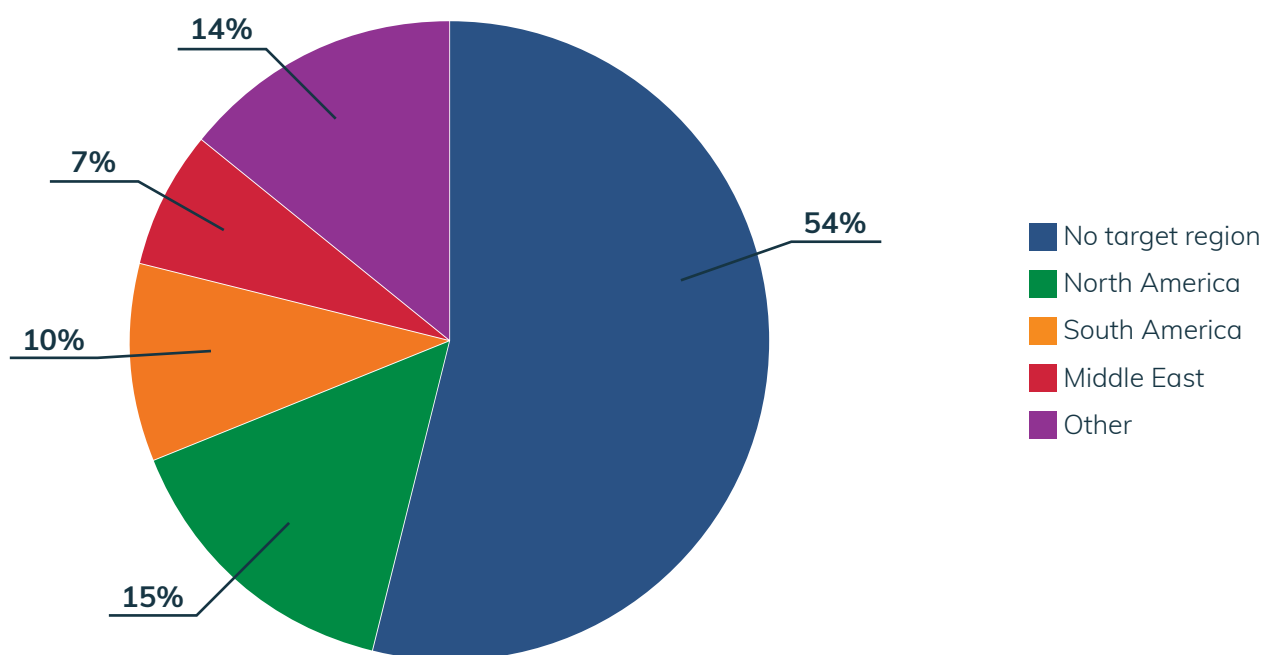
What is available is sometimes entirely inappropriate. When you say do yoga and meditate, it's not relevant for Syria . . . [teachers] do other things [to de-stress] and it can be offensive or inappropriate to such an extent that they refuse to listen. Tell me to breathe? In a war zone?

—Field practitioner

Given the highly context-specific nature of teacher wellbeing, contextualization is an essential characteristic of “quality” wellbeing resources. The INEE “Landscape Review” points to the need for contextualization at the macro- (national, regional, global), meso- (school and community), and micro- (individual) levels (Falk et al., 2019). However, the majority of materials in the mapping do not specify an intended audience or context, and most are created in non-EiE settings and by organizations based in the Global North. These findings indicate that, despite its importance, the materials available on teacher wellbeing are not adequately contextualized.

More than half (54%) of the materials we collected do not target their use to a specific country or region. North America is the region most often represented (15%) in the remaining resources, followed by South America (10%) and the Middle East (7%) (see Figure 7) Six regions—Central Africa, Central Asia, East Asia, North Africa, Oceania, and Southern Africa—were not explicitly targeted in any of the materials, which highlights the lack of resources available for the very regions and countries typically categorized as emergency contexts.⁴ It is also notable that a large portion of the materials address emergencies without specifying the type (15%), while several focus on multiple types of emergency (22%).

Figure 7. Geographic regions targeted by the materials collected



Note: “Other” refers to Europe (4%), Central America (3%), the Caribbean (2%), South Asia (2%), and West Africa (2%)

Resource materials are typically created by organizations based in non-emergency settings in the Global North; of the materials we collected, more than half (52%) were created by organizations located in North America or Europe, and 22 percent were created by international NGOs or regional and global development agencies (e.g., UNESCO, WHO, USAID). This finding calls attention to the need to include teachers from the Global South in the creation of such materials (see subsection 4.6).

⁴ Examples include Afghanistan, the Central African Republic, the Democratic Republic of the Congo, Iraq, Jordan, Lebanon, Libya, Mali, Myanmar, Nigeria, Somalia, South Sudan, the Syrian Arab Republic, Ukraine, and Yemen.

This finding also points to the dire need to contextualize teacher wellbeing materials. Wellbeing and mental health are considered taboo subjects in many cultures around the globe, and the resulting stigmatization about seeking help can be particularly acute in emergency settings (e.g., Corrigan et al., 2014; Shannon et al., 2015). As one researcher noted, in Pākehā culture “you would never tell anyone you’re going to a counsellor. There is an expectation to have that English stiff upper lip,” which means that individuals are meant to remain resolute and unemotional even when facing adversity.⁵ This researcher later explained that indigenous people conceptualize wellbeing as a collective rather than an individual issue (see Box 4). A key informant from FHI360 also noted that, “even just a little bit of semantics can make a big difference, because if you say ‘we’re going to talk about social-emotional learning,’ in some contexts that [term] is seen as negative.” How wellbeing is addressed and the strategies offered to improve it must be adapted in each socio-cultural context to the locally acceptable ways of discussing and addressing emotions and mental health.

Box 4: Individualistic versus collectivistic notions of wellbeing

According to one academic, “In Māori culture you don’t talk about your problems. Things are dealt with in the community.” The researcher explained that the Māori concept of wellbeing is very much collective or communal, which brings unity and support [to the community] because people take care of one another. However, this collectivist conception also means that it is not culturally acceptable to harp on your individual problems, as this is viewed as “taking away attention” from the group. This has significant implications for the design of effective teacher wellbeing programs, from how wellbeing is defined to the strategies most appropriate to enhance it.

When describing her own search for materials on teacher wellbeing, one of our field partners said, “There weren’t a lot of [resources available on teacher wellbeing]. And as usual . . . I had to draw on the research from the West, which is always the case.” While she ultimately was able to adapt materials to her context, materials that address challenges in teacher wellbeing that are transferred to the Global South frequently and significantly reflect the pitfalls of discourse dominated by the Global North. As noted in Box 4, even the term “wellbeing” is often approached from the individualistic perspective characteristic of countries in the Global North. Several key informants highlighted the need to challenge Northern hegemonic structures in humanitarian settings, and to enable a more culturally and contextually responsive approach to teacher wellbeing, as the term is understood and experienced by teachers in particular contexts in the Global South.

These findings highlight the fact that, because so many resources originate in the Global North, the materials available must be adapted to reflect cultural awareness of contexts in the Global South. As one professor aptly explained, “I think there is a real risk that we divide this up artificially into what’s happening in the Global North with what’s happening in the Global South.” Ultimately, it is critical that key resources are available and appropriate for all, and that the necessary time and expertise are dedicated to contextualizing materials so that both language and content are accessible to the intended users—in short, that the materials “speak to the people.”

A limited number of the materials identified for the mapping provide guidance on contextualizing and adapting them (e.g., INEE’s *Training for Primary School Teachers in Crisis Contexts Package* and *Save the Children’s Learning and Well-Being in Emergencies* training curricula). These teacher professional development resources provide instructions, tips, and recommendations on how to use and contextualize their content to reflect the needs of the local community, national and local laws, and local practices and resources. More resources and tools are needed to provide this type of guidance, and thus to ensure that efforts to support teacher wellbeing are sensitive to the cultural and contextual realities shaping the challenges teachers face.

⁵ Pākehā refers to the culture of European (non-Indigenous) New Zealanders.

4.4. LANGUAGE: A SURMOUNTABLE BARRIER TO MATERIAL UPTAKE

What's available is mostly in English. It's for Western audiences. Toolkits available for Arabic speakers are entirely insufficient. I am sure that is the same for other languages too.

—Program leader

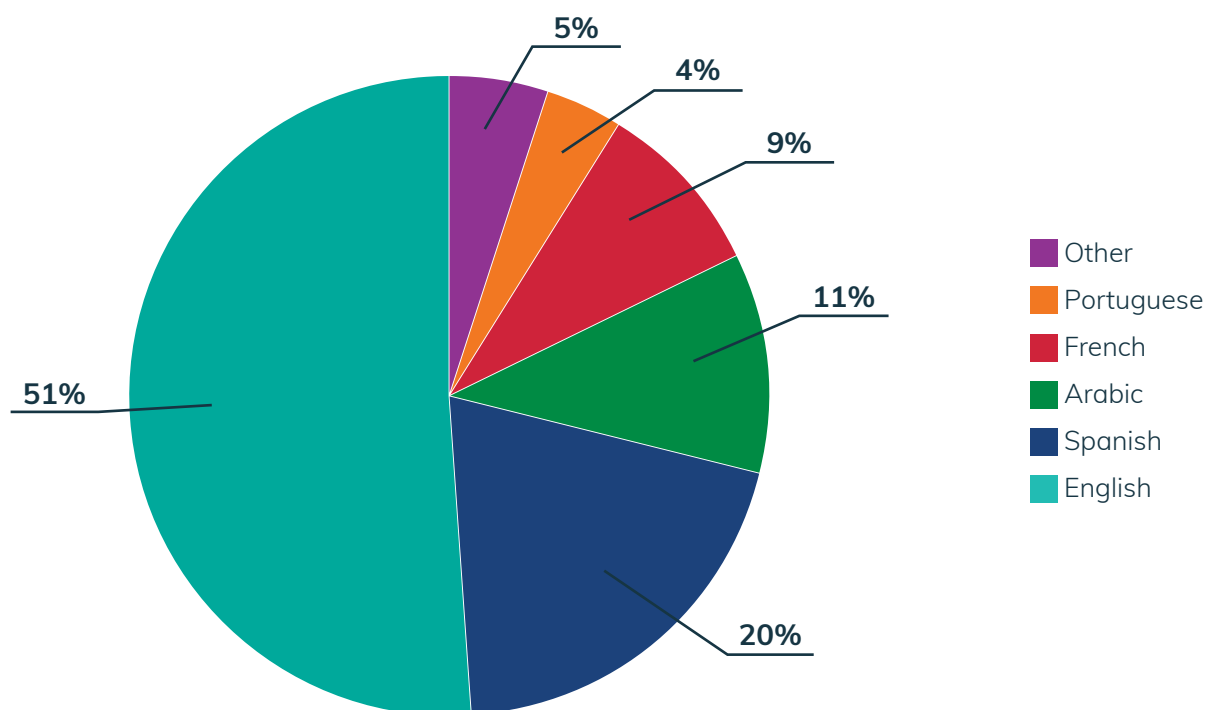
English is not the lingua franca in any country currently defined by conflict or related humanitarian crises, but humanitarian response actors do not routinely collect language data.⁶ An EiE advisor highlighted this as a main challenge in the work she has done over the last 15 years:

I find accessibility of language a problem quite often—that things are not simplified enough. It is assumed the language is simple, but actually [it is not] when you translate it into the local language or when you use it in local communities, especially in low-literacy places.

Despite this, English-language resources are by far the most prevalent, accounting for 51 percent of all the materials we collected. Materials in Arabic account for only 11 percent of those we identified through the mapping. Given that Arabic-speaking nations, including Yemen and Syria, are home to the largest humanitarian crises in the world, there is a clear need for more resources and tools to support Arabic-speaking teachers.

The breakdown by language of the materials we collected is offered in Figure 8. As the figure indicates, some materials are available in Spanish, Arabic, French, and Portuguese, but only 5 percent of those we identified in the mapping have been made available in non-INEE languages (including Ukrainian, Russian, Dari, and Pashto). Note that we limited our online searches to keywords in the five INEE languages; however, we welcomed resources in any language from the expansive INEE network, thus opening the door to materials from any socio-linguistic context.

Figure 8. Languages of materials collected



⁶ Countries where conflicts and related humanitarian crises have endured for years include Afghanistan, the Central African Republic, the Democratic Republic of the Congo, Iraq, Jordan, Lebanon, Libya, Mali, Myanmar, Nigeria, Somalia, South Sudan, the Syrian Arab Republic, Ukraine, and Yemen.

Of the 32 resources in the mapping that can be used for self-directed learning, the vast majority (26) are available in English. Far fewer self-directed learning resources are available in other languages (16 in Spanish, 4 in Arabic, and 2 in French) (see Box 5). These findings suggest that, despite efforts to make resources more accessible, language remains a significant barrier, particularly for teachers who do not speak or are not fully proficient in one of the official INEE languages, and in particular for those not proficient in English.

Box 5. Self-study resources available to teachers in Arabic

- UNRWA's (2013) *Psychosocial Support for Education in Emergencies: Training and resource package for teachers and counsellors resource package equips teachers and counselors with skills they need to support students' psychosocial wellbeing in conflict and emergency settings. It includes tips on how teachers can take care of themselves and an assessment tool to measure their stress levels.*
- UNICEF MENA's (2020) *Ready to Come Back: Teacher preparedness training package addresses the emerging need for health and safety measures, as well as mental health and wellbeing in schools and classrooms. It is aimed at teachers returning to school after the COVID-19 shutdowns.*
- UNESCO's (2018) *Regional Bureau for Education in the Arab States' Teacher Package: An introduction to psychosocial support in difficult circumstances is a teacher-training program designed to help teachers provide psychosocial support for children. It also recognizes the need to support teacher wellbeing.*
- *Education, Mental Health and Psychosocial Support*, a teacher-training manual, was provided by INEE's country focal person in Syria. This manual is designed to train teachers to provide psychosocial support for children in emergency settings. It also offers tips to support teacher wellbeing and to help them relieve stress and burnout.

4.5. EQUITY: DIVERSE IDENTITIES, INDIVIDUALIZED NEEDS

Teacher wellbeing and psychosocial discourse is very individualistic. That is the main problem. There is an individualistic aspect to it . . . As a female, as a mother, as a man, people of different age groups, young teachers.

—Key informant

Teaching techniques—and teachers' experiences—vary vastly due to each teacher's individual characteristics. Disability, displacement status, gender, socioeconomic status, pre-service training, teaching experience—each of these individual characteristics can shape the challenges a teacher faces and the coping mechanisms they use (Falk et al., 2019). Nevertheless, with few exceptions, the materials we collected do not acknowledge these characteristics or their implications for individual wellbeing. In this subsection we explore how the materials we collected accounted for various individual differences, including physical disability, a teacher's status as a refugee or internally displaced person, and their gender. (We examine the influence of religion in subsection 4.10.)

Physical disability is a particularly apparent blind spot in resource design, despite international consensus on its relevance to wellbeing.⁷ While 5 percent of the teacher questionnaire respondents reported having a physical disability, none of the teaching and learning resources we collected acknowledges or addresses physical disability. Policy documents that mention disability do so only in passing, focusing largely on the socio-emotional or physical trauma teachers and students experienced when injured in the course of a conflict. There are no explicit links in these policy documents to information on how a disability may shape a teacher's wellbeing needs or coping strategies. There are some materials in which COVID-19 guidelines and protocols on reopening schools safely suggest that school leaders make special arrangements for teachers (and students) with specific health conditions, including noting that these conditions may “make them more vulnerable to severe symptoms” from COVID-19 (e.g., the Jamaican Ministry of Education, Youth and Information's *Guidelines for the Reopening of Schools*). However, the resources included in the mapping are generally not responsive to disability and the ways it may intersect with wellbeing.

Seven materials included in the mapping are designed specifically for refugee teachers or teachers working in refugee camps. Due to a convergence of factors, including a lack of documentation or accepted certification, lack of equitable or timely payment, inconsistent access to support, and insecure living situations, displaced teachers

⁷ A recent literature review suggests that teachers with disabilities face unique challenges that shape their feelings of self-efficacy, and that they often resort to social systems and family support to build resilience (Neca, et al., 2020)

face unique challenges that shape their wellbeing (Brookings, 2008; Mendenhall et al., 2018). The materials we collected—mostly policy and advocacy documents—provide guidance on teacher planning and management, recruitment, training, and pay. However, they typically fail to explicitly address the role of displacement as an individual factor that has implications for individual wellbeing. In addition, all four policy/advocacy documents that address displacement are written in English, which reinforces the fact that there are only limited materials available to support EiE practitioners working with non-English-speaking refugee teachers.

Gender also plays a significant role in individual wellbeing. Numerous cultures have different expectations of men and women, including teachers. Men and women tend to take on different roles and responsibilities in their homes and communities, and in their interactions with colleagues, families, and students, which has differential implications for their mental health and wellbeing. The INEE Landscape Review highlights how the challenges of balancing home and work-related responsibilities disproportionately impacts female teachers, which has substantial implications for teacher wellbeing (Falk et al., 2019). Female teachers are more likely than their male counterparts to be victims of discrimination and/or gender-based violence in their homes and work environments (KII, Education Development Centre). INEE's (2019) *Gender Guidance Note* describes various challenges female teachers confront, including violence at school or while traveling to/from school. As a result, female teachers in crisis contexts may be reluctant to work in remote areas because of concerns for their own safety. The intersection of gender with other forms of marginalization, such as displacement, further exacerbates challenges to teachers' wellbeing (e.g., Kirk, 2010).

Despite the pivotal role gender plays in individual opportunity and exposure to emotional and physical violence, few materials account for gender dynamics in their approach to teacher wellbeing. Several measurement tools, including questionnaires (e.g., Right to Play's Teacher Psychosocial Health and Wellbeing in Schools Questionnaire) and focus group guides (e.g., Right to Play's Teacher Wellbeing Focus Group Discussion Guide) invite teachers to identify their gender, thus drawing attention to the need to include gender-disaggregated data in monitoring and evaluation mechanisms. Nevertheless, few resources draw an explicit connection between gender and wellbeing, thereby failing to ensure equitable, gender-responsive support.

4.6. TEACHER VOICE: A MISSING LINK TO MATERIAL DESIGN AND CREATION

A lot of these tools are often developed without any teacher involvement at all because of access issues and because of funding issues. I think it's definitely a big challenge that things are created without teacher involvement.

—Key informant

There is an abundance of literature exploring how and why teachers are often excluded from the discussions and decisions that affect their work (e.g., Kirk & Winthrop, 2013; Burns & Lawrie, 2015; Mendenhall et al., 2018; Falk et al., 2019). Our analysis has revealed that this same limitation applies to materials on teacher wellbeing, most of which are created without consulting teachers. Several key informants discussed the pervasiveness of a “top-down” approach to creating materials, thus highlighting the implications of this design choice in terms of uptake and impact. As noted by a key informant, teacher wellbeing programs that are “passed down from ministries or departments on a tablet of stone” ultimately limit teacher buy-in, which can have negative implications for program efficacy. In the realm of wellbeing, there is also the potential to do harm, particularly given the fact that asking for support is often stigmatized (see subsection 4.3).

INEE's *Training for Primary School Teachers in Crisis Contexts* is one prominent example of a training resource developed with teacher participation. The TiCC working group included a range of stakeholders from international NGOs, universities, global and regional education experts, and teacher trainers to develop training resources. The content development was informed by research conducted with teachers. The materials were then piloted and further tailored to teachers' needs.

Bottom-up and grassroots approaches to the creation of teacher wellbeing materials have the potential to bolster buy-in from both teachers and school leaders, and thus to contribute to sustainable and positive change (KII). As another key informant explained:

Teachers have a wealth of experience . . . They understand the system better than any others . . . I think that often it is a mistake that we as humanitarian organizations jump in and only talk to the supervisors or the managers but skip talking to teachers, who are the real experts at the end of the day.

Despite substantial differences in their expertise and geographic focus, professionals working in the field of teacher wellbeing in emergency settings agree about the importance of teacher participation. There is a consistent push from teacher advocates to employ a participatory approach to creating materials that incorporate and is responsive to teachers' ideas and preferences. When asked what makes one resource better than another, another researcher from the University of Auckland explained:

The number-one thing is that they are driven from the demands of teachers themselves. It's not presuming what teachers need, it's actually responding to what teachers are already expressing and doing . . . I think there's a real risk that we approach teachers from a standpoint of deficit and we say teachers lack all these things, versus saying, "Ok, what are these teachers already doing and how do we better support and institutionalize these things?"

Given funding limitations and the lack of access to teachers working in emergency contexts, it may not always be possible to co-create materials with teachers. However, co-creating measurement tools enables EiE practitioners to develop a better understanding of teachers' needs, challenges, and priorities. The quantitative and qualitative tools we include in the mapping solicited input from teachers on a range of issues, from feelings of self-efficacy in the classroom to the impact COVID-19 has had on their daily routines, stress levels, and job satisfaction. The data generated with these tools is often used to monitor and evaluate the efficacy of teacher wellbeing programs, which ensures that, even if teachers are not engaged in creating the materials and programs, their feedback and experience can be incorporated into future iterations.

Box 6. Spotlight on measurement tools used to assess the wellbeing needs of teachers

- Right to Play's (2020) *Teacher Psychosocial Health and Wellbeing in Schools: Self-Completion Questionnaire* measures how COVID-19 affects teachers' lives and wellbeing. It was designed to enable Right to Play to generate insights into the additional support systems and resources teachers need as they continue to teach during COVID-19.
- Save the Children's (2020) *TPD Approach Teacher Well-being and Motivation Tool*, adapted from the *Teacher Motivation Diagnostic Tool*, features a 1:1 interview intended to generate data on the critical factors affecting teacher wellbeing and motivation.

Ultimately, the importance of producing materials influenced by and created with teachers reflects a common theme found across international research, and in the primary data that inform this study. It also underscores the importance of building on existing wellbeing practices. Moreover, given the limited space dedicated to teacher wellbeing in the education community and in schools and classrooms, focusing on familiar techniques and approaches that support fidelity of implementation is essential to teachers' buy-in, uptake, and sustainable change.

4.7. FINANCIAL WELLBEING: PAY WITHOUT ADEQUATE COMPENSATION

The biggest challenge is the lack of sufficient financial support for the teacher to live his life as a human being.
—Male Teacher, Syria

In countries characterized by conflict and crisis, delivery of teachers' salaries is often compromised. It may be delayed by a lack of access to central funds or when teachers are unable to travel safely to where they collect their pay (Dolan et al., 2012). A study of the state of education in Syria, which is home to one of the largest humanitarian crises in the world, found that 87 percent of teachers are paid irregularly (Mendenhall et al., 2018). At the time of this research, approximately 33 percent of teachers in northwestern Syria were working without pay (KII). Despite the UNESCO (1966) Recommendation Concerning the Status of Teachers, which identified social security as

Clarifying definitions: Teacher pay versus compensation

Teacher pay, which is often referred to as a stipend or salary, is limited to monetary base remuneration. Compensation reflects a wider package of monetary and non-monetary benefits including base remuneration but also encompassing allowances, housing, medical care, professional development opportunities, parental leave, sick leave, retirement benefits, etc.

one element of a compensation package that should be a basic right for all teachers, extensive compensation packages (i.e., that include medical and employment injury benefits, annual holidays with pay, sick leave, and maternity leave) are rarely available. Half a century later, teachers in emergency settings are rarely being paid regularly, let alone receiving better benefits.

Research clearly demonstrates that teacher wellbeing in all contexts is inextricably linked to pay (Falk et al., 2020). In contexts experiencing a particularly acute economic crisis, the limited or total lack of teacher compensation is felt even more markedly. Being insufficiently compensated hinders teachers' ability to meet their own basic needs and provide for their families, which causes them substantial stress and anxiety (Darling-Hammond, 2017). Challenges related to salaries also have been linked to burnout, lower job satisfaction, and a lack of motivation, all of which undermine teacher wellbeing and contribute to higher attrition rates (Greenberg et al., 2016, cited in Falk et al., 2020). The teacher questionnaire data confirm this: teachers reported that inadequate pay was the most common (54%) non-COVID-19 challenge to their wellbeing (see Box 7).

Box 7. Spotlight on teacher questionnaire responses

When asked what “mind and body” challenges they face, one teacher wrote, “Hunger, in Venezuela we teachers are hungry. The salary for a teacher with a PhD is less than 2 dollars a month.”⁸ Others described feeling “helplessness due to a lack of health insurance here in Venezuela.” The teacher questionnaire respondents highlighted the need for more extensive compensation packages that include (health) insurance, relief support (e.g., food baskets, vouchers, medical points), protective equipment and supplies for teachers (e.g., first aid bags and hygiene kits), parental leave, and retirement accounts.

While we found that the majority of policy and advocacy documents make the connection between teacher wellbeing and teacher pay, more extensive compensation packages are rarely mentioned. A total of 24 policy documents call for standardizing and harmonizing teacher recruitment, training, and management policies, and for their use by all education partners and agencies that work with teachers in crisis contexts.⁹ This includes pay and salary scales. Policy guidelines recommend that reliable data is collected on teacher pay in order to develop efficient financial controls and payment systems. Policy and advocacy documents also call for paying teachers in a timely and regular fashion, and for protecting the jobs of teachers in emergency settings in order to promote teacher wellbeing.

However, despite the clear evidence that maternity leave, sick leave, health insurance, and other social safety nets improve teachers' capacity to protect and provide for themselves and their families, the policy documents we collected do not address broader compensation-based challenges. The single exception identified in the mapping is the INEE (2009) *Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery*. This guidance note, which was designed to be used by staff members of education authorities, donor organizations, United Nations agencies, community-based organizations, and NGOs, provides a platform for planning and implementing an appropriate response to teacher compensation. Despite its emphasis on different forms of compensation required to safeguard teacher livelihoods and wellbeing, the mapping and gap analysis clearly indicate that this guidance has not been taken up by the community it was designed to support.

Several key informants confirmed this gap in available materials and uptake, which drew our attention to both the importance of extensive compensation packages and their general lack of availability for teachers in crisis settings. An NGO field partner in northwestern Syria commented that compensation packages must go “beyond stipends” and include other benefits that support teacher wellbeing:

Things happen that there is no guidance for. For maternity leave. For allowances. In Syria now, even today, teachers are treated like you can't get pregnant, or sick, or retire!

⁸ A recent article from a Venezuelan newspaper found that a university professor with a doctorate degree makes 5,802,812 Venezuelan Bolivars per month, which is equivalent to US\$3.17, according to the exchange rate of the Central Bank of Venezuela, and US\$2.94, with reference to the parallel market (*El Nacional*, 2021)

⁹ This count is exclusive of Spanish-only documents, which were not included in this level of analysis.

4.8. POLICY-LEVEL ENGAGEMENT: NO PATHWAYS FOR TEACHER PARTICIPATION IN POLICY DIALOGUE

There is no one who protects the rights of teachers.

—Female teacher, Syria

Although legislation supporting the rights of teachers is foundational to sustaining improvements in teacher wellbeing, the mapping and gap analysis process revealed the limited availability of materials designed to engage teachers in policy discussions or enable them to advocate or lobby for policy change. This indicates that, despite the influence policy-level factors have on teacher wellbeing, teachers are largely excluded from the policy conversation.

INEE defines education policy as “the structural and systemic arrangements put in place that maximize the likelihood that educators and school systems will deliver desired experiences and outcomes for students” (Kablaw Communications, 2011). In fragile and emergency settings, where the state’s capacity to provide basic services may be undermined, local and international humanitarian and stabilization actors often step in to support the creation and maintenance of essential structures and systems (e.g., Hilhorst et al., 2019; Hilhorst & Jansen, 2010; Ingram, 2020). The resulting policies impact teacher management, compensation, certification, right to work, access to transportation, and professional development. Findings from international research (e.g., Burns & Lawrie, 2015; Cambridge Education, 2017), and those revealed in this study, consistently affirm and reaffirm the importance of policies that support teacher wellbeing.

Our gap analysis revealed a lack of resources that enable individual teachers, and practitioners working with teachers, to engage with local or national policy issues. As stated in the “Landscape Review”, “at the national level, as well as the regional and global levels, education actors must advocate for policy change and ensure that promising policies are translated into practice effectively in order to improve teacher well-being” (Falk et al., 2019, p. 33). In crisis contexts, where teachers unions are often limited by social, economic, or political barriers (Ghosn & Akkary, 2020), the availability of materials that enable teachers to engage in the policy space becomes even more essential. The lack of policy-oriented support materials that offer teachers pathways to participate in policy-level discourse and action indicates that teachers are not being engaged or capacitated to pursue change in this space.

Despite the overall tendency for materials to exclude opportunities for teachers to engage directly with policy-based issues, our analysis revealed that some measurement tools and policy documents do create space for teachers to think about and engage with policy-level factors. The Educator Stress Spectrum (AIR, 2020) and the Humanitarian Emergency Settings Perceived Needs Scale (WHO, 2011) are two tools that enable teachers to reflect on multiple factors that influence their wellbeing, including policy-related factors. The FHI360 project titled Addressing Education in Northeast Nigeria addresses teacher wellbeing at multiple levels. The aim of the project is to facilitate the certification of displaced teachers while also providing professional development and monitoring the delivery of teacher pay (see Box 8).¹⁰ While these resources create a space where teacher-generated ideas can inform advocacy plans at the macro level, they also preclude explicit opportunities for teachers themselves to engage in policy-level advocacy work.

Box 8. Spotlight on FHI360’s Addressing Education in Northeast Nigeria

The Addressing Education in Northeast Nigeria program touches on wellbeing at all levels of the socio-ecological system. Excerpts from the tablet-based coaching and monitoring tool include questions that prompt coaches to ask teachers about their certification. At the macro level, the program engages the ministry of education in creating a new teacher-qualification system so that displaced teachers can be certified to teach in informal education settings. While this material succeeds in bringing teacher voices to the policy dialogue, teachers themselves are not invited to participate in the lobbying space.

The lack of resources available to encourage teachers to consider their participation in forming policy or advocacy indicates the lack of agency teachers have in this arena. There is a large population of teachers living in emergency settings who lack the legal right to work due to their being displaced or to shifting certification requirements (Culberston & Constant, 2015). In such instances, it is even more essential that teachers are familiar with, and able to proactively address, their rights.

¹⁰ For more on FHI360’s Addressing Education in Northeast Nigeria project, see <https://www.fhi360.org/projects/addressing-education-northeast-nigeria#:~:text=The%20Addressing%20Education%20in%20Northeast,the%20community%20and%20government%20levels>.

4.9. THE SCHOOL AND COMMUNITY: SUSTAINING TEACHER WELLBEING THROUGH WHOLE-SCHOOL APPROACHES

I pushed for the whole-school approach because I wanted just to focus on the teachers, and on creating an environment that totally supports their learning process, and totally supports their growth.

—Key informant

The INEE “Landscape Review” highlights the importance of employing a whole-school approach to support teacher wellbeing in emergency settings. This approach ensures that “all teachers have the opportunity to participate in and benefit from the program, and that changes are made and sustained on an individual-teacher and school-level” (Falk et al., 2019, p. 48). Our analysis of the extant literature, in conjunction with the data generated through our key informant interviews, highlights the fact that teacher wellbeing efforts that occur in isolation are likely to be ineffective, and thus will fail to provide opportunities for teachers to develop wellbeing skills in their everyday practice, or to get the support they need to substantively change their own attitudes and beliefs. Leveraging the support of school leaders and providing ongoing, school-based professional development are vital to sustaining improvements in teacher wellbeing (McAllum & Price, 2010; Frisoli, 2014; Burns & Lawrie, 2015).

Despite the importance of a whole-school approach in supporting teacher wellbeing, the majority of resources we collected are oriented toward the individual (28, or 58%) and thus lack mechanisms for uplifting wellbeing across the entire school (see Box 9 for examples). While these resources provide important guidance for individual-level change, their efficacy is likely limited by their failure to respond to how teacher wellbeing is shaped by the wider work environment and school culture.

Clarifying definitions: Resources

For the context of this mapping, we define three types of materials: resources, measurement tools, and policy/advocacy documents. Resources are action-oriented and provide exercises or tips and hints about how teachers (or practitioners working with teachers, e.g., school leaders and teacher trainers) can support teacher wellbeing.

Box 9. Spotlight on individual-level teacher wellbeing resources

Individual-level resources include documents, podcasts, and online courses that typically provide “self-help” strategies or tips and hints to manage stress. Examples include:

- Save the Children’s (2020) [Enabling Teachers: Teacher Professional Development, Module COVID-19 for Teachers](#) (available as a self-study packet or a facilitated program) prepares teachers to recognize the impact the COVID-19 crisis has had on their own stress level and/or mental and emotional health. It provides strategies teachers can use to ensure their own social-emotional wellbeing.
- Coschool Colombia’s (2020) [The Backpack: LifeSkills \(La Mochila: Habilidades para la vida in Spanish\)](#) includes a set of resources to strengthen teachers’ social-emotional skills and, in turn, their pedagogical practice. Coschool offers a range of videos that address diverse topics, including positive discipline, visual participatory classes, and developing a growth mindset among others. Coschool also has a [podcast series](#) that helps teachers develop reflexivity and resilience by offering chronicles of real teachers who have overcome adversity.

Of the 130 resources we collected in the mapping, 14 (28%) are designed as school-level approaches to support teacher wellbeing, including a limited number of resources different socio-linguistic contexts.¹¹ Several of these 14 school-oriented resources address teacher wellbeing as one component of a larger teacher-training program. They tend to situate teacher wellbeing within wider discussions of student learning and mental health (subsection 4.1). However, the mapping revealed several positive examples of whole-school approaches that do emphasize teacher wellbeing and treat it as a valued outcome unto itself. These are War Child Holland’s CORE for Teachers, FHi360’s Social Emotional Development for Teachers and the Norwegian Refugee Council’s Supporting the Supporters (Lodi, 2019).¹² The NGO Innovate Educate & Inspire (IEI)

11 There are only 6 school-level resources in Arabic, 3 in French, 2 in Portuguese, 15 in Spanish, and 2 in other languages

12 Even these programs offer limited open-source materials that could be included in the mapping. Key informants from these organizations explained that this was due to two reasons. For some, the tools were still in the process of being piloted and validated, while others expressed doubt over sharing these materials widely without discussing how to properly contextualize them beforehand (see subsection 4.3).

Pakistan fosters a virtual whole-school approach through a WhatsApp model (see Box 10). These programs in particular and the 14 school-level resources in general indicate that researchers and practitioners value whole-school approaches to teacher wellbeing.

Box 10. Spotlight on whole-school interventions to address teacher wellbeing

War Child Holland's *CORE for Teachers* was designed to support teachers working in areas affected by conflict and armed violence. It uses a whole-school approach and focuses on providing professional development activities to improve teachers' social and emotional competencies, psychosocial wellbeing, and classroom management. It begins by inviting teachers to reflect on their identity and their values and to identify and describe the type of teacher they want to be. It then provides individualized support to teachers through workshops and coaching. The support combines observation, one-on-one professional development, in-class support, and opportunities to practice, all of which contributes to teachers' improved emotional and enquiry-based learning.

IEI Pakistan's *Teacher Support WhatsApp Module* was launched in response to COVID-19. It provides mentoring and other support to teachers in low-resource and remote environments in Pakistan. WhatsApp groups are established for all teachers from a specific school to provide a collaborative communication channel for colleagues and to support them in their lesson planning and pedagogy.

The responses of key informants and teachers (see Box 11) reinforced the importance of a whole school approach.

Box 11. Spotlight on teacher questionnaire data

A majority of teacher respondents identified the school-level factors as having the biggest impact on their wellbeing:¹³

- Nearly 1 in 5 teachers (17%) ranked school-level factors (i.e., classroom dynamics and opportunities for professional development) as the most important socio-ecological level at which to receive wellbeing support.¹⁴
- More than a quarter of teachers (28%) reported participating in in-person professional social networks to support their wellbeing.
- Nearly one-third of teachers (29%) reported facing challenges related to student behavior, thus drawing attention to the importance of classroom support in general, and classroom management strategies in particular, in shaping teacher wellbeing.

Five resources (10%) extend support for teacher wellbeing beyond the school, including community-based materials and initiatives that enable teachers and schools to draw on the wider community for support. For instance, several key informants described "task-shifting," 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. This can be particularly useful when providing of social-emotional support or implementing community-based child protection and safeguarding initiatives. Task-shifting also may involve inviting parents and other community members to help teachers with non-teaching tasks in the classroom, such as monitoring student behavior or distributing materials. Such approaches may require child-protection and safeguarding training to ensure that non-specialists do not put children (or teachers) at risk. Nevertheless, a collective effort at the school and community levels can support the wellbeing of all members of the school community more fully. Future research should seek to identify and/or create materials to support school leaders in designing and implementing these strategies.

¹³ Teachers were asked to rank the socio-ecological levels from most important (1) to least important (5). Though there was little variance between the average ranking at the school level (2.72) and the policy level (2.87), these spaces stood out as priorities when compared to the level of the individual (3.14) or community (4.13).

¹⁴ In keeping with the INEE (2019) socio-ecological framework, we consider school-level factors inclusive of classroom-level factors: 18 percent of teachers identified classroom-level factors as the most important, while 16 percent ranked school-level factors as most important, so we used the average of these two levels

4.10 THE INDIVIDUAL: INFORMAL COPING STRATEGIES AS A “TREASURE TROVE” FOR WELLBEING

There has been a lot of informal type of work—like WhatsApp groups, Facebook communities, all these kinds of stuff. And I think there’s such a treasure trove of potential there, and it’s not formalized, and the question is, does it need to be formalized? What is to say if this happens organically? Do we need structured resources for this? Do teachers already know how to do some of this themselves?

—Researcher

Teachers use a variety of work- and non-work-related strategies to support their own wellbeing in their free time. INEE’s teacher wellbeing framework includes coping mechanisms that teachers use at an individual level (Falk et al., 2019). Our analysis of responses to item 8 on the teacher questionnaire (“What strategies—if any—have you used to take care of yourself and your own wellbeing? Check all that apply.”) reveals the range of activities teachers feel contribute to their wellbeing. The most prevalent informal strategies reported include participation in virtual social networks (e.g., Facebook groups or online forums for teachers, 42%) and spending time with friends and family (40%), closely followed by managing their time (30%), participating in spiritual or religious activities (30%), exercising or engaging in outdoor activities (30%), or spending time on a hobby (28%). Items 10-11 of the survey asked teachers to recommend the online tools, self-help apps, games, books, or exercises they use to support their wellbeing (see Box 9). While a comprehensive list of these resources is provided in Appendix E, these resources point to a gap in the mapping. Informal strategies like those described above were not captured in the materials we collected. This has implications for future research and for how materials (or resources) are defined and collected.

Box 12. Examples of informal strategies recommended by teachers

- Following the blog [Trends in Matters Education](#)
- Watching YouTube meditation videos
- An Instagram profile that offers inspirational quotes and videos, made by [Maya Taher](#) (Lebanon). The content provided focuses on performance coaching and human behavioral training that promotes self-comprehension and actualization.
- Playing games or sports, such as yoga, chess in person and online, the video game *Jobberman*, the app game *Word Legend Puzzle*
- Reading books, including *the Bible*, *The Invisible Man* by Ralph Ellison, *The 5 Side Effects of Kindness* by David Hamilton, *The Art of Living* by Epictetus (with various interpretations), *Anna Karenina* by Leo Tolstoy, or novels written by Jonathan Hogeback

Note: Recommendations are from teachers’ open-ended responses on questionnaire item 11 (online tools, self-help apps) and item 12 (games, books, or exercises).

Many teachers also said that practicing their religion supported their wellbeing. Religion is a particularly important component of wellbeing that was not captured through the mapping. In emergency settings, religious organizations or centers may provide safe spaces for teachers and community members (UNICEF, 2018). The role religious leaders play in supporting teacher wellbeing can be crucial, therefore it is important to involve them in capacity-building activities (FCA, 2018). In the materials we collected, religion was mentioned in five policy/advocacy documents in relation to demographic differences and the need for equity (subsection 4.5) or leveraging support from religious leaders. However, only one document suggested that “psychosocial support should incorporate appropriate community, cultural, and religious healing practices” (GCPEA, p6., 2017). Future research should look into creating materials and facilitating conditions for appropriate communal cultural, spiritual, and religious healing practices to support teacher wellbeing.

Teachers also connect and collaborate informally outside of school and seek professional development opportunities. Many teachers in emergency settings may be underqualified and/or lack the pedagogical support they need to address the myriad classroom-level challenges they face (subsection 4.9). Nearly one in three teachers (30%) reported participating in professional development opportunities as a way to support their wellbeing. Others wrote of their inability to access these opportunities and described a general need for “professional development” or “training,” as well as the importance of specific types of pedagogical support (e.g., psychosocial

support in the classroom, social-emotional learning, classroom management, and “innovative” pedagogy).¹⁵ In contexts where professional development is unavailable, self-study activities enable teachers to develop their self-efficacy, one of the four constructs of teacher wellbeing (Falk et al., 2019). COVID-19 created a need to transition quickly to online teaching, which catalyzed teachers’ use of online platforms to create informal remote learning communities where they can share challenges and support one another. Key informants and teachers alike acknowledged this need (see Box 13).

Box 13. Professional development strategies recommended by teachers

- Participating in free online courses with Coursera, EdX (e.g., “The Science of Wellbeing” offered by Yale University), Edraak (in Arabic), EduCaixa (in English, Spanish, or Catalan), or Udemy, which is also available as an app
- Reading articles on LinkedIn or through the INEE network (in Arabic)
- Participating in a Facebook group called “Primary School Activities” (in Arabic, from Tunisia)
- Online professional or pedagogical tools, such as Google, Facebook, Canva, Kahoot, Pinterest, TeachApp, and “games in the ESL classroom”
- Virtual communication tools, including WhatsApp, Zoom, Google Meets, Google Classroom

Note: Recommendations are from teachers’ open-ended responses on questionnaire item 11 (online tools, self-help apps) and item 12 (games, books, or exercises).

It is important that developers disseminate both digital and nondigital resources more widely so that more teachers in emergency settings can tap into them to support their wellbeing. Future research should explore how policies and programs can ensure that all teachers are able to engage in these hobbies and professional development opportunities, particularly teachers with limited or no digital connectivity or who are living in situations of insecurity or in danger of physical harm.

¹⁵ See questionnaire item 9.



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CHAPTER 4. RECOMMENDATIONS



Focus on teacher wellbeing as an outcome unto itself. Teacher wellbeing is commonly seen as an instrumental step in supporting student wellbeing. While both outcomes are important, teacher wellbeing must be valued as an end unto itself. The international development community plays an important role in expanding the current focus on student learning and wellbeing outcomes alone. In forming the international education agenda, language about teachers must shift from viewing them as an input to a more multidimensional and nuanced view that demonstrates that teachers' beliefs, attitudes, and needs are valued.



Consider how materials can be designed to respond to the needs of teachers experiencing different types of emergencies. Teachers coping with COVID-19 may have substantially different needs than those facing a natural disaster or violent conflict. Like the broader need to contextualize based on socio-cultural or linguistic context, materials should be created or adapted to reflect and respond to these different contexts as much as possible, including optimizing their relevance and maximizing their impact.



Collect evidence on the impact of teacher wellbeing efforts and programs. Research suggests that training programs that promote the wellbeing and mental health of teachers often lack evidence of their effectiveness (e.g., Corbett et al., 2021). The mapping revealed that several whole-school models that support teacher wellbeing have not made materials publicly available because they have not been validated. To this point, an MHPSS specialist described a critical tradeoff: On the one hand, there is a need to evaluate teacher wellbeing efforts rigorously with large-scale, randomized control trials to prove—particularly to donors—that they are worth investing in. On the other hand, there is an acute need to contextualize such programs, and to adapt and modify their materials.



Invest in adaptation guides to support the contextualization of materials. Given the diversity of materials already in circulation, especially those created in “stable” environments, it is critical to invest in creating guides that enable stakeholders operating in other contexts to adapt materials to the socio-linguistic and cultural dynamics evident in the target communities.



Translate the materials available to ensure linguistic inclusion. A range of materials have been collected, yet there is still a lack of linguistic inclusion, particularly Arabic, a language spoken by a large proportion of the teachers working in emergency and fragile settings. Quality, action-oriented resources that provide concrete strategies to support teachers' wellbeing should be identified and translated, as this is a simple and quick solution to increase access for these teachers.



Ensure that efforts to support teacher wellbeing are inclusive and gender-responsive. It is important to ensure that wellbeing materials address the unique characteristics of individual teachers based on gender, disability, displacement status, etc. This means ensuring, in the process of co-creation, that female and male teachers contribute equally (INEE, 2019) and that all teachers are given space to share and participate.



Engage teachers in the creation of teacher wellbeing materials. There is a need for bottom-up approaches to creating materials that fully engage teachers throughout the process (Burns & Lawrie, 2015; Falk et al., 2019). Giving teachers a voice and agency in the development of teacher wellbeing materials can take many forms, from a passive focus on needs assessments to creating opportunities for action research through interactive piloting and revision.



Collect and track disaggregated data on teacher pay. There is a clear need to improve teacher compensation in order to ensure that all teachers are paid in a timely and consistent manner, and that their salaries cover the minimum expenditure basket.¹⁶ Teacher information management systems may allow governments or education authorities to track teacher compensation more effectively, particularly in emergency contexts, where teachers often are displaced or in transit. In addition, stakeholders that contribute to teacher compensation in emergency settings should coordinate as much as possible and apply guidance on banded rates in order to ensure consistency and reduce negative impacts on wellbeing.



Provide clear pathways for teachers to lobby or advocate for legislative change. Teachers face diverse challenges at the policy level, including poor compensation, heavy workloads, and inadequate opportunities for upskilling or professional development. The mapping did not identify any materials that outline concrete actions teachers can take to become productive agents of change at the policy level.



Support changes in teacher compensation. Create materials that lobby education authorities, donors, and local or international organizations to be more responsive to teachers' compensation needs. This may include expanding teacher compensation packages beyond basic pay, as well as creating guidelines for how stakeholders can communicate with teachers around pay. As one key informant recommended, "If you communicate with teachers when [their] salary will be paid, even if late, it increases wellbeing. I know I will be paid, I [just] don't know when. Communicate lateness, and some of the challenges from late payment related to wellbeing can be avoided."



Employ whole-school and whole-community approaches. Efforts to support teacher wellbeing should not put extra burdens on them. The use of a whole-school approach facilitates the buy-in and participation of teachers and involves school leadership in safeguarding the impact and sustainability of teacher wellbeing initiatives. Employing a whole-school approach entails a systemic transformation in the school culture, structure, and policy related to teacher wellbeing, as conceptualized by the INEE framework. Creating new materials to support school leaders in facilitating community-wide efforts, and recruiting guidance counselors, parents, or community members to support teachers in the classroom and to lessen teachers' burden (i.e., task shifting) should be considered.



Prioritize quality assurance to ensure that the materials disseminated as a result of the mapping are of high quality. This report has considered multiple dimensions of quality in its review of teacher wellbeing materials. Given the diverse materials identified in the mapping, a rubric or scoring matrix may be developed to support quality assurance and to determine which materials should be prioritized for dissemination and use. The rubric may consider contextualization or adaptability, equity, and ease of implementation or use, among other factors.



Expand the conceptualization of "materials" to include pedagogical and informal teacher wellbeing strategies. One of the four constructs underpinning teacher wellbeing, according to the INEE teacher wellbeing framework (Falk et al., 2019), is self-efficacy. Given that teacher self-efficacy is defined as feeling competent to address classroom-based challenges (behavior management or pedagogical innovation), future material mapping may benefit from including materials more explicitly linked to classroom management and instruction. This could include formal online resource banks, as well as open educational resources and teacher-training manuals for practitioners that facilitate virtual or in-person professional development opportunities.

¹⁶ A MEB is defined as what a household requires in order to meet their essential needs, on a regular or seasonal basis, and its cost (WFP, 2020)

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ANNEX A: KEY SEARCH TERMS FOR MAPPING

KEY SEARCH TERMS FOR MATERIAL MAPPING (ENGLISH ONLY)

Category	Teacher	Wellbeing	Emergency settings
Key search terms	Teacher Professor Educator Teaching	Wellbeing Mental health Social-emotional competence Self-efficacy Self esteem Resilience Psychosocial support Psychosocial health	Emergency COVID-19 Conflict Armed conflict Violence Prolonged violence Displacement Prolonged displacement Natural disaster Tsunami Earthquake Landslide Environmental disaster Crisis Fragility

ANNEX B: ONLINE TEACHER QUESTIONNAIRE

Consent: Participation in this questionnaire is completely voluntary. All submitted responses will be kept anonymous, secure and confidential to ensure privacy of the respondents. If at any point or for any reason you wish to terminate your participation you can do so by exiting the webpage and not submitting your responses. At the end of the questionnaire you will be asked if you would like to participate in an interview to discuss the same topics of the questionnaire. Only if you decide you want to participate in the interview will you be asked to share your contact information. This information will also be kept confidential. If you have questions regarding the questionnaire and your participation in the study, please contact Sophia D'Angelo at sophia.dangelo@inee.org.

I have read the above and agree to participate in the questionnaire ***Response required.**

PART A. DEMOGRAPHIC INFO

The purpose of this part of the questionnaire is to learn more about you. All of your responses will be kept confidential/anonymous.

1. Gender

- Female
- Male
- Non-binary
- Other
- Prefer not to say

2. Country

- Drop down menu with full list of countries

3. How many years of teaching experience do you have?

- 0-5 years
- 6-10 years
- 11-15 years
- 16 years or more

4. What education type do you teach? (check all that apply)

- Preschool level (nurseries, early education)
- Formal primary
- Formal secondary
- Non-formal education (including accelerated)
- Tertiary education
- Vocational and training

PART B. CHALLENGES

Read the list of challenges below and check which ones apply to you in your work as a teacher.

5. What “mind and body” challenges do you face as a teacher? Check all that apply.

- Fear of catching COVID-19
- Threats of physical or sexual violence experienced at home, school or in the community
- Lack of access to water, sanitation and hygiene supplies or facilities
- Threat of airstrikes, landmines, or other weapons of conflict at school or within the wider community
- Lack of food/not having enough to eat
- Physical health challenges (e.g. headaches, pains, nausea)
- Physical disability of any kind that affects your functionality or mobility on a daily basis
- Stress due to workload and time constraints
- General burnout and fatigue, chronic tiredness, inability to sleep
- Feeling threatened, verbally abused or intimidated
- Anxiety, sadness, or grief as a result of challenges in my surrounding environment
- Low self-esteem, feeling incompetent or worried about my performance
- Other: _____

6. What work-related challenges do you face as a teacher? Check all that apply.

- Challenges teaching as a result of changes made due to COVID-19 (e.g. lack of internet or devices, challenges with remote teaching, challenges socially distancing students, additional shifts, etc.)
- Lack of teaching and learning materials or resources (e.g. books, manipulatives, technology, etc.)
- Overcrowded classrooms or learning spaces
- Challenges due to student behavior
- Increased workload due to colleagues' illness or domestic commitments
- Low pay or economic hardships
- Lack of teaching certification or inability to work due to lack of documentation
- Lack of training opportunities or opportunities to upgrade
- Lack of support from or mistreatment from school leadership
- Lack of access to peer support from fellow teachers
- Personal issues that affected me at work (balancing responsibilities at home, such as childcare duties or domestic chores, marriage, etc.)
- Other: _____

PART C. TOOLS AND STRATEGIES TO SUPPORT WELLBEING

7. Where do you feel you need more support? Rank these from most important (1) to least important (5).

- Individual level (e.g. better relationships, emotional or psychological support, access to therapy)
- Classroom (e.g. Better classroom management skills, pedagogical skills, subject area knowledge, teaching and learning resources)
- School (better leadership, opportunities for professional development, better access to Internet, access to clean water, bathrooms and facilities, transportation to-from school, recognition and rewards)

- Community (More parental engagement or support, feeling more valued by the community, community support and involvement in school-level activities)
- Governance (Better pay, recruitment and assignments, opportunities for certification or upgrading of skills; school rebuilding/rehabilitation, advocacy for teacher wellbeing)
- Other: _____

8. What strategies—if any—have you used to take care of yourself and your own wellbeing? Check all that apply.

- I have not participated in any of the below coping strategies.
- Managing my time (limiting the amount of time I work, taking time off, making a routine)
- Participating in in-person professional social networks (support from my colleagues, school leader)
- Participating in virtual social networks (Facebook groups or online forums for teachers)
- Spending time with friends and family (social networks that are unrelated to work)
- Exercising or engaging in other outdoor activities
- Finding time for a hobby, such as cooking, playing music, reading, watching movies, etc.
- Seeking professional help with a psychologist or other specialist
- Participating in spiritual or religious activities (e.g., praying, attending a church, mosque, or other religious center, etc.)
- Meditating or practicing mindfulness strategies
- Using self-help tools, such as blogs, articles, self-help videos
- Engaging in professional development opportunities
- Other: _____

9. If you could receive more wellbeing support, how would you like to receive it? _____

PART D. OPEN QUESTIONS

- 10. If you have used an online tool, please share the link here: _____**
- 11. If you have participated in a training, course, or seminar, please write its name and the institute here: _____**
- 12. If you have used a self-help App, game, book or exercise, write its name here: _____**
- 13. What advice would you give teachers to take care of themselves and their own wellbeing?**

APPENDIX C. CODING SCHEME FOR RESOURCE COLLECTION AND MAPPING

Name of creator	Organization, agency, or individual. If unclear, insert a weblink	
Year created	Write NA if unclear	
Name of tool	Copy/paste title	
Brief description	Include a brief description of the tool and its contents.	
Link	Include hyperlink to website or write "File" if from an external contact	
Country of creator	Country of origin of creator	
Region of creator	Multiple	If there is no specification
	East Africa	
	West Africa	
	Middle East & North Africa	
	Europe and Central Asia	
	East Asia and the Pacific	
	South Asia	
	Latin America and the Caribbean	
	North America	
Type	Resource	A resource (link or file) that provides activities or explicit strategies to support teachers' wellbeing (physical, emotional, social, cognitive). Its content (text, audio, video) should be, in its majority, action oriented. It may include resources to support facilitated training from school leaders, teacher trainers, or other stakeholders working with teachers or content intended to enable teachers to engage in self-directed learning.
	Tool	Tools that can be used to assess teacher wellbeing. This may include tools that have been tested for reliability and validity, but also includes tools that have not yet been used or tested. Examples may be rubrics, self-assessments, administered tests, etc. This includes administration or training guides for measurement tools. It includes tools that are specifically for teachers, or have been used successfully with teachers.
	Both	Teaching and learning resources with a measurement tool included.
	Advocacy/Policy	Documents outlining strategies or advocacy approaches to build institutional capacity to improve teacher wellbeing at the national, regional, or global level.
Design	Teacher self-study	For a teacher or educator of any kind to use independently.

	Facilitated externally	For teacher trainers, school leaders, or anyone working with or leading teachers.
	Both	Includes activities both for the teacher and a facilitator (school leader, etc.)
Structure	Stand alone	An individual resource or tool
	Set	A set of multiple resources or tools
Level of wellbeing	Individual	Addresses teacher gender, refugee status, (dis)ability, ethnicity/language, qualifications and experience, etc.
	School	Addresses student-teacher relationships, peer relationships, school leadership, school resources, etc.
	Community	Addresses access to basic needs (at home or in community), respect and recognition between teachers and community members, as well as responsibilities and duties outside of school
	National/Regional/Global	Addresses policy environment (e.g., teacher management, right to work, compensation, teacher professional development, and certification)
Emergency context	General	General “emergency” settings without specification of type
	Conflict	e.g., protracted violence, political conflict, armed conflict, etc.
	COVID-19	Specific mention of COVID-19 either to support teachers' remote teaching/learning or return to school (indicate using phase category below)
	Health hazards	e.g., Ebola, malaria, dengue, hunger and malnutrition, other diseases
	Environmental emergency	e.g., earthquake, typhoon, landslide, hurricane, etc.
	Displacement	Resources that are made for refugee teachers or those teaching in refugee camps
	Other	NOT “general” but specific to another type of emergency
Phase	Remote teaching-learning (COVID-19)	Supports teachers when schools are shut down and remote teaching-learning is in place (may also include reference to hybrid teaching-learning)
	Safe back to school (COVID-19)	Supports teachers' return to school post-COVID-19 or under COVID-19 restrictions
	Acute/Emergency	Initial phase—disruptive events have recently occurred or increased in intensity.
	Protracted/Chronic	Chronic or ongoing crisis—in some situations of protracted crisis, host governments may take steps to include internally displaced and refugee populations in national schools. In other instances, refugees and IDPs continue to access education through non-formal and/or I/ NGO- or CBO-run systems.
	Early recovery	Aim to foster local, sustainable, and resilient processes post-crisis, and to restore the capacity of national institutions and communities to recover from crises and incorporate contingency plans to respond to future crises (IASC, 2008, p. 6).

	Peacebuilding	Strengthens viable political, socio-economic, and cultural institutions to address the root causes of conflict, and to foster reintegration, stabilization, and coherence for sustained peace at the national level, e.g., transitional justice.
	NA	Too generic to categorize
Country of target teachers	Country where tool/resource will be used; write "NA" if not applicable	
Region of target teachers	Not applicable	If there is no specification
	Caribbean	
	Central Africa	
	Central America	
	Central Asia	
	East Africa	
	East Asia	
	Europe	
	Middle East	
	North Africa	
	North America	
	Oceania	
	South America	
	South Asia	
	Southern Africa	
West Africa		
Language	Arabic	None
	English	None
	French	None
	Portuguese	None
	Spanish	None
	Other	None
Modality	Document	Resources/tools that include text only (e.g., PDFs)
	Audio	e.g., podcasts, radio programs, audio-apps, etc.
	Video	e.g., YouTube, webinars, self-help videos
	Multimodal	A single source, e.g., a text and videos or audios embedded in the text
	Online course	A training that includes multiple sessions, either self-paced or synchronous with external participants or facilitators (e.g., MOOC)
	Other	Includes anything else, e.g., Facebook platforms, etc.

APPENDIX D. FREQUENCY OF MATERIALS MAPPED

Audience	Structure/Type of material	Total	English	Arabic	French	Portuguese	Spanish	Other
For teachers	Self-study resources	22	15	2	1	0	7	0
	Self-study document resources	13	9	2	1	0	4	0
	Self-study audio resources	2	1	0	0	0	1	0
	Self-study video resources	5	3	0	0	0	2	0
	Self-study multimedia resources	2	2	0	0	0	0	0
	Self-study document tools	10	10	2	0	0	2	1
	Self-study, both resources & tools	3	2	1	0	0	1	0
	Self-study document with both resource and measurement tools	2	2	1	0	0	1	0
	Self-study online course with both resource and measurement tools	1	1	0	0	0	0	0
For external actors	Facilitated resources	17	16	3	2	2	2	2
	Facilitated document resources	13	12	3	2	2	2	2
	Facilitated multimodal resources	4	4	0	0	0	0	0
	Facilitated document tools	5	0	0	0	0	0	0
	Facilitated documents that are both resources and tools	7	7	4	3	0	2	0
For both teachers and external actors	Resources for both teachers and facilitators	9	4	1	0	0	6	0
	Document resources for both teachers and facilitators	6	4	1	0	0	3	0
	Multimodal resources for both teachers and facilitators	3	0	0	0	0	3	0
	Tools for teachers and facilitators in document form	1	1	1	1	0	1	1
	Both resources and tools for both teachers and facilitators	2	0	0	0	0	0	0
	Document w/ both resources & tool	2	0	0	0	0	0	0
Multimedia w/ both resources & tool	1	0	0	0	0	0	0	

Audience	Structure/Type of material	Total	English	Arabic	French	Portuguese	Spanish	Other
For policy-makers and EiE staff working with teachers	Policy/advocacy documents	53	43	9	12	7	22	6
	Policy/advocacy documents about emergencies in general	2	2	0	0	0	0	0
	Policy/advocacy documents about multiple types of emergencies	13	13	5	6	3	7	3
	Policy/advocacy documents about COVID-19 in particular	25	18	3	5	3	11	2
	Policy/advocacy documents about displacement (i.e., for refugee teachers or teachers working in refugee settlements/camps)	4	4	0	0	0	0	0
	Policy/advocacy documents about armed conflict in particular	1	0	0	0	0	0	0
	Policy/advocacy documents about health emergencies*	1	0	0	0	0	0	0
Policy/advocacy documents about environmental emergencies*	1	0	0	0	0	0	0	
For both teachers and policy-makers or EiE staff working with teachers	Policy/advocacy documents	6	3	1	1	1	4	1
	Policy/advocacy documents about emergencies in general	1	0	0	0	0	1	0
	Policy/advocacy documents about multiple types of emergencies	1	0	0	0	0	0	0
	Policy/advocacy documents addressing COVID-19	4	2	1	1	1	3	1

*Materials coded as “health” emergencies and “environmental” emergencies extend beyond COVID-19

APPENDIX E. RESOURCES AND TOOLS RECOMMENDED BY TEACHERS

Type/Focus of resource	Training, seminars, or organizations supporting teacher wellbeing	Online tools, blogs, or websites	Apps, videos, games, exercises, or books*
<p>Focused on teacher mental health or social-emotional wellbeing</p>	<ul style="list-style-type: none"> • Jobberman soft skills training on Coursera • Yale University's "Introduction to Psychology" on Coursera • Yale University's "The Science of Wellbeing" on Coursera • INEE trainings and materials (Arabic, English) • Teachers for Teachers by Columbia University Teacher College • War Child Holland (Arabic, English) • Norwegian Refugee Council's Better Learning Program training • Various trainings by IRC (including their COVID-19 awareness training) (Arabic and English) • Saint Andrews Refugees Services in Cairo • Psychosocial support course with Jusoor (Arabic) • Plan International (French) • UNICEF (French) • Education in Emergency, Organizational Development and Leadership training by UNICEF, IRC, and Save the Children • Financial knowledge and community development with UNESCO (Arabic) • Teaching Professional Skills Training at the University of Niamey (ENS) (French) • Responsible Management training by Laval University (French) • Disaster Ready Humanitarian Health Training (French) • Training on child rights and child protection from the Africa Futures Academy • Various trainings with SED-LUZ at the University of Zulia in Venezuela (Spanish) • Libraries for Peace in Colombia (Spanish) 	<ul style="list-style-type: none"> • Equitas Community (French) • Instagram profile on Human Development and Behavior (Arabic) 	<ul style="list-style-type: none"> • Meditation and yoga (Arabic, English) • YouTube meditation videos • Sports and exercise (Arabic) • Focus T25 fitness program (French) • Walking in the open nature and swimming • Drawing • The app/game, Word Shatter • Chess (English) and Chess.com (Arabic) • Sudoku • Workshops from Prayer and Life (<i>Oración y Vida</i>) (Spanish) • Religious YouTube channels (Arabic) • The Bible • Book: <i>The 5 Side Effects of Kindness</i> (Spanish) by David Hamilton • Book: <i>The Art of Living</i> (Spanish) • Book: <i>The Invisible Man</i> • Book: <i>The Biography of the Prophet</i> (Arabic) • Book: <i>Literature of Life</i> by Kamal Jumblatt • Novels written by Jonathan Hogeback and Leo Tolstoy

Type/Focus of resource	Training, seminars, or organizations supporting teacher wellbeing	Online tools, blogs, or websites	Apps, videos, games, exercises, or books
Focused on pedagogical support or professional development	<ul style="list-style-type: none"> • EdX free online courses (French and English) • Udemy free online courses and app • Kaya free online courses (French, also available in Spanish and Arabic) • EduCaixa online courses (Portuguese) • Teach Pitch tutorials (Spanish, also available in English) • Edraak free online courses (Arabic) • Qabas Foundation for Education (Arabic) • Fundamentals of Montessori Methods (Arabic) • Child protection training by Save the Children • Kenya Institute of Special Education • Certificate in Elementary Studies York University, Competency Based Curriculum(CBC) training by Avsi and Ministry of Education • PowerPoint training by Mazenod University (French) • Avsi's multigrade teaching training • Search for a Common Ground • Cambridge teacher training seminars • Calligraphy course (Arabic) • Trainings by the British Council • International Academy for Capacity Building (Arabic) • Supporting the Child's Soul, Jana Watan Organization • Protecting the Child from Harm, Exploitation, and Violence, Taka Al-Sham 	<ul style="list-style-type: none"> • EdModo • Kobo Toolbox • Trends in Matters Education Blog • Discovery Education website • Slideshare • Video PowerPoints • Canvas Learning Management System (LMS) • Classera (English, also available in Spanish) • Kahoot Learning Games (Spanish, also available in English, French, Portuguese, Dutch, Italian) • Facebook group with primary-level activities (Arabic) • Articles on LinkedIn or INEE website • Google Meet (Spanish, Portuguese) • Google Classroom (Spanish) • Microsoft Teams (Spanish, Portuguese, English) • WhatsApp (Spanish, Arabic, and English) • Facebook (Arabic, English) • Zoom (French, Spanish, English, Arabic) • Instagram (Arabic) 	<ul style="list-style-type: none"> • Canva (Spanish)

All resources are from English respondents unless otherwise noted. *No teachers who responded in Portuguese recommended apps, videos, games, exercises, or books.

Note: The names of resources, organizations, trainings, and online tools included herein are only a selection of those recommended by teacher questionnaire respondents. They were specifically selected to show a diversity of materials and programs across the core INEE languages. Recommendations that could not be vetted (e.g., because they were illegible or included acronyms without complete names and therefore were unidentifiable) were not included.



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