TEACHER WELLBEING IN EMERGENCY SETTINGS

Framework for Palestine

January 2023

1. The Palestine Framework for Teacher Wellbeing

This framework is an initial effort to document the collective voice, experiences, and aspirations of teachers, school leaders, practitioners, and policy makers for improved teacher wellbeing in Palestine. The framework presented below is the product of a two-day workshop focused on the challenges and barriers that prevent better wellbeing outcomes for teachers in Palestine, as well as the standards and solutions that can make a difference for teachers and learners alike.

2. The Regional Contextualization, Policy, and Practice Workshop

In 2019, the Teacher Wellbeing Landscape Review presented a research-informed framework that allowed the education in emergencies (EiE) community to fully conceptualize the importance of teacher wellbeing in crisis contexts. It also outlined the extent to which teachers' own mental health and wellbeing needs had been overlooked and under-addressed in many of the world's most challenging and protracted settings. Building off this publication, and with generous support from Education Cannot Wait, the Inter-agency Network for Education in Emergencies next produced two publications that allowed our (EiE) community to a) understand the extent to which resources and programs focused on teacher wellbeing were available, b) understand the degree to which they were (or were not) representative of and appropriate for teachers' social, cultural, and economic realities, and c) to provide clear, coherent, and actionable principles and recommendations for improving teacher well-being in emergency settings. These documents are the Teacher Wellbeing Resource Mapping and Gap Analysis and the Guidance Note on Teacher Wellbeing in Emergency Settings (GN).

On August 23rd and 24th, 2022, over 40 representatives from government, United Nations agencies, international non-governmental organizations, civil society organizations, and schools gathered in Ramallah, Palestine, for a first-of-its-kind workshop on teacher wellbeing, co-facilitated by INEE and NRC and generously funded by Education Cannot Wait.

This workshop introduced participants to the above-mentioned publications and provided them with the time, space, and personal connections to explore and define the concept of teacher wellbeing for Palestine:
● They learned about the teacher wellbeing and gap analysis, which identifies areas of priority in terms of developing and implementing culture and context informed approaches to teacher wellbeing policy and practice.
● They worked with colleagues to learn about the principles and domains outlined in the Teacher Wellbeing Guidance Note, identifying, selecting, and adapting priority recommendations that best fit their own realities.
● They produced four context specific action plans, representing each INEE Minimum Standard Domain, and outlining the policies, practices, and stakeholders that need to work together to achieve improvements in teacher wellbeing in your schools and communities.
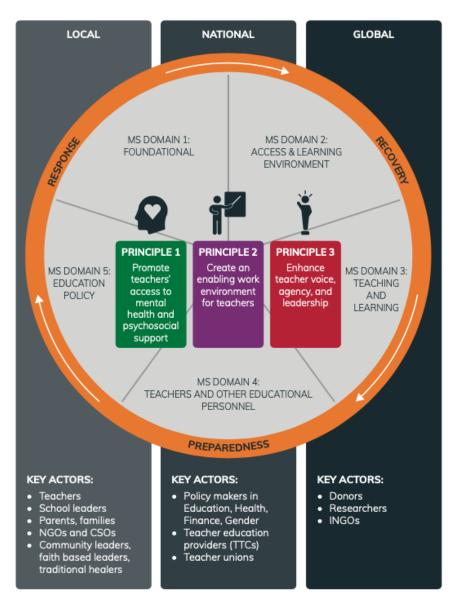
3. How to use this document

This document first outlines the conceptual framework for teacher wellbeing, as imagined by INEE in the Teacher Wellbeing Guidance note. For the purpose of transferring the discussions and recommendations from the teacher wellbeing workshop into actionable policy and programming in Palestine, this framework includes strategies and recommendations identified by the workshop participants as the most urgent and feasible

priorities for Palestine. Due to time constraints during the workshop, the facilitators have updated the recommendations collected through the action planning process to include additional detail, clarity, and specificity.

This document is intended to be used at an Education Cluster level and should structure and inform programming discussions and planning for the provision of support and services that enhance teacher wellbeing in emergency settings.

4. Conceptual Framework: Teacher Wellbeing in Emergency Settings

This framework is designed to inform a common, coherent, and cohesive approach to planning for teacher wellbeing needs in emergency settings at local, national, and global levels. It outlines how different education response strategies in emergency settings can best prioritize teachers' wellbeing needs. As shown, the framework first defines three teacher wellbeing service principles. The framework then outlines the five INEE Minimum Standard (MS) domains, within which are a number of standards that define specific teacher wellbeing priorities. We then categorize these priorities across the three phases of an emergency: preparedness (inclusive of conflict mitigation), response, and recovery. We also show how teacher wellbeing requires a cross-sector, multi-actor approach.

5. Recommended policies and practices for Palestine

Selected strategy	1. Follow the Dakar Framework to ensure that teachers work in an environment that promotes mutual understanding, peace, and tolerance, and helps prevent conflict and violence at school.		
GN Principle(s)	**2.** Create an enabling work environment for teachers		
MS Domain	**2.** Access to learning environments		
GN Standard(s)	**2.** Protection and wellbeing		
Theory of change	**If…**	**Then…**	**Which will lead to…**
	Teachers have access to psychosocial support services	They will develop the skills and resources to better manage their wellbeing needs	Improvements in their private lives and better capacity to provide a quality learning environment for children and adolescents
a. Inputs	I. Adequate funding for and the provision of training for PSS professionals to provide counseling services for teachers in schools II. A competency framework for PSS staff to work with teachers that can be used for the monitoring and evaluation of service quality		
b. Outputs (Short term)	I. A sufficient number of PSS professionals are identified to work within 50% of schools in the education system II. PSS professionals engage in training appropriate to the provision of specialist support for teachers III. A teacher-specific individual wellbeing dimensions tool is designed and implemented IV. Baseline measurement of teacher wellbeing is taken		
c. Outcomes (Medium term)	I. 50% of schools in Palestine have a counselor trained in the provision of quality and confidential PSS for teachers II. Promotion of PSS services in schools raises awareness of and reduces stigma surrounding mental health and wellbeing issues III. Teachers can access quality and confidential PSS services in schools 25% more schools are identified for the allocation of PSS professionals A teacher-specific individual wellbeing dimensions are monitored		
d. Impact (Long term)	I. 75% of schools in Palestine have a counselor trained in the provision of quality and confidential PSS for teachers II. Monitoring and evaluation data shows that teachers receiving PSS counseling support at school experience improved personal wellbeing and improved capacity to implement principles of the Dakar Framework		

Selected strategy	2. Enhance teachers' participation in assessing their own wellbeing needs and priorities.		
GN Principle(s)	**2.** Create an enabling work environment for teachers **3.** Enhance teacher voice, agency and leadership		
MS Domain	**2.** Access to learning environments		
GN Standard(s)	**2.** Protection and wellbeing		
Theory of change	**If…**	**Then…**	**Which will lead to…**
	Policies are developed with participation from teachers	Policies are more representative of teachers' identified needs	Teachers experiencing a higher level of engagement and agency within their profession
a. Inputs	I. The political will to include teachers in policy making processes II. Skills building for teachers to enable effective participation in the policy making process III. A forum or platform to allow teachers and policy makers to work together in policy formulation		
b. Outputs (Short term)	I. Meetings between NGOs, school and community leaders, and Ministry of Education officials establishes the need for a shared policy making process II. A timeline for the inclusion of teachers in policy making is decided on III. Teachers participate in trainings on the policy making process IV. Policy makers are supported to work effectively with teachers		
c. Outcomes (Medium term)	I. Forums / platforms / engagements take place where teachers co-create policy on teacher protection and wellbeing in partnership with Ministry policy makers. II. Teachers are nominated to a Ministry of Education-based steering committee to guide policymaker-teacher engagement in policy making on protection and wellbeing III. Teachers and policymakers disseminate teacher protection and wellbeing policy making progress through professional teacher associations and unions, normalizing and mainstreaming teacher representation at the policy level.		
d. Impact (Long term)	I. A teacher code of conduct includes dimensions of teacher wellbeing II. Teacher performance appraisal processes includes strategies to manage and improve individual and collective wellbeing III. A teacher protection and wellbeing unit is established within the Ministry of Education		

Selected strategy	**3.** Prioritize the safety and protection of teachers in all school and community environments.		
GN Principle(s)	**2:** Create an enabling work environment for teachers		
MS Domain	**2:** Access to learning environments		
GN Standard(s)	**2:** Protection and wellbeing		
Theory of change	**If…**	**Then…**	**Which will lead to…**
	Teachers' safety and protection needs are prioritized	They are able work with fewer risk factors and reduced mental distress in their daily lives	Improved job satisfaction and the ability to devote time and energy to quality teaching
a. Inputs	I. Ministry and school-level familiarity with the UNDRR Comprehensive School Safety Framework II. Documented 'school ecology' risk factors III. Vulnerability mapping data availability IV. Stakeholder mapping and analysis		
b. Outputs (Short term)	I. A ministry-level task team is formed to collect and analyze available baseline data on teacher safety and protection II. A community-level working group is established to identify and discuss teachers' 'school ecology' risk factors III. A school level committee is formed to collect, document, and communicate the baseline daily experiences of teachers, safety and protection risks, and the changes teachers think will enhance their safety.		
c. Outcomes (Medium term)	I. The ministry-level task team devises a strategy and funds community- and school-level actions to reduce safety and protection risk factors by 50% II. Through ministry and donor funds, in partnership with the school-level committee the community-level working group takes action to reduce identified risk-factors by 50% III. The school-level committee monitors and reports on the changes experienced as a result of community-level actions		
d. Impact (Long term)	I. The ministry-level task team responds to monitoring data through the scaling of successful community-level initiatives to achieve a 75% reduction of risk factors. Where teachers report an unchanged or decreased sense of safety and protection actions are taken for reform. II. Community-level working groups look to reduce risk factors by a further 25% to 75%. III. At the school-level, Teachers report an increased sense of safety and protection, improved job satisfaction, and the ability to better devote time and energy to quality teaching.		

Selected strategy	**4.** Provide teachers with high-quality, school-based, and continuous professional development.		
GN Principle(s)	**2:** Create an enabling work environment for teachers		
MS Domain	**3:** Teaching and learning		
GN Standard(s)	**2:** Training, professional development, and support		
Theory of change	**If…**	**Then…**	**Which will lead to…**
	Teachers received high quality and continuous professional development	Improved pedagogical knowledge and PSS skills will lead to a better sense of self-efficacy in the classroom	Teachers having a stronger professional support community and improved experience at school, which has a positive effect on job satisfaction and motivation
a. Inputs	I. Teachers' input on the types of and approaches to professional development that work best for them II. Collect and analyze data on areas of professional development priority in terms of PSS-SEL, behavior and relationship management, learner-centered pedagogies, self-management, and teacher-leadership. III. Design a corresponding professional development program with elements of inquiry, collaboration, modeling of promising practices, peer coaching, and mentoring built in.		
b. Outputs (Short term)	I. A pilot teacher professional development program begins with an initial tranche of teachers with recognized skills and capacity to support others II. Teachers engage with in-school and community of learning-based professional development		
c. Outcomes (Medium term)	I. Teachers recognize how their own voice and insights have influenced the design and delivery of the program, improving motivation and engagement II. Teachers have the opportunity to transfer new learning to practice, while being observed and coached by a peer mentor III. Teachers are able to track their progress through regular monitoring and feedback on their practice		
d. Impact (Long term)	I. Changes are recorded in teacher practice and learner academic achievement and social wellbeing II. Through peer-coaching and mentoring, teachers experience an improved sense of pedagogical expertise and leadership. III. Parents and community members notice improved practice and reinforce teachers' sense of self-efficacy through the support offered. IV. Teachers are more impactful in their work, increasing job satisfaction		

Selected strategy	5. Provide the skills and knowledge teachers need to manage the unique challenges of the Palestinian workplace.		
GN Principle(s)	**2:** Create an enabling work environment for teachers		
MS Domain	**3:** Teaching and learning		
GN Standard(s)	**2:** Training, professional development, and support		
Theory of change	**If…**	**Then…**	**Which will lead to…**
	Approaches to teaching are responsive to and representative of the daily realities of learning in Palestine, especially the uncertainty and trauma of occupation	Teachers will fulfill a role in which they curate content and learning experiences that heighten a Palestinian sense of self, skills to navigate daily traumas, and celebrate culturally- and contextually informed concepts of belonging and achievement	A shared sense of purpose within Palestinian schools, better resilience and wellbeing among learners and teachers, and improved academic and social achievement, realized as a sense of belonging and hope.
a. Inputs	I. Documented baseline understandings of wellbeing, resilience, and resistance. II. Documented Palestine specific concepts of wellbeing, resilience, and resistance, with analysis of pedagogical approaches and learning environments that best align with and support these concepts III. Analysis of cross-curricular incorporation of Palestine concepts of wellbeing, resilience and resistance, with associated teaching and learning strategies		
b. Outputs (Short term)	I. Palestinian concepts of wellbeing, resilience, and resistance are incorporated into continuous professional development initiatives II. Teachers are supported to learn about and apply participatory action research as a method to explore and understand Palestine concepts of wellbeing, resilience, and resistance.		
c. Outcomes (Medium term)	IV. 50% of teachers incorporate activities relating to Palestinian concepts of wellbeing, resilience, and resistance into their daily teaching across the curriculum V. 50% of teachers and students can articulate how improved wellbeing, resilience, and resistance contributes to belonging and hope within the Palestinian context		
d. Impact (Long term)	I. 75% of teachers incorporate activities relating to Palestinian concepts of wellbeing, resilience, and resistance into their daily teaching across the curriculum II. A shared sense of purpose within Palestinian schools, better resilience and wellbeing among learners and teachers, and improved academic and social achievement, realized as a sense of belonging and hope.		

Selected strategy	**6.** Review the conditions of work outlined in the INEE Minimum Standards framework to ensure that Palestinian teacher contracts represent best practice recommendations in terms of tasks and responsibilities, attendance requirements, hours and days of work, and pay and benefits.		
GN Principle(s)	**2:** Create an enabling work environment for teachers		
MS Domain	**4.** Teachers and education personnel		
GN Standard(s)	**2.** Conditions of work		
Theory of change	**If…**	**Then…**	**Which will lead to…**
a. Inputs	Teachers contracts represent work conditions in line with the domains and standards outlined in the INEE Minimum Standards	The tasks, responsibilities, attendance requirements, hours of work, pay, and benefits allow teachers sufficient time and freedom to engage in professional development and plan quality teaching and learning	A reduction in stress due to unsustainable work hours, insufficient compensation, and anxiety about current and future security, while experiencing improved job satisfaction due to better approaches to teaching and learning
	I. Establish a sector-wide committee to review current teacher employment contracts within a fixed timeframe **II.** Engage unions, teachers, school leaders, parents, and community representatives to be part of the committee **III.** Training and development support for school leaders, teachers, and parent representatives to engage in productive and diplomatic policy advocacy		
b. Outputs (Short term)	**I.** A published report highlighting areas of alignment and disconnect in terms of current contract conditions and best practice recommendations as outlined in the INEE Minimum Standards. **II.** Social dialogue among school leaders, teachers, parent and community representatives, and policymakers about improved contract conditions		
c. Outcomes (Medium term)	**I.** A step-plan and time bound approach to improving teacher contracts in line with report findings, social dialogue outcomes, and government and donor capacity to accommodate recommended changes **II.** All key stakeholders agree on workable improvements that address the key factors contributing to teachers' stress, demotivation, and burnout.		
d. Impact (Long term)	**I.** A reduction in stress due to unsustainable work hours, insufficient compensation, and anxiety about current and future security leads to better motivation and job satisfaction, better retention of the current workforce, and the ability to attract and recruit better graduates to the profession.		

Selected strategy	**7.** Ensure that policies and laws for the teaching profession make available free and comprehensive psychosocial support services for teachers at schools and in communities.		
GN Principle(s)	**1:** Promote teachers access to mental health and psycho-social support **3:** Enhance teacher voice, agency, and leadership		
MS Domain	**5:** Education Policy		
GN Standard (s)	**2:** Planning and implementation		
Theory of change	**If…**	**Then…**	**Which will lead to…**
	Evidence informs policy makers of the importance of teacher wellbeing for the quality of teacher practice and student learning achievement.	Provisions will be made within policy reforms to incorporate mental health and psychosocial support for teachers into community- and school-level services.	Teachers being able to access comprehensive, free, culturally appropriate, and confidential counseling and specialized care as and when needed.
a. Inputs	**I.** The establishment of a teacher psychosocial support and mental health unit within the Ministry of Education and/or UNRWA **II.** Research evidence on culturally appropriate psychosocial and mental health care in the Palestinian (or Arab / Islamic) and other conflict-affected contexts **III.** The inclusion of teachers and school counselors on committees and/or working groups to define current issues and devise a holistic and sector-wide approach to mental health and psychosocial care		
b. Outputs (Short term)	**I.** The government-level teacher psychosocial support and mental health unit, working in partnership with teachers and community leaders, communicates to key stakeholders its objectives and associated processes for policy formulation. **II.** Communication from government- and community-level stakeholders work towards de-stigmatizing psychosocial and mental health needs among teachers. **III.** Teachers and other community-level stakeholders receive training support to contribute productively and professionally to consultation and policy-making processes.		
c. Outcomes (Medium term)	**I.** Initial needs analysis processes identify priority mental health and psychosocial needs as well as the professional services and skills needed to address them. **II.** A training and development program is established and implemented specific to teacher psychosocial support and mental health care needs **III.** Teacher-specific counselors, psychologists, and other mental health lay-professionals / paraprofessionals are appointed and/or deployed to schools and community health centers.		
d. Impact (Long term)	**I.** Teachers are able to access comprehensive, free, culturally appropriate, and confidential counseling and specialized care as and when needed.		