

Teacher Wellbeing in Emergencies

INEE Support and Resources

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

Talking Points

- Why does teacher wellbeing matter?
- INEE resources
 - TiCC training Pack - Wellbeing Component
 - Teacher wellbeing toolkit - recent findings
 - A look inside the Guidance Note - strategies to support wellbeing





“

Just like the children I teach, I have experienced the loss of my home and know what it is like to flee war I did not have any part in. Perhaps, that is the reason why I wanted to come work here and make a difference for these children.”

-Francis Ocaya, a refugee teacher working in Uganda

”

“

It is not easy for me to do things with them because they have different behaviors. So we are just managing it. But if we get another training, at least it will help us know how to stay with them. -Grace, an IDP teacher working in Nigeria

”



Why focus on teacher wellbeing?



Traditionally, “Teacher wellbeing is often conceptualized as a means to achieve student wellbeing, rather than as a valued outcome in and of itself.” (Falk et al 2019)

A shift towards teacher wellbeing as a goal informed by INEE and partners work and formalized in the Transforming Education Summit in 2023:

“Educational transformation will only happen if teachers are professionalized, trained, motivated, and supported to drive the process”

How does INEE support Teacher Wellbeing?



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Embedding Teacher Wellbeing in Training

The Teachers In Crisis Contexts

[Training Pack for Primary School Teachers in Crisis Contexts](#) (2016)

ALSO

[Case Studies](#) (2019, 2022)

[Teacher stories](#)



Teacher Wellbeing Toolkit Project



GUIDANCE NOTE
Teacher Wellbeing in Emergency Settings



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

Source: *Global Education Monitoring Report*
Education Equity Research Initiative
World Bank, Early Years, Learning, and Skills Team
Washington, DC
August 2019

- Teacher Wellbeing Guidance Note (2022)
- Teacher Wellbeing Resources Mapping & Gap Analysis (2021)
- **Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings (2019)**

Available as part of the [INEE Collection dedicated to Teacher Wellbeing](#)



Guidance Note: 3 Principles for Teacher Wellbeing



PRINCIPLE 1

Promote teachers' access to MHPSS



PRINCIPLE 2

Create enabling work environments for teachers



PRINCIPLE 3

Enhance teacher voice, agency and leadership

Teacher wellbeing - context matters

‘Teacher well-being’ is context-specific and encompasses teachers’ affections, attitudes, and evaluations of their work (Schleicher, 2018; Collie et al., 2015).

“To get the meaning of wellbeing, we asked the teachers to write the words they would use in their mother tongue to talk about “being well” and “being capable and confident”. Majority of teachers gave the meaning of being well in their mother tongue as being safe physically, emotionally, socially, and mentally stable.”

[INEE Teacher Wellbeing Guidance Note - Contextualization for Kakuma Refugee Camp, Kenya](#)



A Workshop to support contextualization

Teacher Wellbeing in Emergency Settings: Regional contextualization

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