FINAL REPORT

NINEWA PLAINS TEACHER ASSESSMENT
15 July 2020

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EXECUTIVE SUMMARY

Teacher wellbeing is known to influence teaching and thus student wellbeing and learning. Investing in understanding and shoring up the wellbeing of teachers has become an area of growing interest among donors and implementors since the mid 2000s. Research in the area around Mosul, Iraq provides an opportunity to assess teacher wellbeing in the context of post-conflict stabilisation. It is a particularly interesting time and area in which to undertake some research, as the ISIS organisation that took over Mosul between 2014 and 2017 had a particular dislike for non-religious education of the like supported by the past and current Iraqi government. Their period of influence was thus particularly impactful on education stakeholders, who lost their livelihoods and were socioculturally marginalised under ISIS leadership. By better understanding the ideation of wellbeing amongst education sector stakeholders in this area, assessing their wellbeing within these and other standard parameters, and doing so at a time of regrowth, the research can inform timely programming and perhaps policies to better support teacher wellbeing and thus positively impact student wellbeing and learning.

The assessment that forms the foundation for this report focused on the following key areas of inquiry amongst 325 data sources in the Ninewa Plains area of Mosul, Iraq (namely the districts of Mosul, Handaniya, and Tilkeif):

1. How did education stakeholders define wellbeing?;
2. Using the definitions outlined by the Teacher Subjective Wellbeing Questionnaire (TSWQ), how connected did teachers and lecturers feel to their schools and how was their sense of self efficacy as teachers?;
3. How relevant did they feel the TSWQ was to their context and to their experiences?;
4. What were the negative and positive influences on teaching staff (their wellbeing and their teaching) that were both internal to and external to the education sector;
5. How did they perceive teacher wellbeing to influence student learning?

The assessment used a mixed methods approach, and was COVID-19 sensitive in the methods used to source data-all data was collected remotely. Proportional sampling was used, and the population from which data was collected was within the catchment area of the People In Need (PIN) programming area. Besides the methodological limitations resulting from the COVID-19 pandemic, a few other resource restrictions limited the breadth and scope of the assessment. For example, PIN's relatively small population of potential data sources means that the data is only representative of its programming cohort. Data collection happened during Ramadan, meaning that data collectors and respondents might have been particularly fatigued. Importantly, because of where the education in emergencies sector is in its development of teacher wellbeing assessment tools, tools that were not necessarily context considerate were used to assessment wellbeing. To qualify the relevance of responses, respondents were asked to rate the value of the tools.

Despite not having a context-relevant tool, respondents largely felt that the components of wellbeing defined for use in western contexts was largely relevant to them. For example, physical, social, emotional, and cognitive wellbeing were all deemed to be important components of overall wellbeing. Senses of happiness, hopefulness, a supportive environment, living according to ones values, and a sense of security all contributed to a sense of wellbeing. The TSWQ, which assessed respondents' senses of connectedness to the schools in which they worked and their senses of self-efficacy as teachers, was deemed to be acceptable in terms of context appropriateness, but it could be improved. Understandably, the areas that contributed to challenges facing respondents were the areas that-if strengthened-respondents felt could help improve wellbeing. These

main areas were security, the social status of teachers/lecturers as perceived by community members and as reinforced by government policy makers, a sense of cooperation amongst school personnel and between school personnel and community members, and broader sense of coexistence in the community.

Helpfully, respondents appeared to clearly understand the connection between teacher wellbeing and student learning. As such, little attitudinal change is likely required with respect to ensuring foundational conceptual support for investments in teacher wellbeing.

Further research would be beneficial to the education in emergencies community supporting the education sector around Mosul, Iraq, and it would be beneficial to the global education in emergencies interested in enhancing teacher wellbeing support. Correlative analysis efforts based on controlled trial programming building on the following investment areas would be particularly beneficial:

1. Advocacy and technical assistance to the Ministry of Education in support of:
    1. the professionalisation and labour protection of lecturers;
    2. protection of teachers and lecturers from double shifting and /or the addition of lessons beyond their contracted maximums;
2. Social and behaviour change in support of improved valuation for the role of lecturers and teachers as members of society;
3. Intervention to mitigate the negative impacts of insecurity on the wellbeing of teachers and lecturers;
4. Improved practical partnership and cooperation between school personnel and the community.

ACRONYMS

COVID-19	Coronavirus Disease (2019)
DEO	District Education Officers
DOE	Department of Education
EiE	Education in Emergencies
GOI	Government of Iraq
i-APS	International Advisory, Products, and Services
INEE	Inter-agency Network for Education in Emergencies
IRB	Internal Review Board
ISIS	Islamic State of Iraq and Syria
KRI	Kurdistan Region of Iraq
NGO	Non-governmental Organisations
PIN	People in Need
PTA	Parent-Teacher Association
REO	Regional Education Officers
SMS	Short Message Service
TiCC	Teachers in Crisis Contexts
TSWQ	Teacher Subjective Wellbeing Questionnaire
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
WEO	Ward Education Officers
WHO	World Health Organisation

BACKGROUND

Teacher wellbeing-and its effect on student wellbeing and learning-has been a topic of interest in the education in emergencies community since the seminal research undertaken by Jackie Kirk and Rebecca Winthrop helped to surface its importance (Kirk & Winthrop, 2007, 2013; Winthrop & Kirk, 2005). Based on this work, organisations like the International Rescue Committee (of which Kirk and Winthrop were then a part) began advocating for and elevating investment in teacher wellbeing. At present day, the Teachers in Crisis Contexts Collaborative (TiCC), which grew out of efforts by UNHCR to address the needs of refugee teachers, has produced the Training Pack for Primary School Teachers in Crisis Contexts including a stand-alone training pack (2016) and a Peer Coaching Pack (2018). Other major contributions to supporting teacher development and wellbeing in crisis contexts include Burns and Lawrie's (2015) Where It's Needed Most: Quality Professional Development for Teachers in crisis contexts: Promising practices in teacher well-being, teacher management, and teacher professional development, developed by the Inter-agency Network for Education in Emergencies (INEE), Oxfam, the United Nations Education Social and Cultural Organisation (UNESCO), the International Task Force on Teachers for Education 2030, and Education International in 2019.

Given the evidence around teacher wellbeing issues[1] in crisis contexts, it is not surprising that anecdotal evidence suggests that teachers in and around Mosul are under stress as a result of resource constraints within the education system as well as external factors relating to the recent conflict in the area. People in Need (PIN) expressed interest in learning more about the nature of wellbeing related assets and challenges amongst teachers in their area of operation near Mosul, Iraq, called Ninewa Plains. Interest in this topic was further confirmed with sector stakeholders, particularly in light of a shift in programming foci toward formal education and capacity building therein as a result of the re-establishment of formal schooling in the post-Islamic State of Iraq and Syria (ISIS) era.

PURPOSE OF THE ASSESSMENT

Years of protracted crisis and heavy fighting in the area around Mosul, mainly between 2014 and 2017, displaced many Iraqis and changed the socioeconomic and sociocultural face of the area (Davies, 2019). Education was a natural victim to this crisis, especially in light of the negative beliefs about it within the ISIS organisation. The broader destruction of public services has resulted in a slow recovery from the acute phase to the recovery phase. Shortages in the education sector that existed before the crisis have been exacerbated by it, resulting in an imbalance between the supply side and demand sides of the education service equation. Shortages range from teaching staff and quality to teaching and learning material availability.

PIN was interested in contributing to both the Mosul-specific evidence base about teacher wellbeing as well as the global literature on the topic. PIN's consultations with representatives of Iraq's national education cluster and various non-governmental organisations (NGOs) active in the education sector reaffirmed the value of such an effort. This small-scale effort could help contribute to the argument-particularly for local government and donors-to better research and invest in teacher wellbeing-related topics.

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[1] Such as feeling poorly supported in their community and/or school, feeling unable to handle the emotional burden of supporting children affected by crisis, and feeling their own senses of physical, emotional, or socioeconomic insecurity as a result of the crisis.

AREAS OF INQUIRY

The assessment was framed by the following topics and subtopics:

The close-ended, quantitative elements of the questionnaire focused on the following areas of inquiry:

1. How did data sources define well-being?
    a. Data sources were asked to rank and modify the working definition, inclusive of the following concepts:
        i. physical, emotional, social, and cognitive health;
        ii. participating in a meaningful social role;
        iii. feeling happy and hopeful;
        iv. living according to good values, as locally defined;
        v. having positive social relations and a supportive environment;
        vi. coping with challenges through the use of positive life skills; and
        vii. having security, protection and access to quality services.
    b. Data sources were asked which elements of their working definition they considered most influential.

2. The Teacher[2] Subjective Wellbeing Questionnaire (TSWQ) was used to identify
    a. how connected teachers felt to their schools; and
    b. their own teaching efficacy.

3. Teachers were then asked how relevant they felt the TSWQ questions were
    a. to their circumstances.
    b. to an assessment of their wellbeing.

Qualitative, opened ended elements of the questionnaire focused on the following questions. Qualitative responses-while more difficult to analyse-were required due to: a) concerns about the length of the assessment and; b) because it was perceived that richer and more accurate data on topics such as challenges and assets could be sourced through open-ended questions.

4. Data sources were asked to identify negative and positive influences on teaching staff through two lenses:
    a. Influences internal to the education sector; and
    b. Influences external to the education sector.

5. They were then asked how teacher wellbeing influenced student learning.

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[2] Teachers and lecturers have similar but unique identities and responsibilities. Data was disaggregated by respondent type. Details on the differences between these two roles can be found in Annex K.

METHODOLOGY

Data Collection

The assessment took a mixed methods approach, inclusive of both qualitative and quantitative data collection methods. Data was analysed concurrently to enable data quality assurance in real time, and to inform any necessary modifications in methodology or areas of inquiry.

COVID-19 considerations

The assessment was designed and took place during the stage(s) of the COVID-19 pandemic in which social (i.e. physical) distancing was required in the areas of data collection. Due to social distancing recommendations laid out by the WHO, remote modalities for data collection were required in lieu of face to face modalities (such as in-person interviews, focus group discussions and classroom observations). In an order to limit bias in who data collectors were able to reach, phone interviews were conducted. This approach reduced any accessibility issues related to data source literacy (no reading would be required by data sources) or economic factors that might limit their access to the internet (where web-based surveys might be accessed). These remote methods had inherent limitations and an impact on the quality of the assessment, as discussed in the Limitations section.

The data was collected at the outset of school closures. Given the nascency of the possible impact of COVID-19 on the education sector, the limited availability of time to collect data, and the overarching challenges facing data collectors and respondents alike as a result of Ramadan, data sources were asked only to reflect on their experiences before COVID-19. The assessment team felt asking data sources to reflect on their experiences before schools shut would provide more evidence and valuable data than asking them to project their emotions into a very new and uncertain future.

Geographic targeting

The assessment focused on Mosul, Hamdaniya, and Tilkeif districts,[3] areas in which Malteser International-funded PIN education projects are implemented.

Assessment planning

Conflict sensitivity informed the design of the assessment. The team members' and PIN staff's familiarity with the areas in which data was to be collected informed modifications to the means of identifying and engaging with potential data sources. Ensuring that confidentiality and data security was assured was a critical component of data source engagement.

With PIN's support, the team undertook stakeholder mapping and analysis to ensure that data collected would be as representative as possible across the area of operation, stakeholder groups, and other demographics (for example, sex, age, socioeconomic status, ethnoreligious identity, title, cohort affiliation). Proportional sampling figures were identified first based on demographic and school system data by region and then by using a sample size calculator. These figures were further modified by the parameters formed by

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[3] The ethnoreligious identities of data sources were not critical to capture through data collection as the limited area in which the data was collected provided a roughly homogenous group of Arab Christians.

the resources available under the project. These resources were mainly: a) days available to collect data; b) hours available within those days to collect data as influenced by the observance of Ramadan; c) the number of data collectors available; d) the length of the questionnaire (purposefully designed to require only 15-20 minutes of time).

The team developed outreach and engagement protocol, including consent and assent forms and systems for tracking outreach. It relied on the PIN team to facilitate access to phone numbers of data sources, using their contacts at the local education offices.

The areas of inquiry agreed upon with PIN were refined into specific sub questions and assigned to informant types to ensure proper triangulation. The data collection instruments were pilot tested and modified prior to use, as part of data collector training. Training topics included:

1. The purpose of the assessment

2. The definition of key concepts

3. Data collection protocol

4. Information confidentiality

5. Tips for securing data from women and other traditionally marginalized groups

Secondary data review

The assessment team reviewed existing programme reports and datasets from the information collected from headmasters for cohorts 1 and 2. It also re-familiarized itself with the literature on the topic of teacher wellbeing.

Knowledge from the team members also helped to inform the understanding of the policy environment with respect to teacher recruitment, placement, training, and support.

Teacher recruitment: This responsibility rests solely with the Directorate of Education and is disconnected from the influence of the Department of Education or schools. Recruitment happens in two cases:

1. When a teacher retires or passes away;
2. Through the establishment of new positions.

Under scenario one, little change is seen beyond standard attrition rates. The replacement rate is 1:1, meaning there is no growth of the sector possible beyond replacing the position that has been left vacant. Under the second scenario, the Ministry of Education can request new vacancies based on a rationale such as the opening of new schools, the addition of new classes, the introduction of a new subject, and/or as a result of new legislation. Such opportunities are limited, as they require additional tax revenue or other forms of federal funding. In the post-ISIS era, as well as in light of declining oil prices, no such funding has been available. Schools then have the responsibility of assigning workloads to teachers and lecturers.

The situation as described suggests that there is a likely disconnect between need and resourcing. For example, it's possible that ground level realities are not easily shared with or requested of the Directorate. A more devolved process could be more responsive to local needs.

Training and professional development: This responsibility-which covers all teaching and non-teaching personnel-falls to a directorate within the Ministry of Education. The approach to identifying and addressing needs appears to be more dynamic. Each training department within each Directorate of Education is required to develop a training plan that identifies their needs before the end of each calendar year. The general directorate at the Ministry level then reviews the requirements, makes suggested adjustments, and ensures conformity with the budget allocation for training.

Beyond this Ministry-coordinated trainings, education personnel have access to other trainings paid for by external bodies such as NGOs, multilateral donors, other government bodies or special requests of the Ministry outside the standard protocol. In these circumstances, the role of the training directorate at the Ministry is to approve and provide logistical support.

The teaching experience: There are a few considerations about the work environment that can negatively impact on teacher wellbeing.

First, Teachers are supposed to teach classes according to their subject specialisation and in accordance with a specific protocol of workload sharing. However, sometimes there is only one teacher covering a certain subject. In that case, the teacher might actually be teaching more lessons than the official allocation to them. Before policy modification, teachers would be paid more money for teaching more classes than their allocation; this is no longer the case.

Secondly, Head Teachers are supposed to attend at least two lessons of each teacher that s/he oversees each semester and to provide feedback on their observed performance. While the theory behind this requirement is sound-that such an effort can help improve the quality of teaching and to evaluate the performance of the teacher-in reality it is sometimes used for unethical or unprofessional purposes.

Third, there are two types of supervisors: a) administrative supervisors; and b) subject specialists. The former are supposed to evaluate the school in general, and thus focus on the efforts of the Head Teachers. The latter is primarily focused on teacher performance. Again, while the theory behind these roles are good, sometimes the post holders use this power to negatively influence the career paths of teachers and lecturers--especially those with less formal training.

Fourth, overcrowded classrooms impact the teacher's performance, especially when faced with classroom management issues.

Fifth, the lack of teaching and learning materials, including insufficient and delayed delivery of textbooks, also creates a difficult working environment for teachers.

Primary data collection

During secondary data analysis, preparation for primary data collection began. The design of the survey tool and reporting queries occurred, using the secondary data review findings to inform the areas of focus and the type of questions to ask. Questions included both closed and open-ended questions to facilitate efficient data collection (closed, quantitative questions) as well as to ensure that data sources could share valuable,

nuanced anecdotal information (open-ended, qualitative questions). Metadata included data source location, sex, type (teacher, lecturer, etc.), highest degree obtained, displacement status, affiliation with which school or government office, and type of school (cohort level).

Data was collected electronically using the Kobo Toolbox platform, into which data collectors entered data as they collected it via phone.

Data collection: data source profiles

The following section provides an overview of what and who comprised the source of data against the targets set as described above. The complete data set visualization related to this area of inquiry can be found in Annex B.
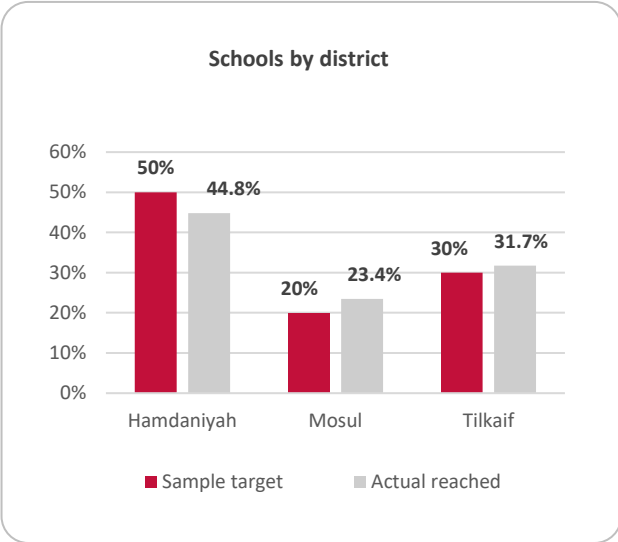
Figure 1: Schools targeted and reached, by district
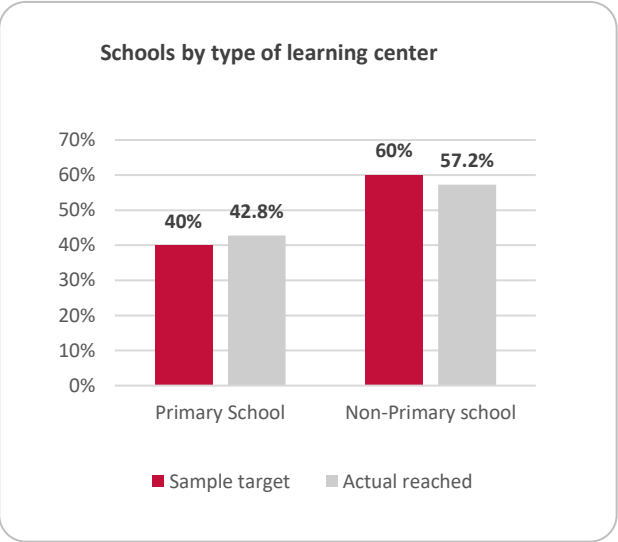
Figure 2: Schools targeted and reached, by type of learning center

Schools targeted and reached, by district: there were slight, but insignificant, variations in the actual versus targeted reach, meaning that a roughly representative number of schools were reached in alignment with the PIN population.

Schools targeted and reached, by type of learning centre: similarly, there were only slight variations between the actual and targeted reach with respect to type of learning centre (namely, primary versus upper and lower secondary schools).

Profile of interviewees

Category	Percentage
Quality Committee representative	0%
PTA member	9%
People in Need staff member	0%
Community leader or member	5%
Head Teacher	3%
Caregiver	10%
Directorate of Education	3%
Lecturer	9%
Department of Education	2%
Other	1%
Student	39%
Teacher	19%
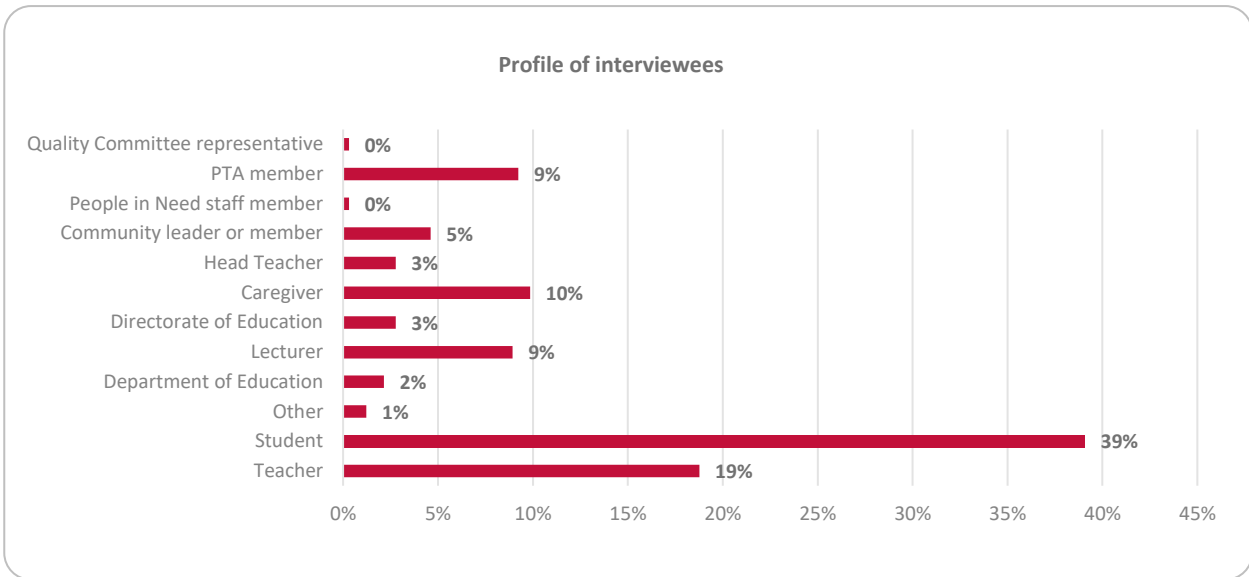
Figure 1: Profile of interviewees

Profile of interviewees: The majority of respondents were students, since they represent the largest cohort proportionally. Appropriately, the next largest cohort was comprised of teachers and lecturers.

With the exception of female lecturers, there was not a significant difference in the numbers reached amongst teachers and lecturers compared to those targeted for inclusion as data sources.
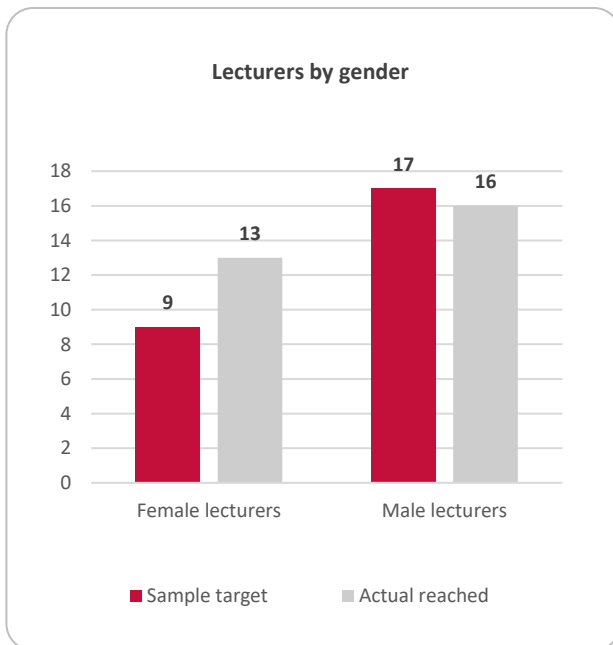
Figure 4: Lecturers reached, by gender
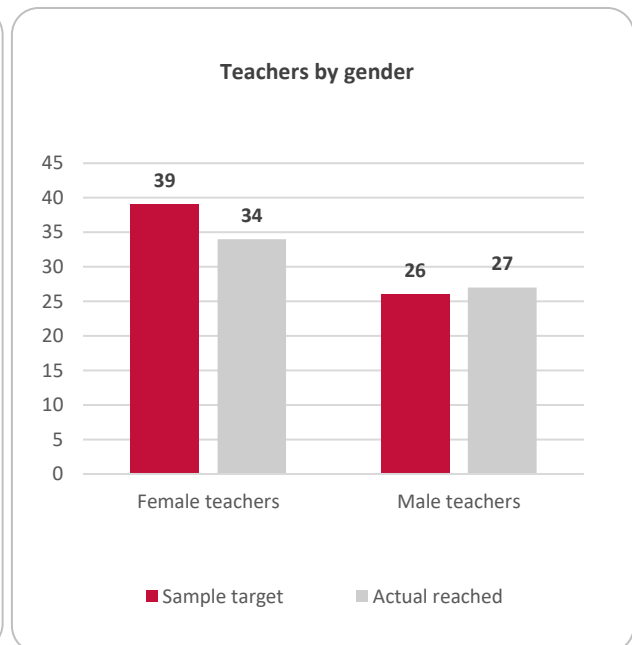
Figure 5: Teachers reached, by gender

Displacement status of data sources: The majority (81%) were returnees.

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Data analysis

Displacement status of the Interviewees

2.77%

16.62%

80.62%

- ■ Remainee
- ■ Returnee
- ■ IDP
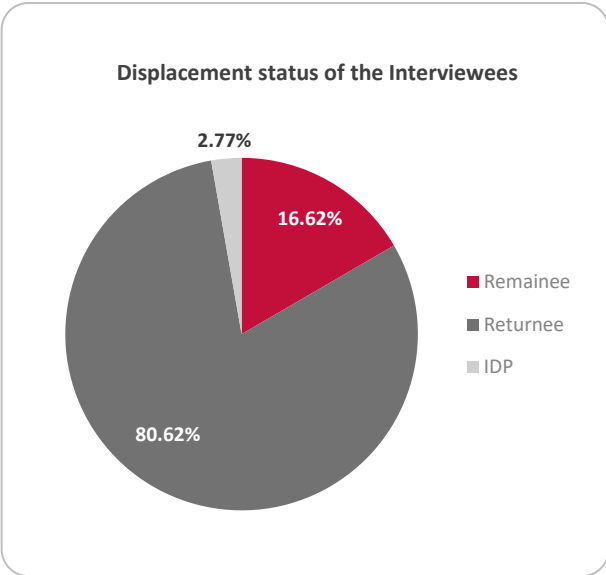
Figure 6: Displacement status of data sources

Data quality assurance

i-APS used concurrent triangulation to both ensure balance in the type and source of data, and it analysed the information while data collection was ongoing in real time (on a daily basis). This approach allowed the team to verify the appropriateness of questions, triangulate information, and validate findings while the data collectors were still collecting data. Once data was received from the collectors, it was immediately cleaned. Data collection management reporting queries and technical queries were then run, allowing the Team Lead and other team members to accurately analyse findings, and flag any issues which needed further examination. Daily feedback meetings with enumerators were conducted by the Technical Expert, who oversaw the data collector team. She also ensured that information that was being presented by specific data sources was relevant and valid.

A quality checklist (Annex G) was developed to guarantee compliance with the following key principles:

1. Completeness (the proportion of stored data against the potential of "100% complete");

2. Uniqueness (Nothing was recorded more than once-i.e. there were no duplicate records);

3. Timeliness (The degree to which data represented reality from the required point in time);

4. Consistency (The absence of difference, when comparing two or more representations against the same definition-in other words, different answers should reflect the same information and should be coherent with each other.);

5. Relevance.

The following steps were taken to build quality assurance into the design of the data collection process and ensure data quality through comprehensive cleaning and validation practices. I-APS:

1. Developed the data collection tools collaboratively amongst multiple team member to maximize the expert input;

2. Pre-tested all tools before the inception of fieldwork, to avoid common pitfalls and to ensure the relevance and appropriateness of all questions;

3. Checked in real time the characteristics of the sample reached and adjusted the targeting of respondents to ensure the representativeness and balance of the data collected against pre-established targets.

4. Checked on a daily basis the data obtained from the field to ensure its accuracy and sent feedback to data collectors. Certain rules were applied to maintain the integrity and accuracy of data:
    a. For quantitative data, random quality control checks were conducted using Jupyter Notebook software on a daily basis. A random sample of 50% of the dataset was selected and checked for quality to verify:
        i. The absence of missing values;
        ii. The absence of double records;
        iii. The consistent use of skip logic (e.g. that only teaching staff responded to the questions limited to teachers/lecturers);
        iv. The logical validity of a number of answers (e.g. that respondents who identified as "under 18 years" belonged to the "student" profile).
    b. With regard to qualitative data, the i-APS team:
        i. translated
            1. all data internally within 24 hours of collection to ensure data protection; and
            2. and analysed by different members of the i-APS team, facilitating the cross-review of the quality of translation.
        ii. As with quantitative data, the qualitative data was reviewed through Jupyter Notebook before and after translation to identify any missing values or loss of data.

Quantitative data analysis process

The Team Lead and team members identified queries to be run using an aggregation method applied to both individual questions as well as to a cross analysis of some questions and respondent types against the other. For example, the team might be interested in reviewing how all teachers responded to the question about their own teaching efficacy. They might also want to compare how teachers and lecturer responses differ to this question, or how where a respondent is based or the average class size might relate to how they answered these questions. The queries that the team ran are detailed in Annex B and a few examples are summarized below.

- The answers to the following question were compared amongst education administration respondent types: "How important is coping with challenges through the use of your skills to your wellbeing?"

- The responses that teachers and lecturers provided to the following question were compared against each other: How relevant do you feel the statements on the Teacher Subjective Wellbeing Questionnaire are as an assessment of your wellbeing?

- The responses of teachers and lecturers to questions about their connectedness to schools and their self-efficacy were compared against the number of shifts they taught.

Qualitative data analysis process

The analysis was designed to categorize and quantify responses given to open questions. The libraries of Pandas, Numpy and Matplotlib were utilized to create the functions of "Analyze_Context" and "BarBox." The Analyze_Context function uses a set of common key words and/or phrases and does a frequency count amongst the qualitative data. These key words and/or phrases are determined based on a manual review of

the qualitative data and identification of the most common grouping of terms. The BarBox function is used to plot the findings of the Analyse_Context function for better presentation and understanding.

Limitations of this methodology: This approach depends on terms of words defined by the data analyst. Therefore, only keywords or key phrases included in the keywords list will be counted and any keywords or phrases that could be similar in meaning, but not included in the list, are not be included. Therefore, multiple reviews of the raw data by different analysts can strengthen the quality of the analysis.

The other limitation related to this methodology is that open questions are subject to the understanding of the respondent. Therefore, some responses to the questions may seem, or actually be, irrelevant to the questions analysed using this methodology.

ASSESSMENT LIMITATIONS

In the design and implementation of the assessment, the following limitations impacted the scope and scale of data collection, and thus the quality the data:

1. **COVID-19:** As discussed in some detail in the methodology section, the impact of the pandemic-including efforts to contain the spread of the virus-limited the variety of data collection methods, including those such as face to face discussions and more qualitative data capture, which can help surface more sensitive and nuanced information about topics such as wellbeing and teaching efficacy.

2. **Resource availability:** with limited time and related resources resulting in a short data collection window and a small enumerator team, neither a representative sample nor proportional sampling were feasible.

3. **No validated context-relevant teacher wellbeing assessment tools:** the education in emergencies community is still working on the development and validation of an assessment tool for teacher wellbeing. In its absence, evidence-based and tested assessments relevant to the context was not feasible. The TSWQ-while note validated for crisis-affected contexts-was used in part to collect responses and in part to ask data sources to reflect on its appropriateness.

4. **PIN cohort size:** the population from which data sources can be pulled was small in number and cannot be put forward as representative of the area, but only as representative of teachers already benefitting from PIN's programming.

5. **Absence of ability to use a waitlisted cohort as a control group**: while the current PIN cohort is part of an ongoing programme (either having already received services or scheduled to receive them), it wouldn't be ethical to pull data sources from a cohort that is not lined up to receive services in the future. As such, a rigorous assessment, such as a randomised controlled trial, was not feasible.

In the data collection process of the assessment, the following challenges were faced:

1. **Data collection occurred during Ramadan:** Data collection happened during the fourth and final week of Ramadan. Some female data collectors were not available as they had commitments related to Eid, including food preparation. Furthermore, for male and female data collectors, the practice of worship during the night resulted in loss of sleep leading to tiredness that could affect the quality of

their efforts as data collectors. Because of these social and religious commitments, it was difficult for data collectors and data sources to condense the required work into the estimated eight hours per day of data collection to connect, resulting in more hours spent trying to cover all questions. As a result, each data collector spent upwards of 14 hours per day on the effort.

2. **Some data sources were not willing to participate:**
   a. The Directorate of Education of was not willing to cooperate with data collectors and requested formal request letters before they were willing to speak with them. Once they learned that i-APS had a trusted team member supporting the effort, they were more open to engaging with it.
   b. Some Head Teachers in Bashiqa and Hamdaniyah switched off their mobile phones and refused to participate in the data collection. Amongst the reasons were the following:
      i. Some female only school Head Teachers stated that the areas of inquiry were sensitive
      ii. Another Head Teacher was new to his position and expressed concern that his responses would not be kept confidential and might thus influence his job stability.
      iii. Anecdotally, female teachers were more difficult to talk to than male teachers. They were both more unavailable for discussions and often requested to finish the discussions before all interview questions had been asked. These challenges might be linked to those identified in point 1 above about their Ramadan and Eid commitments. It might also be linked to a general reticence to share information on sensitive topics like wellbeing and influences on it that can be linked to the education system.
      iv. Anecdotally, male teachers appeared to present responses in line with what they wanted data collectors to hear rather than what might be their realities. Part of the drive behind this approach is possibly that they were also concerned about confidentiality and their ability to hold on to their work if their responses were found to be tied to them.

3. **The use of phone interviews limited the ability of data collectors to use non-verbal cues to understand data source feedback:** The means of communication (Phone calls, WhatsApp-based calls, Viber, etc.) hid some body language signs which also required more time and effort for data collectors to understand the points being made by data sources.

In the data analysis process of the assessment, the following challenges were identified:

1. **The date of opening of the schools:** A question was asked of data sources to identify how long it had been since schools had been re-opened after the fall of ISIS, as a means of understanding to some degree how far into the recovery and stabilization period data sources were and how this might influence their responses. Responses varied greatly amongst data sources affiliated with the same school, suggesting a lack of clarity by data sources and/or the data collectors, and/or highlighting one of the issues resulting from collecting data quickly via phone and by people who might not know the specific communities or schools themselves to further quality assure responses. The only information retained was that provided by headteachers, presuming that they would be the best source of data on the question.

2. **The breakdown of the displacement status of students in the school.** Only head teachers were asked this question, presuming that they would be able to refer to registration data to answer it. However,

in two schools, responses didn't add up to 100% suggesting that the reference data they were using was incorrect, incomplete, or that they were estimating and didn't actually have this information to hand. When seeking clarification from respondents, it was learned that they misunderstood the question and thought it was seeking information about attendance rates.

3. A **large number of students did not answer the open-ended questions:** Students were not required to answers these questions, and most chose not to, resulting in less nuanced data from this cohort.

POSITIVE ASPECTS OF THE DATA COLLECTION PROCESS:

1. **Sex match between data source and data collector:** Due in part to the commitments potential female data collectors had during the Ramadan and Eid season, the team was comprised of an equal split of male and female respondents, matching the demographic profile of the areas under assessment. While not critical in these areas, sex match between data collector and data source can be helpful.

2. **The familiarity of Directorate of Education respondents with the Technical Expert facilitated their willingness to participate:** Almost all data sources at the Directorate, except for those in the Planning Department participated when they were requested to do so by the Technical Expert herself.

3. **All Departments of Education welcomed the data collectors and were very cooperative.**

4. **PIN staff, some Department of Education staff, some Head Teachers and some Supervisors were extremely cooperative:** They not only provided the phone numbers of their staff, PTA, parents/caregivers and students, but also contacted them themselves, explaining the purpose of the research and thus making the job the of data collectors easier and saving them time.

5. **Female students reached out to the data collectors to participate:** information sharing about the assessment amongst the female student cohort contributed to data source outreach, making access to them relatively easy.

6. **Parents/caregivers, PTA, and local community members were largely cooperative.**

7. **Data collector familiarity with communities and/or trust building within them** resulted in access to community members of note: these included a member of Parliament, two Governorate council members, Surrogates of districts, and a priest.

8. **The Head of Quality Management of the Ministry of Education was particularly pleased with the assessment.** She noted it was the first time she was aware of an organization undertaking this type of assessment. She took time to prepare detailed written feedback on the topic, included as Annex H.

9. **The use of phone interviews saved time and money:** Data collectors could reach a higher number of data sources faster since they did not need to travel to meet them. Furthermore, there were no costs to either data source or data collector using these methods.

FINDINGS

Definitions of wellbeing

Physical wellbeing summary

Importance of physical status to sense of wellbeing: The majority of respondents (85%) stated that their physical status was very important to their sense of wellbeing.
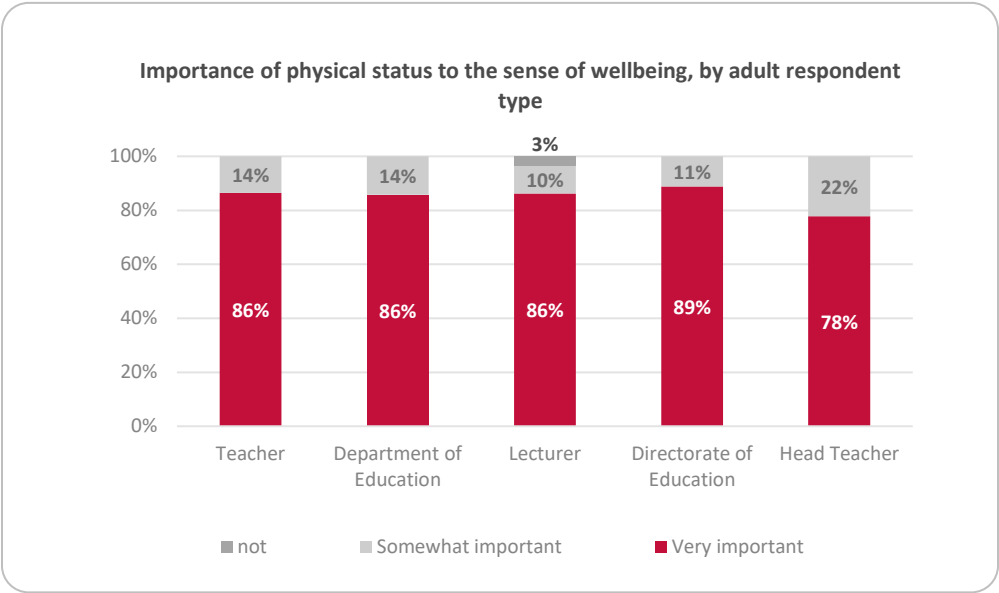

Figure 7: Importance of physical status to the sense of wellbeing, by adult respondent type

Emotional wellbeing summary

Importance of emotional status to sense of wellbeing: The majority of respondents (80%) stated that their emotional status was very important to their sense of wellbeing.
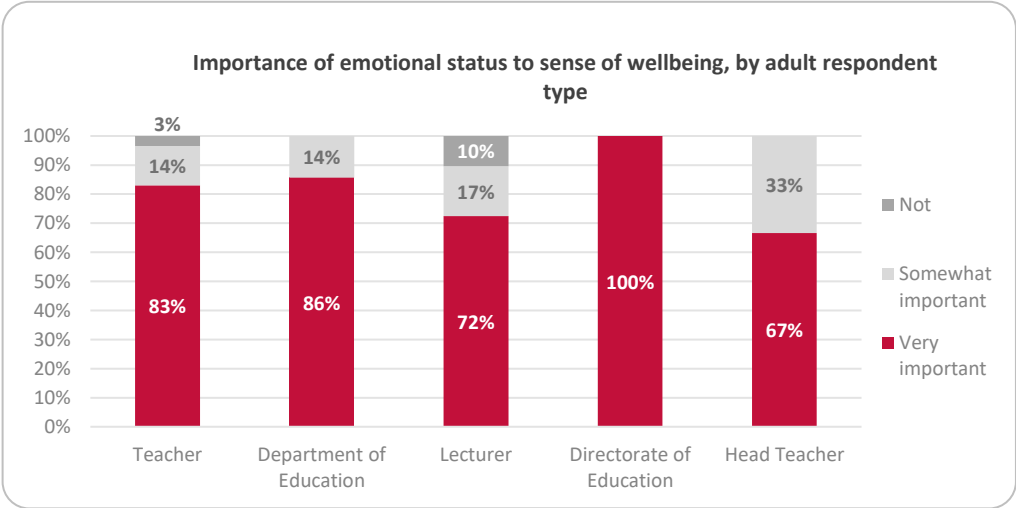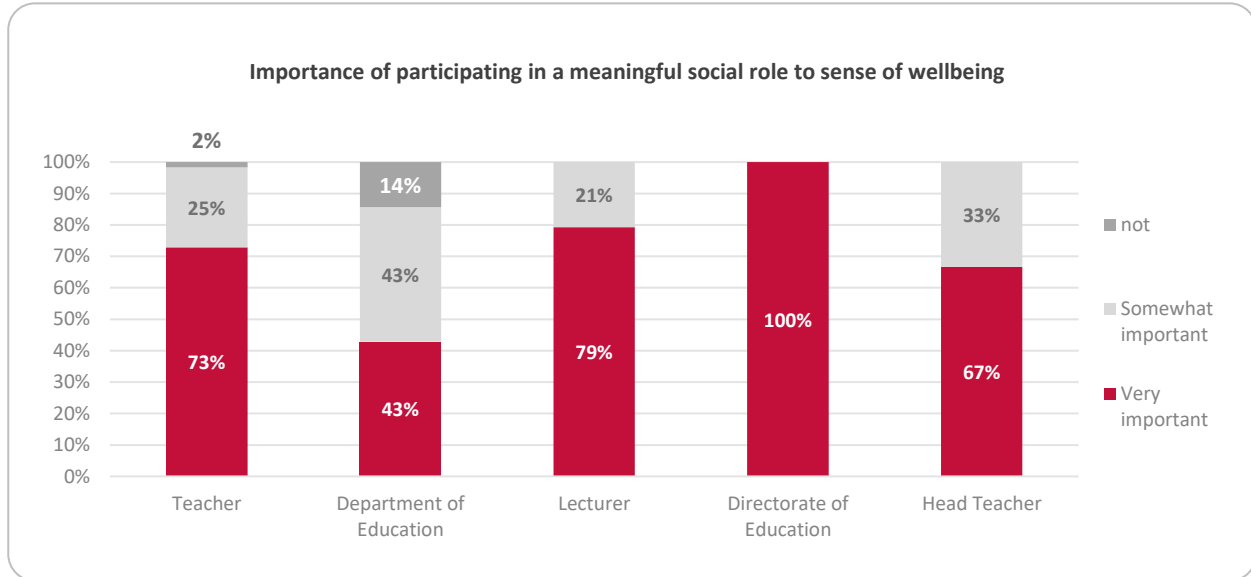

Figure 8: Importance of emotional status to sense of wellbeing, by adult respondent type

Importance of participating in a meaningful social role to sense of wellbeing: the majority of respondents (76%) stated that participating in a meaningful social role was very important to their wellbeing. The only respondents who had a notable number of "not important" responses were Department of Education representatives.

Figure 9: Importance of participating in a meaningful social role to sense of wellbeing

Importance of feeling happy and hopeful to sense of wellbeing: The majority of respondents (88%) reported that feeling happy and hopeful was very important to their sense of wellbeing. Again, Department of Education representatives (total N=7) had a notable number of "somewhat important" responses.
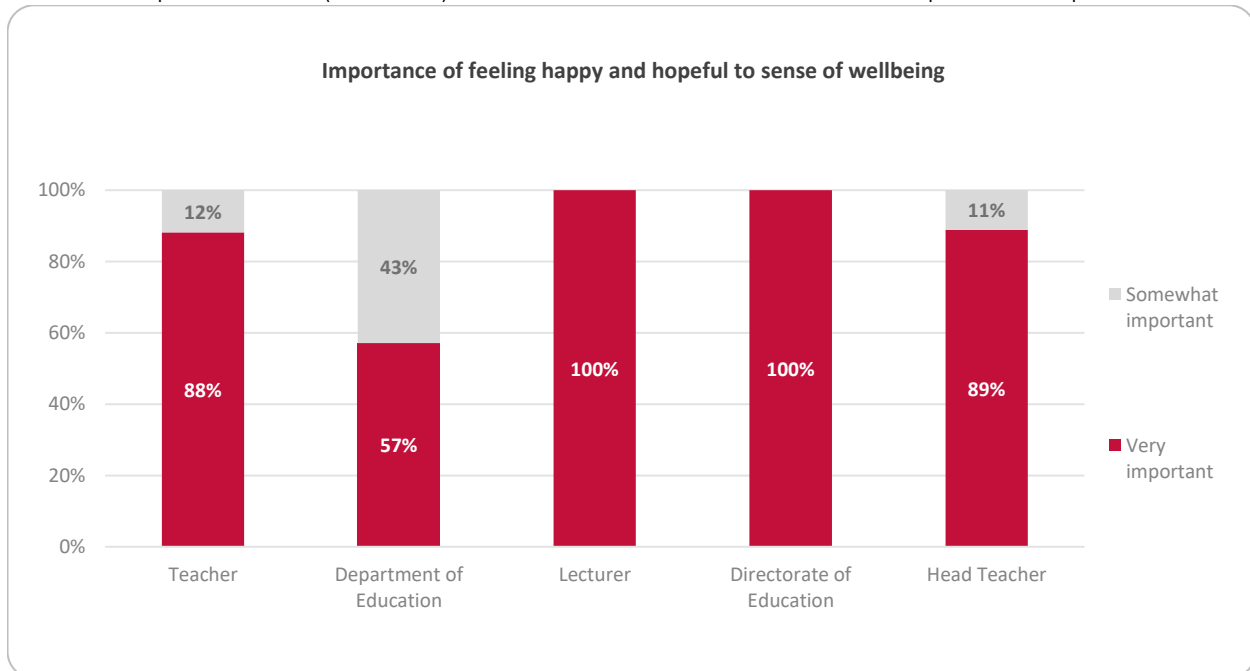
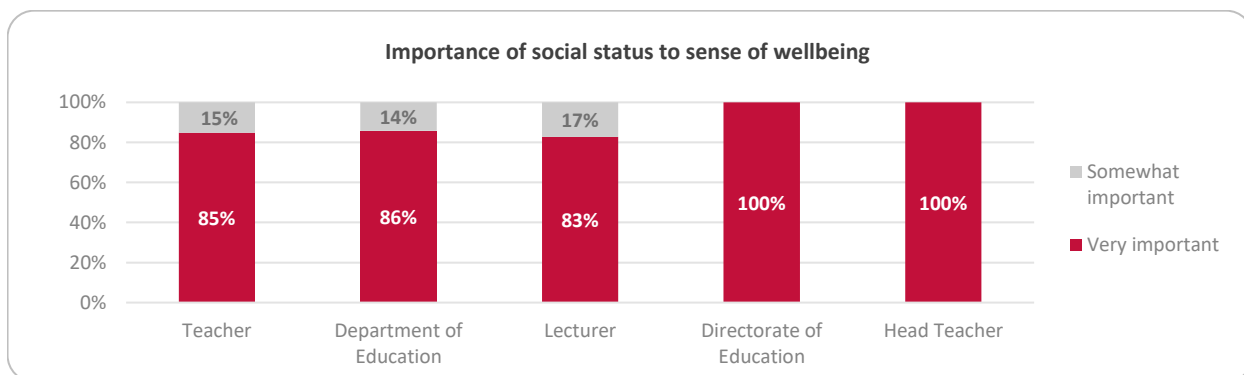*Figure 10: Importance of feeling happy and hopeful to sense of wellbeing*

Importance of having a supportive environment to sense of wellbeing: Again, the majority (89%) Of respondents stated that a supportive environment was very important to their sense of wellbeing.

Importance of having a supportive environment to sense of wellbeing

Teacher: Very important 93%, Somewhat important 7%
Department of Education: Very important 86%, Somewhat important 14%
Lecturer: Very important 86%, Somewhat important 14%
Directorate of Education: Very important 100%
Head Teacher: Very important 89%, Somewhat important 11%
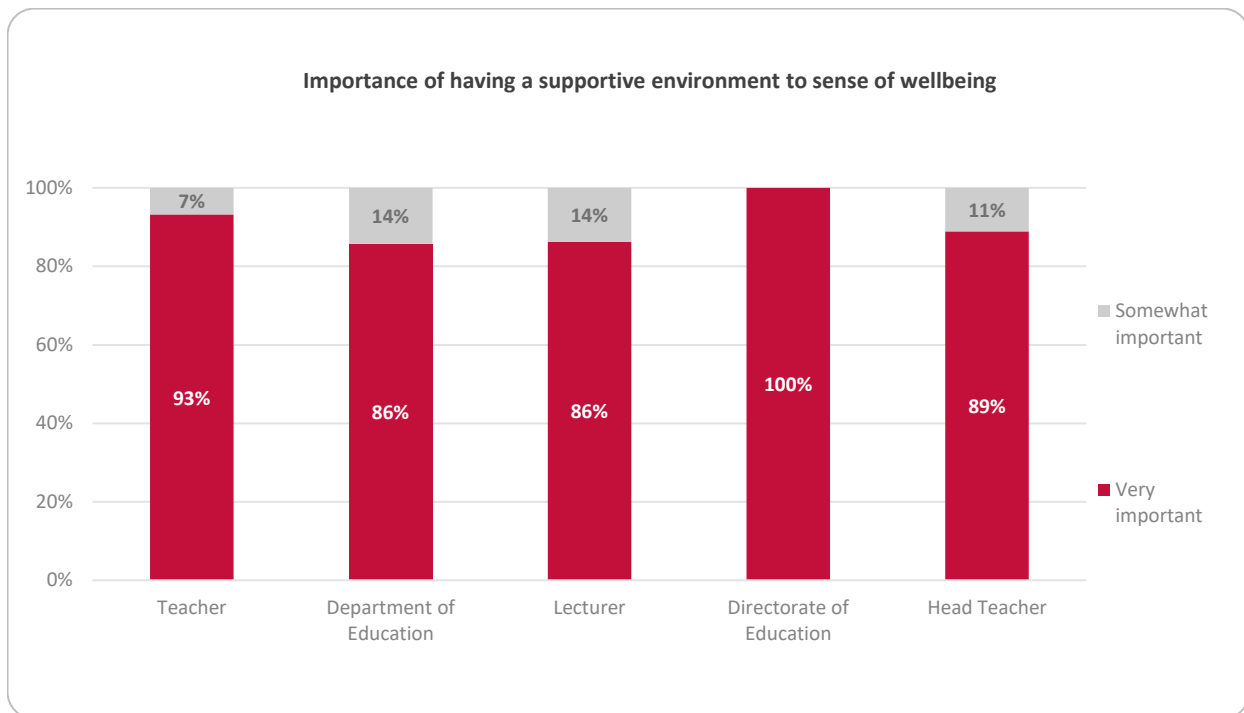
Figure 11: Importance of having a supportive environment to sense of wellbeing

Social wellbeing summary

Importance of social status to sense of wellbeing: the majority of respondents (84%) said that their social status was very important to their sense of wellbeing.

Importance of social status to sense of wellbeing

Teacher: Very important 85%, Somewhat important 15%
Department of Education: Very important 86%, Somewhat important 14%
Lecturer: Very important 83%, Somewhat important 17%
Directorate of Education: Very important 100%
Head Teacher: Very important 100%

Figure 12: Importance of social status to sense of wellbeing

Importance of living according to good values, as defined by religion, to sense of wellbeing: the majority (81%) of respondents stated that living according to good values was very important to their sense of wellbeing.
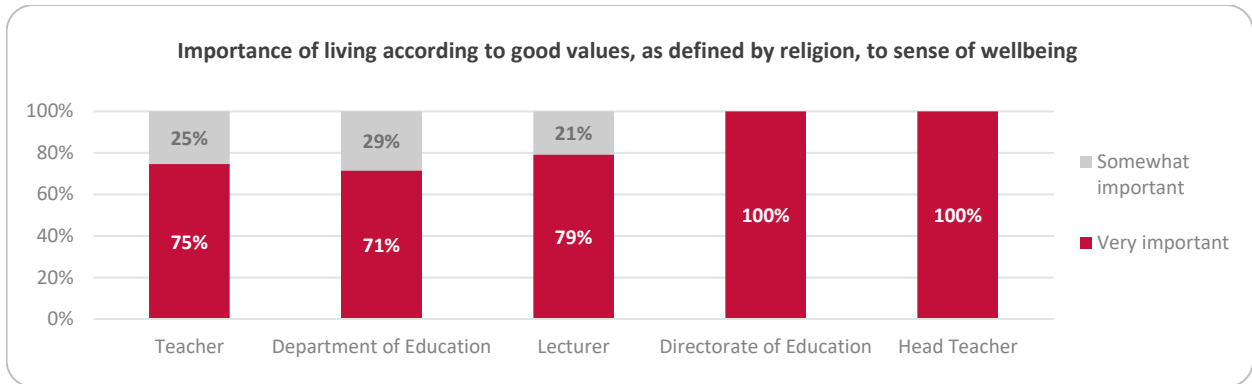
Importance of living according to good values, as defined by religion, to sense of wellbeing

Figure 13: Importance of living according to good values, as defined by religion, to sense of wellbeing

Importance of having positive social relationships to sense of wellbeing: The majority (89%) of respondents said that positive social relationships were very important to their sense of wellbeing.
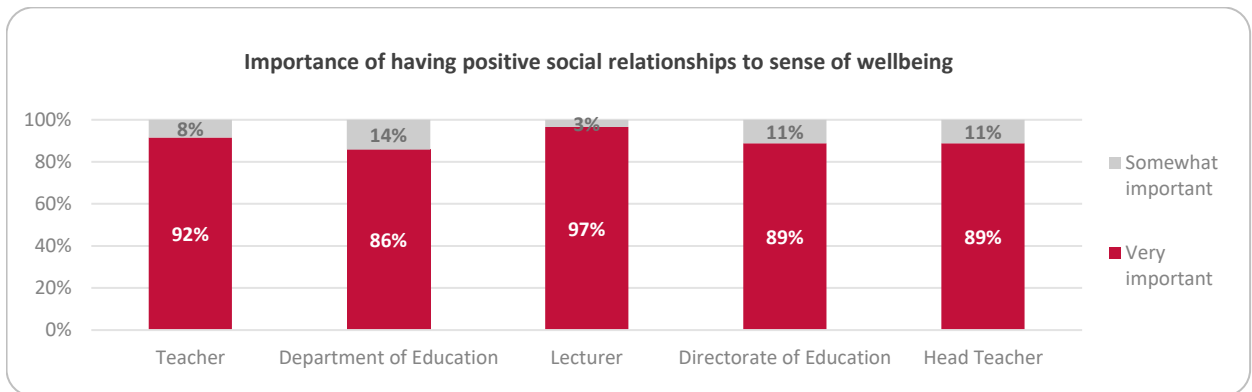
Figure 14: Importance of having positive social relationships to sense of wellbeing

Importance of having security, protection, and access to quality social services to wellbeing: Likely reflecting the impact of the recent conflict on wellbeing, the mass majority (95%) of respondents rating a sense of security, protection and access to quality social services as an area that was very important to their wellbeing.

Figure 15: Importance of having security, protection, and access to quality social services to wellbeing

19

Cognitive wellbeing summary:

Importance of cognitive status to wellbeing: The majority (88%) of respondents said that their cognitive function was a very important contributor to their sense of wellbeing.
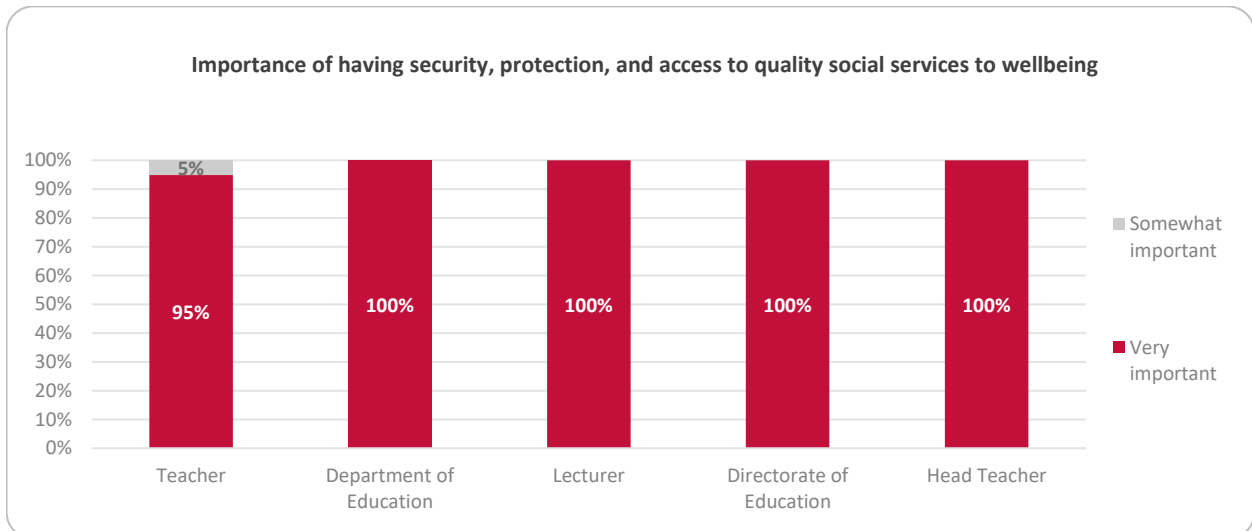
Importance of cognitive status to wellbeing

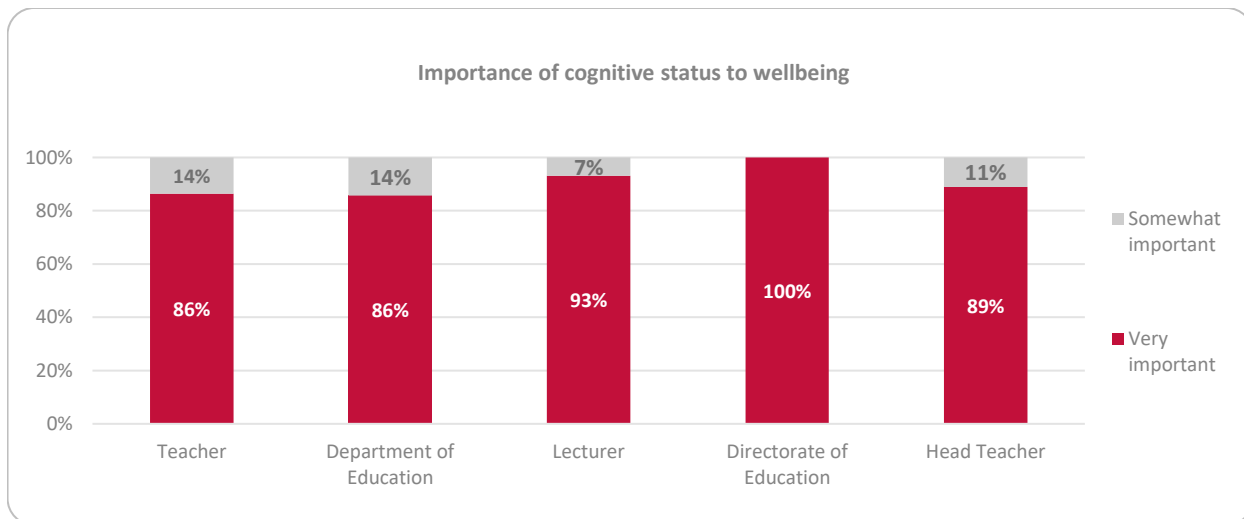|	Teacher	Department of Education	Lecturer	Directorate of Education	Head Teacher
Somewhat important	14%	14%	7%		11%
Very important	86%	86%	93%	100%	89%

Figure 16: Importance of cognitive status to wellbeing

Importance of coping with challenges-through the use of cognitive skills-to wellbeing: The majority (88%) of respondents stated that using their cognitive skills to address challenges they faced was very important contributor to their wellbeing. Department of Education representatives did not respond as strongly in this area as did other data sources, with 43% saying it was only somewhat important.

Importance of coping with challenges through the use of skills to wellbeing

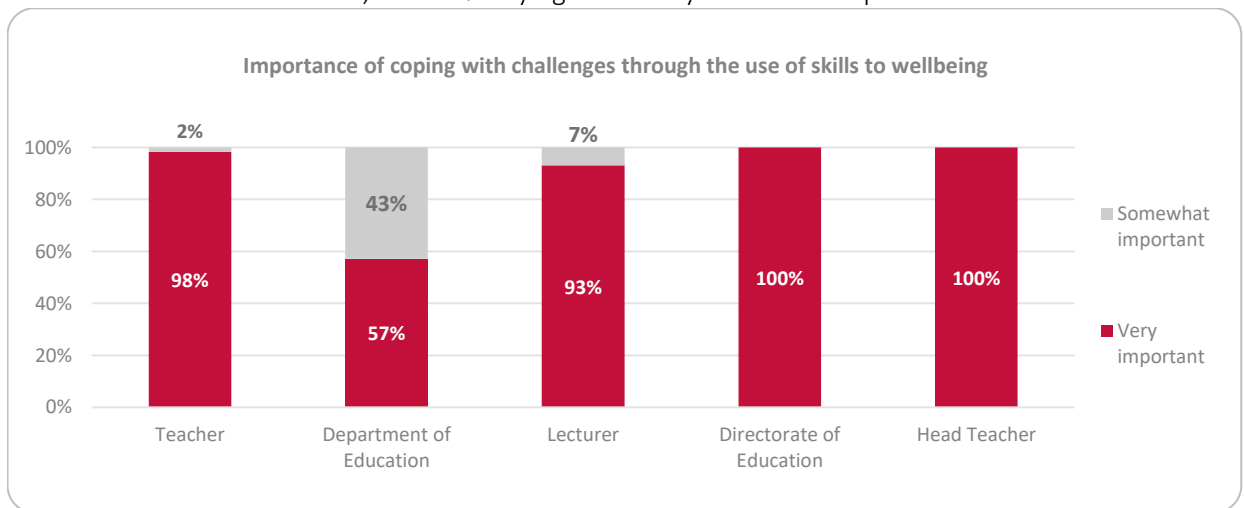|	Teacher	Department of Education	Lecturer	Directorate of Education	Head Teacher
Somewhat important	2%	43%	7%		
Very important	98%	57%	93%	100%	100%

Figure 17: Importance of coping with challenges through the use of skills to wellbeing

Teacher and Lecturer Subjective Wellbeing Self-Assessment Outcomes

Sense of school connectedness

Sense of belonging at the school: There was a slightly higher percentage of teachers who felt that they belonged at the schools to which they were tied than there was for lecturers. This is not surprising given the anecdotal data that lecturers feel less valued or supported in the education sector.

Sense of comfort at school: There was a noticeable difference between lecturers and teachers when they were asked if they felt that they could be themselves at school. Forty eight percent of lecturers said they often did, and the same percentage said they always did. This contrasted with a majority of teachers (70%) who said they did. This finding suggests that lecturers feel more ill at ease than their teacher colleagues. Given the relative parity in the responses to related questions about school connectiveness, it's possible that lecturers' feelings of discomfort are less about their roles/positions in relation to teachers but perhaps to other job and community status-related stability concerns. Anecdotal evidence from lecturers suggests that they feel under supported by the government and, and in some cases, mistreated by community members and their teacher colleagues. Lecturers are placed in a precarious position of having responsibilities similar to those of teachers but without the training and experience to do so. It is also not uncommon for them to accept more responsibility to help develop these skills and to enhance their sociopolitical identity in the education sector. These variances in identity and experience can create tension between teachers and lecturers.

Sense of being cared for at school: There were no significant differences between teachers and lecturers with respect to the degree to which they felt cared for at school. This is a positive finding for lecturers suggesting that they feel nearly on par with teachers in terms of being valued team members.
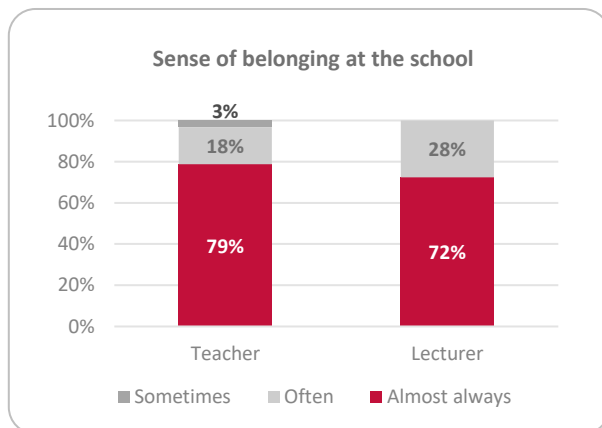

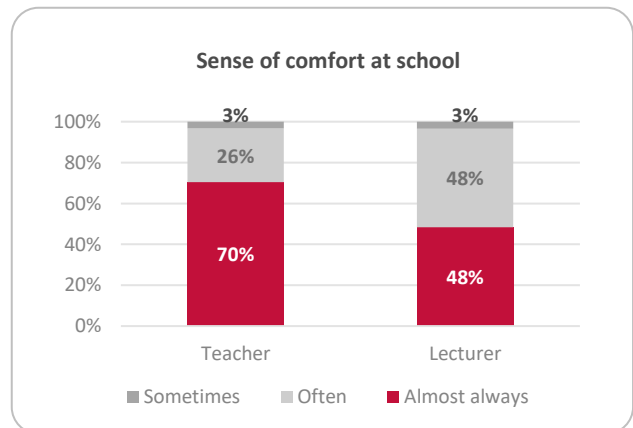**Figure 18: Sense of belonging at the school**

Figure 19: Sense of comfort at school

Sense of being treated with respect at school: There was no significant difference between lecturers and teachers regarding the degree to which they felt they were treated with respect at school. This suggests a sense of equity amongst these two teaching cohorts.
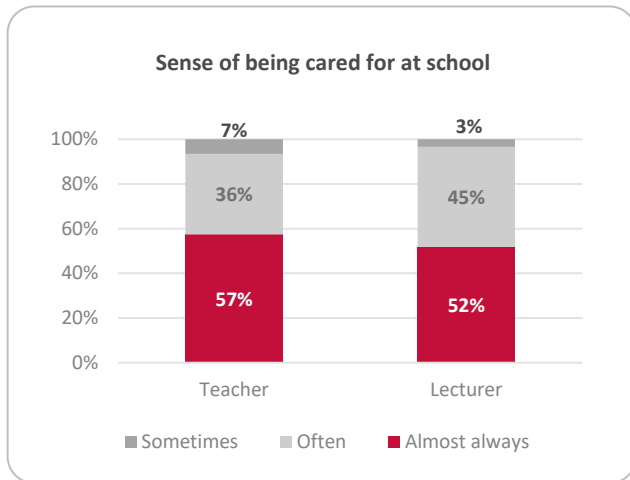
Sense of being cared for at school

Figure 20: Sense of being cared for at school

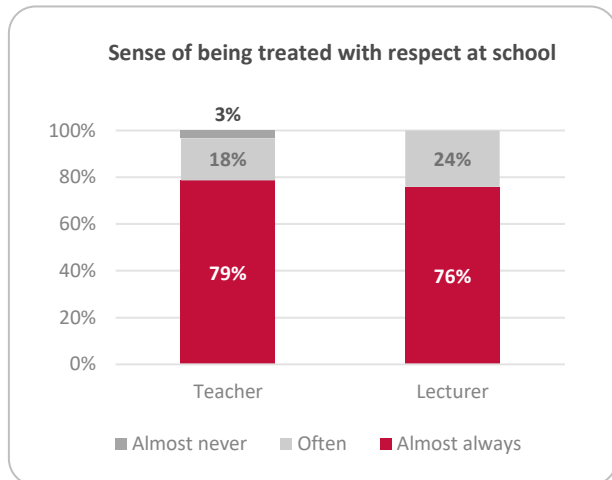**Sense of being treated with respect at school**

Figure 21: Sense of being treated with respect at school

Sense of teaching self-efficacy

Teachers and lecturers were asked three questions to help assess their sense of self efficacy in the teaching profession. Each question asked respondents to consider their abilities and impact in a different way. While respondents answers varied from question to question, in the aggregate teachers felt slightly more confident than did their lecturers counterparts. This is not a surprising finding considering the anecdotal concerns raised by lecturers about their abilities in the teaching and learning space.

I am a successful teacher

Figure 22: I am a successful teacher

I feel like my teaching is effective and helpful
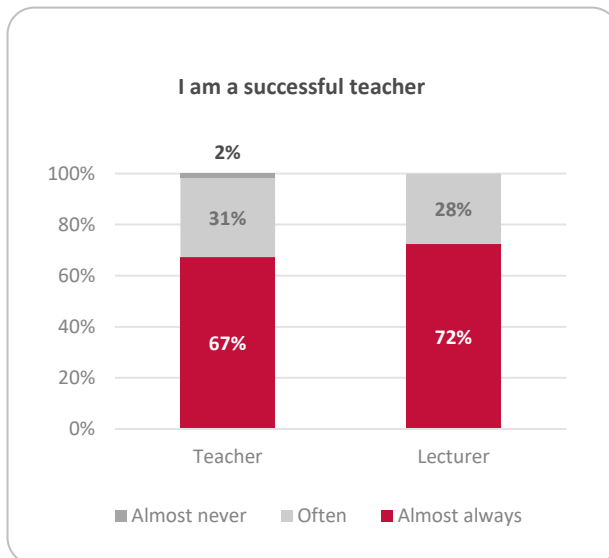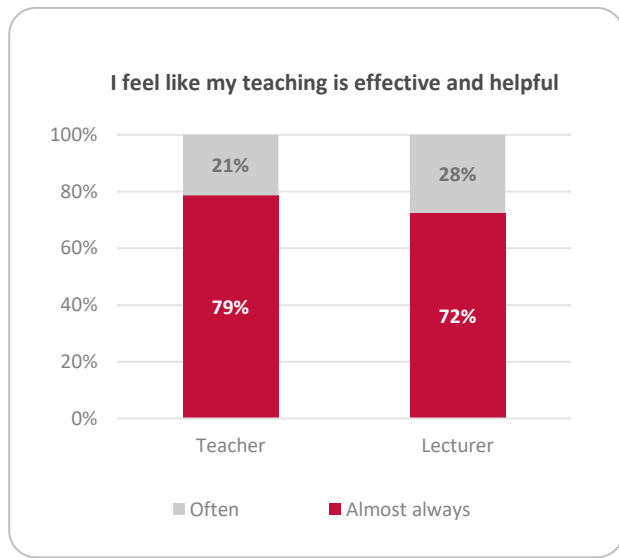
Figure 23: I feel like my teaching is effective and helpful

I am a successful teacher: Lecturers appeared to feel slightly more confident in their ability to be successful as a teacher than did their teacher counterparts. Approximately 72% said that they almost always felt this way compared to 67% of teachers.

I feel like my teaching is effective and helpful: Teachers and lecturers reported that they almost always felt that their teaching was effective and helpful at roughly the same levels (79% and 76% effectively).

I am good at helping students learn new things
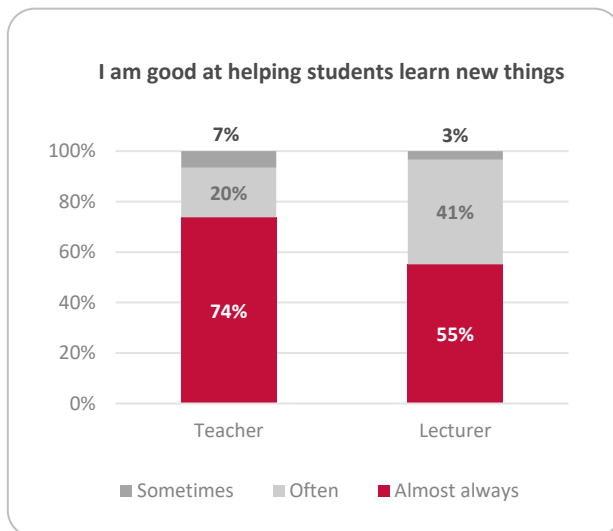
Figure 24: I am good at helping students learn new things

I am good at helping students learn new things: Teachers appeared to feel much stronger at introducing new topics than did their lecturer counterparts. Seventy-four percent of teachers-compared to 55% of lecturers-almost always felt this way.

The assessment team reviewed a few indicators to assess to what degree, if any, they might affect respondents answers. One area was around the number of shifts they worked, another was their sex, and a final area was their displacement status.

Number of shifts: With one exception, teachers and lecturers who were responsible for teaching one shift had stronger senses of school connectedness and higher sense of self efficacy than those who were responsible for two shifts. For all areas of inquiry, except for "I can be myself at this school," one-shift teachers and lecturers responded "almost always" more than their two shifts peers. This finding suggests that teachers and lecturers working two shifts or more have lower senses of wellbeing.

Sex of the respondent: For all areas of inquiry, and for both teachers and lecturers, female respondents reported feeling positively almost always more than their male counterparts. This finding suggests that more qualitative research would be helpful to understand why male teachers and lecturers senses of connectedness and self-efficacy are lower than their female counterparts. It is possible that sociocultural norms might influence their responses, in that men might feel less suited to be in the school space than women.

Displacement status of respondent: whether a respondent was a returnee or a remainee did not appear to have a consistent impact on the nature of their response.

Feedback on relevance of the TSWQ

When asked to assess how relevant the TSWQ was to both the context and to their own definitions of wellbeing, both lecturers and teachers found it to be more relevant to the context (73% said it was very relevant) than to their definitions of wellbeing (only 52% said it was very relevant). While unsurprising, this finding does suggest that modifications would need to be made to a tool like the TSWQ, using the definitions sourced from respondents to this survey under the definitions of wellbeing section, to create a more relevant wellbeing assessment tool for this teaching cohort.
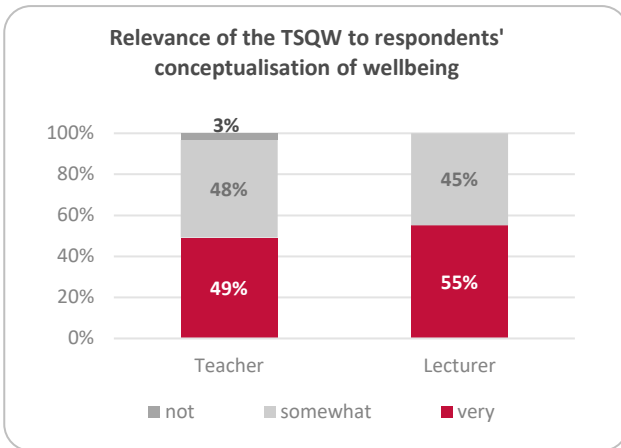
Figure 25: Relevance of the TSQW to respondents' conceptualization of wellbeing
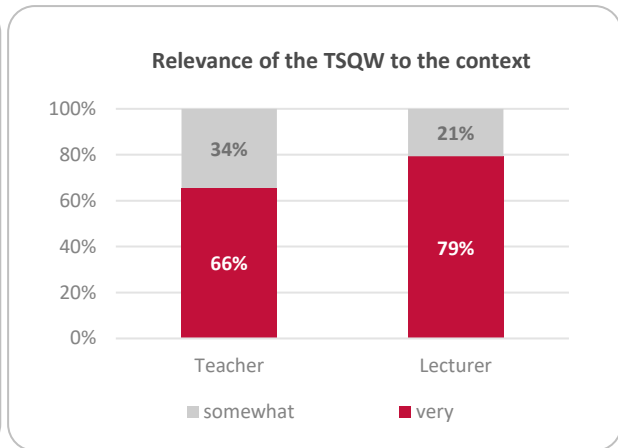

Figure 26: Relevance of the TSQW to the context

Challenges to and positive influences on teachers[4] and their teaching

Intra-education sector challenges to teachers and their impact on their teaching

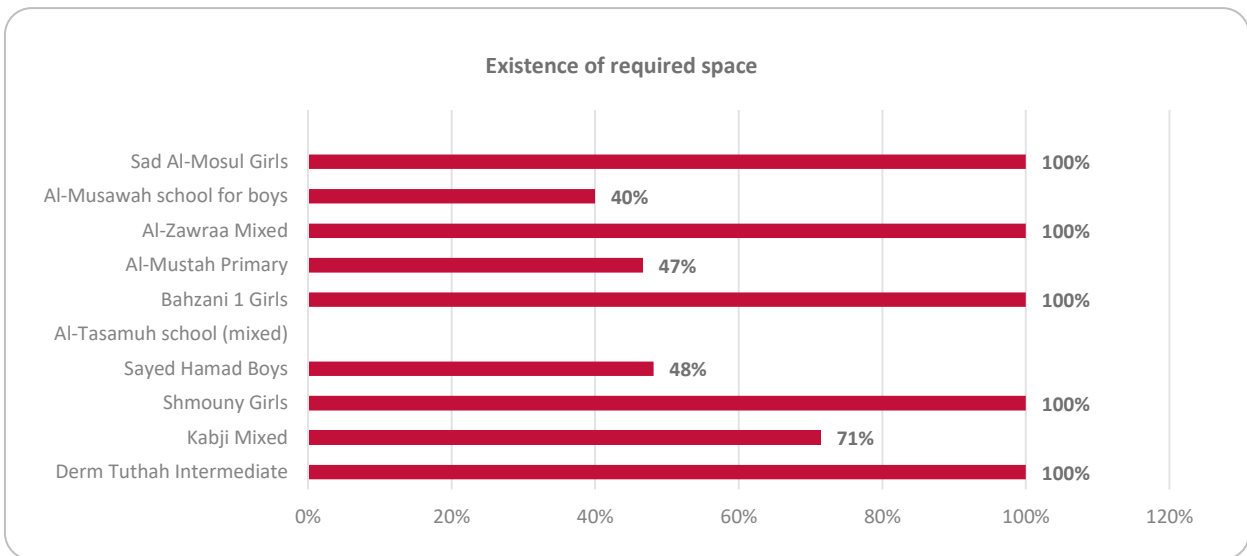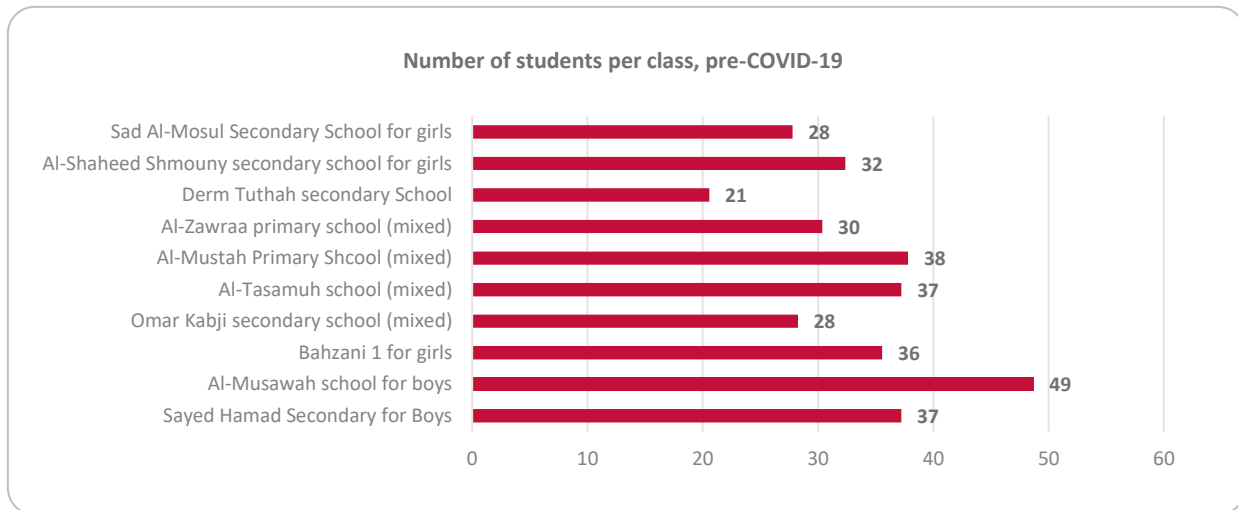The following section summarises the responses to close-ended quantitative data collected on the topic.
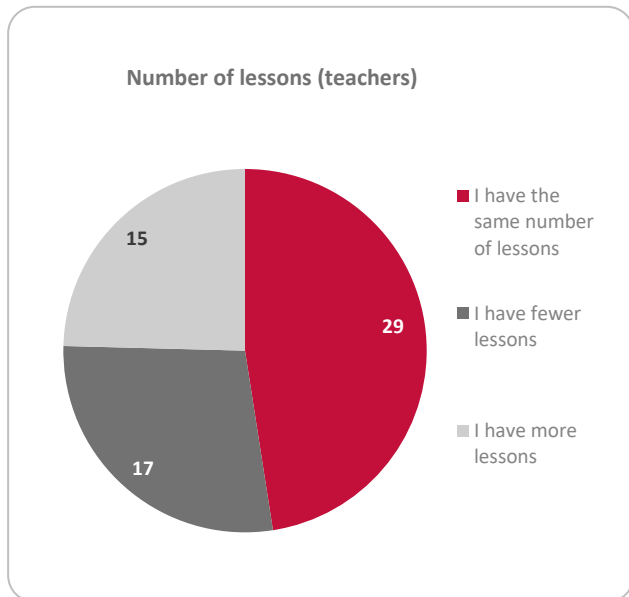

Figure 27: Existence of required space

Existence of required space, per school: The availability of required space varied amongst the schools. It appears as though girls' schools tend to have the required space more so than boys schools.

Number of students per class, pre-COVID-19

School	Value
Sad Al-Mosul Secondary School for girls	28
Al-Shaheed Shmouny secondary school for girls	32
Derm Tuthah secondary School	21
Al-Zawraa primary school (mixed)	30
Al-Mustah Primary Shcool (mixed)	38
Al-Tasamuh school (mixed)	37
Omar Kabji secondary school (mixed)	28
Bahzani 1 for girls	36
Al-Musawah school for boys	49
Sayed Hamad Secondary for Boys	37

Figure 28: Number of students per class, pre-COVID-19

Number of students per class, pre-COVID-19: While the Contextualized INEE Minimum Standards: Iraq (2018) does not identify a target number of students per class, the INEE Minimum Standards (2010) do suggest a ratio of 1 teacher to 40 students. With one exception, all schools fell below this ratio.[5] This findings suggests that the teacher's classroom management responsibilities-through this lens-are likely reasonable.

Number of lessons (teachers)

- I have the same number of lessons: 29
- I have fewer lessons: 17
- I have more lessons: 15

Figure 29: Number of lessons per teacher in relation to the amount they are supposed to have

Number of lessons (lecturers)

- I have the same number of lessons: 13
- I have fewer lessons: 14
- I have more lessons: 2
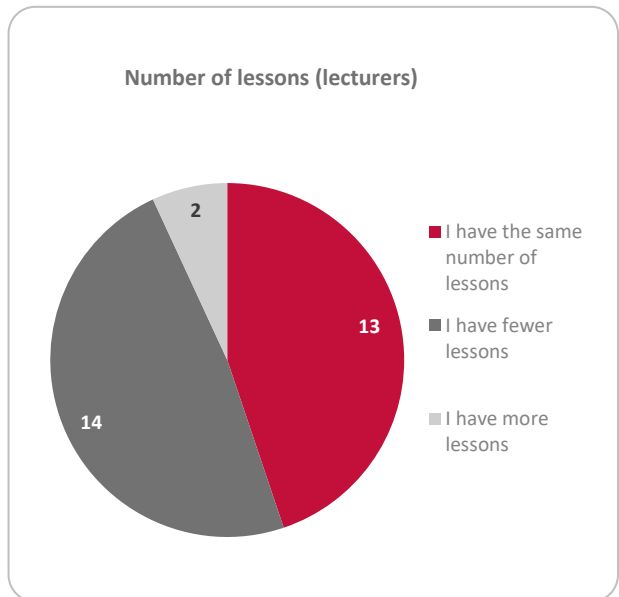
Figure 30: Number of lessons pe lecturer in relation to the amount they are supposed to have

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[5] Noting that this figure is an average, and that students reported lower ratios than did teachers and lecturers.

Number of shifts teachers taught

- two shift: 14
- one shift: 46
- three shift or more: 1
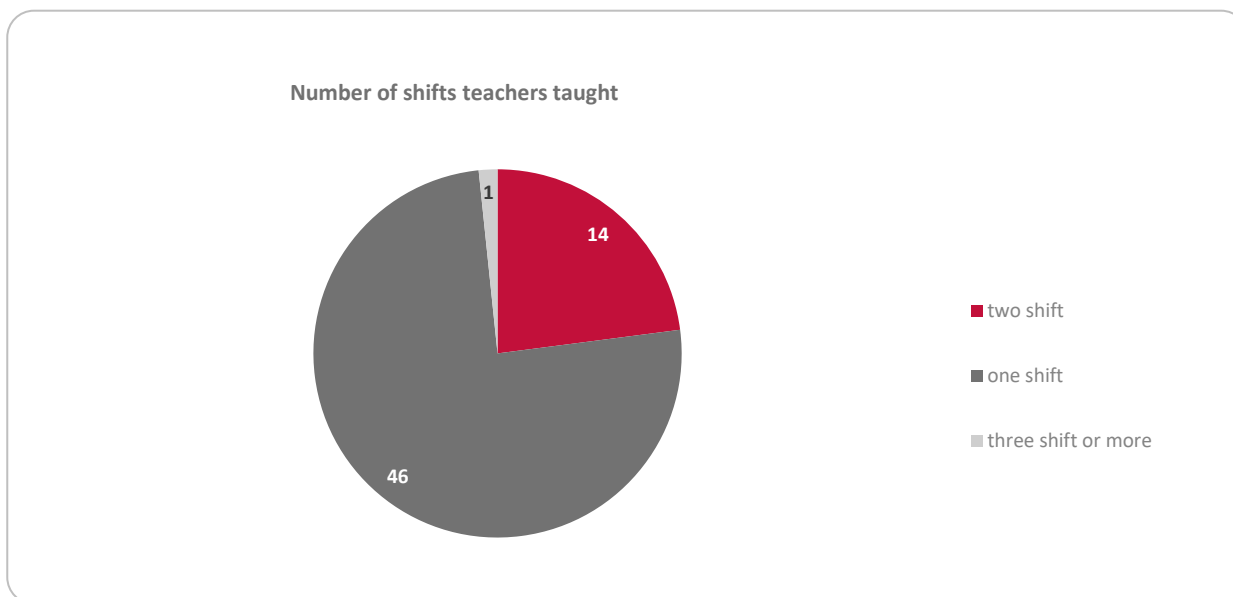
Figure 31: Number of shifts teachers taught

Number of lessons per teacher in relation to the amount they are supposed to have: The majority of teachers had the same amount of lessons to cover as they were supposed to have, or fewer, suggesting that their workload was reasonable.

Number of lessons per lecturer in relation to the amount they are supposed to have: The majority of lecturers had the same amount of lessons or less to cover than they were supposed to have, suggesting that their workload was reasonable, and perhaps more so than that of teachers.

Number of shifts teachers taught: most teachers (75%) only covered one shift, suggesting that their workload was reasonable.

The following section summarises the responses to open-ended qualitative data[6] collected on the topic of challenges within the education sector that influenced teachers and their teaching.

Intra-sector education challenges: While the majority of respondents mentioned crowded classrooms as the top challenge they face, it is interesting to note that the same cohort's reports of student to teacher ratios falls below the maximum of 40:1. Furthermore, it is particularly interesting to note the differences between reports from teachers and lecturers. The two cohorts shared relatively the same degree of concern about crowded classroom. However, teachers placed greater concern on poor facilities/services, insufficient staff

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[6] Where a specific number of people mentioned a certain type of challenge, these instances were enumerated. Some respondents were not as explicit and thus numeration didn't occur for them. This happened most frequently with parents/caregivers, Department of Education representatives, community members, and SMC representatives. As such, their areas of concern are not visually represented but they are included in the broader analysis.

resources, and the curriculum[7] while lecturers were more concerned about their salaries, insufficient teacher material and support, and lack of appreciation for their work. This finding suggests a clear need to differentiate the type of support provided to these two teaching cohorts.
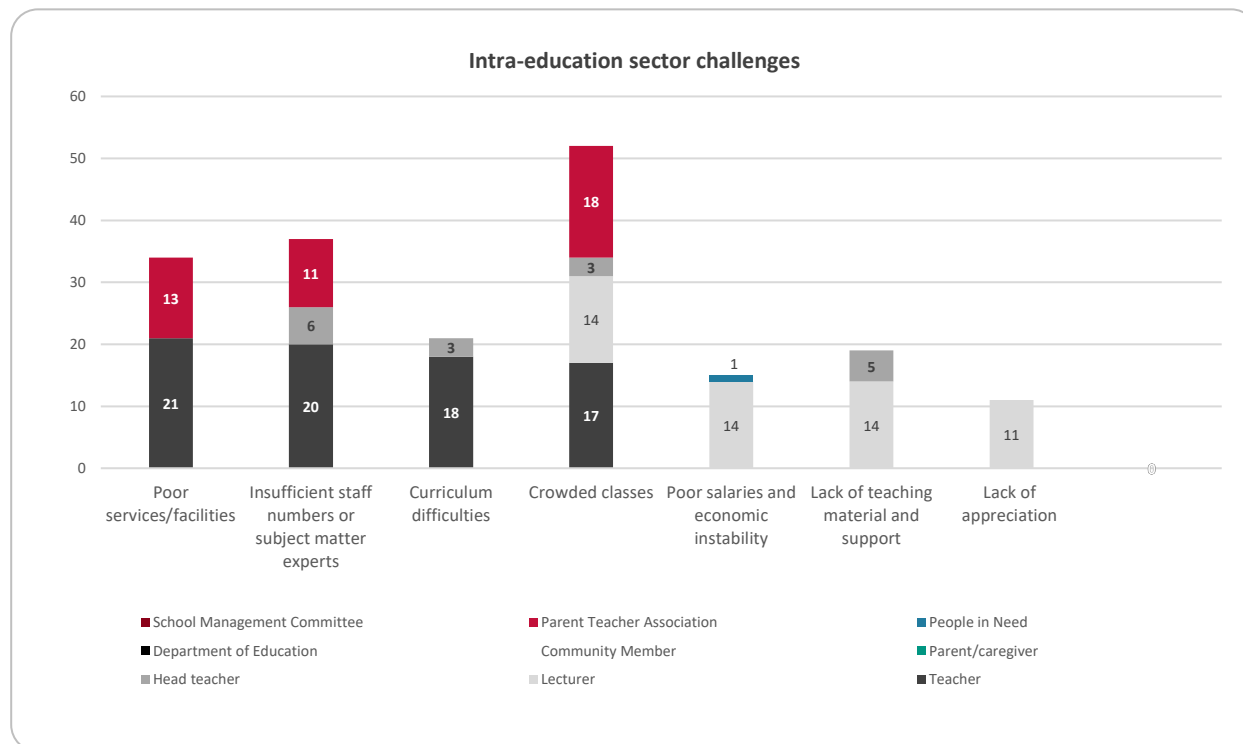
Figure 32: Intra-sector education challenges

When asked to classify how these challenges impacted teaching, the following ideas were surfaced frequently. They are listed in the order of mention frequency.

Helpfully, the majority of respondents all identified similar outcomes as a result of these challenges. Importantly, parents/caregivers did not appear to lay blame for learning outcomes on teachers but rather on the systemic issues that prevented them from being well resourced. Primarily, respondents felt that the poor resourcing created an unattractive learning environment in which teachers and students alike had negative senses of wellbeing. Lecturers noted that the (perceived) high student to teacher ratios led to tension between students and teachers which further negatively impacted learning. The challenges affecting the psychological wellbeing issues for teachers, caused them to function poorly in the learning space. Issues with the quality of the curriculum and teacher training in particular resulted in both poor learning outcomes as well as embarrassment for teachers. Teachers furthermore felt undervalued and under protected by both the sector leaders and, resultantly, the community. Importantly, community members recognised that the low valuation of the education sector (amongst policy makers) was a major source of intra-sector challenges.

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[7] Helpfully, PIN identified the politicization of the curriculum as the impetus behind somewhat frequent changes to it and thus a struggle to keep teachers up to date on the changes. This rationale for the changes to and possibly quality of the curriculum could also explain why some respondents identified it as having incorrect content.

Rather than speak about the impact of these challenges on teaching, Department of Education respondents blamed factors they deemed to be outside of their control for the challenges. For example, they felt that the primary issues came from poor availability of quality teachers and high numbers of students. They also noted that policies provided poor protection of teachers, and also said that parents were not involved in the education system.

Extra-education sector challenges to teachers' wellbeing and their impact on their teaching

The following section summarises the responses to open-ended qualitative data collected on the topic of challenges outside of the education sector that influenced teachers and their teaching.

Security was the top area of concern for all respondents. It was followed by issues around community/school cooperation and respect for education personnel and economic issues. A fairly common issue was surfaced again through this area of inquiry, in that school personnel spoke of frustrations of poor engagement by family members and family members in turn spoke of challenges around cooperation with school personnel.

When asked to describe the impact these challenges have on teaching, respondents suggested that they cause distractions in teachers' (and lecturer's) minds that negatively impact the quality of teaching. Relatedly, they can cause a sense of instability and discomfort, again negatively impacting performance. Transportation issues can lead teachers to struggle to get to and from school in a timely manner, adding layers of stress to their daily experience.[8]

Aspects of the education sector that positively influence teaching

Respondents answered through an aspirational lens (what *could* positively influence teaching) rather than identifying existing aspects of the education sector that actually did positively influence teaching.[9] With one exception, there was relative diversity in the answers provided. The key area of (potential) positive influence was identified as cooperation amongst school personnel, community members, and students. There was very little differentiation amongst priorities listed by teachers and lecturers. Lecturers did emphasize the importance of treating lecturers and teachers equally.

Head teachers ideas were fairly unique, but they did come together around a few areas of shared importance, namely mutual respect and understanding amongst education personnel. Other areas shared by respondents included appropriate infrastructure, materials, intra-educational personnel cooperation, and adequate numbers of well-trained teachers/lecturers.

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[8] Lack of affordable public transportation causes many teachers to leads to either hire a car on a monthly basis or hire a taxi for each journey. The impact is financially significant and also adds time pressures. Teachers are not offered reimbursement for their transportation costs. While the ministry tends to assign teachers to neighbourhood schools, in some cases teachers are assigned outside of their community and thus bear a heavier transportation burden.

[9] This type of response could be the result of internal obfuscation of the intent of the question-which was to identify existing resources or assets that already positively influence teacher wellbeing and thus teaching-or it could be that respondents didn't feel that there were such resources or assets to point to at this time of post conflict recovery and stabilization. This latter option is completely understandable in such circumstances.
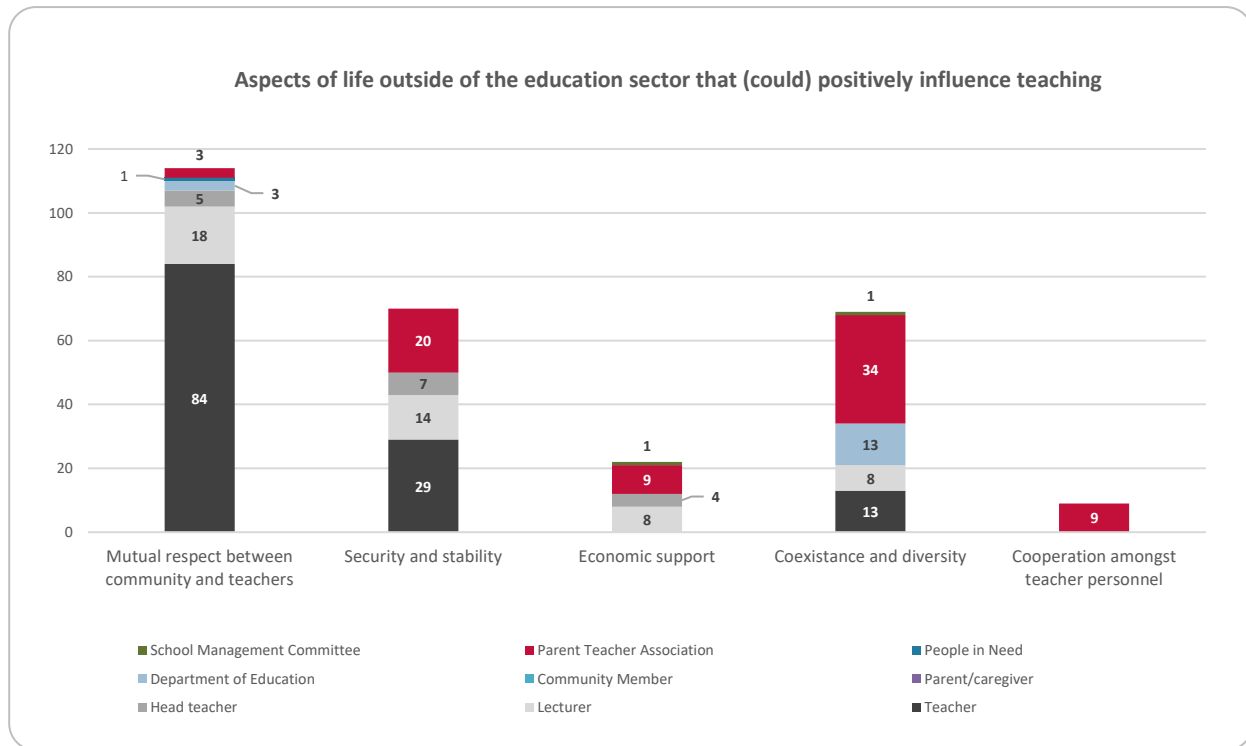
Aspects of the education sector that positively influence teaching
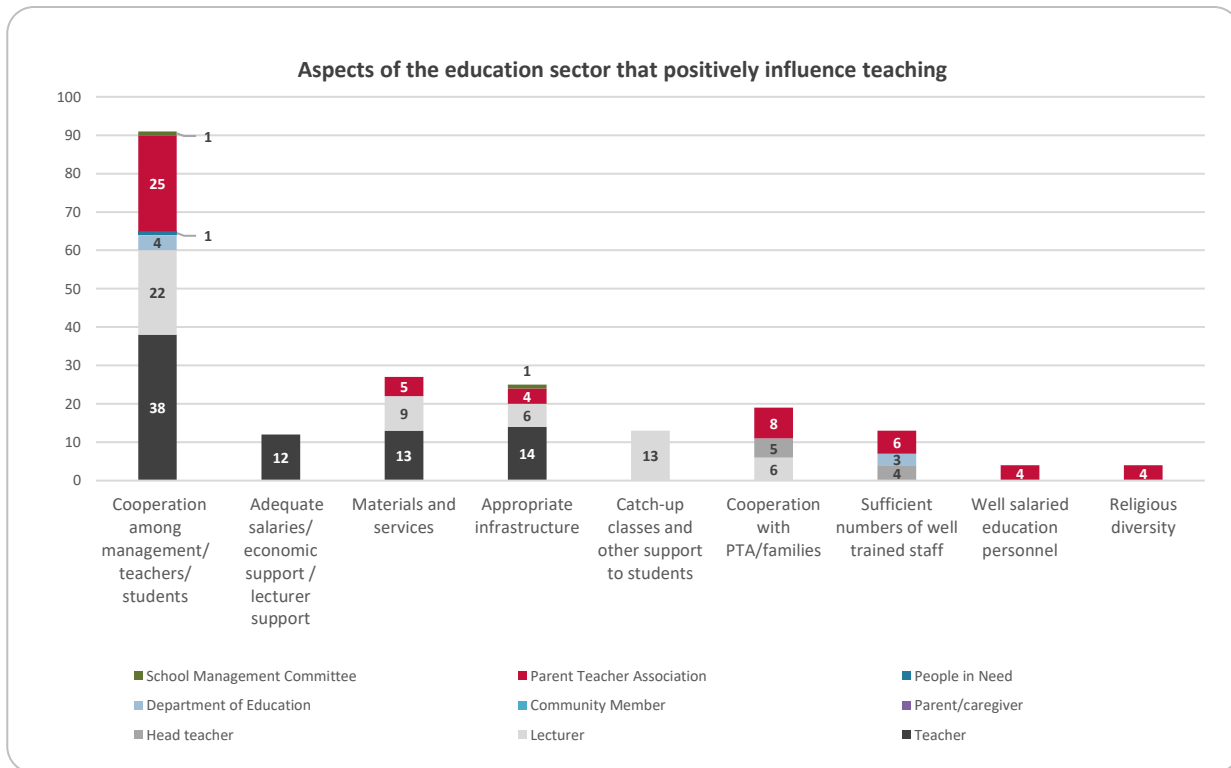
Figure 33: Aspects of life outside of the education sector that positively influence teaching

The (envisioned) impact of these resources and assets focused on the improved wellbeing of teachers and resultant improvement of student performance. Freeing up emotional space and energy for teacher creativity was mentioned, as well as the importance of mutual respect between teachers and their students. The latter is a valuable perspective, as it suggests that perhaps didactic, and/or compliance based pedagogical approaches may not carry much weight in this community. Creating a conducive learning environment was also mentioned as a likely result. Notably, the theme amongst lecturer respondents was cooperation (amongst school personnel, teachers and students, and between school personnel and communities/parents/caregivers). They also highlighted incentive schemes (both financial and performance-focused) as helping to promote improved outcomes. Head teachers emphasized the belief that improved support from DOE would have a positive effect on teacher performance. Caregivers emphasised the positive impact that encouragement can have on performance (both for teachers/lecturers and for students). The PIN respondent noted that being open about challenges faced (especially when presented by teachers to school leaders and to community members/parents/caregivers), can foster a sense of cooperation in problem solving. He mentioned that a likely result would be improved respect for teachers by community members/parents/caregivers. Helpfully, PTA respondents highlighted the importance of everyone receiving moral support, suggesting that there is compassion and interest in supporting teachers/lecturers.

Aspects of life outside of the education sector that positively influence teaching

Figure 34: Aspects of life outside of the education sector that (could) positively influence teaching

Again, respondents answered through an aspirational lens (what could positively influence teaching) rather than identifying existing aspects of life that actually did positively influence teaching.[10] Considering the nascency of relative peace in the area, it is understandable that they might respond through such a lens. Unsurprisingly, then, the most commonly identified areas that could positively influence teaching were identified as those areas in which there are currently the greatest challenges. The top area of influence was seen to be a sense of mutual respect between teachers/school personnel and community members (including parents/caregivers). This was a heavily weighted issue amongst teachers and lecturers. Issues relating to security, stability and coexistence had equal value amongst respondents, though the latter carried more weight with PTA members and DOE representatives than it did with teachers.

The impact of these areas of influence on teaching was again envisioned as theoretical. The main impact was seen to be improved teaching and thus improved learning. Broken down a bit further, respondents identified lower stress levels amongst teachers as enabling them to have a greater sense of wellbeing, freeing up emotional energy to be creative and work on their skills. Mutual respect and security were also seen to lower stress levels. There was a noticeable difference between male and female lecturer responses, wherein male respondents placed greater value on the positive impact that economic security can have on teaching and female respondents placed greater value on the softer aspects of social recognition and its impact on their sense of importance in society. Head teachers recognised the importance of stability and self-confidence to teacher/lecturer performance. Caregivers appeared to believe that they valued and encouraged teaching personnel already-an idea not shared by teachers and lecturers. DOE staff again stressed the importance of

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[10] This type of response could be the result of internal obfuscation of the intent of the question-which was to identify existing resources or assets that already positively influence teacher wellbeing and thus teaching-or it could be that community members naturally didn't feel that there were such resources or assets to point to at this time of post conflict recovery and stabilization. This latter option is completely understandable in such circumstances.

external support-namely from the community-to improve. The PIN respondent suggested that increased meetings between school personnel and community members/parents/caregivers would likely improve compassion and support between these two cohorts. PTA members spoke about how the confluence of these factors help create a conducive environment for teaching and learning, connecting to ideas about the importance of safe learning spaces-where safety is defined by both the absence of violence as well as the promotion of wellbeing.

Impact of teacher wellbeing on student learning

Respondents were clearly aware of how influential teacher wellbeing is to teacher performance and thus student learning.

One lecturer said, "The teacher who lives a decent life will be in better conditions to do his work and he will put in his teaching all that he can, unlike the tired teacher who spends most of his time trying to provide for his needs and involuntarily neglects his students." Community members added that a teacher burdened by economic, psychological, and/or security pressures-compared to a teacher who is financially enabled and feel safe-will perform worse. DOE representatives noted that teaches who have better rates of wellbeing are more positive and have greater energy, can more effectively convey information, and can be creative. The PIN representative noted how much better students can absorb information if the space they are in is peaceful and conducive to learning. PTA members noted that teachers/lecturers are critical role models for children, and thus teachers'/ lecturers' wellbeing affects the children's behaviour.

Students were asked four questions to help gauge their experiences in the learning space in relation to their wellbeing. They were about their sense of safety in the space, their sense of happiness there, any fear they felt of their teachers, and how upset they perceived their teachers to be toward them or their classmates.[11] Students reported to feeling largely safe and happy in the learning spaces. The majority did, however, also state that they felt afraid of their teachers most of the time (62% said this was the case very often or sometimes) and 60% said the same for the amount of time their teachers were upset with them or their classmates. These responses, when taken as a whole, suggest that teachers are showing signs of stress or communicating in a forceful manner with students, *and* that students have somewhat normalised this experience to their broader sense of what school feels like.

CONCLUSIONS

Areas of inquiry
Asking the stakeholders to define what elements of their lives contributed to their wellbeing helped to establish a sense of how the challenges they face and the resources/assets they have (or have access to) can influence their wellbeing. It also helped to determine if and to what extent stakeholders' definitions and conceptualisations varied amongst each other.

Methodology
Undertaking a rapid assessment during Ramadan can and likely does affect the quality of data. While valiant efforts were undertaken by respondents and data collectors to meet the expectations of the research, it can be assumed that some quality issues occurred as a result of fatigue and limited time availability.

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[11] See Annex B, tab Children's wellbeing for the graphic representation of this data

Furthermore, the use of distance data collection techniques due to COVID-19 prevented data collectors from being able to benefit from non-verbal communication and cues from data sources, which can be all the more critical when addressing nuanced topics such as wellbeing. It's possible that richer qualitative and anecdotal data could have been sourced using face to face data collection methods.

Findings

For the most part, "western" conceptualisations of wellbeing-inclusive of physical, social, emotional, and cognitive constructs-aligned with those found amongst the stakeholders. Senses of social status, feelings of happiness and hopefulness, feeling supported, and a sense of security all rang true as primary contributors to wellbeing. Stakeholders largely understood and valued the connection between a teachers' wellbeing and the learning outcomes of students.

The assessment provided data to support anecdotal evidence that lecturers feel less supported and less valued than do their teacher counterparts. This is particularly true when it comes to how the government policies affect their sense of security as well as their practical circumstances—such as their financial wellbeing.

Another interesting data point that was surfaced was that double shifting does have a negative impact on wellbeing-an idea that anecdotally could be extrapolated. Such decisions are common practice amongst policy makers in situations of crisis due to infrastructure challenges, but are known to have a negative impact on learning. The data points surfaced through this assessment that linked lower senses of wellbeing with teachers who were working double shifts helps to shore up arguments about the negative implications of favouring higher access numbers over lower quality outcomes.

The assessment also highlighted the areas that implementors like PIN can affect to help improve teacher wellbeing. These areas include: a) improved conceptualisations of the status of teachers and (importantly) lecturers; b) a sense of improved cooperation amongst school personnel; c) a sense of improved cooperation between school personnel and the school community; and d) training. It also included areas that PIN might try to influence, but which might be difficult to affect without broader systemic change, namely, lecturer pay. One area outside of PIN's influence and even its ability to mitigate the effects of, was the critical area of insecurity.

Interestingly, while stakeholders spoke to issues around infrastructure-such as overcrowding and material deficits-the points that were elevated the most in terms of having an impact on wellbeing were the softer aspects of the teaching experience, as noted above.

RECOMMENDATIONS

People In Need

Further research would be beneficial to the broader education in emergencies community as well as for bespoke programming for this Ninewa Plains area. Longitudinal studies linking new interventions-based on the suggestions forthcoming-using controlled trials, can ascertain which approaches have a positive impact on teacher wellbeing, and further, then have a positive impact on student wellbeing and student learning.

The findings of this assessment-which for the most part confirm some assumptions about what affects wellbeing and which areas of the sector can benefit from modifications to support wellbeing-can help support

arguments for programming intervention areas and policy modification. These areas of investment are recommended to be:

1. Work with local education officials to explore pathways of professionalisation for lecturers, including the availability of workforce development modalities such as stackable credentials that can be obtained through distance learning, and in-person coaching and mentoring;
2. Advocate for improved payment practices (values and timeliness) for lecturers;
3. Advocate for an improvement in the number of teachers and spaces required to meet student demand, to help reduce double shifting and to reduce the number of lessons that teachers and lecturers are required to cover;
4. Offer technical assistance to the Ministry of Education on ensuring that teachers and lecturers have a balanced workload, wherein the number of shifts assigned to each personnel is reasonable and the number of lessons assigned is in line with contract parameters
5. Undertake social and behaviour change communication programming that uses data to help elucidate the impact of improved teacher/lecturer wellbeing on students and socioeconomic wellbeing, thus fostering improved support for their role as valuable members of society. Formats can include radio, print media, and community meetings;
6. Try to mitigate the aspects of insecurity that negatively affect teachers and lecturers, such as transportation-where possible support localisation of formal and informal learning spaces, and/or explore ways to support safe and efficient transport for teachers/lecturers (and especially females) to and from learning spaces;
7. Use social and behaviour change communication messaging and operational technical assistance to improve parent teacher and school management associations ability to foster a sense of empathy and understanding amongst school personnel and community members/parents/caregivers about the role each plays in supporting the learning and wellbeing status of students. Build on the latent sense of cooperation amongst school personnel, community members, and students as a springboard for more effective practical interactions and cooperation; and
8. Social and behaviour change communication investments to address the low valuation of the education sector (amongst policy makers)
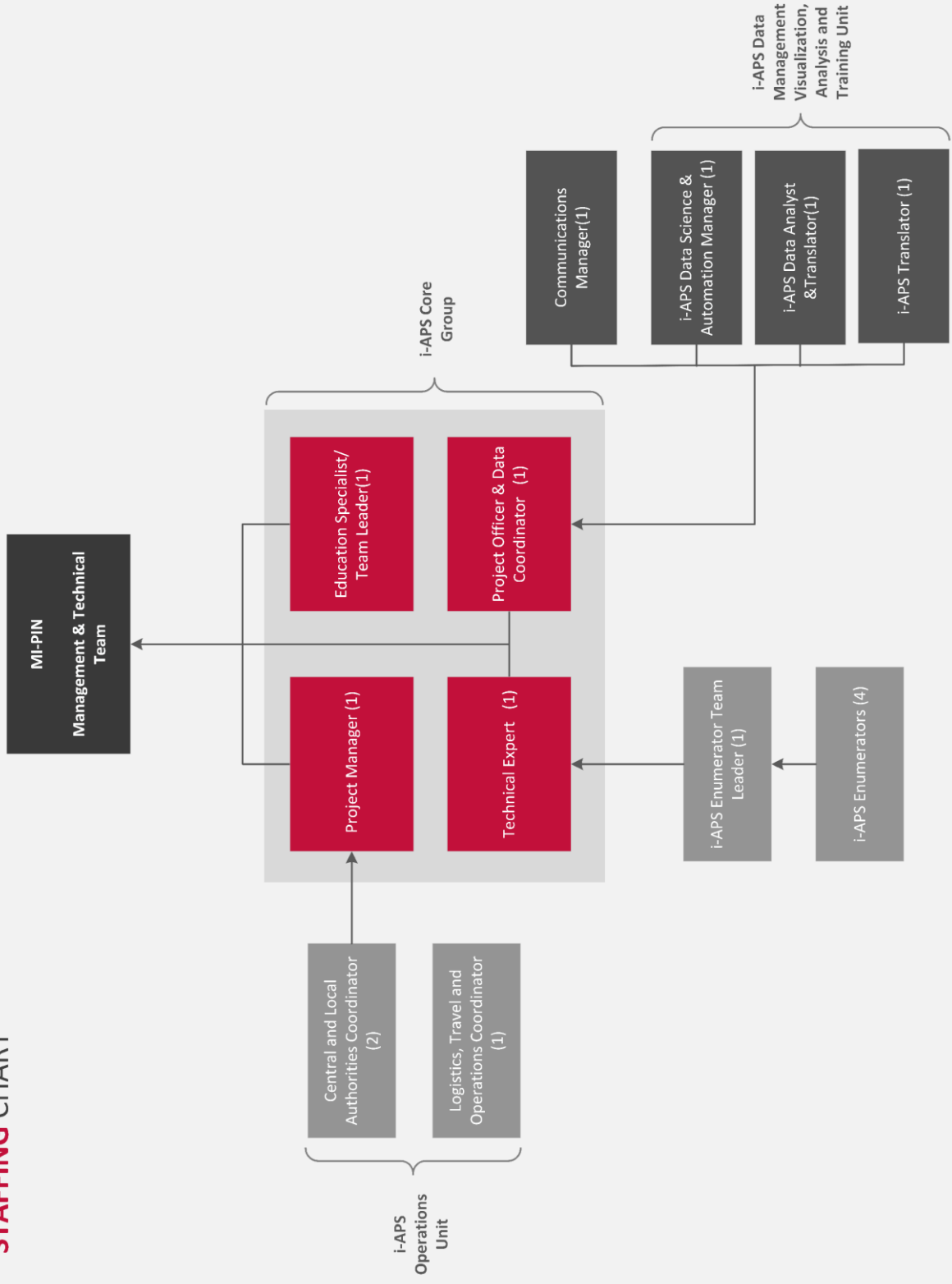
Ministry of Education
1. Improve the degree of collaboration and dialogue that takes place in identifying the human resource needs.
2. Improve support to and professionalisation pathways of lecturers so that they can have and be seen to have clear upward trajectories in the education sector.
3. Ensure that teacher and lecturer professional development opportunities are offered with thoughtful consideration for their personal commitments, the direct, indirect, and opportunity costs of their involvement in training, and ensuring that the methods prioritise *in situ*, coaching and mentoring models. Furthermore, ensure that supervisory support uses incentives and fosters a sense of autonomy, mastery, and purpose in their work rather than focusing on compliance-based approaches to management.

EiE and development sectors
1. Continue the work of developing a conflict sensitive teacher wellbeing assessment tool, building on the work started by the IRC and FHI360 and the TiCC task force.

STAFFING CHART

MI-PIN
Management & Technical Team

i-APS Core Group

- Education Specialist/ Team Leader(1)
- Project Officer & Data Coordinator (1)
- Project Manager (1)
- Technical Expert (1)

i-APS Data Management Visualization, Analysis and Training Unit

- Communications Manager(1)
- i-APS Data Science & Automation Manager (1)
- i-APS Data Analyst &Translator(1)
- i-APS Translator (1)

- i-APS Enumerator Team Leader (1)
- i-APS Enumerators (4)

i-APS Operations Unit

- Central and Local Authorities Coordinator (2)
- Logistics, Travel and Operations Coordinator (1)

ANNEXES

Annex A: Works Cited

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Annex B: Complete Data Visualization: Static Excel Charts and Interactive Google Data Suite Visuals

Additional interactive infographics, hosted on Google Data Suite Platform and live updated on each 15 minutes, are found [here](#).

Annex C: Data Collection Tool

Annex D: Quantitative Data Set

Annex E: Qualitative Data Analysis Protocol

Annex F: Qualitative Data Aggregation Table

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