



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

INEE Good Practice Guide: Training and Capacity Building – Certification and Accreditation

Teacher training is not only a means of improving the immediate standard of education, but also an investment in a future educational system. Where at all possible, teachers trained during a crisis should be certified by institutions recognized by the authorities. Training should be designed to equip teachers, not only with the skills they need in the immediate situation, but also with the qualifications that lead to certification. These teachers can continue teaching in the government system after repatriation, or when government schools re-open. From an individual perspective, certification is as important as teacher training. It can represent an important investment of the teacher's time and limited family resources. If accreditation does not occur the investment is lost—both for the teacher and for the educational system.

Strategies

- **Base training upon recognized training systems**

To facilitate accreditation and acceptance by the trainees and trainers, teacher training should be based upon a recognized and existing system. In many instances, a conventional teacher training program may have to be modified to suit the situation and to train a large number of teachers at one time. It is unlikely in an emergency situation, that teachers may attend "teachers college" for an extended time. In many cases, it will be necessary to provide training in a modular basis, such as in-service training. In other cases, distance education courses may be offered to teachers. Whatever the case, these alternative training systems should be sanctioned by a certificate granting body.

- **Document all trainer-trainee interactions and content**

To achieve accreditation, there must be solid documentation of what subjects were covered, the number of hours spent on each subject, and whether the student met the objectives. Records should be kept both by the training organization/institution and the trainee just in case the trainee needs to flee quickly. Similar records should be kept for all attendees of workshops, and for teacher observations, since these activities may also be taken into consideration for accreditation and future employment.

- **Actively pursue accreditation and certification**

Accreditation and certification should be pursued from the start of the program. Government officials are often reluctant to recognize teacher training in an unconventional setting, such as those in emergencies. They are afraid that sub-standard teacher training may be provided. Therefore, where possible, the relevant government authorities should be actively involved and invested in the design of the teacher training program, including setting the curriculum and hiring the trainers. Once the teacher training program has started, the authorities should visit regularly to ensure that the program continues to meet their standards for accreditation. Despite all of these measures, recognition of the program can be revoked when government officials change, as is frequently the case in post-conflict situations. The training organizations therefore must be prepared to continue to protect the teachers' credentials even after the training is completed.

Checklists

Curriculum and recognition

- What curriculum is being used for the training?
- Was the curriculum or parts of it, developed specifically for this situation?
- Which governments, institutions or international organizations recognize the training?
- If the training is not recognized by a government, is the training organization committed to ensuring that the trainees are certified through additional training or continued advocacy?

Record keeping

- Does the training organization keep detailed records of the training including
 - names of all of the teachers trained?
 - subjects and content covered and the number of hours?
 - methods used for trainee evaluation?
- Are these areas consistent with the official national teacher training curriculum?
- Are records kept of teacher observations? Workshops attended?
- Do the trainees have records of their training? Does this include the number of hours and subject covered? Does the trainee have plastic covers to protect their certificates and observation papers?

Certification

- Upon completion of the training, are the trainees certified? If not, do they receive an interim certificate?
- Are the certificates identical to those received by other trainees to avoid discrimination?
- Is there any follow up needed for final certification, such as teacher observation?
- To be certified, do the trainees have to pay a fee, or sit for an exam? Is support provided to the trainee who cannot pay this fee?
- Are trainees able to be registered in professional organizations, such as a teachers union? Does the organization encourage and support teachers to join?
- In the case of refugee trainees, can they be certified before they repatriate? If not, how and when will they become certified? Is there a security risk to giving the government lists of refugee teachers?