



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 – Pre-service, In-service and in the School

In emergency education situations, certified and uncertified teachers are typically unprepared to enter the classroom and address the needs of children affected by crisis. This lack of skills and knowledge is compounded by the fact that teachers have also been affected by the crisis, and are in some cases targeted for abuse. In these new situations, teacher training is required to:

- help teachers to cope,
- assist them to communicate new material,
- advise them on good techniques,
- and to review familiar subject areas.

Aside from content, part of the challenge is to determine how to rapidly deliver the training to a large number of teachers with varied levels of previous education and training. At the same time, programmers should consider the long-term development needs for certification and re-establishment of formal teacher training.

Strategies

Suggested Basic Components of a Teacher Training Programme

- Energizing activities (i.e. ice breakers)
- Psychosocial support for teachers
- Psychological, developmental, and social impact of crisis on children
- Lesson preparation
- Development and completion of schemes of work (lesson plans for a full semester or year)
- Simple teaching methods
 - Question and answer method
 - Discussion method
 - Group work
 - Peer work
 - Demonstration
- Use of locally available materials
- Classroom management
- Assessment/testing of students
- Strategies for handling a large class
- Strategies to enhance girls participation and attainment
- Childhood development and learning theory
- Basic cognitive (thinking) skills
- Motor skills (physical ability)
- Moral Development

- **Provide psychosocial support for teachers**

In areas of crisis, teachers, just like everyone else in the community, are coming to terms with what they have experienced and trying to rebuild their lives. However, unlike like most of their community, they have chosen to be engaged in the demanding job of teaching. Thus, potentially, they could increase their stress levels. In order for teachers to adequately assist students within an enabling school environment, psychosocial support should be an essential component in teacher training.

Training sessions should allow time for teachers to talk and debrief each other about the experiences through which they have lived. Realistic expectations should be developed for teachers' duties (teaching, preparation, extra-curricular activities), allowing them time for important socialization and taking care of issues such as shelter, food and caring for and locating family members. Care should be taken not to overburden teachers with training, and allow them sufficient time to prepare for class.

- **Base teaching training upon accredited and recognized training systems**

To facilitate accreditation and acceptance by the trainers and trainees, the teacher training program should be based upon a recognized and existing system. In the case of refugees this might involve a program which combines elements of both the host and home country. Additional material, such a peace/tolerance education, landmine awareness, health education, may need to be added to make the curricula relevant to the crisis situation.

In many instances, the regular teacher-training curriculum must be shortened so that more teachers can be trained. As an example, the training component could be separated from the practicum component to enable more teachers to attend teachers college and to decrease on-site living costs. The observation component could then conducted at the teachers' home schools. After the teachers have been practicing for a specified amount of time, they would be awarded their certificates. These modifications to the regular program should be carefully and openly negotiated to ensure that the participating teachers obtain their certificates.

In other cases, training will have to be provided in modules, similarly to in-service training. However, teachers should be assured that after having completed the required modules, they will receive a recognized professional qualification or a locally awarded qualification that can later be recognized officially.

- **Establish a system of follow-up support and monitoring**

Newly trained teachers cannot be expected to incorporate all of what they have learning in the training program directly into their teaching. Typically, they need in-school support and encouragement to plan their lessons, to use new teaching methods, and to teach new materials, such as health and life skills. Possible strategies for teacher support may include:

- mobile trainers coming regularly to the school,
- training a senior teacher as a mentor for all new staff and
- regular in-service training (e.g. weekly discussion of problems encountered and strategies to manage them.

Another approach is to have 'school clusters' so that a mentor teacher in one school can provide classroom guidance to teachers in the school cluster.

Teachers should be recognized for engaging in professional development activities, and standard certificates awarded.

- **Respect local teaching skills and knowledge**

Often in areas of conflict, teachers and education professionals have not been exposed to modern teaching methods. However, for new teaching practices and attitudes to be adopted, the teacher trainers must respectfully bridge the gap between the conventional and new teacher training methodologies. Care should be taken that trainers, observers and mentors are qualified and well respected teachers. Training programs should be discussion-based and emphasize that methods such as participatory and child-centered practices are a refinement of existing practices and based upon educational research. Additionally, trainers should be oriented to adults learning methodology, and provided with adequate supplementary resource materials.

Pre-service		
Description of Training Type	Pros	Cons
Formal teacher training through institutes, colleges or universities.	<ul style="list-style-type: none"> • Supports the development of untrained teachers • In-depth instruction • Raises profile of teachers • Leads to official certification of teachers • Supports permanent teacher training and the associated institutions • Important step in post-conflict reconstruction for the Ministry of Education and government 	<ul style="list-style-type: none"> • Relatively expensive, as education materials, transportation and food must be provided. In areas of post-conflict this may involve rehabilitation of teaching facilities. • Depends upon the existence of a functioning school and teacher training system. • May involve the development of a shorter/intermediary teacher training system to accommodate the large number of untrained teachers. • Relatively few beneficiaries • Politically sensitive. • Takes teachers away from their classrooms
In-service		
Description of Training Type	Pros	Cons
Training of teachers during weekends, after school, evenings and vacation, as well as distance education	<ul style="list-style-type: none"> • Support the development of trained and untrained teachers • Possibly more effective as smaller training elements are covered with time to integrate training into classroom practice. • Enables teachers to continue teaching • Cheaper than pre-service 	<ul style="list-style-type: none"> • May be difficult to organize for the large numbers of teachers • Unless recognition is negotiated, training hours do not lead to certification

• Possible Strategies for In-service training

Training of Trainers

Description: Most common approach to conducting large in-service teacher training. Trainers are taught a particular training topic (lesson preparation, participatory methodologies, life skills) as well as adult learning theory in between 2 to 5 days. Following the training, trainers should provide one or two days of training for the teachers in their school or region. This process is then repeated to cover new material.

Comments: This method is primarily effective if there are good trained teachers as the ‘cascade approach’ leads to a weakening of the message especially if it contains ideas such as participatory learning which are unfamiliar to both the trainers and the trainees.

Cluster Schools

Description: School are divided into training "clusters" where one trained teacher mentors all of the teachers in a cluster.

Checklists

Training Assessment

- How many teachers are there within a community or school? Disaggregate by sex, level of education, ethnicity, and amount of training and experience? Are there any certified teachers in the community?
- What training support do the teachers want?
- What educational materials do the teachers want? Do they have sufficient blackboard space? Chalk? Visual aids? Other teaching/learning materials?
- Both by questioning and spot-checking, how often do teachers make lesson plans, and schemes of work? Do they find group work and participatory methods practical and rewarding? Do they use them voluntarily? If not, why not?

Training

- How were the trainers selected? What are their qualifications? Does the body granting the certificates recognize these trainers?
- Were the trainers equitably selected?
- Were the trainers trained in adult learning methodologies?
- Is a Training-of-Trainers model being used?

Training content

- What curriculum is being used? Who recognizes it?
- Are a variety of teaching techniques used during the training to model participatory methods for the trainees? E.g. small group work, brainstorming, role plays, games, field trips, and student projects?
- Are the Convention on the Rights of the Child or any other human rights documents covered in the training? Do the training emphasize that all children have the right to access to education?
- Is revision included in the training? How does the trainer monitor progress or set assignments for the trainees?
- Have strategies been included to support the effective teaching/learning of girls and minorities in the classroom/learning environment? E.g. working in groups, equitable questioning and grading.
- Are teachers taught how to make their own teaching aids?
- Is the psychosocial impact of conflict on children discussed? Is there an emphasis on not separating crisis-affected children? Is there an emphasis on good teaching practices being good psychosocial practices?
- Does the training cover the teacher's role as an agent /tool of protection?
- strategies for screened students needing special assistance,
- methodologies to enhance the learning of children with difficulties seeing, hearing or moving around in the classroom, and
- identifying children within the community who have dropped out or are not attending school.
- Are written summaries of training provided? Are supplementary materials available for teachers to read further about various training or teaching issues? Eg. child rights, classroom lesson plans, strategies for classroom management, peace education, landmine awareness and life skills? Can teacher take these materials

back with them to their schools? (In most situations, these materials are read, re-read and talked about given the lack of reading materials available in emergency situations.)

- Are textbooks and teachers guides available to trainees so that they can revise subject content? Will teachers be able take these guides back to their school?
- How do teachers spend their time? Do they have adequate time for classroom preparation? Socializing?

Support

- Are the trainees given sufficient supplementary reading material to learn on their own?
- Do trainers and trainees have adequate resources to do their jobs?
- Is monitoring conducted to assist the teachers? Who does it? How were they trained? How regularly do they perform classroom observations?
- Is there a system of mentoring established?

Resources

- [Issue Focussed Teacher Education Hand book for Teacher Educators in Afghanistan](http://www.ineesite.org/training-capacity_building/IFTE.pdf) (pdf) by S. B. Ekanayake Ph.D http://www.ineesite.org/training-capacity_building/IFTE.pdf
- [Making Small Schools Work](http://unesdoc.unesco.org/images/0012/001240/124010eo.pdf) (pdf) By Alan Sigworth and Karl Jan Solstad <http://unesdoc.unesco.org/images/0012/001240/124010eo.pdf>
- [Class Acts, How Teachers Awaken Potential](http://www.unesco.org/education/educprog/wtd_99/english/end.htm) EI/UNESCO Publication, August 1999, Murtagh, Teresa; Peppler-Barry, Ulrika; O'Sullivan, Jean http://www.unesco.org/education/educprog/wtd_99/english/end.htm
- [Portraits in Courage: Teachers in Difficult Circumstances](http://unesdoc.unesco.org/images/0010/001092/109239eb.pdf). (pdf) Training of Educational Personnel Imprint: Paris, UNESCO/Education International, 1997 Pages: Languages: (English, French, Spanish) <http://unesdoc.unesco.org/images/0010/001092/109239eb.pdf>