Chapter **15**

IDENTIFICATION, SELECTION AND RECRUITMENT OF TEACHERS AND EDUCATION WORKERS

SECTION **4** TEACHERS AND LEARNERS

Chapter 15

IDENTIFICATION, SELECTION AND RECRUITMENT OF TEACHERS AND EDUCATION WORKERS

MAIN OBJECTIVES

- **To retain existing teachers and education workers.**

- **To recruit new teachers and education workers to meet the new educational needs created by emergency situations.**

CONTEXT AND CHALLENGES

EXAMPLES OF EDUCATION WORKERS

- Teachers in formal primary, secondary, vocational/technical institutions, university teachers

- Teacher trainers

- Trained youth workers

- School administrators

- Non-formal educators (e.g. teachers of life skills programmes, teachers of accelerated learning programmes, those offering apprenticeships, etc.)

- Adult literacy teachers

In situations of emergency or post-conflict, there is often a shortage of trained and/or experienced teachers. Teachers may be targeted during conflict: many may be killed and many more may flee the area. They are often accused of having sided with the 'enemy' and therefore hide their profession while displaced. At the same time, there is usually an urgent demand for education – many children and youth with no opportunity to go to school, and many who have missed out on years of formal education. Educational authorities must find fast and efficient means of responding to this situation.

Normal processes of teacher training and recruitment may break down in times of emergency, thereby weakening the school system and creating future problems with regard to the country's supply of teachers and educators. Additional teachers may be needed

simultaneously in more than one area of the country as multiple areas may be affected by conflict or migration. Therefore, depending on the type and scale of a disaster, it may be necessary to relocate teachers temporarily. Teachers who are themselves displaced within their own country may not be able to receive their salaries, as governments often register teachers to work in a specific region and their salaries do not necessarily follow them if they move. Some IDP teachers living among local populations may be discriminated against in the competition for jobs and conditions such as these lead to teachers seeking alternative sources of income.

There is likely to be a shortage of teachers in areas of return, particularly in rural areas, and some kind of incentive and evidence of security may be necessary to attract teachers to these areas.

Teachers in exile or displaced within their own country may be reluctant to return unless they know there is a school there and a chance for employment. Teachers trained in exile may not be recognized as qualified by their home government and therefore will be unable to obtain employment as teachers if they should return. Those teachers who do return face the same challenges as others: the need to re-establish, build houses, resume agricultural activities, etc., and may therefore need special incentives to be able to work as teachers, such as a food basket or housing. (See also the *Guidebook, Chapter 16*, 'Teacher motivation, compensation and working conditions'). Teachers who have received special training as IDPs or refugees may be a good resource when it comes to establishing non-formal education programmes (e.g. bridge programmes to integrate older returnee or IDP children into the formal school system) in the returnee area.

The immediate identification of teachers and education workers is fundamental. It is a process that starts with the most qualified, and selects downwards. In order of desirability, teachers should be identified from the following broad categories:

1. Qualified teachers who have completed formal teacher training and are qualified by their government to teach or instruct at a given level – preschool, primary, secondary, vocational. Teachers available for recruitment may have been displaced by the emergency or their schools destroyed or closed. For reasons of access and security, it may be particularly difficult to identify qualified or potential teachers in areas of conflict. Others may have retired from the profession, or have left for family reasons (especially women). If governments (or other education providers) are unable (or unwilling) to pay teachers' salaries, some will leave the profession in order to support themselves and their families. Youth workers and social workers, however, may be qualified to organize psychosocial/recreational activities and non-formal education.

2. Teachers who have extensive teaching experience but who do not hold a formally recognized teaching qualification. Some of these teachers may have benefited from in-service training.

3. Those that have teaching potential or some classroom or practical experience but no formal recognition (e.g. classroom assistants or literate adults in the community). Insecure conditions may make it difficult to provide in-service training to enable new teachers to function, to help existing teachers adapt to new and difficult situations, and to help school principals cope with the difficult crisis or the post-conflict situation. New teachers need in-service training and in-school support, but district-level school supervisors may not be in place, or not trained in administration, modern pedagogy and new curriculum developments.

4. In some situations, people with specific expertise related to health, sanitation, food and nutrition, agriculture, commerce, etc., could be utilized for enrichment of education programmes, although this is difficult to organize and teachers often resist it.

Individuals who previously did not have the opportunity to become teachers (e.g. women heading households) may be interested in teaching, though their education level may be less than that of men. Youth who have finished ninth or tenth grade may have few employment opportunities and, if security conditions permit, may also be interested in receiving training to teach. However, it is important to remember that untrained individuals may want to become teachers, especially if a 'salary' or some kind of remuneration is available. If teachers receive some form of compensation, unqualified individuals may claim that they have the necessary qualifications and it may be difficult to establish which teachers were previously on the government payroll, and to eliminate false claimants and 'ghost' teachers – individuals who do not work but who draw a teacher salary. Testing may be needed.

Selection processes should also be tempered by gender and ethnic considerations to maintain balance as appropriate to the situation. Care is needed to ensure equity in respect of ethnicity/political affiliation/religion, and between migrants and non-migrants. In some circumstances, recruitment tends to be biased towards particular ethnic/political/religious groups, and women may be neglected by male selectors. International organizations may assume sole responsibility for the selection of teachers, without sufficient awareness of such considerations. As women frequently stay longer in the teaching profession than men, the recruitment of more women at the beginning will likely decrease the need for frequent recruitment and training. This may mean separate recruitment criteria for men and women. Where woman lack the skills needed, plans must be drawn up for their training. Schools should have at least two women teachers (except boys' schools) and preferably a woman head or deputy head, to encourage the enrolment of girls.

Chapter 15:
Identification, selection and recruitment of teachers and education workers
IIEP • INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

3

SUGGESTED STRATEGIES

Summary of suggested strategies
Identification, selection and recruitment of teachers and education workers

1. Conduct, co-ordinate or facilitate a survey of teacher availability and needs in the emergency-affected populations, and develop a plan for hiring required staff.

2. In situations where NGOs are supporting the education system, ensure that the recruitment of new teachers and educational staff for their programmes does not disrupt existing educational structures.

3. Ensure that education ministry staff and/or other education providers establish minimum requirements for the selection of teachers, and conduct recruitment in a transparent manner.

4. Advertise the need for educators as widely as possible. Ideally, the whole community should know of the need for teachers and education workers.

5. Clearly document the working relationship with the educators that are selected.

6. Ensure recognition of prior teacher training and accreditation.

7. Decide the contractual status under which new teachers are to be recruited.

Guidance notes

1. **Conduct, co-ordinate or facilitate a survey of teacher availability and needs in the emergency-affected populations, and develop a plan for hiring required staff.**

(See also the *Guidebook*, *Chapter 28*, 'Assessment of needs and resources'). Government and/or other education providers should:

- Assess educational capacities in the affected area.

  • What are the minimum teacher qualifications – in the home country? In the host country (where applicable)?

  • Undertake a sample survey or develop a list of teachers who are at present providing education in the affected area(s): males/females; educational qualifications; teaching experience (number of years), which subjects and grades they have taught; subjects and grades they are qualified to teach; languages spoken, etc.

  • Are there other qualified persons within the community who can provide educational services, for example, certified teachers (who are not teaching or who could teach more), educated adults who are interested in becoming teachers, trained youth workers, or skilled trades people? What are their qualifications?

  • Are the skills of administrators and trainers being fully utilized? That is, are they employed where they are most needed, and are they working full-time?

  • Are there non-formal educators within the community who can and would be willing to provide mentoring and apprenticeships?

- Assess the educational needs in the affected area.

  • Give breakdowns of the total number of children and youth in the affected area by level of education completed, age, gender, ethnicity and religion, as appropriate.
    - How many children/youth are presently attending an education programme?
    - What is the number of over-age youth who are not in school and who have missed out on basic educational opportunities?
    - For out-of-school youth, what type of education programme would they be willing to attend (e.g. formal primary, accelerated learning programme, skills training, etc.)?

- Determine how many teachers and other education workers are necessary to support the educational needs of the affected community.

- Do the number and type of existing educators meet the community's educational needs? For example, are there additional needs for preschools or for non-formal education programmes for out-of-school youth?

- What are the local standards for pupil/class and pupil/teacher ratios? (See the 'Tools and resources' section for details on calculating these ratios.)

- How many new teachers are required to meet the local standards? If multiple areas of the country have been affected, how does this vary by location? Consider the following:
  - What are the current pupil/class and pupil/teacher ratios in the schools?
  - If out-of-school children were enrolled, what would the pupil/class and pupil/teacher ratios be? (It may be necessary to make an estimate of the number of children out of school. For more information, review the *Guidebook, Chapter 28*, 'Assessment of needs and resources'.)

- Do existing educators reflect the needs of the students with regard to level of education, gender and language?

- What are the budgetary requirements for meeting the identified need for additional teachers and education workers? (See also the *Guidebook, Chapter 35*, 'Budget and financial management'.)

- Develop a plan for hiring teachers and educational staff. The plan should describe the requirements for each relevant district or administrative unit in the affected area and should include the following components:

  - Number of additional teachers, administrators and other education workers that are required.

  - Budgetary requirements.

  - Plans for identifying/recruiting individuals for the new positions.

  - Criteria for selecting teachers.

  - Identification of who will select/hire the new employees.

  - Minimum training requirements for unqualified teachers.

📖 TEACHER SALARIES FOR IDPS

Salaries for teachers in Colombia are allocated to the teachers' province of origin. Therefore, one of the difficulties faced by internally displaced teachers is that it takes a long time to have their salaries transferred to a temporary area – even if there is a need for teachers in those areas.

In Indonesia, teachers who fled the conflict on the island of Halmahera and took refuge in Sulawesi were able to have their salaries transferred, but indicate that part of their reluctance to return to their home communities is the time it will take to have their salaries transferred back with them.

- In IDP situations, consider the development of a flexible system for redistributing government teachers within the government system to meet the educational needs of the moving population.

  - Are administrative procedures in place to facilitate such transfers?

  - How can teachers' salaries be transferred with them when they move?

- In refugee situations, home-country governments should consider establishing a policy to keep teachers in exile on the human resources list (if their whereabouts are known), and take them off the government payroll. This may facilitate the re-appointment of teachers upon their return.

2. **In situations where NGOs are supporting the education system, ensure that the recruitment of new teachers and educational staff for their programmes does not disrupt existing educational structures.**

   - Teachers should not be recruited away from local schools or existing programmes.

   - Government compensation scales should be communicated clearly to UN and NGO representatives so that the scales they develop are commensurate with those of the government. (See the *Guidebook*, *Chapter 16*, 'Teacher motivation, compensation and working conditions', for a thorough discussion of teacher compensation and establishing pay scales.)

   - Priority should be given to members of the emergency-affected or refugee community before external educators are brought in. For example, if there are not enough existing teachers, are there educated persons who can be trained as teachers?

   - Educational authorities should assume responsibility and/or be involved in the training of new teachers.

3. **Ensure that education ministry staff and/or other education providers establish minimum requirements for the selection of teachers, and conduct recruitment in a transparent manner.**

   (See the 'Tools and resources' section of this chapter for more information on teacher recruitment and selection.)

   - Identify the appropriate criteria for recruitment and the minimum level of education and training required.

     - Note that in situations of emergency and post-conflict reconstruction, established requirements for teachers' educational qualifications may need to be relaxed in order to hire a sufficient number of new teachers, especially women. In such situations, in-service training and monitoring must be ongoing. (See also the *Guidebook*, *Chapter 17*, 'Measuring and monitoring teachers' impact' and *Chapter 18*, 'Teacher training: teaching and learning methods'.)

Chapter 15:
Identification, selection and recruitment of teachers and education workers
IIEP • INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

7

After the genocide in Rwanda, "to overcome the shortage of primary teachers the Ministry called for secondary leavers and even secondary drop-outs to come and fill the vacant posts. ... In late 1994 the Ministry assisted 12th grade students to sit their final examinations. Their strategy was to channel them as soon as possible into primary teaching posts. This was a well thought out yet very quick response on the part of MoE. Less known – and perhaps the most important contribution of all to attracting teachers into schools and to supporting those first days in school – was UNICEF's one-off contribution to teachers' salaries, which amounted to US$800,000, called 'a one time incentive payment'. Under normal circumstances, international development agencies try to avoid paying the salaries of civil servants. But these were exceptional circumstances. Looking back, many people have lauded that courageous step of breaking with tradition that helped to assist teachers back into school".

Source: Obura (2003: 64-65).

- How much weight should be given to prior teaching experience?

- What evidence is required to prove that a person has the specified qualifications or experience? (They may have been displaced without having time to collect their personal documents, or they may have been robbed of them.)

- How much of the curriculum content must teachers know in order to be hired?

- What are the strengths and weaknesses of the prospective teachers in the following areas: writing learning objectives, developing teaching materials, conveying subject matter, and using participatory methods?

- What is the range of teaching techniques that have been practised by the teacher (lecture, question and answer, recitation drill, small group work, brainstorming, role-play, drama and music, field trips, individualized learning, student projects)?

📖 WORKING WITH NGOS TO HIRE TEACHERS

In post-conflict Sierra Leone, UNICEF worked with the government Ministry of Education, Science and Technology (MEST) to develop an accelerated learning programme for 10-13 year-olds whose education was disrupted by the conflict in order to facilitate their return to the formal school system. The programme was implemented by the Norwegian Refugee Council (NRC) whose staff worked directly with the ministry to identify and hire teachers and trainers based on an open announcement/invitation to apply.

To avoid disrupting the country's education system, one of the conditions for employment was that teachers could not be employed in a government school. In addition, qualified candidates were selected with an objective of balancing gender, IDP/local background, ethnic, religious and other relevant considerations.

Source: NRC (2005: 5b).

- Ensure the recruiting and hiring processes are transparent and meet the needs of the affected population

  • What are the existing recruitment and selection processes for teachers and other education staff?

- Involve all stakeholders in the process of selecting educators. These include:

  • Community leaders.

  • Parents of the displaced.

  • Ministries of education (preferably of both home and host countries in refugee situations, though this is not usually possible).

  • School inspectors and monitors.

- Maintain a constant awareness of ethnic, gender, religious and language considerations in the selection process.

- Appoint a woman as principal or deputy principal of a mixed school to minimize gender harassment and to provide a good role model. If there is no woman sufficiently qualified, appoint a woman as a senior teacher with responsibility for promoting girls' education.

- Make a special effort to recruit minorities and women to encourage the attendance and retention of minority and female students. (*Note:* in emergency situations, highly qualified teachers, especially men, are often attracted to jobs outside the teaching profession, which creates a perpetual need for training new teachers. As less educated women are more likely to stay in the educational system longer, there is an additional programmatic justification for hiring them.)

  • In order to recruit more women, it may be necessary to hire women with lower levels of education than men, provided that they meet certain minimum educational standards.

  • Consider providing additional or special in-service training for unqualified female teachers in order to improve their subject knowledge and teaching skills.

- Consider the following strategies to ensure transparency:

  • In stable situations, it may be possible to select educators – that are currently not working or who may have extra capacity – from existing governmental rosters based upon documentation of training and experience.

  • In unstable areas where documents may have been lost:
    - Develop a standardized interview procedure.
    - Consider the use of panel interviews.
    - Develop a written test to gauge literacy, numeracy, language skills and if possible a practical test of teaching proficiency. Agree on a minimum threshold for passing the test.

4.   **Advertise the need for educators as widely as possible. Ideally, the whole community should know of the need for teachers and education workers.**

- Possible methods of informing communities include:

  - Contacting community leaders.

  - Advertising by radio, newspaper, or television.

  - Making announcements at community gathering points such as markets or churches.

  - Creating basic recruitment posters.

  - Developing specific advertising strategies for women and minority groups (for example, advertising in women's hairdressing salons in Africa).

- Advertisements for teachers should include:

  - Necessary qualifications and experience: minimum number of years of education completed or certificate required, etc.

  - The number of teachers expected to be hired.

  - Teaching/professional expectations for those who will be hired.

  - Pay range based on experience, qualifications and hours of teaching per week.

  - Key elements of the job description.

  - Hiring conditions based on balancing gender and background.

5.   **Clearly document the working relationship with the educators that are selected.**

- Develop a standard contract and accompanying job description that clearly defines the working relationship. When possible, these should be based on existing job descriptions used by the educational authorities.

- For job descriptions, consider including items such as:

  - Requirements for lesson planning and preparation.

  - Requirements for assessing student learning.

  - Extent of curriculum content that teachers must know and teach.

  - Desired familiarity with various teaching methods.

  - Accepted rules for discipline.

  - Professional code of conduct. (See the 'Tools and resources' section for an example.)

- Ensure that teachers sign their contract and obtain a copy of their job description.

- Where possible (e.g. in refugee situations where teachers may be hired on a temporary basis), initial contracts should be of two to three months' duration, with an option for renewal.

- Where possible, ensure that contracts follow local labour practices, specifically with regard to working hours, compensation and standards of behaviour.

- Educators should sign a code of conduct establishing acceptable and unacceptable behaviour and ramifications to avoid ethnic and gender discrimination and abuse. (See the 'Tools and resources' section for a sample code of conduct.)

- When new staff positions (e.g. peace, health or landmine education programme staff) are being created, their job descriptions and pay should be harmonized with the pre-existing system.

6.   Ensure recognition of prior teacher training and accreditation.

(See also the *Guidebook*, *Chapter 16*, 'Teacher motivation, compensation and working conditions' and *Chapter 18*, 'Teacher training: teaching and learning methods'.)

- What documentation will be required?

- What teacher training will be accepted?

- What will be the process for recognizing and recruiting teachers from areas of asylum, or teachers returning from exile?

- How can the educational authorities facilitate the redistribution of teachers to cover educational needs in the country (e.g. need for teachers in rural areas)?

7.   Decide the contractual status under which new teachers are to be recruited.

- Is it possible to employ newly recruited teachers on fixed-term contracts, instead of indefinite contracts?

- What arrangements will be made for those teachers who stayed in-post during the crisis?

- What arrangements will be made for unqualified volunteers, who filled in for missing teachers during the crisis?

In deciding these questions, it will be necessary to balance the need to fill the deficit of teachers quickly with realistic projections of the government's revenues, and industrial relations and political concerns.

Research in West Africa suggests that the contractual status of teachers has little effect upon the learning attainments of pupils. Pupils whose teachers are fully fledged civil servants on indefinite contracts do not perform significantly better than pupils who are taught by teachers on fixed-term contracts. The factors that make a difference are the quality of administrative and pedagogical support received by teachers, whatever their contractual status may be.

TOOLS AND RESOURCES

1. INEE minimum standards for teachers and other education personnel

Standard 1: Recruitment and selection

A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.

Key indicators

- Clear and appropriate job descriptions are developed prior to the recruitment process.

- Clear guidelines exist for the recruitment process.

- A selection committee, including community representatives, selects teachers based on a transparent assessment of candidates' competencies and considerations of gender, diversity and acceptance by the community.

- The number of teachers recruited and deployed is sufficient to prevent oversized classes.

INEE minimum standards guidance notes

1. Job descriptions: These should include, among other components, roles and responsibilities and clear reporting lines, as well as a code of conduct.

2. Experience and qualifications: In an emergency, the aim should be to recruit qualified teachers with recognized qualifications but, in some situations, those with little or no experience will need to be considered. Training will therefore be required in these cases.

   If qualified teachers no longer have certificates or other documents, it is important to provide alternative means of verification, such as testing of applicants. While the minimum age for teachers should be 18, it may be necessary to appoint younger teachers. In some situations, it is necessary to recruit female teachers proactively, and to adjust the recruitment criteria or process to promote gender parity, where possible and appropriate.

   It is necessary to recruit teachers who speak the home language(s) of learners from minorities who are taught in a national language not their own. Where possible and appropriate, intensive courses in the national and/or host country language(s) should be provided (see also 'Teaching and learning standard 1, guidance note 7').

3. Criteria may include the following:

   - Professional qualifications: academic, teaching or psychosocial experience; other skills/experience; relevant language ability.

- Personal qualifications: age; gender (recruiters should aim for gender balance if possible); ethnic and religious background; diversity (to ensure representation of the community).

- Other qualifications: acceptance by and interaction with the community; belonging to the affected population.

4. Selection: Teachers and other education personnel should primarily be selected from among the affected population, but if necessary can be recruited from outside. If a site is established for refugees or internally displaced populations, applications from eligible local candidates may be accepted if this will help to foster good relations. Selection should be carried out in consultation with the community, the host community and local authorities.

5. References: In crisis settings, a reference check should be carried out for teachers and education personnel to avoid employing individuals who could have an adverse effect on learners and/or who do not fully respect their rights.

6. A locally realistic standard should be set for maximum class size: Every effort should be made to recruit enough teachers to avoid major deviations from this standard. Monitoring reports should indicate the number of oversized classes at the different levels of schooling.

Source: INEE (2004: 66-67).

2. Pupil/class and pupil/teacher ratios

The *pupil/class ratio* is the average number of students per class. A class is defined as a group of pupils receiving instruction together. In small schools, students from different grades may be present in the same 'multigrade' class, as occurs in one-teacher or two-teacher schools. Conversely, a school may have a number of classes for the same grade. The intent behind this ratio is to encourage educators to avoid overcrowding in the classroom based on the assumption that teachers with too many students will not be able to provide a quality education, and that students who cannot keep up with the lessons will drop out.

The *pupil/teacher ratio* is the average number of pupils per teacher in an education system. This ratio is generally used with regard to cost considerations. It can be helpful in identifying areas of the country that have too many teachers (poor deployment) and it can be used for estimating the financial implications of potential policies such as hiring more teachers in a particular area.

Standards for both of these ratios are often specified at the national level. During emergency situations, educational authorities should consider the impact of conflict on children when deciding targeted class sizes. (Note that children's psychosocial healing will benefit from smaller classes where they can receive more individual attention.) Class sizes are a function of demand and the number of available teachers, but overcrowded classrooms do have an effect on the quality of education, especially when many teachers are untrained or severely affected by the emergency themselves.

3. Sample code of conduct for teachers

All members of the teaching staff are expected to abide by the following general guidelines:

At all times, the teacher:

- Acts in a manner that maintains the honour and dignity of the profession.
- Protects the confidentiality of anything said by a student in confidence.
- Protects students from conditions that interfere with learning or are harmful to the students' health and safety.
- Does not take advantage of his or her position to profit in any way.
- Does not sexually harass any student or have any manner of sexual relationship with a student.
- Is a good, honest role model.

In the classroom, the teacher:

- Promotes a positive and safe learning environment.
- Teaches in a manner that respects the dignity and rights of all students.
- Promotes students' self-esteem, confidence and self-worth.
- Promotes high expectations of students and helps each student to reach his/her potential.
- Encourages students to develop as active, responsible and effective learners.
- Creates an atmosphere of trust.

In their professional life, the teacher:

- Displays a basic competence in educational methodology and his/her subject.
- Displays an understanding (in his/her teaching) of how children learn.
- Is always on time for class and prepared to teach.
- Does not engage in activities that adversely affect the quality of his/her teaching.
- Takes advantage of all professional development opportunities and uses modern, accepted teaching methods.
- Teaches principles of good citizenship, peace and social responsibility.
- Honestly represents each student's performance and examination results.

With respect to the community, the teacher:

- Encourages parents to support and participate in their children's learning
- Recognizes the importance of family and community involvement in school
- Supports and promotes a positive image of the school.

In addition to the items mentioned here, the teacher is expected to abide by all other rules and policies of the wider environment (camp, school, etc.).

Source: INEE (2004: 70).

REFERENCES AND FURTHER READING

Halliday, I.G. 1995. *Turning the tables on teacher management.* London: Commonwealth Secretariat.

IIEP (International Institute for Educational Planning). 2002. "Planning the recruitment and utilization of teachers". Module 4 of the IIEP *Advanced training programme in educational planning and management 2002/2003.* Paris: IIEP-UNESCO.

INEE (Inter-Agency Network for Education in Emergencies). 2003. "Assessment of teacher/facilitator availability and capacity, including selection". In: *Good practice guides for emergency education.* Retrieved on 26 August 2005 from http://www.ineesite.org/assess/teacher.asp

INEE (Inter-Agency Network for Education in Emergencies). 2004. *Minimum standards for education in emergencies, chronic crises and early reconstruction.* Paris: INEE.

NRC (Norwegian Refugee Council). 2005. "Education programme models". In: *Forced Migration Review,* 22 (56).

Obura, A. 2003. *Never again: educational reconstruction in Rwanda.* Paris: IIEP-UNESCO.

Phelps, M.R. 2001. *Accreditation and the quality assurance system for higher education.* Jakarta: Asian Development Bank

Chapter **16**

TEACHER MOTIVATION, COMPENSATION AND WORKING CONDITIONS

SECTION **4**   TEACHERS AND LEARNERS

Chapter 16

TEACHER MOTIVATION, COMPENSATION AND WORKING CONDITIONS

→

MAIN OBJECTIVES

- **To adequately compensate and recognize the efforts of teachers, with regard to prevailing conditions.**

- **To support the re-establishment of a proper and ongoing system of educator payment.**

- **To enable adequately compensated educators to provide a quality educational service.**

- **To provide teachers with the necessary support and physical conditions to enhance their performance and motivation.**

CONTEXT AND CHALLENGES

Teachers are the most important factor in determining the quality of education that children receive. As such, governments have a responsibility to ensure that teachers perform to the best of their abilities. To do this, governments must pay attention to a number of factors that affect teachers' performance. Teacher compensation is a critical, but not the only factor in teacher motivation; it constitutes both a formal and a social recognition of their work. Educators may be compensated through salaries or other cash payments, food, training, or special assistance such as shelter, transport or agricultural support. If staff are not paid, they will not teach regularly or will leave the profession; if compensation is irregular, or frequently withheld, teacher motivation may be affected. Therefore, an established teacher compensation system helps to stabilize the education system and decreases teacher absenteeism and turnover. As discussed in the *Guidebook*, *Chapter 18*, 'Teacher training: teaching and learning methods', compensation protects the investment made in teacher training programmes, especially those that focus on relevant and meaningful sensitization, methodology and new topic areas where trained teachers are usually difficult to find.

In addition to compensation, teachers are motivated by a range of other factors including:

- Dedication to the profession and teaching children.

- Success in the classroom – professional rewards of seeing children achieve.

- Status in their communities from exercising a respected profession.

- Training and mentoring, particularly recognized and certificated in-service training.

- Appropriate working conditions – including issues such as the number of hours taught each week; the number of students in the classroom, support of the head-teacher, availability of teaching and learning materials, parental involvement and support, clear school policies and guidelines and the physical condition of the learning space/classroom.

- The prospect of promotion and career advancement.

In situations of emergency, the challenges of teacher compensation, motivation and working conditions become more complex. Frequently, government systems break down and education budgets – many of which were limited before the emergency – are reduced even further. Therefore, although the government is responsible for paying teachers, salaries may be in arrears, and as a result of the economic disruption, there may be a lack of a tax base to pay teachers. Returnee teachers who were employed by the government in a specific region before the conflict may be unable to access their salaries in the areas to which they return (see also the *Guidebook*, *Chapter 15*, 'Identification, selection and recruitment of teachers and education workers'). Teachers often do not receive any form of compensation for months. Initially teachers may work voluntarily, but they will quickly want some form of remuneration for their services. Therefore, there is a need to establish a compensation/incentive system as soon as possible and unless this is prioritized, there will be high levels of turnover as teachers leave the profession in search of other employment. Where necessary (to support their families), teachers may take on other work in addition to teaching, reducing standards and teacher attendance.

At the same time, teachers may work in increasingly difficult conditions with overcrowded classes, no educational materials and in schools where the buildings have been damaged or destroyed. Often they will be forced to teach in temporary or open-air classrooms with a severe lack of resources. They may be targeted by armed groups or there may be insecurity that decreases their motivation. Teachers in insecure areas may experience high levels of stress due to the insecurity – they may have witnessed atrocities; or family members, students or colleagues may have been killed or are missing. They may also have to deal with traumatized and disturbed students.

In such situations, governments will often turn to the international community for support in providing educational assistance to displaced and war-affected populations. Even when such assistance is provided, however, governments must still play a role in the provision

of education to their citizens and to refugees in their country.[1] United Nations agencies and NGOs may support educational initiatives as an interim measure to supplement the government's efforts, but co-ordination may be difficult, especially where distances are considerable, or when communications are disrupted. Issues such as compensation of refugee or IDP teachers have an impact on local economies and can create tensions among government educators if, for example, displaced teachers receive a higher salary or have better working conditions. Compensation scales of international organizations can also have a long-term impact on national education budgets. Therefore, government educational authorities must be involved in the development of emergency education programmes to avoid later, unintended consequences.

Often, in refugee situations, little financial support will come from the asylum or home government to pay for education programmes. Therefore, these are often partially or completely supported by the international community. Refugee teachers will likely receive 'incentives' rather than 'salaries' as it is recognized that they are not being fully compensated for their services. There will be a need to harmonize teacher compensation with that of other relief workers. Salaries should not exceed those of local teachers in the host country or teacher salary scales in the country of origin (this rule may not be practicable where the education system in the emergency-affected country is not functioning properly). This is to avoid disparities between groups, the provocation of tensions and the creation of unsustainable funding arrangements.

As repatriation/return approaches, the government will need to reassume responsibility for teachers' salaries. Educational authorities must consider how the system will absorb new/more teachers and how/whether the education budget can accommodate the increase.

This chapter is specifically focused on issues related to teacher motivation, compensation and working conditions. Readers are encouraged to also review the *Guidebook*, *Chapter 10*, 'Learning spaces and school facilities', *Chapter 18*, 'Teacher training: teaching and learning methods', *Chapter 27,* 'Textbooks, educational materials and teaching aids' and *Chapter 32*, 'Community participation', since each of these issues also has an effect on teacher motivation and working conditions.

1.   Countries that are signatories to the 1951 *Convention relating to the Status of Refugees* have an obligation to admit refugees to the compulsory stage of education alongside nationals, but in many impoverished countries, schools in the refugee-receiving areas cannot accommodate them. Governments therefore facilitate the provision of refugee education by other providers such as NGOs, often funded by UNHCR and bilateral donors.

SUGGESTED STRATEGIES

Summary of suggested strategies
Teacher motivation, compensation and working conditions

1. Conduct, co-ordinate or facilitate a survey of teacher remuneration and conditions of work in the emergency-affected populations, prepare a budget for government teacher salaries and develop a policy on remuneration by other education providers.

2. Consider non-monetary forms of support that can be provided to increase teachers' motivation, in addition to salaries/cash payments.

3. Consider initiatives to encourage community support of teachers.

4. Review financial control systems related to teacher payment.

5. In situations where teachers or educated people have fled persecution, ensure that payroll lists cannot be used as a means of identifying and targeting individuals.

Guidance notes

1. **Conduct, co-ordinate or facilitate a survey of teacher remuneration and conditions of work in the emergency-affected populations, prepare a budget for government teacher salaries and develop a policy on remuneration by other education providers.**

(See also the 'Tools and resources' section: 'INEE minimum standards' for more information on teachers' salaries and working conditions.)

- Review the government pay scale, and current levels of payment, for teachers and other education workers in emergency-affected areas.

  - Are teachers leaving the schools? Why? Are they getting more pay elsewhere? If so, how much?

  - What are teachers' other sources of income? Can these be enhanced or can the pay scale be adjusted upwards?

  - Payment or compensation scales should take into account policies of non-discrimination by gender, ethnic or religious group, or disability, i.e. equal pay for equal work. Make sure that the system of payment is based on:
    - Qualifications.
    - Training.
    - Previous teaching experience (if this can be validated).

  - Does the pay scale allow unqualified teachers to qualify for higher salaries once they are trained?

- Determine short-, medium- and long-term impacts of teacher compensation scales (See also the *Guidebook*, *Chapter 15*, 'Identification, selection and recruitment of teachers and education workers' and *Chapter 35*, 'Budget and financial management'.)

  - Calculate the overall impact on the education budget of changing the pay scale and/or hiring additional teachers. As the number of qualified teachers increases, the budget will increase accordingly and new funds must be made available.

  - Consider the long-range implications of salary scales. A low salary scale can be adjusted upwards, while a high salary scale can only be lowered with great difficulty.

- Determine whether there are sufficient funds available to pay government teachers affected by emergency or post-conflict conditions.

- If necessary, seek outside support – from the United Nations, World Bank, bilateral donors.

TEACHER SALARIES IN RECONSTRUCTION

The single largest cost item in any education system is the salary bill for teachers, accounting for more than 70 per cent of recurrent spending in most developing countries. Across these countries, there is wide variation in average annual salaries, typically ranging from 0.6 to 9.6 times per capita gross domestic product (GDP). An appropriate target for developing country ministries of education by 2015 is 3.5 times per capita GDP, as this is a sustainable level of expenditure. Because the average level of teacher salaries is a very politically sensitive issue, the pace at which that target figure may be reached will vary from country to country.

For countries below the target, where average salaries need to be raised, the political dynamics are easier. Given the positive impact on system quality such a change could have, it would be desirable to implement such a reform as quickly as possible. Unlike other parameters (such as lowering the pupil-teacher ratio, which requires additional classroom construction), it is also technically possible to implement an upward salary adjustment almost immediately. And, given the political popularity of such a move, implementing it sooner rather than later could help consolidate support for a reform programme as a whole.

The major constraint to this particular reform is fiscal sustainability, not political opposition. But as countries' adoption of needed reforms, such as salary adjustment, would constitute a credible plan for EFA attainment, it is justifiable that any resulting financing gaps would be supported by international donors.

It is essential that such a reform be implemented in an intelligent manner that would maximize the positive impact on schooling quality — for example, by establishing new and higher standards, weeding out the weakest performers, introducing a structure of incentives to reward performance, and putting in place stringent processes for new teacher selection.

The size of the upward adjustment, which is very significant in some cases, raises obvious questions about the realism of assuming that such a change could be implemented for one segment of the civil service in isolation.

Because raising average salaries can be expected to improve the quality of the teaching force as well as reduce absenteeism, stimulate greater accountability for teaching effectiveness, and create incentives for high performance or deployment to remote areas, it is considered a quality improvement in countries with salaries currently below the target.

For countries with teacher salaries above the target level of 3.5 times per capita GDP, the adjustment downward is considered an efficiency improvement. Since it is legally and politically impossible in most contexts to reduce the salaries of civil servants, this reform must be implemented in an especially gradual way. It should be assumed that a new cadre of teachers is recruited at the pace of new classroom construction and paid at the target level of 3.5 times the per capita GDP, and that all recruitment of higher-paid civil-service teachers is suspended. A number of countries in francophone Africa and elsewhere have in fact implemented such a reform in teacher contracting and have generally found no shortage of well-qualified candidates willing to work at the lower salary level, suggesting that the higher salary is not (or is no longer) an efficiency wage in these economies. However, the longer-term impact of this reform on teacher motivation and performance and student learning, as well as its political sustainability, are still open questions and merit further research.

Incumbent teachers should continue to be paid on their current salary scale, but over time their weight in the overall salary bill will diminish through retirement. Thus, the average salary will approach the target level.

Source: Adapted from Bruns *et al*. (2003: 74-75).

- Develop a policy for remuneration by other education providers, e.g. NGOs.

- Co-ordinate pay scales with the organizations involved. (See also the 'Tools and resources' section for ideas on how NGOs can support education in emergencies, and the *Guidebook*, *Chapter 37*, 'Donor relations and funding mechanisms'.)

  - Inform outside agencies of the government's pay scale.

  - In refugee situations, is there a government or refugee camp salary scale in place?
    - How do the salaries of teachers/facilitators and educational staff compare to those of local, government teachers?
    - How do salaries compare to those of teachers in the refugees' home country? (This will have an impact on their eventual return.)
    - When developing a salary scale for refugee teachers, the base wage should not be less than the earnings of unskilled labour and petty traders in order to avoid teacher turnover. If the salary or incentives are too high, however, a precedent may be set that prevents the government and NGOs from implementing services in the future, and may deter repatriation.
    - Ideally, salary scales in the education and health sectors (the two largest employers in crisis situations) should be the same to avoid strikes and riots later.
    - Wherever possible, it is better to delay the establishment of a monetary increase every year and explore alternatives such as the provision of tools, seeds or rucksacks to teachers

  - In some instances, three pay scales must be developed to accommodate hiring:
    - Members of the emergency-affected community.
    - Local professionals from the area.
    - Skilled professionals from outside the immediate area who are hired because of their special expertise, e.g. secondary education teachers or teachers who work with children with disabilities.

📖 TEACHER PAYMENTS IN REFUGEE SITUATIONS

In Tanzania, a single simple pay scale was adopted for refugee and Tanzanian educators. The payment matrix included a modest pay scale for refugee staff (who also benefited from relief assistance such as free food, health care and shelter), a slightly higher pay scale for locally recruited national staff (to compensate for their not receiving relief assistance) and a significantly higher pay scale for staff recruited from the capital, who had to relocate and perhaps maintain two homes.

Over seven years, Liberian refugee teachers in Guinea and Côte d'Ivoire slowly increased their salaries to US$80 per month. Upon repatriation, however, the Liberian government could only pay US$10 per month, which created a disincentive to repatriate and for those who did return, a disincentive to continue teaching – further disrupting the education of the children.

Source: Sinclair (2002) and Julian Watson, personal communication.

- Education systems are typically the largest employers in areas of conflict. For this reason, such employment should benefit as many people as possible.
  - Educators should not have more than one job.
  - Women, especially those who are single with children, should be considered for teaching and non-teaching jobs.

2. **Consider non-monetary forms of support that can be provided to increase teachers' motivation, in addition to salaries/cash payments.**

   There are a number of alternative sources of incentives and support:

   - In-service training to support teachers in their task and provide necessary motivation.

   - Mentoring systems to support teachers.

   - Other, non-cash incentives, such as food or housing allowances.

   - Bicycles, if distances are great between teachers' homes and their schools.

   - Improvements in working conditions (see also the *Guidebook*, *Chapter 10*, 'Learning spaces and school facilities' and *Chapter 27*, 'Textbooks, educational materials and teaching aids').
     - How many children are in the classroom? Are there systems in place to evaluate whether classrooms are overcrowded, and what can be done to assist teachers who have too many students (e.g. hiring additional teachers, hiring classroom aids or engaging community volunteers)?
     - What are the physical conditions in which teachers work? Are classrooms large enough to accommodate all the children comfortably? What can be done to improve classroom space, e.g. efforts to make classrooms more soundproof so that teachers and students can hear and engage in learning more effectively, provision of movable furniture so children can work in groups, etc.?
     - Do the teachers have teaching and learning materials to assist them with lesson planning and preparation? Issue a complete set of textbooks and teacher guides to each teacher, if not already provided.

3. **Consider initiatives to encourage community support of teachers.**

   Head teachers and supervisors can be trained in promoting community support for schools, which may also benefit teachers. (See also the *Guidebook*, *Chapter 32*, 'Community participation'.)

   - Can communities contribute to the payment of teachers?

   - Can communities provide other forms of compensation such as food or housing?

   - If cleaners, guards, or cooks are paid out of the education budget, can the community take responsibility for these tasks?

- Are there other forms of support that communities can provide, e.g. special events to recognize teachers' efforts, support to school gardening projects, physical labour to construct classrooms in order to improve the learning environment for teachers and students, etc.?

4. Review financial control systems related to teacher payment.

Government and other education providers should review their systems of financial control. (See also the *Guidebook*, *Chapter 35*, 'Budget and financial management'.)

- By what mechanism do teacher actually receive their salary? Are they being paid regularly and on time? Who handles the money? Are teachers receiving the correct amount? If not, review the payment process to determine necessary controls to minimize corruption in the teacher payment process.

- Are teachers paid in cash? If so, are systems in place to move this amount of hard currency safely into the field? Is it possible to pay teachers through a local bank?

- Are teachers in remote rural areas required to travel periodically to a town, or to the capital city, to receive their payments? This disrupts their classroom duties. If so, make arrangements for local payment of salaries.

- Does the school administration deduct items such as union dues out of the wages? How has this been decided? Are the dues accounted for?

- Are there mechanisms to ensure that only active teachers and not 'ghost teachers' are on the payroll? Ghost teachers may include teachers in exile, teachers who have obtained other employment but are still receiving their teacher salaries, or deceased teachers.

5. In situations where teachers or educated people have fled persecution, ensure that payroll lists cannot be used as a means of identifying and targeting individuals.

- Consider who has access to the lists.

- Store the lists in a safe and secure location with limited access.

TOOLS AND RESOURCES

1. INEE minimum standards for teachers' compensation and working conditions

Standard 2: Work conditions

Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

Key indicators

- Compensation and conditions of work are specified in a job contract, and compensation is provided on a regular basis, related to the level of professionalism and efficiency of work.

- International actors co-ordinate with educational authorities, community education committees and NGOs to develop appropriate strategies, and agree to use fair, acceptable and sustainable remuneration scales for the various categories and levels of teachers and other education personnel.

- The code of conduct and defined conditions of work are developed in a participatory manner, involving both education personnel and community members, and there are clear implementation guidelines.

- The code of conduct is signed and followed by education personnel, and appropriate measures are documented and applied in cases of misconduct and/or violation of the code of conduct.

INEE minimum standards guidance notes

1. **Conditions of work** should specify job description, compensation, attendance, hours/days of work, length of contract, support and supervision mechanisms, and dispute resolution mechanisms (see also 'Standard 1, guidance note 1' above).

2. **Compensation** can be monetary or non-monetary, should be appropriate (as agreed upon), and paid regularly. The appropriate level of compensation should be determined through a participatory process ensuring co-ordination between the actors involved. It should aim to be at a level that ensures professionalism and continuity of service and sustainability. In particular, it should be sufficient to enable teachers to focus on their professional work rather than having to seek additional sources of income to meet their basic needs. Compensation should be contingent on adherence to the conditions of work and code of conduct.

   Care should be taken to avoid a situation where teachers from different backgrounds (e.g. nationals and refugees) receive different levels of pay. Key actors should be

involved in the development of long-term strategies for a sustainable compensation system. There should be co-ordination between United Nations agencies, NGOs, educational authorities and other organizations to determine common levels of compensation.

3. **The code of conduct** should set clear standards of behaviour for education personnel and specify the mandatory consequences for persons who do not comply with these standards. The code should apply to the learning environment and to education programme events or activities. The code should ensure that teachers and education personnel promote a positive learning environment and the well-being of learners.

    The code should state, among other things, that education personnel:

    *   Exhibit professional behaviour by maintaining a high standard of conduct, self-control and moral/ethical behaviour.

    *   Participate in creating an environment in which all students are accepted.

    *   Maintain a safe and healthy environment, free from harassment (including sexual harassment), intimidation, abuse and violence, and discrimination.

    *   Maintain regular attendance and punctuality.

    *   Demonstrate professionalism and efficiency in their work.

    *   Exhibit other behaviours as deemed appropriate by the community and education stakeholders.

4. **Code implementation guidelines:** there should be training on the code of conduct for all education and non-education personnel who work in the learning environment. Training and support should be provided to members of community education committees and education supervisors and managers on their roles and responsibilities in monitoring the implementation of codes of conduct. They should also be helped to identify and incorporate key concerns around codes of conduct into school/non-formal education programme action plans. Supervisory mechanisms should establish transparent reporting and monitoring procedures, which protect the confidentiality of all parties involved.

Source: INEE (2004: 67-68).

2. INEE minimum standards – teacher's code of conduct

At all times, the teacher:

- Acts in a manner that maintains the honour and dignity of the profession.
- Protects the confidentiality of anything said by a student in confidence.
- Protects students from conditions that interfere with learning or are harmful to the students' health and safety.
- Does not take advantage of his or her position to profit in any way.
- Does not sexually harass any student or have any manner of sexual relationship with a student.
- Is a good, honest role model.

In the classroom, the teacher:

- Promotes a positive and safe learning environment.
- Teaches in a manner that respects the dignity and rights of all students.
- Promotes students' self-esteem, confidence and self-worth.
- Promotes high expectations of students and helps each student to reach his/her potential.
- Encourages students to develop as active, responsible and effective learners.
- Creates an atmosphere of trust.

In his/her professional life, the teacher:

- Displays a basic competence in educational methodology and his/her subject.
- Displays an understanding (in his/her teaching) of how children learn.
- Is always on time for class and prepared to teach.
- Does not engage in activities that adversely affect the quality of his/her teaching.
- Takes advantage of all professional development opportunities and uses modern, accepted teaching methods.
- Teaches principles of good citizenship, peace and social responsibility.
- Honestly represents each student's performance and examination results.

With respect to the community, the teacher:

- Encourages parents to support and participate in their children's learning.
- Recognizes the importance of family and community involvement in school.
- Supports and promotes a positive image of the school.

In addition to the items mentioned here, the teacher is expected to abide by all other rules and policies of the wider environment (camp, school, etc.).

Source: INEE (2004: 70).

3. NGO support to education in emergencies[2]

Governments in disaster and post-conflict situations often do not have the funds to pay teachers an appropriate wage. The matrix below presents some ideas for how NGOs can support government schools, and some potential positive and negative impacts of each strategy.

	POSITIVE IMPACTS	NEGATIVE IMPACTS
STRATEGIES TO ASSIST THE GOVERNMENT		
NGO pays teachers and school administrators a full or partial salary while government systems are established	• Education system starts and maximum number of children attends school.	• Undermines government authority • Unsustainable and raises the question of when the government will be able – or willing – to pay salaries • May create disincentives for teachers to continue teaching after NGO programme ends
NGO pays incentives – all teachers receive the same amount regardless of experience and qualifications – for a limited period, e.g. the duration of a programme. The expectation is that the government will resume payment of teacher salaries as soon as possible	• Pressure on government to receive and take responsibility for the teachers as well as for children and for new classrooms as part of the total programme • Trained teachers will continue teaching; children who complete NGO programmes can enter public school system afterwards • New teachers prove their skills and government has some time to consider and plan for additional salaries	• Teachers will be unhappy with the incentive system and the lack of a pay scale • Despite an agreed commitment to pay salaries, the government may be unable or unwilling to pay the salaries regularly. This will result in severe motivation problems for teachers who have become used to regular payments from the NGO
NGO advocacy with local government to compensate teachers	• Additional pressure on the government to pay teachers • Identification of whether the problem is lack of money or administrative (e.g. no computers to compile payroll or transportation to deliver salaries to schools) • Identification of alternative means to support teachers. In some countries, teachers and civil servants are given an allocation of farmable land instead of monetary compensation.	• Possible loss of political capital and leverage on a very complicated and political issue
NGO advocacy with donors	• Pressure on the local government separate from NGOs • Possible attention and assistance	• Possible loss of political leverage

2. This matrix is adapted from the Inter-agency Network for Education in Emergencies (INEE) *Good practice guides: compensation and payment of educational staff*, which can be found at http://www.ineesite.org/edstruc/payment.asp.

	POSITIVE IMPACTS	NEGATIVE IMPACTS
STRATEGIES TO SUPPORT SCHOOLS THROUGH COMMUNITIES		
Help in establishing school fees (and exemptions for the poor)	• Sustainable • Typically part of the pre-conflict culture • Some children might be able to attend school	• Some children might not be able to attend school • Fees might not provide adequate income to teachers
NGO support for school agriculture or income generation projects (cash crops, animal husbandry, bees)	• Sustainable (but often ineffectual since school administration, parents and teachers may not be good managers of income generation projects) • Typically part of the pre-conflict culture • Educational opportunity in regard to teaching agriculture, business, and animal husbandry	• Students, often of one gender, are frequently used for labour in the school fields, taking away from the time they could be studying • Takes school administrators' time away from education
Teacher housing incentives (NGO to build houses for returning teachers) — On school compound	• Can enhance school's permanent capital	• May hinder permanent settlement of families since they are living on school property • Creates a precedent for returning teachers and other professionals
Teacher housing incentives (NGO to build houses for returning teachers) — Off school compound	• Enhances community and family return	• Disadvantages teachers who stayed during the crisis
Paying school teachers for additional work on NGO sponsored supplementary education projects, such as adult literacy	• Provides services for other portions of the population • Lays the groundwork for these services being included in the national agenda	• Potentially overworks teachers and school administrators • Potentially unsustainable by the community and by the government
NGO support for creation of a mentoring system for teachers in which mentors receive an incentive	• Increases the quality of education	• Unsustainable • Assists few teachers financially

REFERENCES AND FURTHER READING

Bruns, B.; Mingat, A.; Rakotomalala, R. 2003. *Achieving universal primary education by 2015: a chance for every child.* Washington, DC: World Bank.

Chapman, D. 1994. *Reducing teacher absenteeism and attrition: causes, consequences and responses.* Paris: IIEP-UNESCO.

INEE (Inter-Agency Network for Education in Emergencies). 2002. "Education structures and management: compensation and payment of educational staff". In: *Good practice guides for emergency education.* Retrieved 26 August 2005 from http://www.ineesite.org/edstruc/payment.asp

INEE (Inter-Agency Network for Education in Emergencies). 2003. "Assessment of teacher/ facilitator availability and capacity, including selection". In: *Good practice guides for emergency education.* Retrieved 26 August 2005 from http://www.ineesite.org/assess/teacher.asp

INEE (Inter-Agency Network for Education in Emergencies). 2004. *Minimum standards for education in emergencies, chronic crises and early reconstruction.* Paris: INEE.

Johannessen, E. M. Forthcoming. *Management of teachers in emergencies and reconstruction.* Paris: IIEP-UNESCO.

Mehrotra, S.; Buckland, P. 1998. "Managing teacher costs for access and quality." UNICEF staff working papers, evaluation, policy and planning series, EPP-EVL-98-004.

Sinclair, M. 2002. *Planning education in and after emergencies.* (Fundamentals of educational planning no. 73). Paris: IIEP-UNESCO.

CHAPTER

16

SECTION 4

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

iiep

International
Institute for
Educational
Planning

Chapter **17**

MEASURING AND MONITORING TEACHERS' IMPACT

SECTION **4** TEACHERS AND LEARNERS

Chapter 17
MEASURING AND MONITORING TEACHERS' IMPACT

MAIN OBJECTIVE

- **To improve the quality of education through support and guidance to teachers in their workplace.**

CONTEXT AND CHALLENGES

In emergencies and early reconstruction, there are often teachers who are new to the profession, and all teachers and head-teachers have to face unusual difficulties. Teachers may be isolated and it may be difficult for inspectors or monitors physically to access teachers and schools to observe and support them.

Most education programmes organize in-service training courses for teachers, if the emergency conditions permit. However, the desired result is good education in the schools. To ensure that this takes place, education programmes employ field staff with administrative and advisory functions. In some cases, these functions are performed by separate people while in others they are combined.

New teachers without proper qualifications and training receive quick induction training and will need more observation and guidance. These teachers should be evaluated against their actual level of experience and training. Traditional expectations of teachers' performance may need to be reviewed and adjusted accordingly.

Emergency situations often provide the opportunity for participatory and child-centred methods to be introduced. Teachers who are not familiar with these methods will need training and follow-on support in order to implement these methods successfully.

New subjects or topics such as landmine awareness, environmental awareness, material on safe drinking water and other health and hygiene issues, HIV/AIDS prevention or peace education may have been added to the curriculum. Methods

for measuring teachers' impact and providing in-school support with regard to these new topics will need to be developed, and will help guide training in these subjects.

In refugee and IDP emergencies, measuring and monitoring teachers' impact may be done by NGOs, United Nations agencies, government inspectors or some combination of these, and a co-ordinated approach is needed. Agencies must be encouraged to keep systematic records of teachers' performance, which will be needed to facilitate their return and be recognition of their qualifications and experience.

In early reconstruction, teacher supervision and guidance will likely be done by regular government inspectors, but they may have little access to initially insecure rural areas. Returnee teachers must be informed of new expectations and of the government's inspection/observation policy. Governments must further increase their field supervision capacity to absorb new teachers into the system, at a time when experienced personnel are scarce and busy with many reconstruction tasks.

Teacher evaluations will need to be adapted in order to take into account the circumstances that teachers face in their classrooms. For example:

- Children may have been out of school for a long time. What impact does this have on the teacher's ability to perform effectively?

- Children may be hungry. Is there a school feeding programme to support them so that when they are in the classroom they are able to concentrate?

- Children may have special emotional needs. Have they been severely traumatized? If so, this will have an impact on their ability to learn.

- Teachers may also have faced traumas, and need help coping with it.

- Large classes may make it difficult for the teachers to do their job and for students to learn.

- Teaching and learning materials may be scarce.

Administrative issues facing teacher supervisors include ensuring that teachers attend school regularly, act in line with procedures and policies, and conduct themselves in an ethical manner (e.g. not harassing colleagues and students). Field staff combine this with other administrative tasks such as checking the attendance records of pupils, looking into the condition of buildings, furniture and equipment, distributing materials, and so on. This administrative role has a disciplinary aspect, in that head-teachers and teachers can be penalized for not observing the rules.

It is difficult to combine this administrative and disciplinary aspect with the role of mobile trainer and adviser. Nevertheless, in many places the two roles are combined, in the 'inspector' or 'supervisor'. This is often due to logistical factors. Especially in rural areas, it may not be practicable to send administrators and advisers separately to remote locations. This is even more true if the area is insecure, if public transport is not operating, and if there is limited budget

or fuel for field missions. If, however, there is a concentrated population, combined with a large number of new teachers, as is often the case in a refugee situation, then it may be possible to separate the two roles, as was done, for example, in the refugee schools in Guinea. (See the example in the *Guidebook*, *Chapter 18*, 'Teacher training: teaching and learning methods'.)

Recent trends in teacher supervision

In many countries, these trends are being observed (Carron and De Grauwe, 1997):

- More coherent job descriptions for supervisors. This implies separating advisory from control functions and administrative from pedagogic duties. Many countries are moving in this direction.

- More openness and transparency regarding reports and assessments from supervisors.

- More openness and discussion with those being appraised. Clear criteria and procedures are being established for appraisal and assessment.

- Strengthening follow-up actions on supervision meaning that the supervision has to include conversations with the supervisees and also to make sure that the supervisor's recommendations are being implemented.

- A change from individual teacher supervision to whole school evaluation.

- Increasing involvement of supervision and support services in system evaluation.

FIELD SUPERVISION: THE SUPPORT SYSTEM IN GTZ'S BASIC EDUCATION FOR AFGHAN REFUGEE'S (BEFARE) PRIMARY SCHOOL PROGRAMME FOR AFGHAN REFUGEES IN PAKISTAN

The BEFARe teachers have completed grade 12 and a 10 days' basic training course only. The training is not sufficient, but the field education supervisors (FES) support the teachers regularly. They visit the schools once or twice a week and observe the teachers in the classroom. The steady presence of a FES keeps the teacher on the right track, and communicates an interest in the teacher's performance. It helps him or her to translate the knowledge and skills taught in the basic training course to the classroom. The FES also notes attendance and dropouts. FES co-operates closely with the Head teacher (HT) and reports what he/she has observed. The field education supervisor also needs support, training and supervision. Here is where the master trainer (MT) comes in. His/her job is to supervise the FES, and to train them. The MT and FES report to the BEFARe regional sub-centre.

Without a support system, it would not have been possible to guide the teachers in the right direction. A basic training course is not enough. It is through daily teaching that the teacher is able to practise what he/she has learnt. Regular pedagogical supervision on the spot invites the teacher to revise his/her practice. Through refresher courses, which are based on the field education supervisors' experience from the supervision, the teachers receive necessary upgrading.

Source: Johannessen *et al.* (2002: 50-51).

The selection and training of supervisors

There is a worldwide tendency to think that any experienced teacher can be a good supervisor. This is only one criterion, although important. Formal qualifications and experience at least give supervisors the necessary authority and respect. However, this is not sufficient. A good supervisor also needs to be a good observer and to be able to base his/her guidance on the teacher's actual performance in a way that is supportive and encouraging. Another criterion is to make sure that they are familiar with the programme.

Many years of service do not guarantee that teachers are suitable to supervise. It depends on how they have reflected upon their experience and are able to build upon it when advising others. There is, however, a worldwide tendency for supervisors to be promoted on the basis of their experience and seniority as teachers. Therefore, the inspectors are relatively old and perhaps conservative in their approach. Fresh blood may be needed to renew the system and the ways of supervising. One solution may be to engage people on shorter contracts, so that inspectors do not stay in their position indefinitely.

Characteristics of good supervision

Before supervisors offer comment, they should allow the teacher to give his or her own assessment of the lesson that has just been observed.

Teachers often welcome supervision that is based on detailed, non-judgemental observations and are interested in feedback, even when they work under very difficult circumstances. This requires that supervisors:

- Present their observations in a factual way, asking for the teacher's comments.

- Not direct teachers to teach in a way they have not been trained to do or are not familiar with.

- Start by looking for the teacher's strengths.

- Yet be able to correct and handle weak teaching and unacceptable treatment of pupils.

Parents, children, teachers, education officials and the community are all affected by teachers' performance. Therefore, it is critical that each of these stakeholders has an opportunity to be involved in the development of plans and procedures for measuring teachers' impact. Since teachers are the ones who will be directly monitored, however, it is essential that they be informed clearly on how this will be done and on what basis they will be assessed under the actual circumstances.

SUGGESTED STRATEGIES

➡ **Summary of suggested strategies**
Measuring and monitoring teachers' impact

1. Conduct, co-ordinate or facilitate a survey of teacher monitoring and in-school support in the emergency-affected populations, and develop policy guidelines based on best practice among education providers.

Guidance notes

1. **Conduct, co-ordinate or facilitate a survey of teacher monitoring and in-school support in the emergency-affected populations, and develop policy guidelines based on best practice among education providers.**

   (See the 'Tools and resources' section for more information on supervision and support mechanisms as well as a sample teachers' performance checklist.)

   - Consider the teacher's personal situation when assessing his/her performance in emergency situations, especially initially.

     - Is the individual a qualified teacher with previous teaching experience or a literate adult who has agreed to teach? Standards of performance should be different based on qualifications.

     - Does the teacher have a good sense of the stress/trauma of his or her own experience? (See also the *Guidebook, Chapter 19*, 'Psychosocial support to learners'.)

     - Is the teacher expressing the need for and receiving support from parents, the head-teacher, other fellow teachers, the education committee and community leaders?

     - Is international humanitarian support being solicited to support teachers' working conditions and improve their performance?

- Assess regularly the situation of schools and teachers that can be reached and keep records for the benefit of the school system and the individual teachers.

  - Are local schools working, and are the majority of children and teachers in place in certain areas?

  - In active conflict situations where displacement has occurred, is it possible to monitor the teachers who remain?

- Ensure that refugee teachers' qualifications and experience are evaluated so that they can be hired and given the appropriate working conditions and salary upon return to their home country. (See also the *Guidebook, Chapter 16*, 'Teacher motivation, compensation and working conditions'.)

  - Has this process been prepared in advance so that teachers in exile may be more willing to return home when conditions permit?

- Review/revise the criteria and expectations that will be used for monitoring and measuring teacher performance and achievements. (See the 'Tools and resources' section for examples of how to assess teachers' performance.)

  - What changes in teacher requirements are necessary to adapt to the special challenges and circumstances that teachers face?

  - Have new subjects been added to the formal curriculum that demand different performance from the teachers?
    - Are additional guidelines needed on how to measure understanding and achievement in additional subject areas?
    - How can the children's understanding and absorption of topics be measured in order to assess the teacher's ability to transmit the new messages/topics?
    - Are there educational authorities or other teachers who are able to monitor, assess and advise the teachers in the new subjects on a regular basis? If not, can such support be provided by UNICEF, UNESCO or NGOs?

- For complementary or non-formal education programmes, such as accelerated learning, literacy or skills training, which are run by non-governmental actors, consider the following:

  - Do certain government standards apply to these programmes?

  - What is the government's role with regard to monitoring teachers' impact in these programmes?

  - Do guidelines for teacher monitoring and assessment exist? Are they acceptable to the government? If not, can educational authorities and programme officers work together to develop agreed-upon guidelines?

  - Do these programmes include a teacher-training component as a means of improving teacher performance?

- Agree with community leaders and parents (as relevant) how students' well-being will be monitored and assessed. Possible items to monitor include:
  - Children's attendance rate.
  - The teacher's behaviour in class.
    - Has the teacher created an environment conducive to learning where the children feel safe and appreciated? Initially, human relationships with the children/students should count more than formal job requirements and results.
    - Do the children seem interested?
    - Has the teacher been able to adopt, use and promote (among parents and community leaders) a methodology consistent with the needs of the pupils/students?
    - Are classes organized in a way that enables students to benefit and not lose concentration?
    - Is the teacher behaving the same towards all of the children?
    - Do all children have an equal chance to participate?
    - Is the teacher able to give advice and support to the children in an unfamiliar environment?
    - Is the teacher able to detect and act if a child shows signs of needing special assistance or referral?
- Is the teacher able to achieve results? What is the academic performance of the students – pass rates, subject knowledge, etc.?
  - If performance is generally poor, what has been done to identify the causes?
  - Would special training for the teacher help improve both teacher and student achievements?
- Are classes organized with a consistent, regular timetable for the students?
- Is the teacher/facilitator on time and present to receive the students?
- Are recreational activities and breaks included in the timetable?
- Develop procedures for monitoring teachers and improving their performance.
- Who will do the monitoring and provide classroom guidance?
  - Head-teachers, mentors, government education inspectors, NGO staff, community members, others?
  - Senior staff within a school cluster?
  - Community education committees (especially regarding teacher attendance and conduct)
  - If educational authorities and NGOs/religious groups/others are co-operating in the assessment of teachers, do teachers clearly understand the roles of the different actors?

- How will monitoring of teachers' performance take place?

  - Classroom observations.

  - Dialogue between teachers and observers/supervisors.

  - Self-evaluation by teachers coupled with recommendations from observers.

  - Statistics such as attendance rates of students and teachers, pupil achievement, etc.

- With what frequency will monitoring and assessment of teachers' performance take place?

- What is the system for following up on teacher observations etc.? How can poor performance be remedied?

  - Improve teachers' performance.

  - Ensure that records are maintained of teachers' performance.

  - What records can be obtained of teachers' past model demonstration lessons.

  - Feedback on classroom observations.

  - In-service training on content, methodology and changes in job requirements.

  - Provision of support materials such as textbooks and teaching aids.

  - Consideration of teachers' working conditions (e.g. if there are 60 children in the classroom, education providers may need to explore ways to reduce class size in order to improve performance).

  - For refugee teachers, is there a way to contact the Ministry of Education in the home country directly, or through UNICEF or UNESCO?

  - For teachers displaced within their own country, how can records be accessed from their area of origin?

  - What records need to be developed and kept regarding teachers' performance?

  - In refugee situations, can home country guidelines and requirements be obtained so that teachers can be evaluated against familiar criteria?

  - Consider the development of a database of teacher qualifications and experience that can be made available to the teachers' home country prior to return. This may facilitate teacher certification in their home country. (See also the *Guidebook, Chapter 16*, 'Teacher motivation, compensation and working conditions'.)

  - Ensure clear dissemination of information.

  - In an emergency situation, have teachers been informed of any new rules and regulations or changes in expectations that have been introduced?

- Prior to repatriation:
  - Have refugee teachers been informed of requirements for recognition and certification in their home country, particularly if there have been changes?
  - Have they been made aware of teaching opportunities in their home country?
  - Do they need training to be able to qualify and pass required performance standards?

- During return and early reconstruction:
  - Have national teachers who did not move during the conflict been clearly informed about how the education system in their country will absorb returning teachers into the workforce?
  - Has information been disseminated on how the performance of returning teachers will be measured/rewarded – if initially different from national standards?
  - Have all teachers been informed of guidelines and requirements for teacher achievements – for both formal and other recognized education programmes – how these will be enforced and when will the new requirements begin?
  - Have teachers, relevant educational authorities and officers been informed of any special considerations and exceptions during the reconstruction period?

TOOLS AND RESOURCES

1. INEE minimum standards for teacher support and supervision[1]

Standard 3

Supervision and support mechanisms are established for teachers and other education personnel, and are used on a regular basis.

Key indicators

- A supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel.

- Staff performance appraisals are conducted, written up and discussed with the individual(s) concerned on a regular basis.

- Appropriate and accessible psychosocial support and counselling are provided to teachers and other education personnel, as needed.

INEE minimum standards guidance notes

1. **Supervisory mechanisms:** Each country or affected area should define standards for teachers and education personnel and develop and implement a support and supervision mechanism. This mechanism may include representatives from the community (including traditional and religious leaders), community school organizations such as parent-teacher associations, local authorities, head teachers and teachers' unions. The supervisory mechanism should be closely linked to the community education committee. The committee should include in its terms of reference the monitoring of education personnel in relation to codes of conduct, with a focus on professionalism, work efficiency and appropriate conduct. …

3. **Staff performance appraisals** should include an assessment of the efficiency and effectiveness of the teachers or other education personnel and should provide consultation opportunities for teachers, head teachers and other relevant personnel to identify issues and develop follow-up activities that are agreed upon collaboratively. Where appropriate, appraisals should recognize and celebrate achievement in order to motivate education personnel. Monitoring and participatory evaluation may motivate teachers and increase their competence.

4. **Crisis support:** Even trained and experienced teachers and other education personnel may find themselves traumatized by events and faced with new challenges and responsibilities vis-à-vis learners, and their ability to cope and perform depends on relevant support being available. A support mechanism should be established in the community to assist teachers and other education personnel dealing with crisis situations.

---

1. Source: INEE (2004: 69).

2. Save the Children UK form for assessing quality in schools

Is this school good for children?[2]

- School is a place where children learn. If it is open, friendly and welcoming, then children will feel safe and comfortable. Then they will learn better.

- How do we know if our school is good for children? We can look for things that show we care about children and are concerned for their safety and well-being.

- Start with what you can see happening in school. Look at the list and mark 'Yes'.

- Look at the list and see what is not happening yet. Make a plan and set a time line.

- In one month, do the checklist again. Has the school made positive changes?

- Do the checklist on a regular basis and keep a record of the date. Improvement will be shown each time you check.

	YES	NOT YET
1. Teachers smile frequently and speak in a friendly tone.		
2. Teachers listen attentively to children.		
3. Teachers bend down to children's level and make eye contact.		
4. Teachers call children by name.		
5. Teachers help children deal with feelings and help children solve problems in a positive manner.		
6. Teachers treat all children with respect.		
7. Children treat each other with respect.		
8. Children treat teachers with respect.		
9. The school is neatly organized with learning resources accessible to children.		
10. Children's work is displayed at their eye level.		
11. The building and immediate outside area are as safe and clean as possible.		
12. The daily programme includes small group activities.		
13. Children spend more time in class doing things than they do waiting, or listening to the teacher.		
14. The daily programme allows children some choice in activities.		
15. Teachers focus on what children learn and what they can do.		
16. Teachers use small group time to move from group to group and from child to child for brief conversations and positive encouragement.		
17. Teachers develop activities for children using a range of resources.		
18. Local children and refugee children have access together to school resources.		
19. There are mats available for floor activities.		
20. Parents are welcomed in the school.		
21. Teachers greet parents warmly by name.		
22. Parents work in the school on a regular basis and help support the school in other ways.		
23. An up-to-date and attractive parent corner or information board is maintained.		
24. Parents meetings are held at least every term.		
25. Information on the progress of each child's learning is recorded.		
26. Some of the child's work is kept by the teacher, some is displayed and some is taken home by the child.		
27. Drinking water is available to children who do not bring their own.		
28. There is a place for children to wash their hands.		
29. Separate girls' and boys' latrines are available in a safe location.		
30. Teachers say goodbye to children before the children go home.		

2. Source: Nicolai (2003: 143-144).

3. Teacher competencies

There are valuable examples of well-developed schemes of measuring competence and performance of teachers in exile. One of these is 'Teacher competencies – indicators of teacher effectiveness', developed by Consortium-Thailand, for primary, middle and secondary school teachers in refugee camps on the Thailand-Burma border. This material is a useful example of a tool for measuring teachers' impact in emergency situations, although modifications will be necessary based on the particular context, situation and cultural background of the target groups.

The document defines basic competencies of a classroom teacher and states that refugee educators can use this document to assess the quality of the teaching in their schools. Teachers can use the document to assess their own teaching and areas of needed skill development. Finally, providers of educational training can use this document to provide direction for the content and level of teacher training they provide (Consortium-Thailand, 2000: 2).

The competencies are divided into the following areas:

1. **Knowledge**.
    - Learning principles.
    - Subject matter and curriculum.
2. **Management of the learning environment.**
    - Teaching skills: planning.
    - Teaching skills: delivery.
    - Teaching materials.
    - Assessment.
    - Communication and teamwork.
    - Classroom management.
3. **Professional practice.**
    - Professional attitudes and behaviours.
    - Professional development.

Below are two examples of teacher competencies from the Consortium-Thailand booklet.

SUBJECT MATTER:
THE TEACHER KNOWS THE SUBJECT AND CURRICULUM AND APPLIES THIS KNOWLEDGE IN THE CLASSROOM.

	COMPETENCIES	NEEDS IMPROVEMENT	ACCEPTABLE	TARGET
1.	The teacher demonstrates knowledge of the subject he/she teaches.	• The teacher often communicates wrong information. • The teacher does not tell when he/she does not know something. • The teacher never asks for help when he/she does not know or understand something.	• The teacher usually communicates accurate information to the students. • The teacher tells students when he/she does not know something. • The teacher usually asks for help when he/she does not know or understand.	• The teacher consistently communicates accurate information to students. • The teacher consistently tells students when he/she does not know something. • The teacher always asks for help when he/she does not know or understand.
2.	The teacher understands and uses the curriculum appropriately.	• The teacher often cannot explain the objectives of lessons he/she teaches. • The teacher never asks for help when he/she does not understand the curriculum.	• The teacher usually knows and can explain the objectives of most lessons he/she teaches. • The teacher usually asks for help when he/she does not know or understand the curriculum.	• The teacher consistently can explain the objectives of lessons he/she teaches. • The teacher uses the curriculum flexibly and adapts it to real life situations.

TEACHING SKILLS – PLANNING:
THE TEACHER PLANS APPROPRIATE AND EFFECTIVE LESSONS FOR THEIR CLASSES.

	COMPETENCIES	NEEDS IMPROVEMENT	ACCEPTABLE	TARGET
1.	The teacher has clear (written or unwritten) objectives.	• The teacher does not have lesson objectives.	• The teacher sometimes has achievable, measurable objectives.	• The teacher always has achievable, measurable objectives for each activity
2.	The teacher provides appropriate content, according to the curriculum.	• The content of the lesson is not relevant for the students according to the curriculum.	• The teacher provides some content relevant for the students' age, level and interests, according to the curriculum.	• The subject content provided is always suitable for the students' age, level and interests, according to the curriculum.
3.	The teacher identifies and plans to use a variety of methods.	• The teacher plans use of only one method.	• The teacher often plans use of a variety of methods in a sequence of lessons so students learn by seeing, hearing and doing.	• The teacher consistently plans use of a variety of methods in a sequence of lessons so students learn by seeing, hearing and doing.
4.	The teacher sequences the steps of the lesson.	• The steps of the lesson are out of order or there are no steps.	• The teacher plans lessons with broad steps.	• The teacher plans specific steps in logical order to achieve objectives.
5.	The teacher plans lessons using teaching materials.	• The teacher never uses teaching materials.	• The teacher uses some teaching materials.	• The teacher always uses teaching materials to encourage learning by seeing, hearing and doing.

4. Codes of conduct for teachers

Sexual harassment of students in return for better marks is a serious problem in a number of countries, and strict rules are needed. There may also be harassment of staff. A study of junior secondary schools in Ghana, Malawi and Zimbabwe found sexual abuse of girls by older students, teachers and 'sugar daddies', which the researchers saw as part of a wider problem of school-based violence, including excessive corporal punishment and bullying (Leach *et al.*, 2003). There is a culture of apathy on the matter and reluctance to believe girls who make allegations. The issue is a serious barrier to the retention of girls in school after puberty, since parents are wary of unwanted pregnancies and AIDS. Some programmes recommend that each school have at least two female teachers – one as head or deputy head (where a qualified woman is available) and one as a focal point or counsellor for girls. The development of a code of conduct is seen as one response to this problem (Johannessen, forthcoming).

Teacher's code of conduct[3]

At all times, the teacher:

- Acts in a manner that maintains the honour and dignity of the profession.
- Protects the confidentiality of anything said by a student in confidence.
- Protects students from conditions that interfere with learning or are harmful to the students' health and safety.
- Does not take advantage of his or her position to profit in any way.
- Does not sexually harass any student or have any manner of sexual relationship with a student.
- Is a good, honest role model.

In the classroom, the teacher:

- Promotes a positive and safe learning environment.
- Teaches in a manner that respects the dignity and rights of all students.
- Promotes students' self-esteem, confidence and self-worth.
- Promotes high expectations of students and helps each student to reach his/her potential.
- Encourages students to develop as active, responsible and effective learners; creates an atmosphere of trust.

---

3. This code of conduct was used by UNHCR Eritrea as a model, which schools then adapted for themselves (INEE, 2004: 70)

In their professional life, the teacher:

- Displays a basic competence in educational methodology and his/her subject.

- Displays an understanding (in his/her teaching) of how children learn.

- Is always on time for class and prepared to teach.

- Does not engage in activities that adversely affect the quality of his/her teaching.

- Takes advantage of all professional development opportunities and uses modern, accepted teaching methods.

- Teaches principles of good citizenship, peace and social responsibility.

- Honestly represents each student's performance and examination results.

With respect to the community, the teacher:

- Encourages parents to support and participate in their children's learning.

- Recognizes the importance of family and community involvement in school.

- Supports and promotes a positive image of the school.

In addition to the items mentioned here, the teacher is expected to abide by all other rules and policies of the wider environment (camp, school, etc.).

REFERENCES AND FURTHER READING

Carron, G; De Grauwe, A. 1997. *Current issues in supervision: a literature review*. Paris: IIEP-UNESCO.

Consortium-Thailand. 2000. *Teacher competencies – indicators of teacher effectiveness. produced for primary, middle and secondary school teachers in refugee camps on the Thai-Burma Border*. n.p.: Consortium-Thailand.

INEE (Inter-Agency Network for Education in Emergencies). 2003. "Assessment, monitoring and evaluation". In: *Good practice guide for emergency education*. Retrieved 26 August 2005 from: http://www.ineesite.org/assess/teacher.asp

INEE (Inter-Agency Network for Education in Emergencies). 2004. *Minimum standards for education in emergencies, chronic crises and early reconstruction*. Paris: INEE.

Johannessen, E.M. Forthcoming. *Management of teachers in emergencies and reconstruction*. Paris: IIEP-UNESCO.

Johannessen, E.M.; Ekanayake, S.B.; Bude, U. 2002. *Evaluation of GTZ/Basic education for Afghan refugees (BEFARe) in Pakistan*. Geneva: UNHCR/GTZ.

Leach, F.; Fiscian, V.; Kadzamira, E.; Lemani, E.; Machakanja, P. 2003. *An investigative study of the abuse of girls in African schools*. London: DFID.

Nicolai, S. 2003. *Education in emergencies: a tool kit for starting and managing education in emergencies*. London: Save the Children.

CHAPTER

17

SECTION 4

Chapter **18**

TEACHER TRAINING: TEACHING AND LEARNING METHODS

SECTION **4**   TEACHERS AND LEARNERS

Chapter 18

TEACHER TRAINING:
TEACHING AND LEARNING METHODS

→ ## MAIN OBJECTIVES

- **To offer teacher training based on the need to understand and respond appropriately to educational needs in various phases of an emergency.**

- **To train teachers on new topics such as landmine awareness, psychosocial implications of emergencies, peace education, conflict resolution – topics that may be relevant to the emergency situation and people's corresponding needs.**

- **To further develop teacher-training capacity.**

CONTEXT AND CHALLENGES

Emergencies may affect complete communities and, though their teachers may be familiar with their jobs, they may need additional support to cope with emergency conditions. At the other extreme, communities may be broken up, there may be few experienced teachers, and many people therefore enter the teaching profession for the first time under difficult conditions. Even those with previous teaching experience may need training on new topics to be taught in displacement or returnee situations (e.g. life skills messages, etc.). Teachers are likely to need training related to psychosocial support for students. They may also have been traumatized themselves and may need help with processing their own traumas. Teacher training is thus one of the most important dimensions of an emergency education response.

WHAT IS DIFFERENT ABOUT TEACHER TRAINING IN SITUATIONS OF EMERGENCY?

1. Stressful environment: ongoing conflict, family members killed or missing, traumatic experiences for both teachers and students.

2. Need for rapid training of unqualified teachers (often large numbers), either to work in government system or in NGO- or United Nations-supported schools.

3. Need for training in non-traditional topics (landmine awareness, health and hygiene issues, cholera awareness, peace education, conflict resolution).

4. Need for training in non-traditional methods (child-centred pedagogy, psychosocial referrals, participative classroom techniques).

5. Need for training to be recognized by government so teachers can be adequately certified, compensated and recognized, at least post-emergency.

6. Formal teacher training institutes may not be functioning or may not have capacity to train large numbers of new teachers.

7. Need for training in non-traditional education programmes (e.g. bridging programmes, accelerated learning programmes, etc.).

8. Training may be conducted by NGOs or United Nations organizations, either for the government school system or for schools run by NGOs.

Much confusion can arise if different agencies use different models for teacher training without any co-ordination. Although in acute emergencies, there may be a need for short and improvised courses for the teachers, the continuing courses should be designed so that they both increase teacher effectiveness and also cumulatively build up the equivalent of a teaching qualification for the teachers.

In a refugee situation, UNHCR, UNICEF, international NGO implementing partners and the host government should decide on the basic approaches and structures to be adopted, in consultation with organizations already providing in-service teacher training. If possible, there should also be consultation with the government of the country of origin of the refugees. It is important to ensure that training provided in refugee situations and outside of official government training facilities or programmes is recognized by the government. (See also the *Guidebook*, *Chapter 15*, 'Identification, selection and recruitment of teachers and education workers'.)

📖 **WHAT DO THE TEACHERS NEED TO LEARN?**
THE CONTENTS OF TEACHER EDUCATION

Teacher education should cover theoretical knowledge in the subjects to be taught and in pedagogy as well as observation of role models, microteaching and simulated and actual classroom practice. Some research indicates that most of the teaching skills a teacher uses are acquired during the first five years of practice.

In brief, teachers in emergencies need to have knowledge and skills in:

- The basic subjects that are taught.

- Teaching methods, particularly participatory methods.

- New subject areas and 'life skills' in the fields of environmental education, HIV/AIDS prevention, peace education and reconciliation, developing respect for human rights, citizenship/civic education and moral/ethical education.

- Trauma and trauma healing.

- Teaching methods for pre-school children or for adults (where applicable).

- Child protection and non-harassment of students or colleagues.

Source: Johannessen (forthcoming).

Teacher education colleges, like other educational institutions, may be destroyed or otherwise damaged during armed conflict, whether through direct attack, use as dormitories or stores, looting, or through lack of maintenance during a period of insecurity. Furniture and equipment may have been looted. It is important that renewal of the country's system of pre-service (full-time) teacher training be prominent in the plan for post-conflict reconstruction, and that renewal of content and pedagogy, as well as infrastructure, be included. Needs assessment for teacher training, both in-service and pre-service, should be seen as an integral part of 'back to school' and school reconstruction programmes. The emergency may be an opportunity to introduce or strengthen teaching methods such as those related to participatory approaches and child-centred methodologies.

📖 **DAMAGE TO TEACHER TRAINING INSTITUTIONS IN IRAQ**

In Iraq, a recent needs assessment survey showed that after years of economic sanctions which limited funding for maintenance, and the conflict in March/April 2003, only 41 (27 per cent) of the teacher training institutions had use of buildings that were in good condition. Fifty-six teacher-training institutions (37 per cent) were in buildings that were partially damaged, 31 (21 per cent) were in buildings that were seriously damaged, and 22 (15 per cent) in premises that were considered seriously unsafe. A total of 77 war-related incidents were reported on teacher-training institutions by survey respondents, in 15 governorates. Looting was most common (55 reported incidents), followed by burning (12) and bombing (10). It was also reported by 31 institutes that they were used by the military as barracks following the war.

Source: UNESCO (2004: 72).

SUGGESTED STRATEGIES

Summary of *suggested strategies*
Teacher training: teaching and learning methods

1. Co-ordinate or facilitate a needs assessment for teacher education and training, including development of a systematic structure that best meets the present and future needs of the emergency-affected populations.

2. In consultation with other education providers, develop a framework such that in-service teacher training provided during emergencies can build up cumulatively towards recognized professional teacher status.

3. Design an integrated programme for teacher training that provides an introduction to the needed competencies, together with continuing in-school guidance and support.

4. Promote classroom-based training.

5. Consider establishing teacher resource centres.

6. Support teachers through provision of teachers' manuals and teaching materials.

7. Recognize that teachers may have suffered stress during the emergency and prepare them to help students with psychosocial problems.

8. Train selected teachers in education for 'survival skills' and curriculum enrichment themes related to the emergency such as health, safety, peace, citizenship and environment.

9. Train bilingual teachers where necessary.

10. Facilitate the training of teachers and volunteers for early childhood development and pre-school programmes.

11. Plan for the renewal of full-time pre-service teacher education and training.

12 Consider the use of open and distance learning for training teachers.

Guidance notes

1. **Co-ordinate or facilitate needs assessments for teacher education and training, including the development of a systematic structure that best meets the present and future needs of the emergency-affected populations.**

   (See also the *Guidebook*, *Chapter 28*, 'Assessment of needs and resources').

   - In the case of an inter-agency multi-sectoral needs assessment, undertaken jointly with the government, ensure that teacher training is represented in the needs-assessment team by international/national educators with experience of both pre-service and in-service training in the region/country concerned.

   - Set in motion a detailed review, for emergency-affected areas, of teacher numbers in the various levels and types of schooling, their gender, qualifications and training, ongoing training programmes and the future need for in-service training and support.

   - Collect information on the structure and contents of teacher training being undertaken by the United Nations, NGOs and other education providers.

2. **In consultation with other education providers, develop a framework such that in-service teacher training provided during emergencies can build up cumulatively towards recognized professional teacher status.**

   - Compare the contents of ongoing teacher training with the national curricula for qualified teacher status, and, in the case of refugees, the curricula for qualified teacher status in their country or area of origin.

   - Design a curriculum framework that enables teachers to cover the curriculum for qualified teacher status through in-service training modules, which also meet current emergency needs.

   - Work towards recognition of this framework by the national government and, for refugees, by the government of the country of origin.

   - Meanwhile, encourage field staff and other education providers to re-structure their training to meet this framework.

   - In areas with acute teacher shortages, teachers who have not completed established certification processes but who possess 'alternative qualifications' should be formally recognized. This is especially important for promoting access to education in early reconstruction contexts such as Afghanistan.

"Seminars and design workshops involving education ministry officials and other stakeholders active in education and in-service teacher training are needed early in the reconstruction process, to harness the energies of the NGO and agency staff as well as the teachers to implementing training on a common basis across programmes, with common patterns of incentives, within a well-developed modular framework. If the Ministry of Education suggests a structure, and possible modalities for implementation, it will help the NGOs and other agencies to plan their support."

Source: Johannessen (forthcoming).

"The International Rescue Committee, which supported schools for refugees from Liberia and Sierra Leone who had taken refuge in Guinea, offered extensive in-service training and in-school support to the refugee teachers. The Ministry of Education in Liberia subsequently recognized the good performance of returnee teachers, but had difficulty in awarding qualified teacher status, which required completion of a specified training curriculum. A compromise was reached whereby a teacher, having received training while in exile, was awarded a basic-level teacher qualification. However, it was observed that projects providing training for refugee teachers should include the elements required for qualified teacher status in the home country and should be well documented."

Source: Sinclair (2002: 56).

3. Design an integrated programme for teacher training that provides an introduction to the needed competencies together with continuing in-school guidance and support.

- Allocate sufficient resources for teacher training, since many teachers may be inexperienced and even trained teachers are facing new challenges.

- Organize courses during vacations and weekends, but supplement them with continuing support.

- Where possible, do not use the cascade method for training teachers as trainers, unless there is close professional support for these trainers over a period of years. The cascade method is especially unsuccessful in transforming methodologies of teaching.

- Ensure that teacher trainers have good pedagogical experience of the type of teaching concerned (e.g. university lecturers may have no experience of child-centred learning activities for primary schools).

- Make a continuing linkage from the training course to the classroom through the use of mobile trainers, school clusters, in-school mentors, etc. (see below).

- Consider training all the staff of a school at the same time, so that there is less rejection of new methods than when trained staff come back to a school where new ideas are unwelcome.

📖 **IN-SERVICE TRAINING IN GUINEA**

"In 1991 the International Rescue Committee (IRC) initiated a programme of support for ongoing self-help refugee education programmes in Guinea, as the implementing partner for UNHCR. In 1998 around 60,000 refugee students from Liberia and Sierra Leone benefited from the programme, which employs about 1,400 teachers in 160 schools. The programme covers all levels, from ABC Kindergarten to higher secondary and in-service teacher training. An outstanding feature of the programme is the development of human resources through continuous teacher training and guidance. The initial training is not extensive: a workshop lasting five days. The strength of the system lies in the education co-ordinators, a group of field-based, mobile advisers. Each education co-ordinator is assigned a zone consisting of eight to thirteen schools depending on size and distances. The co-ordinators monitor teacher performance and provide professional in-service training and assistance by way of one-to-one 'conferences' or mini-workshops for teachers in their own schools as necessary. They also assess training needs and communicate and enforce IRC policies."

Source: Lange (1998: 5).

4.   Promote classroom-based training.

- Ensure that teachers receive classroom-based training from mobile trainers or supervisors (see the *Guidebook, Chapter 15*, 'Identification, selection and recruitment of teachers and education workers'), for situations when mobile trainers also serve as school supervisors.

- Establish a mentor training programme whereby senior staff are trained to act as mentors to junior staff in their own schools.

📖 **IN-SCHOOL TEACHER TRAINING FOR BHUTANESE REFUGEE TEACHERS IN NEPAL**

"Newly appointed teachers have a three-day workshop in which they are given the basics in lesson planning and delivery. This includes demonstration and practice lessons, after which they have some confidence to enter the classroom. All primary teachers have a meeting every week with the in-school resource teachers (on Saturday mornings), when they plan for the following week's lessons. During the week, the in-school resource teachers observe the teachers and support them with further ongoing guidance and advice, especially those who are newly appointed. Workshops on particular subjects are arranged by the resource teachers, as and when necessary . . . The primary school teachers are given basic classroom management and child psychology, for example. The in-school resource teachers are trained in subject matter and development of alternative learning resources. The head teachers receive training in counselling, alternative ways of disciplining students, children's rights, and leadership and managerial skills, and the central office staff are trained in management, training of trainers and conflict resolution."

Source: Brown (2001: 134).

- Consider establishing a cluster of schools, where senior staff are trained to act as mobile trainers/mentors for junior staff within the school cluster.

5. Consider establishing teacher resource centres

Many systems of education have teachers' support centres, though their efficacy in changing classroom practice varies. They are especially relevant in locations (such as refugee camps) where there is a high population density, and teachers from several schools can use the centre easily. In another approach, resource centres may also serve students.

📖 **THE ZIP (ZONA DE INFLUÊNCIA PEDAGÓGICA) IN MOZAMBIQUE: A SCHOOL SUPPORT SYSTEM**

A school district is divided into ZIPs. The ZIPs were established in 1974 to implement a new education system. The idea was that the school directors and teachers within each ZIP meet regularly to discuss pedagogical topics, joint planning and elaboration of teaching methods. The ZIP system is being revitalized and has been given much emphasis in the country's strategic plan. Meetings are supposed to take place every second week.

The teachers mainly use the ZIPs as a place where they exchange experience and present their problems, and they get new ideas and support from their colleagues. They have closer contact with the director of ZIP and their colleagues within the ZIP than with the district director's office.

In the guide for the future of the ZIPs from 1998, the plans were to develop the ZIP as a support to the teachers, students and the community. It would offer training and seminars to teachers and parents, arrange meetings and discussions as well as exchanges between ZIPs, provide supervision to the schools, and establish resource centres for books and didactic material for teachers and students.

Source: Johannessen (1998).

---

6. Support teachers through provision of teachers' manuals and teaching materials

- Although countries may have teacher guides for the various subjects, or corresponding to each textbook, there are often few copies available. Providing existing or new teacher guides may be helpful to inexperienced teachers.

- Teacher training often suggests that teachers prepare their own teaching aids. However, they may not have the time, materials, inclination or expertise to do this. Basic teaching aids should be provided wherever possible (including alphabet and number charts, maps, science charts, etc.).

7. **Recognize that teachers may have suffered stress during the emergency and prepare them to help students with psychosocial problems.**

Training for teachers in understanding children's psychosocial needs, often covered in separate teacher-training sessions/modules, should be integrated into general teaching methodology trainings. (See also the *Guidebook, Chapter 19,* 'Psychosocial support to learners'.)

- Have all teachers, or at least one or two teachers per school, received training regarding the psychosocial effects of trauma?

- Have teachers received a guidance pamphlet on how to cope with their own problems and how to adapt their teaching to meet children's needs?

- Have teacher trainers been trained to undertake this work, including the following messages:

    - Many children in emergency situations have difficulty in concentrating, so the lessons should have discrete units, and a very specific beginning and end.

    - Questioning skills: teachers should ask open-ended questions and should encourage the participation of all children, even of those who may be passive and withdrawn due to their experiences.

    - Appropriate policy on discipline: a less authoritarian and gentler form of discipline should be used where possible, and strategies developed to cope with students who are confrontational as an aftermath of trauma.

8. **Train selected teachers in education for 'survival skills' and curriculum enrichment themes related to the emergency, such as health, safety, peace, citizenship and environment.**

(See also the section 'Curriculum and learning materials', in the *Guidebook, Chapters 20-27.*)

- Selected teachers from each school should receive training in these themes and in the active learning approach they require, to develop school programmes in these areas.

- All teachers may benefit from some training in these themes, to encourage them to reinforce them during their normal teaching.

9. Train bilingual teachers where necessary.

- Provide additional training for teachers in national languages of instruction, as necessary.

- Take steps to enable the early years of primary education to be conducted in the child's mother tongue, so far as practicable.

📖 TRAINING BILINGUAL TEACHERS IN GUATEMALA

In Guatemala, Save the Children Norway together with other donors are supporting a programme that focuses on the education and certification of educators/teachers who work with indigenous (Maya) refugee children in the areas where they live (comunidades de retornados) The intention is to enable them to obtain the title Bilingual Teacher in Primary Education, which comprises two and a half years' training. Another objective is to strengthen the teachers' association.

To reach the objective, education materials have been developed based on Paulo Freire's approach. The Ministry of Education has approved this experiment under the country's official teacher-training programme.

The curriculum includes:

- One semester study of basic education.

- Basic cycle of bilingualism (Maya and Spanish) – prepare three courses of four months each.

- Professional studies adapted to the teachers/educators, which consists of psycho-pedagogical and didactic material.

When these courses have been completed, the teachers are qualified to receive the certificate of 'Teacher in Primary Bilingual Education'. Eighty-nine teachers were trained in 1998, and 85 in 1999. The project is part of the educational reform initiated by the government.

---

10. Facilitate the training of teachers and volunteers for early childhood development and pre-school programmes.

- The education of teachers for early childhood and pre-school education should focus on:

  - How the child develops socially, intellectually, emotionally, physically, and morally.

  - Methods adapted to the child's development emphasizing play, drama, games, artistic expression, gross and fine motor activities (not lectures).

  - Basic concepts as a basis for later formal instruction in the subjects.

- Community members may volunteer as facilitators of playgroups and pre-school groups. They should not normally be remunerated, but this will not be sustainable over the longer term; there may be a need for full-time paid teachers to train the volunteers and support the functioning of the groups.

  - Consider involving the community and training mothers as facilitators/teachers.

📖 **CORE MOTHERS IN CAMBODIA**

The large unsatisfied demand for early childhood education was met by the Core Mothers' project. Community leaders worked with the school director to identify a group of mothers with small children in the community, interested in helping their children to learn at home. Most of the women involved had themselves completed primary education, and some had participated in secondary education. The mothers volunteered to attend a four-session workshop at the school, and were given a reference book to take home. The book contained descriptions of psychomotor activities for children, associated with the task of food preparation, through which they could teach their children basic concepts (big-small, thick-thin, hot-cold, shapes and colours and so on). As mothers carried out their food preparation activities, they talked to their children, gave them things to play with, and observed the learning that was occurring through play. From day to day, they worked through a checklist of statements about children's learning, understanding and skills in the reference book, and also wrote down their own observations. They met with the pre-school teacher once every two weeks to discuss their progress.

Source: Johannessen (2001).

11. Plan for the renewal of full-time pre-service teacher education and training.

In the post-conflict reconstruction phase, there is a good opportunity to raise the quality of pre-service teacher education as part of an internationally supported programme for the renewal of the education system.

- Ensure that the needs-assessment and fund-raising activities prioritize the rehabilitation of teacher-training institutions and of education faculties at the universities, not only physical infrastructure and equipment, but also staff training, curricula, arrangements for practice teaching, and other measures to improve the quality of teacher preparation.

  - Consider using teacher-training institutions as centres for in-service teacher training for teachers in the surrounding areas, as well as for full-time students.

  - Take steps to strengthen the teaching practice component of teacher training.

📖 **TEACHER IDENTITY**

In Ethiopia, especially, teachers felt that they could not be good teachers until they completed their own education, regardless of the amount of in-service training they had received. Women teachers in particular (who generally have lower levels of education than the men), were very aware of their limitations and lacked confidence in their abilities. Teacher's self-image plays an important role in delivering quality education and must be taken into account in designing teacher development programming.

Source: Winthrop and Kirk (2004: 19).

📖 **RECONSTRUCTION OF TEACHER EDUCATION AT UNIVERSITY LEVEL IN IRAQ**

"The situation in the educational sector in Iraq in general, especially the availability of qualified teachers, was raised constantly in discussion meetings, such as the stakeholders' meeting in higher education for the UNDG/World Bank report in August 2003. Teacher availability is a very complex matter that has different elements (motivation related to level of salaries, social reputation, working conditions etc.) For the higher education sector, where over half of future teachers are educated, the following problems were raised during the discussions, as well as in interviews:

Education colleges were getting students with weaker performance than other colleges, especially medical and engineering.

The importance of education science has always been underestimated.

New methodologies in teaching, particularly methods that promote creativity and practical experience, are urgently needed.

International exchange is needed for staff to get acquainted with current trends in education.

New structures and courses might be considered for the educational colleges, such as offering special education studies mainly at the master's degree level for graduates of colleges of arts and sciences.

The educational colleges clearly need special attention in the process of restructuring and renewal of the higher education system aimed at improving the quality of future teachers, given the importance of education in the emerging knowledge-based society."

Source: UNESCO (2004).

12. Consider the use of open and distance learning for training teachers.

(See the *Guidebook*, *Chapter II*, 'Open and distance learning').

The start-up of an open and distance learning programme takes time, especially if there is to be a comprehensive teacher-training programme with national outreach. This approach may be more suited to post-conflict reconstruction or protracted situations, rather than acute emergencies.

- Consider the use of radio to communicate new teaching methods and content to teachers in emergency-affected locations.

- Small-scale open learning and distance learning can sometimes be arranged in situations of chronic conflict (e.g. hand-carried lessons for home study, magazines for children, etc.).

- Consider linking teachers to existing distance learning opportunities, for teacher training or otherwise.

- It is preferable to link distance education to regular teacher-training institutions or universities, drawing upon the experiences of their teacher trainers and their education materials.

- Match open and distance learning with the technological level in the country in question.

- Use of printed materials for correspondence is most common.

- Face-to-face interaction is necessary to succeed.

- Steady supervision and follow-up is crucial. Lack of interaction between tutors and students lowers motivation and effectiveness.

📖 DISTANCE LEARNING FOR TEACHERS: ZIMBABWE INTEGRATED NATIONAL TEACHERS EDUCATION COURSE (ZINTEC)

The Zimbabwe Integrated National Teachers Education Course (ZINTEC) was a way to meet the excess demand for new teachers after independence. ZINTEC, initiated in 1981, was the most acclaimed post-independence teacher education programme in Zimbabwe. One of the aims was to improve teaching practice by assigning the student teachers to teach in schools on several occasions during the teacher-training period. During their practice, they were helped by distance teaching materials and supervised by college lecturers and also by school principals and education officers. A production unit was responsible for writing all the distance learning materials student teachers used when they were deployed in the schools, and the materials were dispatched to the regions through ZINTEC colleges.

The ZINTEC programme included:

* Theory of education (distance study).

* Reinforcing the distance education through vacation courses and weekend seminars.

* Practising teaching on a full-time basis with the same responsibilities as qualified teachers.

Lecturers visited students at least once each term, and others also supervised them (e.g. school principals, district education officers and education officers). The University of Zimbabwe certified candidates trained under the programme. From the beginning, the pass rates were relatively high, and the dropout rate insignificant. The actual percentage of students who completed their course varied from 86 per cent to 97 per cent. An important finding was that the final results of the ZINTEC candidates and those trained in regular colleges were similar.

Following the experience gained in the ZINTEC programme, the mode of training other non-graduate primary and secondary teachers changed from three to four years. Student teachers spend their first and third years at college and their second year in the schools as full-time teachers receiving their tuition through distance education modules from the National Centre for Distance Education.

Evaluations of ZINTEC in 1982 and 1986 led to the following conclusions:

* ZINTEC colleges and regional centres should be administratively and physically united to facilitate closer co-ordination and co-operation between field- and college-based lecturers.

* The supervisors (college lecturers) had too many students to supervise.

* ZINTEC lecturers were university graduates who were not trained to teach at primary level.

* Those teaching at secondary colleges were not trained in teacher education, or in distance teacher education.

* Field supervision of student teachers by lecturers formed one of the most important activities in the training of teachers through distance education. However, the number of times a student was visited in the field is not sufficient (80 per cent were visited only once per term).

* It was reported that lecturers spent more time checking schemes of work, lesson plans and records rather than helping students reinforce concepts and skills and link theory with practice (due to lack of funds, vehicles and staff).

* The content, relevance and comprehensiveness of the modules produced for the distance education were tested. A majority of the students did not manage to explain basic terms in their own words, and consequently the modules had to be changed to match the students' level.

* Lecturers were slow to return students' distance education assignments, and it turned into a vicious circle when the students became unmotivated, as they did not get sufficient feedback.

* Mismatch was found between plans at the schools and plans at the college, and some colleges did not provide the students with proper planning guidelines.

* The good teaching some of the student candidates practised was not transferred to the classroom once they became fully qualified teachers.

* A pilot study showed that ZINTEC-trained teachers seemed to be more effective compared to their colleagues, and the conclusion is that distance education seems to be an effective method of training pre-service, non-graduate teachers.

* Weaknesses noted by the students were: inadequate supervision, lack of feedback on assignments, lack of books, poor postal service hindering communication between colleges and students, relatively heavy teaching loads.

Source: Shresta (1997).

TOOLS AND RESOURCES

An excellent resource kit on teacher training in emergencies and reconstruction has been published by INEE (2004*b*).

1. Key elements for teacher training

Teacher training should include the following very practical items:

- *Planning.* Preparation and planning of lessons is a first step in teacher education. It is important in all phases of emergencies.

- *How to organize the classroom.* The placement of benches/desks and blackboard and how the children are seated. Moving the learners around in the classroom, and avoiding having weaker learners sitting at the back.

- *What is learning?* Basic child psychology: how children learn and develop, inductive and deductive teaching, how the teacher relates to the children.

- *Didactics of teaching.* The principles may vary from one country to another (shows how to build up a lesson).

- *How the time is spent.* Making sure that the time is spent on different teaching activities. Avoiding extensive lecturing and copying from the blackboard.

- *Curriculum relevancy.* Allowing children to draw upon their own experience.

- *Simple and understandable language adapted to the learner's level.* Ensuring that the teacher is able to explain the topic in a way that the learners are able to understand.

- *Concept teaching.* Starting with basic concepts and making sure that the learner understands them.

- *Teachers' questions.* Use of open-ended questions that stimulate discussion, curiosity and problem solving. Avoiding questions to the whole group, which may be answered in unison by yes or no, or some memorized phrases.

- *Encouraging the children to ask questions.* It is a healthy sign in a classroom if the children ask questions.

- *Use of available teaching material.* Blackboard, slates, notebooks, textbooks, teacher guides, charts, maps, cubes and pictures.

- *How to develop and where to find local teaching material.* Identifying material available in the surroundings and showing how it can be used. Presenting a variety of teaching material that is easy to develop locally and demonstrating how it can be used in different subjects.

- *The use of a variety of child-centred methods.* Demonstrating the planning and implementation of group work throughout the training process, working in pairs, role play, songs, games, drama, drawing, music, problem solving, project work.

- *How to reduce the teacher's talking and increase the students' participation.* Ways of encouraging learners' oral presentation and participation in discussions.

- *The teacher's role as a facilitator.* How the teacher's role changes in child-centred methods, how the teacher provides a good climate for learning and guiding the learning process.

- *The use of child-to-child tutors.* Demonstrating how to make use of children as teachers and tutors, how the more advanced students may help the weaker.

- *How to teach big classes.* Demonstrating teaching methods that are applicable in big classes.

- *The use of two teachers in the classroom.* Demonstrating how to make use of a two-teacher system.

- *Observation of children.* Demonstrating observation as a tool to better understanding of the individual child and the group.

- *How to teach children who are slow or who have learning difficulties.* Methods to support slow learners. Avoiding spending most of the time on the clever students.

- *Children with special needs.* Methods of teaching adapted to children with special needs that may also be relevant to all children.

- *Praising children.* How praise can be used to encourage the learner's achievements.

- *Checking that a child has understood.* Demonstrating ways of checking the results of the teaching, through individual and group tasks, oral and written.

- *How to treat the child with respect and dignity.* Avoiding stigmatization of weak children, children who do not readily understand corporal and psychological punishment. Teaching students how to behave towards each other.

- *How to guide children to become more independent learners.* Some children need more support than others, but they also have to learn gradually how to manage on their own.

- *How to increase the child's sense of competency.* Focusing on what the child manages and less on his/her weaknesses.

- *Classroom discipline.* Rules of behaviour in the classroom, replacing strict discipline with positive discipline. The difference between productive and unproductive noise.

- *How to encourage girls' participation in the classroom.* Finding ways that increase girls' motivation for schoolwork and their participation. Some teachers do not expect as much from girls as from the boys.

- *How to make the lesson enjoyable.* How to stir the natural pleasure for learning by stimulating curiosity, concentration and productive work.

- *Extensive practical classroom experience.* This needs to be arranged for students following full-time courses of teacher education and training.

Source: Johannessen (forthcoming).

2. Training topics: ideas for building awareness

Inclusive education

Key concept: Because all children have a right to education, teachers are obliged to make a special effort to reach those traditionally excluded – girls, disabled children, those from minority ethnic communities, etc.

Discipline in the classroom

Key concept: Physical punishment, using violent means or embarrassing children, reinforces a violent society and perpetuates cycles of disrespect and hate.

Involving parents in a child's learning

Key concept: It is essential for parents to contribute actively to children's learning, both at home, and by periodically assisting in the classroom.

Role of a teacher

Key concept: Essential qualities of a good teacher include respecting children as individuals, letting students know what is expected, and helping students to practise and to learn from mistakes.

Source: Nicolai (2003: 99).

3. INEE minimum standards for teaching and learning[1]

Standard 2

Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances.

Key indicators

- Training corresponds to prioritized needs, objectives of education activities and learning content.
- Where appropriate, training is recognized and approved by relevant educational authorities.
- Qualified trainers conduct the training courses and provision is made for ongoing support and guidance, appropriate follow-up, monitoring and supervision in the field, and refresher training.
- Training, including follow-up monitoring, encourages the teacher to be a facilitator in the learning environment, promotes participatory methods of teaching, and demonstrates the use of teaching aids.

---

1.   Source: INEE (2004: 69).

- Training content is regularly assessed to determine if it meets the needs of teachers, students and the community, and is revised when necessary.

- Training provides teachers with appropriate skills to be able to assume leadership roles when required by members of the community.

INEE minimum standards guidance notes

Training support and co-ordination. Once the emergency has stabilized, national and local educational authorities and community education committees should be involved in the design and implementation of formal and non-formal teacher-training activities, whenever possible. It is advisable to start a dialogue on curricula for in-service teacher training, and mechanisms for recognition of training received, at the beginning of the emergency response. However, in many refugee situations there is often no connection between the refugee community and its education programmes and the local education system.

Where possible, local trainers should be identified to develop and implement appropriate training for teachers, with capacity building for their facilitation and training skills, as needed. Where there are limited numbers of trainers available or they are themselves inadequately trained, external agencies (e.g. United Nations, international NGOs) and local, national and regional institutions should make co-ordinated efforts to strengthen existing or transitional structures and institutions providing in-service and pre-service teacher training.

Recognition and accreditation. Approval and accreditation by national and local educational authorities is sought in part to ensure quality and recognition in the immediate situation, and in part with a view to the post-emergency situation. In the case of refugee teachers, the educational authorities of the host or home country/area, or at least one of these, should recognize the training. For this purpose, it is essential that teacher-training courses be well structured and well documented, and meet the teacher qualification requirements of the educational authorities, as well as including any additional components related to the emergency.

REFERENCES AND FURTHER READING

Andersson, L. 1991. *Increasing teacher effectiveness.* Paris: IIEP-UNESCO.

Brown, T. 2001. "Improving quality and attainment in refugee schools: the case of the Bhutanese refugees in Nepal". In: J. Crisp, C. Talbot and D.B. Cipollone (Eds.), *Learning for a future: refugee education in developing countries* (pp. 109-161). Geneva: UNHCR.

Farrell, J.P.; Oliveira, J. (Eds). 1993. *Teachers in developing countries: improving effectiveness and managing costs.* Washington: World Bank.

INEE (Inter-Agency Network for Education in Emergencies). 2002. "Training and capacity building". In: *Good practice guide for emergency education.* Paris: INEE. Retrieved 26 August 2005 from
http://www.ineesite.org/training/service.asp

INEE (Inter-Agency Network for Education in Emergencies). 2004*a. Minimum standards for education in emergencies, chronic crises and early reconstruction.* Paris: INEE.

INEE (Inter-Agency Network for Education in Emergencies). 2004*b. Teacher training resource kit.* Paris: INEE.

Johannessen, E. M. 1998. *More and better schools for all: a review of Save the Children UK's work on education in Mozambique as basis for a strategy.* Maputo: Save the Children UK.

Johannessen, E. M. 2001. *An inclusive, relevant and developmental basic education for all: thematic evaluation of Save the Children Norway's basic education programme.* Oslo: Save the Children Norway.

Johannessen, E. M. Forthcoming. *Management of teachers in emergencies and reconstruction.* Paris: IIEP-UNESCO.

Lange, E. 1998. *A best practice study*: *the International Rescue Committee Education Programme for Refugees in Guinea, 1991-1998.* Geneva: UNHCR.

Nicolai, S. 2003. *Education in emergencies: a tool kit for starting and managing education in emergencies.* London: Save the Children.

Save the Children Norway. 2001. *Alternativa Educación de calidad. Los proyectos educativos de ASCATED, FUNDEMI, PENNAT y PRODESSA.* Guatemala City: Save the Children Norway.

Shresta, G. 1997. *A review of case studies related to distance education in developing countries.* Retrieved 26 August 2005 from http://www.undp.org/info21/public/review/pb-rev3.html

Sinclair, M. 2002. *Planning education in and after emergencies.* (Fundamentals of educational planning no. 73). Paris. IIEP-UNESCO.

Thompson, A.R. 1995. *The utilization and professional development of teachers: issues and strategies.* Paris: IIEP-UNESCO.

UNESCO. 2004. *Iraq: education in transition: needs and challenges.* Paris: UNESCO.

Villegas-Reimers, E. 2003. *Teacher professional development: an international review of the literature.* Paris: IIEP-UNESCO.

Winthrop, R.; Kirk, J. 2004. "Teacher development and student well-being". In: *Forced Migration Review, 22,* 18-21.

PSYCHOSOCIAL SUPPORT TO LEARNERS

Chapter 19

PSYCHOSOCIAL SUPPORT TO LEARNERS

→ ## MAIN OBJECTIVE

- **To provide educational, psychological and social opportunities which support the well-being of children affected by the trauma of conflict or natural disaster.**

CONTEXT AND CHALLENGES

Defining psychosocial support

The impact of conflict or disaster on individuals depends upon their natural resiliency, exposure to disturbing events and the type of support they receive following the experience. The word 'psychosocial' is a combination of the concepts of the individual 'psyche' and the 'social' community in which the person lives and interacts. "Psychosocial support recognizes the importance of the social context in addressing the psychological impact of stressful events experienced in emergencies. In practice, this means facilitating the reconstruction of local social structures (family, community groups, schools) which may have been destroyed or weakened by an emergency, so that they can give appropriate and effective support to those suffering severe stress related to their experiences" (Nicolai, 2003*a*: 117).

Target population

Children and families who are part of the same community (and have endured the same sequence of events) will nevertheless have different experiences and responses. It is possible to distinguish between three groups, according to the degree of risk:

- **Generally affected group**. The largest proportion of the population consists of individuals who may not have been directly affected by crisis events and whose families may be largely intact. Children and adults in this group may be suffering from physical and mental exhaustion, for example, but are not experiencing the level of distress felt by those in the severely affected or at-risk groups.

- **At-risk group**. Individuals in this group may have experienced severe losses and disruption, be significantly distressed, and may be experiencing despair and hopelessness. However, their social and psychological capacity to function has not yet been overwhelmed, although they are at particular risk of psychological and social deterioration if their needs are not addressed through timely support mechanisms.

- **Severely affected group**. The psychological and social functioning of children and adults in this group may be severely compromised. Children, such as former child soldiers, who may have been forced to watch and/or commit violent acts, are likely to fall into this group. They require intensive, individual psychological attention to address the more severe traumatic and/or depression disorders.

Source: Adapted from Duncan and Arntson (2004).

CHILDREN AND ADOLESCENTS AFFECTED BY CONFLICT

Generally affected: 70%

At-risk group: 20%

Severely affected: 10%
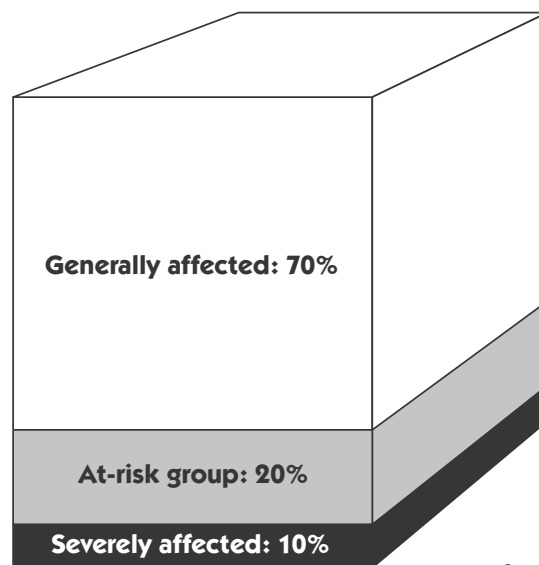
Source: Duncan and Arntson (2004).

Coping mechanisms

It is important to emphasize that what people in crisis are experiencing after a traumatic event is a normal reaction to very abnormal events. Those affected should be assured that their situation over time will improve; most people will recover. Giving people this simple explanation helps them understand and address their stress. 'Normal patterns' of daily life such as going to school, social interaction, and play are known to mitigate the impact of the conflict. The re-establishment of weekly, monthly and yearly events, such as the school year, and religious, cultural and social events, provides hope, as people are able to plan for the future. In addition, when children go to school, their parents and caregivers, who are also under enormous pressure, can focus on daily survival tasks without worrying about the well-being of their children. This also serves to reduce stress levels within families.

In recent years, research into what elements increase a child's ability to survive, cope and thrive following a traumatic experience has clearly demonstrated the important role that teachers, other educators and school routine can play. Several key characteristics (assets or resources of individuals who are able to best deal with stressful experiences) have been identified:

- Cognitive competence – a reasonable level of intelligence, skills in communication, or realistic planning.

- A positive sense of self-esteem, self-confidence and self-control.

- An active coping style rather than a passive approach – a tendency to look to the future rather than to the past.

- A sense of structure and meaning in the individual's life.

Teachers and educators are in a good position to encourage and nurture all these elements. It has also been shown that several aspects of a child's immediate social environment can play a key role in their ability to cope:

- Good and consistent support and guidance from parents or other caregivers.

- Support from extended family and friendship/community networks and teachers and the re-establishment of a normal pattern of life.

- An educational climate that is emotionally positive, open and supportive.

- Appropriate role models, which encourage constructive coping.

Source: Adapted from Nicolai, 2003a.

Best practices in providing psychosocial support

For education professionals, psychosocial work is nothing new – as good teaching and learning practices are good psychosocial practices. Educators should strive to create a comfortable and supportive learning environment where learners feel safe, and should recognize that learners affected by conflict may especially need frequent breaks and a nurturing atmosphere to help them recover from the conflict. In emergencies (and during early reconstruction), all education personnel should be provided with a basic understanding of the psychosocial impact of conflict (see also point 2 in the 'Tools and resources' section.) However, it should also be remembered that, in conflict situations, or following natural disaster, educators also have their own physical and psychosocial needs. In many cases, these needs add additional stress to an educator's life and may lead to absenteeism, burnout and leaving the profession. In natural disasters, additional sources of stress, for both education personnel and children, may include: physical injury; loss of home and public services; loss of parent or other relatives; heightened poverty and a sense of vulnerability.

People experience extraordinary stress when their communities are divided by conflict: Families face long-term separation, they must live as refugees or IDPs, they are exposed to violence as either a witness or a victim, participate in conflict and experience broken-down trust in society. Refugees and IDPs may not have access to traditional coping mechanisms as a result of the breakdown in society that occurs following conflict. Severely traumatized refugees and IDPs may also not have access to qualified mental health professionals and people living in areas of conflict may have been impacted by multiple disturbing events. The psychosocial role that educators can play, in situations such as these, is vital.

WHY PSYCHOSOCIAL SUPPORT AS PART OF EDUCATION?

- Teachers can provide a stable, affectionate relationship for a child.
- Education staff can be aware of those having special difficulties in coping.
- Time can be dedicated to better understanding the crisis and its impact.
- Successes in learning will increase the self-confidence of a child.
- Local sports and art, such as drama and dance, help children relax, develop, value their cultural identity and build a sense of belonging.
- Schools and structured activities reinforce the social web of community.

Source: Nicolai (2003*a*).

SUGGESTED STRATEGIES

In emergencies and during early reconstruction, children and young people often experience multiple sources of distress. Some suggested strategies for addressing their psychosocial needs are indicated below.

Summary of suggested strategies
Psychosocial support to learners

1. Train teachers to monitor children and identify those who may be experiencing special difficulties when they are in school.

2. Provide necessary support to teachers so that they can support distressed children.

3. Begin structured education activities as soon as possible in order to mitigate the psychosocial impact of the emergency on children and youth.

4. In protracted emergencies, support parents, families and communities with activities to address stress.

5. Establish programmes that focus on longer-term concepts of justice, peace and democracy.

6. Support good teaching and learning practices.

7. Incorporate training in the psychosocial impact of the conflict with pedagogical training.

8. Put a referral system into place.

9. Support the physical and psychosocial needs of educators and learners.

10. Monitor the success of any psychosocial programmes.

Guidance notes

1. Train teachers to monitor children and identify those who may be experiencing special difficulties when they are in school.

- Basic ways of understanding distress include:

  - Observe children's behaviour and interaction with others for signs of distress. (See 'Symptoms of distress' in the 'Tools and resources' section of this chapter.)

  - Listen to children. In order to help children talk and share their feelings, create a supportive educational environment where teachers regularly interact with children on an individual level.

- Recognize and build on the experience and potential of children who have been affected by the emergency. Valuing and emphasizing their skills, personal resources, resilience and capacity to overcome challenges can help children to build self-esteem and confidence, and take a positive attitude to their future.

2. Provide necessary support to teachers so that they can support distressed children.

- In teacher training, emphasize that an individual teacher cannot do everything or solve all the children's problems.

- Whenever possible, provide regular breaks for teachers.

- Regularly rotate responsibilities among teachers, so that one or a few teachers do not bear the burden of all that needs to be done.

- Schedule regular staff meetings and in-service training.

- Encourage peer support.

- Provide opportunities for teachers to improve their skills, which, in turn, will increase their sense of professionalism, self-esteem and motivation.

📖 PSYCHOSOCIAL SUPPORT SHOULD BE CULTURALLY APPROPRIATE

The cause and meaning of the symptoms of psychosocial impact vary between cultures and affect how and where those affected seek treatment. In Angola, some people felt that recurrent bad dreams were caused by spirits of family members who were not properly buried during the war. Organizations assisted those affected to perform the proper burial rituals to appease the spirits. In other parts of the world, people, and especially children, seek traditional assistance and charms to ward off bad spirits. These traditional perceptions and cures are just as valid as Western mental-health practices. Learners should be encouraged to seek whatever is effective as long as it does not cause physical harm.

---

3. **Begin structured educational activities as soon as possible in order to mitigate the psychosocial impact of the emergency on children and youth.**

    - Provide a safe place for educational and recreational activities and ensure that these activities are available for everyone in the community, especially girls and minority groups.

    - Take steps to re-establish regular patterns of life for the learners.

4. **In protracted emergencies, support parents, families and communities with activities to address stress.**

    - Support community efforts to re-establish schools.

    - Consider providing cultural, social and sporting activities.

5. **Establish programmes that focus on longer-term concepts of justice, peace and democracy.**

    (See also the *Guidebook, Chapter 25,* 'Education for life skills: peace, human rights and citizenship'.)

6. **Support good teaching and learning practices.**

    (See also the *Guidebook, Chapter 18,* 'Teacher training: teaching and learning methods'.)

    - Encourage educators to plan lessons with clear learning objectives.

    - Provide students with frequent breaks.

    - Instruct teachers not to beat or punish the learners.

    - Provide training in and encourage teachers to use teaching aids and participatory teaching methods.

7. **Incorporate training in the psychosocial impact of the conflict with pedagogical training.**

    - Provide pedagogical training for teachers.

      · In some instances, trained teachers may be hesitant to attend pedagogical training as they feel they have already been sufficiently trained. In this case, training on the impact of conflict can be structured as a new subject to attract their attendance.

      · Include participatory teaching methods, such as questioning strategies, and group work.

      · Emphasize why using good teaching methods is particularly important in areas of conflict.

- Train educators to identify psychosocial stress and trauma, and provide them with strategies to assist the learners. Teachers, however, should not be overburdened with responsibility in this area, as they themselves may also be traumatized. They should not be expected to assume responsibility, beyond the identification of troubled children, for an area in which they are not specialized, or qualified.

- Provide educators, parents and community leaders with an orientation to the possible impacts of conflict, and how to identify them.

📖 **PSYCHOSOCIAL TRAINING IN TIMOR-LESTE**

In Timor-Leste, experts from UNICEF, Community and Family Services International, the University of Indonesia and the Child Protection Institute produced a training package and manual on basic psychosocial support. Training included information on the importance of psychosocial support for children, discussion on the culture of East Timor and psychosocial implications, as well as skill development on identification of children with special needs. Additionally, topics such as communication with children, helping children in need of protection and the process of mourning were included (Jiyono, 2000: 8). There was little effort to address teachers' psychosocial needs and, according to one NGO worker there at the time, "teachers' emotional trauma sometimes interfered with their ability to provide a safe emotional and physical space for teaching and relationships with children". Teachers in the camp schools received introductory training in psychosocial counselling, and were supported to better identify students who may have had mental problems due to the crisis.

Source: Nicolai (2004: 65-66).

---

8. Put a referral system into place.

- Some learners may need support and assistance from mental health professionals.

- Train educators to screen learners so that they can refer specific learners for more assistance.

- Provide referral mechanisms for students who need individual assistance and clearly communicate these to educators. Possible referrals include:
  - School counsellors.
  - Traditional healers.
  - Mental health professionals.
  - Existing local mental health and social services.

- Ensure that system(s) have been put in place to respect the privacy of the individual who is referred.
  - Are specialized services or times available for women, girls, and youth to access services confidentially?
  - Are services offered in the appropriate languages by professionals of the appropriate gender and ethnicity?

- Determine what hinders access to local services.
  - Distance?
  - Lack of money?
  - IDP or refugee status?
- The implementation of a three-stage system of referral may be useful:
  - Teachers are trained in trauma-symptom recognition. Confidential reports may go to the head-teacher of the school.
  - The head-teacher should then take responsibility for the referral of at-risk children to a context in which play and social interaction can take place, animated, supervised and observed by trained, experienced psychologists.
  - The psychologists may initiate referral of very severely traumatized children for therapy with psychiatrists if necessary.

9. Support the physical and psychosocial needs of educators and learners.

- Encourage teachers to support each other and to discuss among themselves strategies for assisting students.
- Determine the causes of stress for educators and learners. Educational authorities should either address these causes of stress or find organizations that are willing to assist.
  - Security?
  - Lack of basic needs such as food, shelter, clothing?
- Determine whether educators feel confident in providing psychosocial support.
  - Are regular meetings held so that educators can discuss how psychosocial support is given within the schools?
- Are communities supported to re-establish schools? Cultural and social activities? Sports?

10. Monitor the success of any psychosocial programmes.

Establish methods for measuring the 'success' of psychosocial programmes, e.g. decrease in symptoms, etc. For details of approaches that may be adopted, see Duncan and Arntson (2004).

TOOLS AND RESOURCES

1. Symptoms of distress

Children from different age groups react to stressful experiences in different ways. Generally speaking, symptoms of distress can include the following:

AGE GROUP	POSSIBLE SYMPTOMS
VERY YOUNG CHILDREN (0-5 years) *Not able to rationalize what is happening around them and not able to understand the concept of death, equating it with separation.*	• Anxious clinging to caregivers • Temper tantrums • Regression, e.g. in speech development • Fear of going to sleep • Nightmares and night terrors • Excessive fear of real or imagined things, e.g., thunder, monsters
YOUNG CHILDREN (6-12 years) *Can recall and rationalize events in a more logical way. They will often use fantasy to deal with a stressful event, e.g. re-enacting or imagining a different outcome. They are more prone to feelings of guilt that they have not prevented bad things from happening.*	• Poor concentration, restlessness or bad behaviour in school • Anxious behaviour including hyperactivity, stuttering and eating problems • Psychosomatic complaints, e.g. headaches, stomach pains • Behavioural change, becoming aggressive or withdrawn and passive • Sleeping problems • Regression – acting like a younger child
ADOLESCENTS (13-16 years) *Have a good understanding of what has happened and also what the consequences might be. They are dealing with the emotional and physical changes of adolescence as well as coping with events and experiences related to the emergency.*	• Self-destructiveness and rebelliousness, e.g. drug taking, stealing • Withdrawal – cautious of others and fearful of the future • Anxiety, nervousness • Psychosomatic complaints

Source: Nicolai (2003b), adapted from Macksoud (1993).

2. Best practices in providing psychosocial support

The best practices in providing psychosocial support to children through education are often reminiscent of effective classroom practices in general.

CHILDREN'S NEEDS	POSSIBLE PSYCHOSOCIAL INTERVENTIONS
A SENSE OF BELONGING	• Establish an educational structure where children feel included. • Promote the restoration of cultural, traditional practices of childcare.
RELATIONSHIPS WITH PEERS	• Provide a dependable, interactive routine, through school or other organized educational activity. • Offer group and team activities (i.e. sports, drama, etc.) that require co-operation and dependence on one another.
PERSONAL ATTACHMENTS	• Enlist teachers who can bond with children. • Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of difference.
INTELLECTUAL STIMULATION	• Enhance child development by providing a variety of experiences.
PHYSICAL STIMULATION	• Encourage recreational and creative activities, both traditional and new, through games, sports, music, dance, etc.
TO FEEL VALUED	• Create opportunities for expression through group discussions, drawing, writing, drama, etc., which promote self-confidence. • Recognize, encourage and praise children.

Source: International Rescue Committee (2003).

REFERENCES AND FURTHER READING

Duncan, J.; Arnston, L. 2004. *Children in crisis: good practices in evaluating psychosocial programming.* n.p.: The International Psychosocial Evaluation Committee and Save the Children.

INEE (Inter-Agency Network for Education in Emergencies). 2002. "Training teachers to meet psycho-social needs". In: *Good practice guides for emergency education.* Retrieved 26 August 2005 from http://www.ineesite.org/edcon/psy_soc.asp

International Rescue Committee. 2003. *The IRC's psychosocial teacher training guide.* Draft copy.

International Save the Children Alliance. 1996. *Promoting psychosocial well-being among children affected by armed conflict and displacement: principles and approaches.* Retrieved 26 August 2005 from http://www.ineesite.org/edcon/promoting.asp

Loughry, M.; Eyber, C; 2003. *Psychosocial concepts in humanitarian work with children: A review of the concepts and related literature.* Washington, DC: The National Academies Press.

Lowicki, J. 2000. *Untapped potential: adolescents affected by armed conflict. A review of programs and policies.* New York: Women's Commission for Refugee Women and Children.

McDonald, L. 2000. *Psycho-social and mental health programmes: useful resources and information to guide interventions.* Geneva: UNHCR.

McMallin, M. (Ed.). 1996. *The psychological well-being of refugee children: research, practice and policy issues.* Geneva: International Catholic Child Bureau.

Macksoud, M. 1993. *Helping children cope with stresses of war.* New York: UNICEF.

Ministry of Youth, Education and Sport; UNICEF; Norwegian Refugee Council. 2000. *Rapid response education programme: trauma healing.* Freetown, Sierra Leone: Ministry of Youth, Education and Sport.

Nicolai, S. 2003*a. Psychosocial needs of conflict-affected children and adolescents* (World Bank-IIEP Summer School 7-15th July 2003. Background paper). Paris: IIEP-UNESCO.

Nicolai, S. 2003*b. Education in emergencies: a tool kit for starting and managing education in emergencies.* London: Save the Children.

Nicolai, S. 2004. *Learning independence: education in emergency and transition in Timor-Leste since 1999.* Paris: IIEP-UNESCO.

The Psychosocial Working Group. 2003*a*. *Psychosocial intervention in complex emergencies: a conceptual framework* (Working Paper). Edinburgh: The Psychosocial Working Group.

The Psychosocial Working Group. 2003*b*. *Psychosocial intervention in complex emergencies: a framework for practice* (Working Paper). Edinburgh: The Psychosocial Working Group.

The Psychosocial Working Group. 2004. *Considerations in planning psychosocial programs* (Working Paper). Edinburgh: The Psychosocial Working Group.

UNICEF; NRC. 2000. *Rapid response education programme: trauma healing.*

Van Ommeren, M.; Saxena, S.; Saraceno, B. 2005. "Mental and social health during and after acute emergencies: emerging consensus?". In: *Bulletin of the World Health Organization, 83*(1), 71-77.

Wessells, M.; Monteiro, C. 2001. "Psychosocial intervention and post-war reconstruction in Angola: interweaving Western and traditional approaches". In: D. Christie, R. Wagner, D. Winter (Eds.), *Peace, conflict and violence: peace psychology for the 21st century* (pp. 262-275). Upper Saddle River, NJ: Prentice Hall.

Williams, G.; Aloyo Obonyo, C.; Annan, J. 2001. *Resilience in conflict: a community-based approach to psycho-social support in northern Uganda.* Uganda: UNICEF; AVSI.

UNESCO

United Nations
Educational, Scientific and
Cultural Organization

iiep

International
Institute for
Educational
Planning