**INNE Good Practice Guide:**

**Assessing Resource Needs and Capacities in an Initial Emergency Assessment of Teacher/Facilitator Availability and Capacity, including Selection**

In order to implement an education program in emergencies, it is necessary to have a solid understanding of the technical capacity of a community to implement education programs. Typically, in areas of crisis, trained teachers are often limited or worse, those that exist do not have the knowledge and skills to teach or address the needs relevant to children living in a post-conflict environment. Therefore the assessment must first focus on identifying the existing educationists, and what support, material and training support they need.

Secondly, the assessment must focus on the needs of the untrained teachers, and where possible, should link them to the trained teachers. For both groups, it is necessary to understand their knowledge of good teaching practices and specific educational issues, such as psychosocial support for children, strategies for teaching over-age students, over-sized classes, etc. as well as their knowledge of life skills issues such as land mine awareness, health issues, and HIV/AIDS.

Additionally, it is important to view teachers within the context of the condition of the educational system they are in. The following three scenarios should be considered:

- **No educational system exists** (e.g. self-help initiatives by crisis affected populations, refugee camps or repatriation situations immediately following a conflict). Trained teacher/facilitators must be identified and in some cases organized into schools and educational activities. Where there are gaps untrained individuals must be selected and trained.

- **Some education capacity system exits** (e.g. refugee situations where host government has limited capacity in emergency education, post-conflict situations where newly formed Ministries have limited capacity). Emergency education organizations must assist the government to assign teachers, identify gaps and potentially assist in the training of teachers.

- **Well-established educational capacity exists** (e.g. long established refugee programs, refugee flows into peaceful country with a well-established educational system and knowledge of emergency education). Emergency education organizations are providing specific topical training for teachers to address crisis related issues or to improve the quality of their classroom performance.

**Strategies**

- **Early identification of trained staff**

As soon as possible, the number of trained and qualified teachers, school administrators and educationalists should be identified and be compared to the number needed. It is necessary to understand how the previous system worked — the organizational structure and hierarchy of staff, their training, including topics covered, length of program, and levels of certification, e.g. in some areas, primary and secondary teachers are certified differently / diploma vs. degree.
• **Establishment of clear roles and responsibilities to maximize potential and involvement.**

In many emergencies, teachers and administrators may have been self-assigned or assigned by the community. While initially functional, in the long-term, it is necessary to develop an organizational structure to clarify who is responsible for which tasks and reporting structures. Where qualified staff is unavailable, untrained individuals with relevant experience working with children must be identified and trained.

• **Assess the psychosocial and physical needs of teachers and facilitators**

Recognizing the importance of education for children, teachers and facilitators may put their own psychosocial and physical needs on hold, potentially leading to absenteeism, burn-out and resignation. To avoid this, strategies must be identified to support teachers/facilitators to have the time and energy to do their jobs. In some cases, special arrangements may be needed for teachers/facilitators to access basic resources such as shelter materials, food and water. Additionally, time should be allocated to allow teachers/facilitators to discuss their experiences. This time for discussion should also be integrated into the assessment process, trainings and programs.

### Identification Strategies

- **Word of mouth** - ask people if they know people who used to work in the schools. To identify untrained educationalists staff, it is important to consider sports coaches, mothers, and youth leaders.

- **Advertisements** - photocopied advertisements covered in plastic sleeves can be posted in public areas. Where available, advertisements may also be placed in newspapers and radio.

### Calculating the number of teachers

Calculating the number of teachers needed is fundamentally based on the number of students. During an emergency, educational statistics are difficult if not impossible to obtain, especially for children. Therefore it is necessary to make an educated guess as to triangulate different pieces of information to determine how many children there are. Possible strategies include: (1) finding existing national census records (in refugee areas headcount information from UNHCR, or WFP food distribution records) (2) conduct a sampling of households within a community (3) using participatory surveys such as bean sort below with community focus groups. As a general figure, school-age children are typically 20-25% of a population.

### Example Participatory Assessment Strategy

In a small focus group, explain that 100 beans represent all of the children in a community. Ask the focus group to divide the beans proportionally into those children who go to school and those who do not. In this case they allocated 30 beans to those children who attend school. The focus group can then be asked to divide these groups further by gender, age, minority, economic classes or refuge/local/IDP status. 100 beans are used so a researchers and focus group members can think in terms of percentages, however this is not statistically accurate.

The number of teachers/facilitators is calculated by dividing the total number of students by an established standard such as 40 students per classroom. There are many other issues that must be taken into consideration such as how many hours per day/week a teacher teaches, the grade level being taught, and the number of class preparations.
### Materials

<table>
<thead>
<tr>
<th>Teacher Materials</th>
<th>Example</th>
<th>How Calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exercise books, pens, classroom registry chalk, plastic bag or rucksack</td>
<td>Same as calculated number of classrooms.</td>
</tr>
<tr>
<td>Teacher Incentives</td>
<td>Cash or in-kind payment e.g. food</td>
<td>Number of teachers multiplied by their incentive, multiplied by the length of the program.</td>
</tr>
<tr>
<td>Classroom Materials</td>
<td>Chalk, blackboards</td>
<td>Same as the number of classrooms. Ideally, a chair and a desk should be provided for the teacher in each classroom.</td>
</tr>
<tr>
<td>School Furniture</td>
<td>Student desks and teacher furniture</td>
<td>If individual desks, the total number needed will be the same as the number of students. If students sit 2 or 3 per desk, then the total number of students should be divided accordingly.</td>
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</tbody>
</table>

### Protection Note:

As educated leaders in a community, teachers/facilitators are often targeted during times of crisis, therefore it is necessary to consider their protection needs. It is important analyze teacher information in terms of gender, and where necessary ethnicity and political affiliation in relation to the community.

### Checklists

#### Availability

- Who is teaching in the schools now? Who is paying them? Are there volunteers?
- Are there experienced teachers in the community who are not teaching now? If so, why are they not teaching?
- What is the education level of people in the community? Primary? Secondary? Diploma? University?
- Who is running educational and recreational programs for children not in school/youth/adult literacy programs now? What is their training and background?
- What is the availability of educated (primary, secondary, university) people within the community?
- Are teachers/facilitators absent from their jobs? Why? Are they seeking additional income or resources for themselves and their families? Can anything be done to assist them in these tasks? If in a refugee camp, could the timing of distribution activities be changed to accommodate teachers?

#### Teaching Capacity

**General Teaching Skills**

- What subjects are the teachers responsible for? What academic background is the teacher supposed to have (minimum qualifications)? Do the teachers have the minimum qualifications to teach? What are their academic backgrounds?
• How many years have they been teaching? What is the minimum level of education and training required for teachers? How many of the teachers have attained these levels?

• How extensive is the lesson planning and preparation required of the teachers? How much of the curriculum does the teacher have control over and how much is handed to them? Is there any particular form or format suggested for use by teachers?

• What are the strengths and weaknesses of the teachers in the following areas: Writing learning objectives, developing materials, pacing lessons, sequencing ideas and techniques?

• What is the range of teaching techniques understood and practiced by teachers? (Lecture, Question and Answer, Recitation and Drill, Small Group Work, Brainstorming, Role Plays, Drama and Music, Field Trips, Individualized Learning and Student Projects)

• What are the accepted rules for discipline? What are the management approaches? What are the teachers’ classroom management styles?

• How is student learning assessed?

*Psychosocial and Life Skills*

• Have teachers received any training on the psychosocial needs of children affected by crisis? If so by whom? When? For how long? Was their any follow-up?

• Are there any teachers who have been trained in life skills issues such as HIV/AIDS, drug and alcohol issues, land mines, leadership, and mediation? If so by whom? When? For how long? Was there any follow up?

*Training Capacity and Support*

• What is the curriculum to be a trained teacher? How many hours are dedicated to what subjects? How long was the training? Are there different levels of certification for different grades? Is there a certificate program and a degree program? What grades can they teach? How long does each program take? What are the entrance requirements?

• Are there any teacher trainers in the area? What is their background? How long have they trained teachers?

• Who conducted teacher training? The government? NGOs? The Teachers Union?

• How frequent was in-service training? What topics did it cover?

*Teacher Support*

• Were teachers observed teaching? Who does the monitoring? Is there a standardized evaluation form? How was the feedback given?

• Are trained teachers assisting untrained teachers? How is it managed?

• Do the teachers have access to a copy of the curriculum? Do the teachers have access to copies textbooks or reference materials to prepare their lessons? Do teachers have access to exercise books for preparation?

• Are there materials available for evaluating/testing students? Is there a cyclostyle or other type of duplicating equipment in the school?

• Is there a blackboard? Is it large enough and in good condition?

• Does the school provide chalk or must teachers buy it? Record book for grades and attendance?

• Are there any teaching aids available in the school? Maps? Wall charts?

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