



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

INEE Minimum Standards Toolkit: Teachers and Other Education Personnel

The INEE Minimum Standards present a global framework for coordinated action to enhance the quality of educational preparedness and response, increase access to relevant learning opportunities, and ensure humanitarian accountability in providing these services. The following tools relating to teachers and other education personnel are a selection from the INEE Minimum Standards Toolkit, which has been developed in response to a growing need for clear, practical tools to guide humanitarian aid workers, government officials and educationalists in implementing the INEE Minimum Standards.

For more information, go to: www.ineesite.org

Standard 1: Recruitment and selection. A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.

Tools

Strategies and Tools for Identification, selection and recruitment of teachers and education workers

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter15.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 4: Teachers and Learners, Chapter 15: Identification, Selection and Recruitment of Teachers and Education Workers, UNESCO IIEP, 2006]

► This chapter presents a series of strategies, and guidance notes to implement those strategies, to retain existing teachers and education workers as well as to recruit new teachers and education workers to meet the new educational needs created by emergency situations.

Assessment of Teacher/Facilitator Availability and Capacity, including Selection: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_Teachers.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for identifying and assessing teachers and facilitators, establishing clear roles and responsibilities, assessing their psychosocial and physical needs, calculating the number of teachers needed.

Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Contexts: Recruiting and Supporting Women Teachers

http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies.WT2.d
[OC](#)

[INEE Gender Task Team, 2006]

► Using the INEE Minimum Standards as a framework, this tool provides a series of concrete and practical strategies and promising approaches for recruiting and supporting women teachers.

Gender Equity Strategies: Mentors for Girls in School

http://ineesite.org/uploads/documents/store/doc_1_89_mentors_for_girls.doc

[Jackie Kirk, SoE/SBEP Gender Equity Support Program, September 2004]

► This one-page strategy sheet articulates the reasons why the presence of a woman teacher is important for girls and focuses on the benefits and challenges, when it is impossible to recruit a woman teacher, of hiring women 'mentors' to lead particular activities and discussions with female students.

The Impact of Women Teachers on Girls Education

<http://unesdoc.unesco.org/images/0014/001459/145990e.pdf>

[Advocacy Brief, UNESCO Bangkok 2006]

► This Advocacy Brief presents arguments for the positive impact women teachers have on education, and girls' education in particular, and articulates a series of specific strategies (pages 4-6) for recruitment; for women-centered, professional development; and for policy development.

Staffing: Building a Team and Supporting Staff

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

[PDF pages 69-72](#); [Doc pages 67-70](#)

► This brief on building an education team and supporting staff provides a sample organizational chart for a range of personnel involved in education programmes and projects and guidance on building a team: composition, job descriptions and selection process.

Sample Job Description: Education Advisor

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

[PDF pages 73-75](#); [Doc pages 71-73](#)

► This sample job description for an education advisor can be adapted for different organisations to suit particular needs and drawn up for different posts that may have a slightly different focus. Implementation of programs in line with the INEE Minimum Standards should be written into the duties and responsibilities.

Sample Job Description: Education Officer

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

[PDF pages 76-77](#); [pages 74-75](#)

► This sample job description for an education officer can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus. Implementation of programs in line with the INEE Minimum Standards should be written into the duties and responsibilities.

Sample ToR for Volunteer Animator/Facilitator

http://ineesite.org/uploads/documents/store/doc_1_89_Sample_TOR_for_Volunteer_Facilitator.doc
[IRC Education Kit, International Rescue Committee]

► This sample terms of reference for community animators, teachers and/or facilitators to provide a safe environment for basic psychosocial and cognitive development can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus. Utilisation of the INEE Minimum Standards should be written into the duties and responsibilities.

Sample ToR for Programme Officer

http://ineesite.org/uploads/documents/store/doc_1_89_Sample_ToR_Program_Officer.doc
[IRC Education Kit, International Rescue Committee]

► This sample terms of reference for a programme officer to help build program quality and effectiveness with specific responsibilities in monitoring, training, implementation, organization, liaison with other sectors, procurement and facilitation can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus. Utilisation of the INEE Minimum Standards should be written into the duties and responsibilities.

Sample ToR for Programme Specialist

http://ineesite.org/uploads/documents/store/doc_1_89_Sample_ToR_Programme_Specialist.doc
[IRC Education Kit, International Rescue Committee]

► This sample terms of reference for a programme specialist to help build program quality and effectiveness with specific responsibilities for representation at a national level can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus. Utilisation of the INEE Minimum Standards should be written into the duties and responsibilities.

Sample Job Description for Education Programme Manager

http://ineesite.org/uploads/documents/store/doc_1_89_education_program_manager_sl.doc
[IRC Education Kit, International Rescue Committee]

► This sample terms of reference for an Education Programme Manager can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus. Utilisation of the INEE Minimum Standards should be written into the duties and responsibilities.

Sample ToR for Emergency Education Consultant

http://ineesite.org/uploads/documents/store/doc_1_89_TOR_Consultant_Ingushetia.doc
[IRC Education Kit, International Rescue Committee]

► This sample terms of reference for an Emergency Education Consultant can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus. Utilisation of the INEE Minimum Standards should be written into the duties and responsibilities.

Sample ToR for Regional Education Advisor

http://ineesite.org/uploads/documents/store/doc_1_89_TOR_West_Africa_Regioanl_ED.doc
[IRC Education Kit, International Rescue Committee]

► This sample terms of reference for a Regional Education Advisor can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus. Knowledge of the INEE Minimum Standards should be written into the qualifications section and utilisation of the INEE Minimum Standards should be written into the duties and responsibilities.

Sample TOR for Youth Club Officer

http://ineesite.org/uploads/documents/store/doc_1_89_IRC_Draft_Peer_Group_Guide.doc

[IRC Draft Peer Group Guide, International Rescue Committee]

Page 46

► This sample terms of reference for a Youth Club Officer can be adapted for different organisations to suit particular needs and drawn up for posts that may have a slightly different focus.

Interview Matrix for IRC Programme Officer

http://ineesite.org/uploads/documents/store/doc_1_89_Interviewing_Matrix_for_Program_Officer.doc

[oc](#)

[IRC Education Kit, International Rescue Committee]

► This sample interview matrix, which must be adapted for different organisations and positions, can be helpful when interviewing potential staff to weigh their education, work experience, computer knowledge, professional and computer knowledge, language skills and attitudes/skills and aptitudes.

Standard 2: Conditions of work

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

Tools

Strategies and Tools for Teacher Motivation, Compensation and Working Conditions

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter16.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 4: Teachers and Learners, Chapter 16: Teacher Motivation, Compensation and Working Conditions, UNESCO IIEP, 2006]

► This chapter contains a series of strategies and guidance notes for adequately compensating and recognizing the efforts of teachers and for supporting the re-establishment of an on-going system of educator payment. It contains matrix (pages 13-14) with ideas for how NGOs can support government schools, including compensating teachers, and some potential positive and negative impacts of each strategy. It is important to note that any such action must be carried out, based on national standards and in agreement with the government, in coordination with others.

Compensation and Payment of Educational Staff: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Compensation_and_Payment_of_Educational_Staff.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for compensating and paying educational staff through a graduated, equitable and non-disruptive pay scale. It also includes a matrix of strategies, and positive and negative impacts of those strategies, to assist the government in teacher compensation.

Sample Code of Conduct for Teachers

http://www.ineesite.org/minimum_standards/MSEE_report.pdf

[INEE Minimum Standards Handbook, adapted from UNHCR Eritrea, 2004]

page 70

- ▶ This code of conduct can be used as a model, which schools can adapt for local use.

Codes of Conduct for Refugee Schools

<http://www.unhcr.org/cgi-bin/texis/vtx/refworld/rwmain?docid=469200e82>

[Safe Schools and Learning Environments: How to Prevent and Respond to Violence in Refugee Schools, UNHCR, 2007]

Pages 32-33

- ▶ This code of conduct for a refugee school can be adapted and designed, in a participatory manner, for the local contexts, making reference to existing rules, policies and the issues within this framework.

Preventing and Responding to Gender Based Violence In and Through Education

http://inesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies_GBV.doc

[INEE Gender Task Team, 2006]

- ▶ Using the INEE Minimum Standards as a framework, this tool provides a series of concrete and practical strategies and promising approaches for preventing and responding to gender-based violence in and through education, including codes of conduct for teachers and ensuring teachers and other education personnel's awareness of and training in responding to child and youth survivors of gender-based violence.

Staffing: Building a Team and Supporting Staff

http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/1063_EducationEmergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

Pages 67-70

- ▶ This brief on building an education team and supporting staff provides guidance on supporting staff through training, salaries and incentives.

Assessment of Teacher/Facilitator Availability and Capacity, : INEE Good Practice Guide

http://www.inesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_Teachers.pdf

[INEE, 2003]

- ▶ This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for establishing clear roles and responsibilities for teachers and facilitators.

Resources

Outcome Document from Teachers Compensation Roundtable

<http://www.inesite.org/uploads/INEE%20Initiatives/Events%20&%20Activities/Teacher%20Compensation%20Roundtable%20Outcome%20Report.pdf>

[INEE, Women's Commission, IRC and Save the Children, 2006]

- ▶ This outcome document from a 2006 inter-agency roundtable seminar on teacher compensation contains an overview of challenges to providing consistent, equitable compensation to teachers; provides case studies from Liberia, South Sudan and Darfur and promising practices in compensating teachers; and identifies next steps and ways forward in addressing teacher compensation. It also contains a series of findings and recommendations on the issues of teacher motivation; government structures, policies and regulations, and roles and responsibilities of non-state implementing actors; and donor strategies and funding mechanisms.

1966 UNESCO/ILO Recommendations Concerning the Status of the Teaching Profession
<http://unesdoc.unesco.org/images/0011/001140/114048e.pdf#page=25> Also Available in **French**
(<http://unesdoc.unesco.org/images/0011/001140/114048f.pdf#page=27>) **Spanish**
(<http://unesdoc.unesco.org/images/0011/001140/114048s.pdf#page=27>) and **Russian**
(<http://unesdoc.unesco.org/images/0011/001140/114048rb.pdf#page=29>).

[UNESCO, Adopted by the Special Intergovernmental Conference on the Status of Teachers, 1966]

► This ILO/UNESCO Recommendation, adopted by the Special Intergovernmental Conference on the Status of Teachers, promotes a series of guiding principles for good teaching practices, including issues of compensation (section X).

Managing Teacher Costs for Access and Quality

<http://www.unicef.org/girlseducation/files/teachfin.pdf>

[Santosh Mehrotra and Peter Buckland, UNICEF, 1998]

► This paper provides a series of strategies to manage teacher costs, including changing the salary structure, improving teacher utilization; and issues related to unqualified teachers, teachers in training and teacher aides/volunteers) as well as lessons learned on managing teacher costs.

Standard 3: Supervision and support

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

Tools

Teacher Education Programme (TEP) Supervisors Manuel

http://ineesite.org/uploads/documents/store/doc_1_89_TEP_Supervisors_Manual.doc

[Norwegian Refugee Council]

► This short supervisor's manual contains a series of guidelines and directives for supervising, mentoring and supporting teachers, drawn from NRC's experience in Angola.

Teacher Observation and Lesson Planning: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Teacher_Observation_and_Lesson_Plan_ning.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for observing teachers and providing feedback in order to improve teacher performance and practice, including lesson planning and preparation.

On-Site Teacher Training and Support - Mobile Trainers and Mentors: INEE Good Practice Guide

http://ineesite.org/uploads/documents/store/doc_1_On-Site_Training.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for supporting teachers, especially those with limited or no training, while they are in their schools teaching their own classes, through the establishment of "mobile trainers" or "teacher mentoring programs". These programs not only increase teachers' effectiveness, but also have been shown to contribute to teacher retention and satisfaction.

Staffing: Building a Team and Supporting Staff

http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/1063_EducationEmergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

Pages 67-70

► This brief on building an education team and supporting staff provides a sample organizational chart for a range of personnel involved in education programmes and projects, guidance on building a team (composition, job descriptions, selection process) and on supporting staff through training, salaries and incentives.

Gender Strategies in Emergencies, Chronic Crises and Early Reconstruction Contexts: Recruiting and Supporting Women Teachers

http://inesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_in_Emergencies.WT2.doc

[INEE Gender Task Team, 2006]

► Using the INEE Minimum Standards as a framework, this tool provides a series of concrete and practical strategies and promising approaches for recruiting and supporting women teachers.

Assessment of Teacher/Facilitator Availability and Capacity, : INEE Good Practice Guide

http://www.inesite.org/uploads/documents/store/doc_1_Assessing_Resource_Needs_-_Teachers.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for supporting teachers, including assessing their psychosocial and physical needs.

Education Action Sheet from the Task Force on Mental Health and Psychosocial Support in Emergency Settings

http://www.inesite.org/minimum_standards/mental_health_action_sheet.doc

[UN Inter-Agency Standing Committee, 2007]

► This Action Sheet articulates key actions and immediate steps for minimum response in providing and strengthening access to safe and supportive education, including supporting educators' own psychosocial well-being (Action 4).

Teacher Assessment Questionnaire

http://inesite.org/uploads/documents/store/doc_1_89_Questionnaire_Teachers_Assessment.doc

[Academy for Educational Development]

► This assessment form can be adapted for local context and used for collecting evidence on the transfer of skills as the result of training programs and workshops.

Supervisory and Classroom Management Instrument

http://inesite.org/uploads/documents/store/doc_1_89_Supervisory_Classroom_Management.DOC

[Academy for Educational Development, Quality Improvement in Primary Schools, Improving Learning through Partnerships Project, 2002]

► This tool can be adapted for local context and used for assessing teachers' supervisory and classroom management.

Resources

More and Better Teachers Needed: Achieving Quality Education for All

http://www.id21.org/insights/insights-ed06/insights_edn_6.pdf

[Special Issue of id 21 Insights Education, 2007]

► This 6 page publication covers a number of very pertinent issues – changing patterns of teacher recruitment in West Africa; teacher absenteeism; teachers, gender and HIV/AIDS; teachers targeted in conflict; gender and educational leadership; teacher education. It is framed in terms of the critical need in many parts of the world for more *and* better teachers and for policy and programming to draw on both qualitative and quantitative data and research perspectives.

Managing Teacher Costs for Access and Quality

<http://www.unicef.org/girlseducation/files/teachfin.pdf>

[Santosh Mehrotra and Peter Buckland, UNICEF, 1998]

Pages 12-19

► This section provide a series of strategies and lessons learned aimed at providing teachers with support while also improving access and quality, such as ensuring community participation and support, evening out the distribution of teachers through introducing multigrade teaching and accelerated learning programmes for overage pupils, and improving management information systems.

Standard 2: Training. Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances.

Tools

Strategies and Tools for Teacher Training, Teaching and Learning

<http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter18.pdf>

[Guidebook for Planning Education in Emergencies and Reconstruction, Section 4: Teachers and Learners, Chapter 18: Teacher Training, Teaching and Learning Methods, UNESCO IIEP, 2006]

► This chapter articulates a series of strategies and guidance notes for teacher training, teaching and learning methods (pages 4-13) to train teachers to respond appropriately to the educational needs in various phases of an emergency as well as to further develop teacher-training capacity, and includes a list of key, practical elements for teacher training (pages 14-15).

Pre-service, In-service, In the school Training and Capacity Building: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Training_-_PreService_InService.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for providing psychosocial support for teachers, basing teaching training upon accredited and recognized training systems, establishing a system of follow-up support and monitoring, and respecting local teaching skills and knowledge. It also provides a matrix of descriptions, pros and cons and strategies for the various types of pre-service and in-service training.

Sample Teacher Workshop: Large Class Size

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

Doc pages 92-94; PDF pages 94-96

► While an ideal class size is around 30 children, classes in emergency and reconstruction contexts often have three times that number. This sample teacher workshop can be used to help teachers to learn basic strategies to cope with large student numbers in class.

Teacher Observation and Lesson Planning: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Teacher_Observation_and_Lesson_Planning.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources in order to improve teacher performance and practice, including lesson planning and preparation, which can be used in training teachers.

Lesson Plan Format

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

Doc page 116 ; PDF page 118

► This tool provides a basic structure that can be used in training teachers and other education personnel in lesson planning.

Top 20 Tips for Teaching Large Classes

http://www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf

[Practical Tips for Teaching Large Classes: A Teachers Guide, UNESCO, 2006]

pages 51-52 / 69-70 pdf

► This sheet provides twenty tips for teaching and managing large classes, which can be used in training teachers and other education.

Tips on How to Manage a Large Class

<http://www.ieq.org/pdf/largeclass.pdf>

[Aida L. Passigna, IEQ Project, Institute for International Research, 1997]

► This booklet provides practical advice and suggestions for managing a large class and for organizing remedial and enrichment activities, including helpful drawings, and can be used in training teachers and other education personnel.

Activity on Managing Classrooms: Toolkit on Positive Discipline

<http://www.crin.org/docs/Toolkit%20on%20Positive%20Discipline%20final.pdf>

[A Toolkit on Positive Discipline, Save the Children, 2007]

Document pages 85-86 / pdf pages 101-103 and document page 178 / pdf page 194

► Activity 5.3 teaches teachers and adults supporting education initiatives how to manage classrooms in the most appropriate way, ensuring that children listen and respect the norms and limits in the classroom.

Classroom Management

<http://www.ieq.org/pdf/InMyClassroomEN.pdf>

[In My Classroom: A Guide to Reflective Practice, USAID, American Institutes for Research, 2002]

Document pages 22- 41 / pdf pages 28-47

► This chapter offers a series of practical strategies, activities and tools for improving classroom management techniques of teachers, including a Time-On-Task Matrix to help teachers find out how much time learners spend on learning tasks (pages 27-28) and an activity on organising groups, including a matrix on how to group learners (page 33).

Establishing Norms and Limits in Schools

<http://www.crin.org/docs/Toolkit%20on%20Positive%20Discipline%20final.pdf>

[Toolkit on Positive Discipline, Save the Children, 2007]

Document pages 77-79 / 93-95

► This tool presents eleven techniques to be used in a classroom that build upon norms and limits in positive ways, and help to achieve effective group management and control.

Active Learning Strategies

http://www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf

[Practical Tips for Teaching Large Classes: A Teachers Guide, UNESCO, 2006]

Document pages 32-39 / pdf pages 40-48

► This section provides a series of in-class exercises, group exercises, cooperative learning, and other learning strategies to ensure active, participatory learning in the classroom, and can be used in training teachers and other education personnel.

Emergency Curriculum and Training Planning Tool

http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

Document page 22 / pdf page 46

► This matrix provides the framework for an adaptable emergency teacher training planning tool that can be used to train teachers and other education personnel to assess what is needed to develop a basic core teacher training and supervision programme for literacy and numeracy; for psychosocial healing; for recreation, sports and expression activities; for early childhood development; and for other emergency themes.

Psychosocial Support: Role of Teachers, including Sample Teacher Workshop

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

Doc Pages 122-127; PDF pages 124-129

► This two-page brief (pages 122-123) provides guidance on the role of teachers in providing psychosocial support, including the need for cultural sensitivity, developing good communication skills and being able to draw on their own experience, as well as the forms of support that teachers need to avoid burnout. There is also a sample agenda (pages 125-127) that provides guidance on designing and carrying out a teacher workshop focused on psychosocial support for 20 teachers and youth activity leaders over one day, as part of in-service training. It can be adapted to different timeframes and local contexts.

Training Teachers to meet Psycho-Social Needs: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Training_Teachers_to_meet_Psychosocial_Needs.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for training teachers to meet psychosocial needs through emphasizing normalcy, supporting good teaching and learning practices, putting a referral system in place and supporting physical and psychosocial needs of the teachers and facilitators themselves.

Preventing and Responding to Gender Based Violence in and through education

http://ineesite.org/uploads/documents/store/doc_1_58_Gender_Strategies_-_GBV.doc

[INEE Gender Task Team, 2006]

► Using the INEE Minimum Standards as a framework, this tool provides a series of concrete and practical strategies and promising approaches for preventing and responding to gender-based violence in and through education, including ensuring teachers and other education personnel's awareness of and training in responding to child and youth survivors of gender-based violence.

Gender Equity Strategies: Girl Friendly Teaching Checklist

http://ineesite.org/uploads/documents/store/doc_1_89_Girl_Friendly_Teaching_Checklist.doc

[Jackie Kirk, SoE/SBEP Gender Equity Support Program, September 2004]

► This one-page strategy sheet offers a series of girl-friendly teaching actions that can be used to teach teachers and other education personnel gender equitable teaching and how to foster an empowering classroom experience for boys and girls. While it was developed for South Sudan, the information is universally useful.

School Administration: INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_School_Administration.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for building the capacity of school administration through targeting specific themes for capacity-building, linking material support and training, training administrative teams, mentoring and monitoring, and supporting head teachers to address the day-to-day management issues of a school system as well as to jump-start the community mobilization process.

Certification and Accreditation (teacher training): INEE Good Practice Guide

http://www.ineesite.org/uploads/documents/store/doc_1_Certification_and_Accreditation.pdf

[INEE, 2003]

► This INEE Good Practice Guide provides a series of practical strategies, checklists and resources for the certification and accreditation of teacher training, giving guidance on how to base training upon recognized training systems, document all trainer-trainee interactions and content and actively pursue accreditation and certification.

Teacher Assessment Questionnaire

http://ineesite.org/uploads/documents/store/doc_1_89_Questionnaire_Teachers_Assessment.doc

[Academy for Educational Development]

► This assessment form can be adapted for local context and used for collecting evidence on the transfer of skills as the result of training programs and workshops.

Resources

Teacher Training

http://www.savethechildren.org.uk/en/docs/education_in_emergencies.pdf

[Education in Emergencies: A Tool kit for Starting and Managing Education in Emergencies, Save the Children, 2003]

[Doc pages 96-100](#); [PDF pages 98-102](#)

► This brief provides an overview of how teacher training is different in emergencies; who is trained; the timeframe for training; and the forms of, methodology and content for training. It also lays out 4 practical steps to follow in planning effective training for teachers.

Approaches to Teacher Training

http://ineesite.org/uploads/documents/store/doc_1_89_UNICEF_EiE_Toolkit.pdf

[Education in Emergencies: A Resource Tool kit, UNICEF, 2006]

[Document page 76](#) / [pdf page 100](#)

► This brief provides an overview of the various teacher training approaches, including strategies and support mechanisms for each: pre-service, in-service, face-to-face workshops, distance learning, cluster groups, mentoring and a cascade model.

Practical Tips for Teaching Large Classes: A Teacher's Guide

http://www2.unescobkk.org/elib/publications/095/Teaching_Large_Classes.pdf

[UNESCO, 2006]

► This guide presents a variety of practical methods and practices that could be useful for teachers who need to deal with a large class every day. It addresses issues such as how to prepare and plan lessons specifically adapted for large classes, as well as tips to manage the class and to see the large class as a resource rather than a challenge.

Teaching

<http://unesdoc.unesco.org/images/0012/001254/125450e.pdf>

[Jere Brophy, Educational Practices Series: International Academy of Education, International Bureau of Education, UNESCO, 1999]

► This booklet provides a synthesis of principles for effective teaching, addressing generic aspects of curriculum, instruction and assessment, as well as classroom organization and management practices that support effective instruction. It focuses on learning outcomes but with recognition of the need for a supportive classroom climate and positive student attitudes toward schooling, teaching and classmates.