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for Education

Embracing Diversity:

Toolkit for Creating Inclusive, Learning-Friendly Environments



Inclusive
Learning-Friendly
Environments

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Foreword

The education of children with diverse backgrounds and abilities remains a major challenge in the Asia-Pacific region. In April 2000, the World Education Forum held in Dakar, Senegal, set as its second goal: "ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality." Realizing this goal means increasing school attendance and completion rates; eliminating bias within schools, national education systems, and curricula; and eliminating the social and cultural discrimination that limits the demand for schooling for children with diverse backgrounds and abilities.

Inequality in education remains a matter of concern for all countries, yet discrimination continues to permeate schools and educational systems. To bridge this gap, it is critical to sensitize teachers and education administrators about the importance of inclusive education. It is equally critical to give them practical tools to analyze their situation and ensure that all children are in school and learning to their fullest capacity, as well as ensuring equity in the classroom, in learning materials, in teaching and learning processes, in school policies, and in monitoring learning outcomes.

This Toolkit accepts this challenge and offers a holistic, practical perspective on how schools and classrooms can become more inclusive and learning-friendly. It builds on experience gained over many years and on the strategies and tools developed by many organizations and individuals working on inclusive education and, more recently, in the area of establishing Child-Friendly Schools. This Toolkit is meant to be user-friendly and a means of inspiration for teachers who find themselves working in ever more diverse classrooms. I hope you will find the Booklets in this Toolkit useful in gaining support for inclusive, learning-friendly environments and in creating and managing them through the full participation of educators, students, parents, and community members.

Sheldon Shaeffer
Director, UNESCO Asia and Pacific Regional Bureau for Education



Acknowledgements

The work of preparing this Toolkit was genuinely participatory and involved many education specialists, teachers, agency experts, and others from inside and outside of the Asian Region. Their names are listed below, and we would like to thank all of them for their contributions. Every single input and comment was thoroughly considered and contributed to the enrichment of the Toolkit.

In addition, The Life Skills Development Foundation in Chiang Mai, Thailand; the UNICEF Office for the Philippines, Manila; and UNICEF Islamabad/Baluchistan co-organized workshops with teachers to get their feedback on the Toolkit as a whole, each of its Booklets, and their tools. We found this interagency cooperation most fruitful and hope it will continue through this Toolkit's dissemination process.

We have also used ideas and tools from several sources, the most prominent of which are:

Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets, by Baily D, Hawes H and Bonati B (1994) and published by The Child-to-Child Trust, London.

FRESH: A Comprehensive School Health Approach to Achieve EFA. UNESCO (2002) Paris.

Local Action: Creating Health Promoting Schools. World Health Organization (2000) Geneva. Also valuable resources were the documents in the WHO Information Series on School Health dealing with violence prevention, healthy nutrition, and preventing discrimination due to HIV/AIDS.

Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher's Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5), by Son V, Pridmore P, Nga B, My D and Kick P (2002) and published by the British Council and the National Institute of Educational Sciences, Hanoi, Vietnam.

Understanding and Responding to Children's Needs in Inclusive Classrooms. UNESCO (2001) Paris.

UNICEF's Web sites on Life Skills as well as "Teachers Talking About Learning," New York. Accessible through http://www.unicef.org

We gratefully acknowledge the above sources and encourage users of this Toolkit to make use of them as well.

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Finally, a very special note of appreciation is directed to Ray Harris, Dr. Shirley Miske, and George Attig, the authors of the six Booklets. On his part, George Attig participated in the work right from the earliest conception of the idea to when the manuscript was handed over to the printer. There were ups and downs in the process, but he stood by the project. Many thanks for that! Vibeke Jensen, Programme Specialist at UNESCO Bangkok, coordinated the project and admirably dealt with the many challenges to its completion.

Listed below are the many contributors who provided their valuable time and experienced insights into completing this Toolkit. If we have inadvertently forgotten someone, please accept our heartfelt apologies and sincerest appreciation for your valuable assistance.

Toolkit Contributors

Countries Represented

Bangladesh
Cambodia
China
France
India
Indonesia
Lao PDR
Pakistan
Philippines
Thailand
United States of America
United Kingdom
Vietnam

Toolkit Development

Laetitia Antonowicz
George A. Attig
Tutiya Buabuttra
Tamo Chattopadhay
Ray Harris
Vibeke Jensen
Intiranee Khanthong
Shirley Miske
Hildegunn Olsen
Ann Ridley
Sheldon Shaeffer

Toolkit Reviewers

Teresa Abiera
Koen Van Acoleyen
Vonda Agha
Khalida Ahmed
Mohammad Tariq Ahsan
Anupam Ahuja
Safia Ali
Shabana Andaleeb
Arshi
Rukhshunda Asad
Mahmooda Baloch
Sultana Baloch
Sadiqa Bano
Shamim Bano
Anne Bernard
Flora Borromeo
Naeem Sohail Butt
Yasmin Kihda Bux
Gilda Cabran
Kreangkrai Chaimuangdee
Nikom Chaiwong
Sangchan Chaiwong
Renu Chamnannarong
Aporn Chanprasertporn
Tamo Chattopadhay
Francis Cosstick
Charles Currin
Joan DeJaeghere
Benedicta Delgado
Rosemary Dennis
Supee Donpleg
Kenneth Eklindh
Siwaporn Fafchamps
Farhat Farooqui
Aida Francisco
He GuangFeng
Els Heijnen
Budi Hermawan
Evangeline Hilario
Masooma Hussain
H. Moch. Sholeh Y.A. Ichrom
Gobgeua Inkaew
Souphan Inthirat
Heena Iqbal
Shaista Jabeen
Salma M. Jafar
Venus Jinaporn
Najma Kamal
Kartini
Lyka Kasala
Chaweewan Khaikaew
Uzma Khalid
M. Khalil
Bilal Khan
Shaista Nasim Khan
Pralong Krutnoi
Ran Kuenpet
Chij Kumar
Nongnuch Maneethong
Rosalie Masilang

Ragnhild Meisfjord
Cliff Meyers
Cynthia Misalucha
Thanandon Na Chiangmai
Benjalug Namfa
Sompol Nantajan
Maria Fe Nogra-Abog
Thongpen Oatjareanchai
Sithath Outhaithany
Elizabeth Owit
Wittaya Pa-in
Marivic Panganiban
Wantanee Panyakosa
Manus Pasitvilaitum
Chalerm Payarach
Linda Pennells
Nongkran Phichai
Mary Pigozzi
Penny Price
Kunya Pundeng
Tahira Qazalbask
Nora N Quetulio
Sabiha Rahim
Florencia Ramos
Shyda Rashid
Ann Ridley
Clarina Rigodon
Wendy Rimer
Maurice Robson
Porntip Roongroj
Rubina
Sobia Saqlain
Naheed Sajjad
Estelita Samson
Lourdes Santeco
Sadia Shahid
Ruchnee Somboot
Teresita Sotto
Norkham Souphanouvong
Persy Sow
Milagros Sucgang
Pensri Supavasit
Farida Tajamul
Sritoon Tathun
Philippa Thomas
Anchalee Thongsook
Nguyen Thi Thanh Thuy
Jocelyn Tuguinayo
Erlinda Valdez
Zenaida Vasquez
Sangwan Wangcham
Terje M. Watterdal
Marc Wetz
Mantariga Witoonchat
Somkid Wongsuntorn
Nuttapong Yoswungjai
Shahzad Yousaf
Susana Zulueta



Overview of the Toolkit

An inclusive, learning-friendly environment (ILFE) welcomes, nurtures, and educates all children regardless of their gender, physical, intellectual, social, emotional, linguistic, or other characteristics. They may be disabled or gifted children, street or working children, children of remote or nomadic peoples, children from linguistic, ethnic or cultural minorities, children affected by HIV/AIDS, or children from other disadvantaged or marginalized areas or groups.

Who Can Use This Toolkit?

This Toolkit was written especially for **YOU**! You may be a teacher in a pre-primary, primary, or secondary level classroom; a school administrator; a student enrolled in a teacher-training institution or one of its instructors; or just someone wanting to improve access to schools and learning for children who usually do not go to school, such as those with diverse backgrounds and abilities. This Toolkit will be especially valuable for teachers who are working in schools that are beginning to change into more child-centred and learning-friendly environments, possibly due to reforms introduced by the Ministry of Education, a non-governmental organization (NGO), or another project.

One important concept that we must all accept is that "All Children Are Different," and all have an equal right to education, no matter what their background or ability. Many of our schools and educational systems are moving towards "inclusive education" where children with diverse backgrounds and abilities are sought out and encouraged to attend ordinary schools. On the one hand, attending school increases their opportunities
to learn because they are able to interact with other children. Improving their learning also promotes their participation in family and community life. On the other hand, the children with whom they interact also benefit. They learn respect and to value each other's abilities, no matter what they are, as well as patience, tolerance, and understanding. They come to realize that each person is "special" and to embrace diversity and cherish it.

For us, as teachers, embracing such diversity in our students is not an easy task. Some of us may have large classes, and we may already feel overworked. Including children with diverse backgrounds and abilities in our classes often means more work, but it need not be so. All we need to do is to manage the differences among our children by recognizing their strengths and weaknesses, planning lessons accordingly, using teaching strategies and adapting our curriculum to fit each child's abilities and background, and, most importantly, knowing how to mobilize our colleagues, parents, community members, and other professionals to help us provide a good quality education for all children.

This Toolkit is designed to help you do all of these! It provides you with useful tools to make your schools and classrooms more welcoming and lively places of learning for **ALL** children and teachers alike; places that are not only child-friendly but also teacher-friendly, parent-friendly, and community-friendly. This Toolkit contains a set of resource materials that you can use to think about your own situation and to start taking action by using some tools that have proven successful elsewhere, or by giving you ideas about what similar activities you can undertake. All of the Booklets in this Toolkit present ideas you can try. They also invite you to reflect on these ideas, discuss them with others, and, together with all the learners in your community, create a unique, dynamic, and inclusive learning-friendly environment.

This Toolkit, however, is not a definitive textbook, and it will not have an answer for every problem that you might face. To help you as much as possible, at the end of each Booklet we have also included lists of other resources you might find valuable. Please remember, however, that creating an inclusive, learning-friendly environment is a process, a journey. There are no set paths or ready-made "quick fix" solutions to follow. It is largely a process of self-discovery. It takes time to build this new kind of environment. But since "a journey of a thousand miles begins with a single step," this Toolkit will help you take the first step, and then the second, third, fourth, and so on. Since you and your students will always be learning new things, it will never be finished. Yet, it will provide an ongoing challenge as well as enduring satisfaction to students, teachers, administrators, special educators, parents, and the community.

How Can You Use This Toolkit?

This Toolkit contains six Booklets, each of which contains tools and activities that you can do by yourself (self-study) to start creating an inclusive, learning-friendly environment. Some of these activities ask you to reflect on (think about) what you and your school are doing now in terms of creating an ILFE, while others actively guide you in improving your skills as a teacher in a diverse classroom. You might want to try these individual activities first, so you can become familiar with what is an ILFE, how it can be created in your classroom and school, and its benefits.

Because creating an ILFE requires teamwork, there also are tools and activities that you can do with your colleagues and supervisors, with your students, as well as with your students' families and communities. These activities are the ones that will help you sustain important changes in your classroom and school, so they continue to be inclusive and learning-friendly.

This Toolkit's six Booklets can be used in two ways. For those schools that are already involved in becoming inclusive and learning-friendly, such as those working to become "Child-Friendly Schools," you might want to choose a Booklet or Booklets that will help you in some special way, such as working with families or communities or managing a diverse classroom. For those schools that are just starting on the path to becoming inclusive and learning-friendly, you might want to work through each Booklet, starting with Booklet 1 and moving through Booklet 6. The Toolkit is designed to help you each step of the way because each Booklet builds on the one before it.

In addition, although the term "school" is used throughout this Toolkit, this term means any formal or non-formal learning environment where pre-school, primary, or secondary-level education takes place. In this Toolkit, therefore, the term "school" is used broadly to cover both types of educational settings. These environments can be a formal school or even an informal class held under shady trees. Consequently, you can use this Toolkit if you're a professional teacher or simply someone who helps children with diverse backgrounds and abilities to learn in informal settings (such as classes for street children).

What Will You Learn?

Through this Toolkit, you will learn what an "inclusive, learning-friendly environment" is and how your school and classroom can create such an environment (Booklet 1).

You will also learn how very important families and communities are to the process of creating and maintaining an inclusive, learning-friendly environment, as well as how to involve parents and community members in the school, and how to involve children in the community (Booklet 2).

You will learn what barriers exclude rather than include ALL children in school, how to identify those children who are not in school, and how to deal with barriers to their inclusion in school (Booklet 3).

You will learn how to create an inclusive classroom and why becoming inclusive and learning-friendly is so important to children's achievement, how to deal with the wide range of different children attending your class, and how to make learning meaningful for all (Booklet 4).

You will learn how to manage an inclusive classroom including planning for teaching and learning, maximizing available resources, managing group work and cooperative learning, as well as how to assess children's learning (Booklet 5).

Finally, you will learn ways to make your school healthy and protective for ALL children, and especially those with diverse backgrounds and abilities who are more prone to becoming ill, malnourished, or victimized (Booklet 6).

Learning From Others

Teachers and practitioners from around the world helped to develop this Toolkit. They include those who were directly involved in four Regional workshops and shared their tools and ideas for getting all children in school and learning. It includes those persons who have shared their knowledge and tools through other venues such as printed publications and the Internet. It includes those persons who served as "critical readers"

in reviewing early drafts of this Toolkit. And most importantly, it includes those schools and teachers from many countries who reviewed this Toolkit and provided valuable advice and additional tools for its improvement. Hence, you will be learning from many others. The tools in this Toolkit are being used in many schools in a wide range of countries, especially those located in the Asia and Pacific Region. One of the most important questions you can ask yourself in using the tools is: "How can I adapt this specific tool for use in my classroom or school?"

A Note on Terms

One challenge in developing this Toolkit was what terms should be used. Oftentimes, different terms are used to describe the same thing. Moreover, sometimes a term may imply an idea or feeling that is not intended. For example, we have avoided using any that would imply discrimination. We have also tried to keep the terms simple and the presentation itself as friendly and informal as possible.

In keeping with this Toolkit's theme, we have tried to use terms that are as inclusive as possible. Some of the most important terms that appear in this Toolkit include the following.

- The term "children with diverse backgrounds and abilities" is perhaps the most inclusive term in this Toolkit. It refers to those children who usually fall outside of (are excluded from) the mainstream educational system due to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics.

- The term "learning environment" means any formal or non-formal setting where children gain knowledge and the skills to use that knowledge in their daily lives. Learning environments may take the form of schools and colleges or even cultural centres, hobby centres, or social clubs.

- "Inclusive education" or "inclusive learning" refers to the inclusion and teaching of **ALL** children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics.

- "Learning-friendly" means placing the child firmly at the centre of the learning process. It also means recognizing that his or her total learning environment includes other actors (such as teachers, administrators, parents, and community leaders) who guide a child's learning and are learners themselves. A learning-friendly environment is one in which children benefit not only from learning by themselves, but also from the learning of others whose needs are also taken into consideration. For instance, a learning-friendly environment gives children a chance to participate in their learning. It also is an environment in which teachers are helped and empowered to learn, in which they use and adapt new teaching methods, and in which parents and community members are actively encouraged to participate in helping their children to learn and their schools to function.

- "Classroom" refers to the actual place in which children come together to learn with the help of a teacher. It may include, for example, formal classrooms in public schools, informal learning classes for child workers held under trees, classes at youth centres for children living on the street, or even home-based learning sessions for those children who cannot attend any other learning environment, either temporarily or permanently.

- A "teacher" is any individual who systematically guides and facilitates a child's learning within a specific formal or non-formal learning environment.

- The terms "student," "learner," or "pupil" refer to anyone who is participating in formal or non-formal learning at a primary or secondary level. They are used interchangeably in this Toolkit.

- "Children with disabilities" includes those children with physical, sensory, emotional, or intellectual disabilities and who are oftentimes excluded from learning in schools. They are children who were born with a physical or psychological disability, or they have acquired an impairment because of illness, accidents, or other causes. Impairments may mean that children will experience difficulty seeing, hearing, or moving, and they may learn more slowly and in different ways from other children. In many countries, not all children who are identified as disabled are also identified

as having special educational needs, and vice versa. These two groups, therefore, are not identical. Children with disabilities are capable of learning, and they have the same right to attend school as any other child. However, they are often excluded from school altogether in many countries of the Asia-Pacific region.

- Students with "special learning needs" or "special educational needs" means children who require greater attention to help them with their learning. In most countries, this attention is delivered in either special or ordinary schools or classrooms. Many countries label different groups of students as having special educational or learning needs, which sets them apart from regular students. When these terms appear in the Toolkit, therefore, it acknowledges the existence of this labelling practice. However, it does **NOT** assume that there is any actual educational difference between students with special learning or educational needs and regular students.

- "Sex" refers to the biological differences between men and women.

- "Gender" refers to the social roles that are believed to belong to men and women within a particular social grouping; for example, "men as breadwinners" or "women as child caregivers." Gender roles are created by a society and are learned from one generation to the next as part of a society's culture. Because it is a socially learned perception (for instance, learned in the family or in school), anything associated with gender can be changed or reversed to achieve equality and equity for both men and women. In other words, we can change the gender roles of "women as child caregivers" to "women as breadwinners" and "men as breadwinners" to "men as child caregivers," or even "men and women as breadwinners and child caregivers."

- "Family" means the main social unit within which a child is raised, and "community" refers to the wider social group to which the child and family belong.

A Note for Translators and Adapters

This Toolkit was developed originally in the English language. But for it to be used widely, it will need to be translated into different languages and adapted to fit different contexts. For those of you who will be given the task of adapting and translating this Toolkit, please remember the following important points.

Style, Tone, and Vocabulary

This Toolkit is meant to be inviting and user-friendly. For this reason, it is written in a very informal, conversational style, as if you were talking to a teacher rather than simply writing for her or him. You are encouraged to also use this style in your translation, instead of using a formal—often overly complicated—one.

This Toolkit is written in a positive and encouraging tone. We want to encourage teachers and others to want to learn more, rather than to be condescending and pointing out what they should be doing or are doing wrong. Once again, you are encouraged to use this type of tone in your translation.

Although this Toolkit was written in English, we "pre-tested" it at three Regional Workshops (in Pakistan, the Philippines, and Thailand) to see if it was understandable to persons whose native language is not English. In order to make it understandable, this Toolkit uses a very simple vocabulary. We intentionally tried **not** to use complex terms and "jargon" (that is, words or expressions that some professionals may understand, but which are difficult for others to understand). However, some special terms can be difficult to translate. For example, the term "gender" may not exist in your language, but it is important to translate it accurately. If you find terms that you are not sure how to translate, check with professionals or agencies who may already be using the term and may have already translated it. For instance, "gender" is a term that is widely used in the areas of education, population, reproductive health, and children's rights. If educators in your country have not translated the term (or it is translated inaccurately), check with other national and international organizations that work in these areas to see how they have translated it.

Context and Content

We have tried to use case studies and other experiences from many countries within and outside of the Asian Region. However, this may not be acceptable for your national context, particularly if, for instance, teachers prefer to see examples from their own country because they feel that they are more relevant. In such cases, you may need to search out other examples and use these instead of the ones in this Toolkit. However, please make sure that they agree with what is being explained in the text.

Overall, this Toolkit's content must be meaningful in terms of the context of your communities. For instance, there may be a need to include other groups of children who are out of school in Booklet 3, or to provide concrete local examples of "gender" issues and relations to help readers to understand the concept. Don't be afraid to adapt the Toolkit's content in such ways to fit your community context.

In addition, this Toolkit's content must be relevant to the realities of school life in your country. For instance, in countries where multi-grade teaching or single sex schools are common, you may need to adapt certain activities or recommendations to this setting.

In adapting this Toolkit's activities, techniques, and case studies to fit your local community and school conditions, work with teachers who are already involved in developing child-friendly schools or inclusive classrooms. They can help you to identify what other (or more appropriate) activities, techniques, or case studies can be added to each of the Toolkit's Booklets and Tools. Don't be afraid to remove one specific activity or case study in the original Toolkit if you have a better one from your own community or school setting.

Finally, when this Toolkit is to be "repackaged," it needs to be durable and user-friendly (for instance, able to be photocopied easily, with individual booklets rather than one large, heavy volume). You should consult local teachers to see what they prefer the final Toolkit to look like.

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Booklet 1 :

Becoming an Inclusive, Learning-Friendly Environment (ILFE)



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Tool Guide

Booklet 1 describes what is an inclusive, learning-friendly environment (ILFE) and what are its benefits for teachers, children, parents, and communities. It also will help you to identify the ways in which your school may already be inclusive and learning-friendly, as well as those areas that may need more improvement. It will provide you with ideas about how to plan for these improvements, as well as how to monitor and evaluate your progress.

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Tool 1.1
What is an ILFE and Why is It Important?

Inclusion is really about practical changes that we can make so that all children, including those with diverse backgrounds and abilities, can succeed in our classrooms and schools. These changes will not merely benefit the children we often single out as children with special needs, but all children and their parents, all teachers and school administrators, and everyone from the community who works with the school.

What Do We Mean by "Inclusive" and "Learning-Friendly"?

What is "Inclusive"?

Over the years, the term "inclusive" has come to mean "including children with disabilities" in "regular" classrooms for children without disabilities. In this Toolkit, "inclusive" means **much** more.

"Inclusive" does include children with disabilities such as children who have difficulties in seeing or hearing, who cannot walk, or who are slower to learn. **HOWEVER**, "inclusive" **also** means including ALL children who are left out or excluded from school. These children may not speak the language of the classroom; are at risk of dropping out because they are sick, hungry, or not achieving well; or they belong to a different religion or caste. They also may be girls who are pregnant, children affected by HIV/AIDS, and all girls and boys who should be in school but are not, especially those who work at home, in the fields, or elsewhere (migrants) and who have paying jobs to help their families survive. "Inclusive" means that as teachers, we have the responsibility to seek out all available support (from school authorities, the community, families, children, educational institutions, health services, community leaders, and so on) for finding and facilitating ALL children to learn.

Moreover, in some communities, all children may be **enrolled in school**, but some children still may be excluded from **participating and learning in the classroom**. For instance, they may be children:

- for whom a lesson or textbook is not written in their first language;
- who are never asked to contribute;
- who never offer to contribute;
- who can't see the blackboard or a textbook or can't hear the teacher; or
- who are not learning well and no attempt is made to help them.

These children may be sitting at the back of the classroom and may soon leave altogether (drop out). As teachers, we are responsible for creating a learning environment where ALL children can learn, ALL children want to learn, and ALL children feel included in our classrooms and schools.

What is "Learning-Friendly"?

Many schools are working to become "child-friendly," where children have the right to learn to their fullest potential within a safe and welcoming environment. The aim is to improve each child's participation and learning in school, rather than concentrating on the subject matter and examinations. Being "child-friendly" is very important, but it is not complete.

Children come to school to learn, but as teachers, we are always learning, too. We learn new things about the world to teach our students. We learn to teach more effectively—and enjoyably—so that all students learn how to read or do mathematics, and we learn new things from our students as well. This Toolkit is one step in this direction.

A "learning-friendly" environment is "child-friendly" **and** "teacher-friendly." It stresses the importance of students and teachers learning together as a learning community. It places children at the centre of learning and encourages their active participation in learning. It also fulfils our needs and interests as teachers, so that we want to, and are capable of, giving children the best education possible.



Action Activity: Understanding Inclusive, Learning-Friendly Classrooms

Which classroom below do you think is inclusive and learning-friendly?

Classroom A.

Forty children are sitting on wooden benches behind desks with their exercise books open and their pens in their hands. The teacher is copying a story on the chalkboard from the Grade 3 textbook, making sure that she writes it exactly as it is written in the textbook. The boys, who are sitting on the right side of the room, copy what the teacher has written into their exercise books. The girls, who are sitting on the left side of the room, wait for the teacher to move so that they can see what she has written and copy it into their exercise books. As she writes, the teacher asks, "Are you copying the story that I am writing?" Everyone answers, "Yes, teacher."

Classroom B.

Two groups of children are sitting on the floor in two circles. Both groups contain girls and boys. The Grade 3 teacher is teaching shapes to the children. In one group, the children are talking about circles. The teacher has shown them some common round objects that she had asked the children to bring from home. The children handle the objects and then work together to make a list of other objects that are circular in shape. In the other group, some of the children are holding rolled up newspapers that look like long sticks. The teacher calls a number, and the child with that number places her stick on the floor in the centre to begin forming a square. One child with hearing difficulties adds her stick to form a triangle and smiles at the teacher. The teacher smiles back at her and says "very good," making sure that the child can see her lips as she speaks. A parent, who has volunteered to be a classroom helper for a week, pats her on the arm, and then turns to assist a student who is confused about where to place his stick in order to form a new shape.

Now, answer the following questions:

- Which one of these classrooms do you believe is inclusive and learning-friendly?
- In what ways is it inclusive and learning-friendly? Brainstorm your list below.

1. _____
2. _____
3. _____
4. _____
5. _____

Compare your list with a colleague's. What items on your lists are the same? What items are different? You may have many different answers. Some of your answers may include how the children are seated, the teaching materials that are being used, who is in the classroom, and the ways they interact with each other (their relationships). These characteristics are very different in the two classrooms, and they tell us what kind of learning environment it is.

The table below presents some of the characteristics of a learning-friendly classroom. You may think of many others. Particularly important is the "Relationships" section. In an inclusive classroom, we need to form close relationships with our children and support them as much as we can, so that each child can learn as much as possible.

Characteristics of an Inclusive, Learning-Friendly Classroom

	Traditional classroom	Inclusive, learning-friendly classroom
Relationships	Distant (the teacher addresses students with her back towards them)	Friendly and warm. The teacher sits next to and smiles at the child with a hearing impairment. The parent-helper praises this child and assists other children.
Who is in the classroom?	The teacher as well as students with quite similar abilities	The teacher, students with a wide range of backgrounds and abilities, and others such the parent-helper
Seating arrangement	Identical seating arrangements in every classroom (all children seated at desks in rows; girls on one side of the room, boys on the other)	Different seating arrangements, such as girls and boys sitting together on the floor in two circles or sitting together at tables
Learning materials	Textbook, exercise book, chalkboard for teacher	Variety of materials for all subjects such as math materials made from newspapers, or posters and puppets for language class
Resources	The teacher is interacting with children without using any additional teaching materials.	The teacher plans a day in advance for the class. She involves the children in bringing learning aids to the class, and these aids do not cost anything.
Evaluation	Standard written examinations	Authentic assessment; Observations; Samples of children's work over time such as portfolios (see Booklet 5)



Reflection Activity: What's Our Situation?

Think about the elements of an inclusive, learning-friendly classroom given in the table above, and ask yourself the following questions?

- What type of classroom do I work in?
- What changes can I introduce to make my classroom more inclusive and learning-friendly?
- How can I make the topics I teach more interesting for my children so they will want to learn about them?
- How can I arrange my classroom so that ALL of the children are learning together?
- Who can help me to create an ILFE (for example, the Principal, other teachers, my students, parents,and community leaders)?

What are the Important Elements of an ILFE?

ALL children have the right to learn, as set forth in the Convention on the Rights of the Child (CRC) to which virtually all governments in the world have ratified. Moreover, all children **can** learn, without regard to their physical, intellectual, social, emotional, linguistic, or other conditions. This includes disabled and gifted children; street and working children; children of remote or nomadic populations; children from linguistic, ethnic, or cultural minorities; children affected by HIV/AIDS; and children from other disadvantaged or marginalized areas or groups.[1] Furthermore, while all children can learn, they may not all learn the same things at the same time, and with the same results, but this is completely normal and acceptable.

With so many differences, children need to learn in a variety of ways—not just by copying information from the chalkboard onto a slate or into a notebook. Copying from the chalkboard is probably one of the least effective ways for children to learn. We'll learn more about this in Booklet 4 of this Toolkit on creating inclusive, learning-friendly classrooms.

[1] UNESCO (1994) The Framework for Action on Special Needs Education, p. 6.

Teaching children with diverse backgrounds and abilities is a challenge, so we need to understand **how** to teach such children. We are not born knowing how to do this, and we cannot learn everything we need to know in teacher training. We need to learn by observing and talking to experienced teachers, by going to workshops, by reading books, and by exploring other resources such as this Toolkit. We then need to practice what we have learned in our classrooms. An ILFE is thus important not only for the development of ALL of our children, but for our own professional development as teachers as well.

In an ILFE, everyone shares a common vision of how children should work and play together. They believe that **education needs to be inclusive, gender-fair (girls have the same rights and opportunities as boys) and non-discriminatory, sensitive to all cultures, as well as relevant to the daily lives of children and their families**. Teachers, administrators, and students respect and celebrate their different languages, cultural backgrounds, and abilities.

An ILFE teaches children life skills and healthy lifestyles so that they can make informed decisions and protect themselves from illness and harm. Moreover, in an ILFE there is no child abuse, no cane, and no corporal punishment.

An ILFE encourages teachers and school administrators, children, families, and communities to help children to learn within the classroom and outside of it. In the classroom, children—and not just teachers—are responsible for their learning and actively participate in it. Learning is linked to what children want to be in life (their aspirations), and it is meaningful for their daily lives. Learning helps children to develop new aspirations as their knowledge grows, and the can work towards a future life that may be better than the one they are living.

An ILFE also considers our needs, interests, and desires as teachers. It gives us opportunities to learn how to teach better; it provides the best resources possible for teaching; and it celebrates our successes through appropriate rewards and recognition.



Action Activity: What is an ILFE?

Brainstorm with your colleagues what you think are the important elements of an inclusive, learning-friendly environment, be it a classroom, school, or another place where children learn.

- On a large writing surface (such as a blackboard or poster paper), draw a large circle in the middle and write in the circle "ILFE."
- On the outside of this circle, ask your colleagues to write down one or two characteristics that they feel are most important in an ILFE.
- Compare your diagram with the one on the next page. Are any characteristics missing?
- Then ask yourselves, which characteristics do our school or classrooms have, and which do we need to work more towards? How can we improve our school or classroom to become an ILFE? List your ideas below.

ILFE Characteristics We Have:

_____

_____

_____

ILFE Characteristics We Need to Work On, and How:

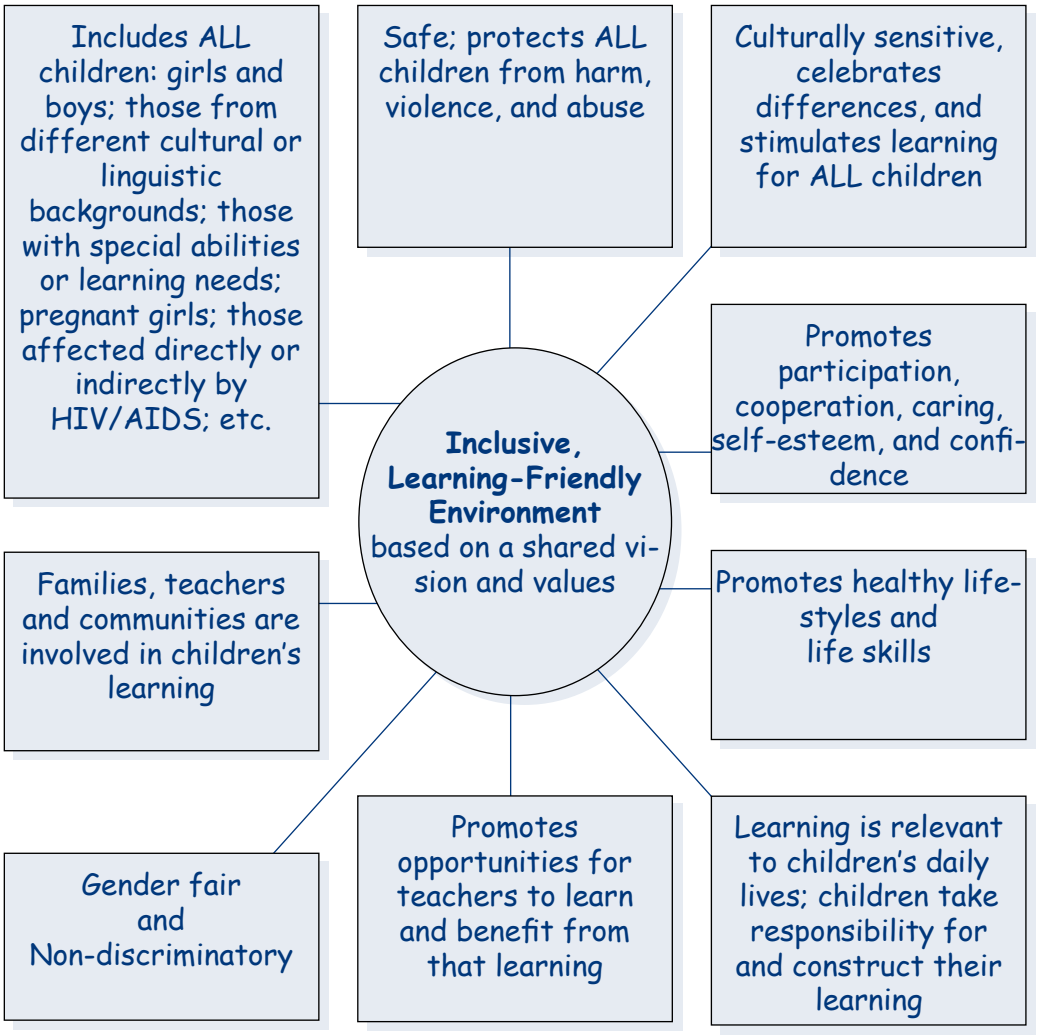
_____

_____

_____

Characteristics of an Inclusive, Learning-Friendly

Environment



Remember: Changing from a traditional school or classroom to one that is inclusive and learning-friendly is a process, not an event. It does not happen overnight. It takes time and teamwork. Yet, it can yield many benefits for us professionally and most importantly for our children, their families, and their communities.

What are the Benefits of an ILFE?



Reflection Activity

Please read the following case study.

A Papua New Guinea Village School

In 1980, parents from communities in a northern province of Papua New Guinea demanded a relevant education for their children, one that would teach children the values of the village and help them to appreciate the life, culture, language, and identity of the community. The provincial government, a university, and a non-governmental organization* (NGO) introduced the Viles Tok Ples Priskul (village vernacular pre-school), which enrolled children 6 to 8 years of age in a non-formal programme in the local language.

Tok Ples schools use locally gathered and inexpensive materials, so teachers can implement the teaching ideas of Tok Ples easily and without high cost. Local people write original stories in their own language. These may include traditional stories, legends, songs, or poetry. Students write stories based on real experiences and then make a book with local materials, complete with illustrations. This book is added to the class library and used during group reading time. Students also act out stories by themselves, use puppets that they create, and have story discussions in class.

Children come out of the Tok Ples schools with an appreciation of their culture and more able to function in their own language. They are more excited, self-confident, and curious about learning. They ask more questions. The children go on to do very well in the formal school system.

Teachers often recount their own memories of feeling confused and frightened when they began school and the teacher spoke to them in a language they could not understand. Most teachers are relieved that their students do not face the same difficulties. Some teachers report

mixed feelings, however. On the one hand, they feel that they had better control of their students when they were meek and passive; yet, on the other hand, they are excited that children are learning faster since the new concepts have been introduced.

By using the local language in their schools, Tok Ples is ensuring that Papua New Guinea continues to have wide cultural and linguistic diversity.

Dutcher N (2001) Expanding Educational Opportunity in Linguistically Diverse Societies. Center for Applied Linguistics: Washington, DC. and http:// www.literacyonline.org/explorer/index.html
*Summer Institute for Linguistics

Now, reflect on the Viles Tok Ples pre-school. How do you think children, teachers, parents, and communities benefit from these inclusive, learning-friendly environments? List your ideas below.

Benefits for Children

1. _____
2. _____
3. _____

Benefits for Teachers

1. _____
2. _____
3. _____

Benefits for Parents

1. _____
2. _____
3. _____

Benefits for Communities

1. _____

2. _____

3. _____

Compare your ideas with those of another teacher, then read the section below together. How many ideas did you come up with? Did you learn any new ideas and benefits?

Benefits for Children

Through an ILFE, children become more self-confident and develop greater self-esteem. They take pride in themselves and their achievements. They learn how to learn independently both inside and outside of school. For example, they can learn how to ask good questions. They learn to understand and apply what they learn in school to their everyday lives, such as in their play and in their home. They also learn to interact actively and happily with their classmates and teachers. They learn to enjoy being with others who are different from themselves, including how to be sensitive to and adapt to these differences. All children learn together and value their relationships, no matter what their backgrounds or abilities.

Children also become more creative, and this improves how well they learn. They learn to value their native language, to appreciate their cultural traditions, and to consider themselves as also being different from others, which is normal and something to respect and to celebrate.

Through an ILFE, children improve their communication skills and are better prepared for life. Children gain—or can regain—self-respect for themselves as they learn to respect others.

Benefits for Teachers

Teachers also receive important benefits from teaching in an ILFE. They have more opportunities to learn new ways to teach different kinds of students. They gain new knowledge, such as the different ways children learn and can be taught. While looking for ways to overcome challenges,

they can develop more positive attitudes and approaches towards people, children, and situations. Teaching becomes a joy, not a chore.

Teachers also have greater opportunities to explore new ideas by communicating more often with others from within and outside their school, such as in school clusters or teacher networks, or with parents and community members. By applying these new ideas, teachers can encourage their students to be more interested, more creative, and more attentive. As a result, the children and even their parents can give teachers more positive feedback. They also can receive increased support from the community and be rewarded for the good work they are doing.

Teachers can experience greater job satisfaction and a higher sense of accomplishment when ALL children are succeeding in school to the best of their abilities. Remember, however, that "ALL children succeeding" does not necessarily mean that all children successfully pass a written examination. It means accepting diversity in the different ways children learn as well as how they show their success in learning; for instance, when they can successfully explain and apply a concept to the teacher or to the class, instead of answering questions about it on an examination.

In schools that are inclusive and learning-friendly, teachers may have more volunteers working in their classrooms, which reduces the teaching workload. Under the teacher's guidance, these volunteers will more likely want to help when they understand how what is learned in the classroom is important for the lives of children and their families.

Benefits for Parents

Through an ILFE, parents learn more about how their children are being educated. They become personally involved in and feel a greater sense of importance in helping their children to learn. As teachers ask them for their opinions about children, parents feel valued and consider themselves as equal partners in providing quality learning opportunities for children. Parents can also learn how to deal better with their children at home by using techniques that the teachers use in school. They also learn to interact with others in the community, as well as to understand and help solve each other's problems. Most importantly, they know that their children—and ALL children—are receiving a quality education.

Benefits for Communities

An ILFE can offer many benefits to the community, too. The community develops a sense of pride as more children go to school and learn. They discover that more "community leaders of the future" are being prepared to participate actively in society. The community sees that potential social problems, such as petty crimes or adolescent problems, may be reduced. Community members become more involved in the school, creating better relations between the school and the community.



Action Activity: Challenges to Becoming an ILFE?

With all these benefits, why don't all schools have inclusive, learning-friendly environments? Below is a short list of some of the obstacles (barriers) to becoming an IFLE that may affect some schools. For each obstacle, identify some ways to overcome it within your school.

1. Change takes energy, openness, and willingness. If teachers have many domestic responsibilities or many non-teaching administrative duties at school, such as attending frequent meetings, they may feel that they don't have the time or the energy to change.

   Ways to Overcome this Obstacle:

   a. _____

   b. _____

   c. _____

2. Teachers do not understand what an ILFE is, or think they do not have the resources, that are needed to become an ILFE.

   Ways to Overcome this Obstacle:

   a. _____

b. _____

c. _____

3. Parents and even teachers may not understand the benefits of an ILFE and are concerned that including all kinds of children in the school will affect their children negatively.

Ways to Overcome this Obstacle:

a. _____

b. _____

c. _____

Learning From Experience: Including Children with Disabilities

We have discovered that children are much more human and more honest than adults. During the last four years, they have not asked such questions as, "What is the matter with my friend?" or "Why is he behaving like this?" We have not had a case of a child unwilling to play. When a friend with disabilities has to be given a mark, there is absolute silence in the classroom, and after his answer, there is applause. Everyone is sharing the happiness of success. Friends do not differ in anything. They go together to the swimming pool, on excursions, parties, and birthdays. But I can quite freely say that in the classes where there are no children with disabilities, the children behave differently. Sometimes children with disabilities are laughed at, pushed aside, and stared at by others. Fortunately, there is an immediate reaction from the pupils from the classes where there are such children, and they defend their friends. Moreover, it is very important that all parents accept the children. At the beginning of the first grade when parents notice a child with a disability, most of them keep their distance, with such remarks as, "Why should my child sit next to such a pupil?" or "He will disturb my child during classes." Fortunately, these reactions last for only a month or two. When the parents realize that their children have accepted such friends, they begin to help them as well. They help

them get dressed, pack their bags, and take them home. The parents of the other children want me to hold a parental meeting where I will explain what kind of disability is in question. I can conclude freely that within a short period of time both the children and parents adjust, the class functions perfectly.

"Including Children with Disabilities, an interview with Katica Dukovska Muratovska."
http://www.unicef.org/teachers/forum/0100.htm



Tool 1.2
Where are We Now?

Is Our School Already an ILFE?

Many schools may be well on their way to becoming inclusive and learning-friendly, and they are seeing the benefits of doing so for their teachers, children, parents, and communities. In creating an ILFE, the first step is to determine the extent to which your school is **already** inclusive and learning-friendly. Thereafter, you will know what further steps your school still needs to take to become fully inclusive and learning-friendly.

The checklist below will help you to assess your school. Fill it out as honestly as possible. Place a checkmark beside each of the items that your school is already doing. Don't worry if many of the items are not checked. Through this Toolkit, we can work on these together. After completing this assessment, you will have information to begin planning and implementing an ILFE in your school. You will learn how to do this in the next Tool in this Booklet.



Action Activity: ILFE Self-Assessment

What is your school already doing to create an inclusive, learning-friendly environment?

School Policies and Administrative Support
Your school:

____ has a mission and/or vision statement and policies about inclusive, learning-friendly education, including a policy against discrimination;

____ has a master list of all children in the community, whether enrolled or not, and has individual records of why children have not enrolled;

____ conducts regular campaigns to encourage parents to enrol their children, ones that emphasize that ALL children should be enrolled and are welcome;

____ has copies of documents or resources at national or regional levels that address inclusive education for children with diverse backgrounds and abilities;

____ knows which professional organizations, advocacy groups, and community organizations offer resources for inclusive education;

____ shows in specific ways that school administrators and teachers understand the nature and importance of inclusive education;

____ has prepared a list of barriers that prevent the school from fully developing an ILFE and a list of ways to overcome these barriers;

____ is aware of and is changing school policies and practices—such as costs and daily schedules—that prevent some girls and boys from receiving a quality education;

____ provides flexibility to teachers to pursue innovative teaching methods for helping all children to learn;

____ has links with the community, is responsive to the needs of the community, and provides opportunities for exchanging ideas with the community to bring about positive changes in inclusive practices;

____ responds to needs of the staff and is not exploitative;

____ has effective support, supervision, and monitoring mechanisms in which everyone participates in learning about and documenting changes in inclusive practices, as well as in making future decisions.

School Environment
Your school:

____ has facilities that meet the needs of all students, such as separate toilets for girls and ramps (not stairs) for students with physical disabilities;

____ has a welcoming, healthy, and clean environment;

____ has a steady supply of clean, safe drinking water and serves or sells healthy, nutritious food;

____ has (or has a plan to develop) a diverse school staff (women and men with different backgrounds in race, ethnicity, physical ability, religion, language, socioeconomic status, etc.);

____ has staff, such as counselors and bilingual teachers, who can identify and help with the students' individual learning needs;

____ has processes and procedures in place that help all teachers and teaching staff, parents and children to work together to identify and assist with students' special learning needs;

____ focuses on teamwork among teachers and students;

____ has links with existing health authorities who provide periodic health examinations for children.

Teachers' Skills, Knowledge, and Attitudes
Teachers. . .

____ can explain the meaning of "inclusive" and "learning-friendly" education and can give examples of ILFEs;

____ believe that all children—girls, poor or wealthy children, language and ethnic minority children, as well as those with disabilities—can learn;

____ are involved in finding school-age children who are not in school to see that they get an education;

____ know about diseases that cause physical, emotional, and learning disabilities; and can help unhealthy students to get proper care;

____ receive annual medical examinations, along with other school staff;

____ have high expectations for **ALL** children and encourage them to

complete school;

____ are aware of resources that are available to assist children with more individual learning needs;

____ can identify culture and gender bias in teaching materials, the school environment, and in their own teaching, and can correct this bias;

____ help students learn to identify and correct gender and culture bias in learning materials and correct it in a culturally sensitive manner;

____ adapt curriculum, lessons, and school activities to the needs of children with diverse backgrounds and abilities;

____ use content, language, and strategies in their teaching that help all students to learn;

____ can assess children's learning in ways that are appropriate to the children's abilities and needs;

____ are reflective and open to learning, adapting, experimenting, and changing;

____ are able to work as a team with other teachers, children, parents and community members, as well as education authorities.

Teacher Development
Teachers. . .

____ attend workshops or classes on developing an ILFE classroom and school, receiving advanced professional training on a regular basis;

____ give presentations to other teachers, parents, and community members on developing an ILFE classroom;

____ receive ongoing support for improving their understanding of subject matter content (such as mathematics);

____ receive ongoing support for developing teaching and learning materials related to ILFE;

____ receive ongoing support from school administrators through regular observation and a written supervisory plan;

____ have a work area or lounge where they can prepare lesson materials and share ideas;

____ can visit "model" ILFE schools.

Students

____ ALL school-age children in the community attend school regularly.

____ ALL students have textbooks and learning materials that match their learning needs.

____ ALL students receive regular assessment information to help them monitor their progress.

____ Children with diverse backgrounds and abilities have equal opportunities to learn and to express themselves in the classroom and at school.

____ ALL children are followed up if their attendance is irregular and corrective actions are taken.

____ ALL children have equal opportunities to participate in all school activities.

____ ALL students help to develop guidelines and rules in the classroom and in the school regarding inclusion, non-discrimination, violence, and abuse.

Academic Content and Assessment

____ The curriculum allows for different teaching methods, such as discussion and role-play, to meet different learning rates and styles, particularly for children with special learning needs.

____ The content of the curriculum relates to the everyday experiences of ALL children in the school whatever their background or ability.

____ The curriculum integrates literacy, numeracy and life skills into all subject areas.

____ Teachers use locally available resources to help children learn.

____ Curriculum materials include pictures, examples and information about many different kinds of people, including girls and women, ethnic minorities, people of different castes and social/economic backgrounds, as well as people with disabilities.

____ Children with learning difficulties have opportunities to review lessons and improve upon them, or to have additional tutoring.

____ Curriculum and learning materials are in the languages children use in and out of school.

____ The curriculum promotes attitudes such as respect, tolerance, and knowledge about one's own and others' cultural backgrounds..

____ Teachers have various assessment tools to measure students' knowledge, skills, and attitudes (including student self-assessment), rather than only depending upon examination scores.

Special Subject Areas/Extra-curricular Activities

____ Children with physical disabilities have opportunities for physical play and development.

____ Girls have the same access to and opportunities for physical play (such as equal time on the football field) and other extracurricular activities as boys.

____ All children have opportunities to read, write, and learn in their own language when they first enter school and, if possible, continuing thereafter.

____ The school shows respect for children of all religions; children have opportunities to learn about different religious traditions, as appropriate, during the school day.

Community

____ Parents and community groups know about ILFE and are able to help the school become an ILFE.

____ The community helps the school reach out to ALL children who have been excluded from school.

____ Parents and community groups offer ideas and resources about the implementation of ILFE.

____ Parents receive information from the school about their children's attendance and achievement.

This self-assessment checklist will help you and your colleagues to begin planning and creating an ILFE in your school. The next Tool in this Booklet will guide you in how to do this, so don't forget this checklist! Remember also that implementing an ILFE is an ongoing process. You, your colleagues, parents, and community members will want to review this checklist at different times of the year to monitor whether you are moving at an acceptable rate toward becoming an ILFE.

How Can Our School Become an ILFE?

How would you answer a teacher from another school who asks, "What do we need to do to become a school that has an Inclusive, Learning-Friendly Environment?" Reading and discussing the text below will provide you with ideas for answering this teacher.



Action Activity: Becoming an ILFE in a Thai School

In 1950, Meanprasatwittaya ("M") School was founded on the outskirts of Bangkok, not far from both skyscrapers and slums. Its mission was to serve all children, no matter how poor or rich their families. In 1986, the school Principal introduced active, child-centred learning into the school. She invited all teachers in M School to attend a four-day workshop led by an educator with years of experience in this kind of teaching and learning. The workshop was participatory and activity-based. The focus was on improving teaching and learning in the classroom. Many of the teachers were excited about the active learning. They began to make creative materials and to try new ways of teaching in their classrooms. The Principal viewed ongoing supervision as one of her most important tasks, and she encouraged teachers to observe and share their ideas with each other. This sharing of ideas fostered creativity and increased teachers' confidence. They began to give workshops for each other. They visited other schools to learn new things, and they invited teachers from all over Thailand to visit their school.

M School works hard to use the resources that are around them and to find new resources to support the school's development. They have developed a school mission, vision, and culture around ILFE that celebrates their Buddhist religious and cultural traditions. For example, teachers and students take time for daily meditation and reflection.

As part of its mission, one objective of M School is to show Thai society that all children can study well together. In the 1990s, the Principal, the school-parent committee, and teachers gathered information on how to serve **all** children in the community. They invited and began to admit children with autism, Down's syndrome, hearing impairments, hyperactivity, and learning disabilities into the school. Before the children began to enrol, teachers again received special training in techniques and strategies to use in their classrooms. They have seen and they believe that in this inclusive, learning-friendly environment, all children—everyone—benefits. When a new highway was built in front of the school, M School invited the children of the

construction workers who were not attending school to come and learn with all the other students. Parents donated school uniforms for the workers' children and the school fees were waived.

Change—both active learning and including all children in the school—was introduced step-by-step over several years. The Principal knew that everyone needed time to change from old to new practices. Now every three to five years the school writes a new charter that focuses on school priorities for student learning. Everyone at school works to develope the charter. The school takes a collaborative, team approach to the change process: "everyone participates; everyone is a learner."

After reading this case study, what steps of change did "M" School take to become more inclusive and learning-friendly? List some of the major ones below, and then share your answers with your colleagues.

1. _____

2. _____

3. _____



Reflection Activity: What's Our Situation?

Now, reflect on changes that have taken place in your setting that may be helping you to become an ILFE. Recall a positive change in your classroom, school, or community. List the steps or important elements that you or others took to achieve this change.

1. _____

2. _____

3. _____

How to Create and Sustain Change

The items below are important in bringing about lasting change in schools. Which steps listed below match those on your list above? Which steps are different? Discuss why they are different with your colleagues, and how they can be promoted in your school.

1. **Leadership** for change is essential; without it, nothing will change. Someone—the head teacher, senior teacher, or the teacher who is most interested and committed to change—needs to be the "change agent," the one who is responsible for organization, supervision, and leading the way.

2. **Workshops and other learning opportunities** for teachers that are participatory and activity-based are needed to introduce and sustain change. For example, begin with Staff Development Days that allow teachers to experience child-centred teaching. Give them opportunities to discuss openly their questions and concerns about an ILFE. Encourage teachers to observe each other and give constructive feedback. As children with different needs are enrolled in the school, hold additional workshops that help teachers: (a) to understand how these children learn; (b) to learn new ways of teaching; and (c) to identify changes within the school that will help these children to learn. Be sure to follow up on the workshops in terms of how well they have helped teachers, what areas need additional support to promote changes in teaching and learning, and what future workshops should be held.

3. **Improving teaching and learning in the classroom** is the focus of change in becoming an ILFE. Remember that the school itself **IS** a classroom. But while the school represents the overall environment, you and your classroom are the closest to the children. You see them most often, you work with them most closely, and your teaching methods have the greatest impact on their learning.

4. **Information** collected in the school and community, as well as information about ILFE need to be used to manage and make positive decisions in an ongoing manner. We'll look at some of the ways to collect and analyze this information later in this Toolkit.

5. **Resources** need to be mobilized and used effectively. Families and communities can be especially important here, as we will learn in Booklet 2 on working with families and communities to create an ILFE.

6. **Planning is crucial.** A flexible, long-term plan (3-5 years) can serve as a guide for step-by-step change. It should allow teachers, the school staff, and the community time to change from old to new beliefs and practices. Teachers and parents should participate in setting objectives. The more involvement from everyone in the beginning, the better.

7. ***A collaborative, team approach*** to the ongoing change process is needed. "Everyone participates; everyone is a learner; everyone is a winner." This attitude can foster creativity and confidence, and it promotes the sharing of duties and responsibilities.

8. **The mission, vision, and culture** of the school need to be developed around the key characteristics of an ILFE as discussed in the first Tool in this Booklet. Everyone—teachers, administrators, children, parents, and community leaders—should be involved in developing the school's mission and vision.

9. **Ongoing contact and communication** with parents and community leaders is necessary in order to gain their confidence, to make sure ALL children are in school and learning to their fullest abilities, as well as to increase the community's sense of ownership and the sharing of resources between the community and school.



Action Activity: Dealing with Resistance

Not everyone will want to change, and some people may actually resist changing their long-standing beliefs and practices. Discuss with your colleagues some of the major reasons why schools—even your own school—may resist becoming an ILFE. List these below. What are some of the ways this resistance can be overcome?

1. Point of Resistance: _____

   Ways to Overcome It: _____

2. Point of Resistance: _____

   Ways to Overcome It: _____

3. Point of Resistance: _____

   Ways to Overcome It: _____

4. Point of Resistance: _____

   Ways to Overcome It: _____

5. Point of Resistance: _____

   Ways to Overcome It: _____



Tool 1.3
Steps to Becoming an ILFE

How to Plan on Becoming an ILFE

After assessing where your school is on the journey to becoming an ILFE, and recognizing how the change process takes place, you will want to decide what steps to take next to create a more inclusive and learning-friendly environment, be it a classroom or an entire school. Below are suggestions for steps to plan and implement an ILFE.[2] These steps need not be sequential, and they can be seen as elements that will help your classroom and school to become an ILFE. You can work towards developing these steps according to what you see as appropriate in terms of your time and situation. Moreover, there can be more ways of achieving each of the steps, and you may discover some of them. The important thing is to have a positive attitude towards change and creating an ILFE.

Step 1: Set Up an ILFE Team

Identify the people who will play a role in planning and implementing an ILFE and set up a coordinating group.

These people will make up the ILFE team. The team may include a few teachers, the head teacher, and two or three parents, or it may be larger. The coordinating group may include teachers, administrators, and other school staff members; educators and health care providers; people from marginalized groups; persons with disabilities; older students; parents; members of the community; and local organizations.

[2] The steps in this section were adapted from The All Children Belong Project, www.uni.edu/coe/inclusion/decision_making/planning_steps.html, and from Booth T, Ainscow M, et al. (2000) Index for Inclusion: Developing learning and participation in schools (Bristol, CSIE).

Step 2: Identify Needs

What do people already know and what do they need to learn?

1. Explore the knowledge of the coordinating group. What do the ILFE team members already know about the characteristics and benefits of an ILFE? What do you and they need to learn and how will everyone learn it (for instance, inviting guest speakers, visiting resource persons and resource centres)?

2. Explore the knowledge of students, staff, parents, caregivers, and members of the local community. Once the coordinating group is knowledgeable about an ILFE, decide what questions to ask others. This may involve simple individual interviews or group conversations, or you may design a short questionnaire.

Learn about the school and the community's children.

1. Review (or complete) the ILFE self-assessment checklist included at the beginning of the previous Tool on "Where are We Now." Make a list of what your school is doing already and what needs to be done to become an ILFE.

2. Find out which children in the community are not coming to school. Tools for doing this are presented in Booklet 3 on "Getting All Children in School and Learning."

3. Identify the educational needs of your students, AND those of traditionally excluded children in your community. Team members need to understand these needs as completely as possible in order to make good classroom and school plans for including these children. The team may need to complete an evaluation of students' learning needs if one has not been completed already. Parents can give the team any helpful information they have about their children.

4. Identify existing resources in your school and community. List all supports and services required for children with various backgrounds and abilities. These may include government services, NGOs, health clinics, and private agencies.

5. Describe the current education programme and the school environment. This description should clarify what facilities, furniture, and materials currently are available and in use. Are these accessible by ALL children? If not, how can they be made more accessible?

6. Identify and describe teaching and learning processes in classrooms. Visit classrooms and describe exactly what you see teachers and students doing. Are the classrooms inclusive and learning-friendly? Why or why not?

Analyze this information. Describe the changes that need to be made to make classrooms inclusive and learning-friendly. Consider class size, instructional strategies, teaching styles, teacher-student relationships, classroom assistants, and materials used.

Collect further information. The information you have gathered may raise new or additional questions. Gather additional information so that you can make your decisions based on all the relevant information, not on opinions or ideas.

Step 3: Create a Vision

Describe your desired classroom environment, or even your "Dream (Ideal) Classroom." When you and your children walk inside the classroom, what will it look like? What kind of furniture will it have? What will the teacher be doing? What will the students be doing? What will be on the walls? Consider girls and boys; those who do not speak the dominant language; those who have visual, hearing, or intellectual impairments; children of different religious or caste backgrounds—**ALL** children. If all school-age children in the community are in school, what will their different learning needs be and how will these be met? Write down as specifically as you can your "vision" of your "dream classroom," which will serve as your goal in creating an ILFE.

Next, describe your desired education programme and school environment. Consider the resources described above. What kind of support do you need ideally from the community, from local government,

and from education officials? How can you get this support? Who can help you to raise this support? How can children become involved? Write down these actions. They will help you to realize your "vision."

Step 4: Produce an ILFE School Development Plan

Develop a schedule of activities for creating and implementing your ILFE. You will need to describe in detail the changes that will be needed and when they will be implemented. You should also list materials and services, people responsible for providing these services, and any other resources that are needed. Your schedule should include realistic dates for implementing changes. It should have solid targets, but it should also be flexible to meet changing needs and conditions.

Provide for additional resources as needed. Prepare in advance to add needed resources (such as budgeting for an instructional aide, developing a peer tutoring system, or establishing a special parent-teacher committee for resource development).

Consider minds and hearts. Developing education so that it encourages the learning and participation of all learners takes place in two ways: through detailed analysis and planning, and through changes in people's hearts and minds. You can use the ILFE self-assessment checklist and these guidelines to do the detailed analysis. What will you do to try to bring about change in people's hearts and minds? For instance, how about starting by increasing the participation of parents and community members in your classroom. In this way, they can learn for themselves about the benefits of an ILFE, and they can help you more in your teaching and the children's learning. Booklet 2 on "Working with Families and Communities to Create an ILFE" will give you more ideas to try.

Step 5: Implement Your Plan

Provide technical assistance for staff as needed. Is technical assistance needed, such as workshops on special topics that are given by experienced persons? If so, what type of assistance is needed and who will provide it? How it will be implemented, and how often will it be provided?

Train school staff (teaching and non-teaching) and students as needed. Training topics can cover children's rights and their implications for education, gender inequality and gender equity, cultural and linguistic differences and similarities, disability awareness, specialized care instruction, clarification of personnel responsibilities, cooperative teaching strategies, and so forth.

Promote active parental involvement. The planning team should develop a system for parent/teacher communication. Who will be responsible for regularly communicating with parents? Parental input should be encouraged and seriously considered throughout the planning and implementation process.

Plan how you will deal with resistance. At "M" School, the Principal allowed teachers to change at the pace with which they were comfortable. Most teachers quickly adopted learner-centred teaching, but some did not. Most parents supported the school's decision to become more inclusive, but some were concerned about how many children with disabilities would be admitted. They didn't want the school to become known only as a "school for children with disabilities or special needs." The school solved this problem by setting a specific percentage. Use the information from the activity at the end of Tool 1.1 (Activity on Challenges to Becoming an ILFE) to identify what possible resistance may arise and the ways to overcome it.

Step 6: Evaluate Your Plan and Celebrate Your Success

Monitor progress and modify your plan as needed. The ILFE team is an ongoing resource to be used throughout the school year. Prepare a schedule of follow-up meetings. Decide how monitoring will be done and who will do it. Observe how the existing programme is going; decide if existing supports are adequate or need to be improved or eliminated.

Celebrate Your Successes! Achieving significant changes in an education programme—especially one that has included an investment of human and material resources—deserves to be celebrated! Since hopefully you have involved the community every step of the way, invite the community to celebrate the changes in your school by holding a fair, a festival, or an "Open School Day." In an Open School Day, parents, community members, and even officials are invited to the school.

Representative work from ALL children is displayed along with new teaching materials; teachers demonstrate their new skills of assessment and teaching; and children of all abilities demonstrate what they have learned.

How to Monitor Our Progress

What differences are we making? Are our classrooms and schools becoming more inclusive and learning-friendly? To find out whether you are successfully developing an Inclusive, Learning-Friendly Environment, you will want to ask two key questions:

1. Are we "inclusive and learning-friendly" in the ways we set out to be? (How can we improve on what we have done?)

2. What difference have we made, especially in improving children's learning?

You can evaluate the process (#1) and the outcomes (#2) of an ILFE both informally and formally. You and others inside the school can conduct informal evaluations, and then use the information you collect to shape or make changes in the programme. In addition to informal evaluation, it is wise to have trusted outsiders come in on a regular basis to conduct a formal evaluation. This evaluation may be part of a school accreditation visit, or just as a way to view the school through "fresh eyes." At "M" School during their annual Open School Day, parents fill out questionnaires to evaluate the school's facilities, performance, and the children's learning, as well as to recommend any improvements. They get many good ideas this way. Remember also that children are also good monitors and evaluators, and we should ask them too!

The ILFE self-assessment checklist that was given earlier in this Booklet can be used as a monitoring tool so that you can follow your school's progress towards becoming an ILFE over the course of one year, two years, several years, or even a decade or more.

In addition to the checklist, here are five ways to gather information in order to find out whether the school is moving towards becoming an ILFE.

1. **Keep diaries and records.** You and your fellow teachers can keep a short diary each month of what you have achieved in developing an inclusive, learning-friendly environment. This will include keeping records of activities, and of meetings in the school and the community. Class monitors or other pupils can also keep a simple diary of what has taken place and can discuss it with the teachers and the whole school each month. Community leaders or parents can visit regularly and keep records.

2. **Talk to other people.** Much of this activity is done informally as your ILFE programme develops, but sometimes you need to plan special occasions when you look for answers. You can do this by using a list of questions and recording answers. Talk to pupils, parents, and other teachers either individually or in groups. It is important for you to ask questions that gain information and bring out opinions, rather than answers that the people think you want.

3. **Assess knowledge and skills through essays.** What do other teachers and you know about the diverse student population in the school? You may want to ask other teachers to write an essay about what they know, and to list the questions about what they think they still need to know. This is also a good activity for students to do.

4. **Observation.** Whom and what do we observe? Head teachers need to observe teachers' instruction in classrooms as part of overall professional development. (Keep records of how often the head teacher visits the classroom and what the discussion is about.) Peer observation also is useful particularly as part of team teaching. Teachers from one class can observe pupils from other classes. Keep records of these observations and comments, and discuss them periodically in groups consisting of the head teacher and teachers.

Look at the buildings and the surroundings. Has your ILFE activities made an impact on the appearance of the school? Is it "barrier free"? Are the girls' and boys' toilets in different areas? Do girls and boys of all abilities have equal access to the playing fields?

Observe changes in the way pupils act and behave. Do they help each other in ways they did not before?

5. **Documents.** Examine various school documents, such as newsletters, letters to parents, progress reports, and lesson plans. Do the written documents from your school that go out to parents and to the community reflect the inclusive learning environment you are trying to become? Do teachers' lesson plans and the curriculum syllabi reflect the Inclusive, Learning-Friendly environment of your school?



Tool 1.4
What Have We Learned?

You have come to the end of this Booklet, but you still have one more activity to do. Let's start by finding out what you have learned about inclusive, learning-friendly environments from this introductory Booklet? Can you complete the following tasks?

1. What is an ILFE? Explain what it means and describe what it looks like in a classroom (such as considering seating arrangements, learning materials, relationships).

2. List five characteristics of an ILFE.

3. List two benefits of an ILFE for each of these groups: children, teachers, parents, and other members of the community.

4. Why might some of these groups resist the change to becoming an ILFE?

5. List the important steps for introducing and maintaining change in schools. Describe the ways in which you have observed these steps in the process of change going on at your school.

6. What are the five major Programme Planning Steps for developing an ILFE? At what point in the change process is your school? What have you already done to become ILFE? Since it is an ongoing process, what do you still need and want to do?

Developing an Inclusive, Learning-Friendly Environment is a great way to go. In fact, if Education for All is going to come true, it is the ONLY way to go! It requires commitment, hard work, and the openness to learn many new things; and it brings with it the satisfaction of seeing all children learn—children who have been in school learn things from children newly enrolled in school who have been excluded, and the children who were

excluded come to know the joy of learning.

This Booklet has asked you to think about the ways in which your school already is inclusive and learning-friendly, and has helped you to explore ways in which your school can become more inclusive and learning-friendly. Now ask yourself, **"What changes can I make in my classroom/ school tomorrow?" Come up with three personal targets and compare and discuss them with your colleagues. After one or two weeks, compare how you are progressing.**

Where Can You Learn More?

The following publications and Web sites are also valuable sources of ideas and information.

Publications

Booth T, Ainscow M, Black-Hawkins K, Vaughan M and Shaw L. (2000) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies on Inclusive Education.

Dutcher N. (2001) Expanding Educational Opportunity in Linguistically Diverse Societies. Center for Applied Linguistics: Washington, DC.

Pijl SJ, Meijer CJW, and Hegarty S. (Eds.) (1997) Inclusive Education: A Global Agenda. London: Routledge.

Slavin RE, Madden NA, Dolan LJ and Wasik BA. (1996) Every Child, Every School: Success for All. Newbury Park, California: Corwin.

UNESCO (2001) Open File on Inclusive Education: Support Materials for Managers and Administrators. Paris.

UNESCO (1993) Teacher Education Resource Pack: Special Needs in the Classroom. Paris.

UNESCO (2000) One School for All Children. EFA 2000 Bulletin. Paris.

United Nations (1989) Convention on the Rights of the Child. Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, entry into force 2 September 1990, in accordance with article 49.

Web Sites

Centre for Studies on Inclusive Education (CSIE).
http://www.inclusion.uwe.ac.uk

Enabling Education Network (EENET).
http://www.eenet.org.uk

International Labour Organization.
http://www.ilo.org

Organisation for Economic Co-operation and Development.
http//www.oecd.org/els/education

UNESCO.
http://www.unesco.org/education

UNESCO/Inclusive Education.
http://www.unesco.org/education/sne

UNICEF.
http://www.unicef.org

UNICEF Teachers Talking About Learning.
http://www.unicef.org/teachers

World Bank.
http://www.worldbank.org

World Health Organization (WHO).
http://www.who.int/home-page

Many national governments have Web sites that provide information on their inclusive education policies and activities. An easy way to access government sites through the Internet is through 'Governments on the Web' at http://www.gksoft.com/govt/en

United Nations
Educational, Scientific and
Cultural Organization

Bangkok Office
Asia and Pacific Regional Bureau
for Education

Booklet 2 :

Working with Families and Communities to Create an ILFE



Inclusive
Learning-Friendly
Environments

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Tool Guide

Booklet 2 describes how you can help parents and other community members and organizations to participate in developing and maintaining an ILFE. It gives ideas about how to involve the community in the school and students in the community. It will help you identify in what ways this is already going on, and it will offer ideas for involving families and communities even more in promoting and developing an ILFE.

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Tool 2.1
Teacher-Parent-Community Relationships in an ILFE

Who is the "Community"?

The community includes parents and guardians of our students, other members of their families, as well as neighbours near the school. It also includes senior retired head teachers, grandparents, and everyone who lives in the school's administrative area. If the school is in an urban area, the community may be defined somewhat differently and include merchants, shopkeepers, government workers, and others. All of these persons can make significant contributions towards improving children's learning in an ILFE.

In an ILFE, we are responsible for creating a learning environment where ALL children—girls and boys—can learn and feel included in a "learning-friendly" environment. Parents and community members have important work to do to support the development of ILFE in our schools and classrooms as well. For instance, they need to work with us to ensure that all out-of-school children are found, enrolled in school, and continue to learn well.

Unfortunately, while involving the community is crucial for developing an ILFE, in reality there is often a distance between the school and the community. This distance may be due to many reasons. There may be conflicts between the school's schedule and parents' schedules, especially when parents (many times single parents) cannot attend school activities because they are busy working. Sometimes we, as teachers, are assigned to schools with which we are not familiar. We may not even live in the community in which we teach, or we may even live at the school and return on weekends to see our own families in distant communities. For these and other reasons, communication often becomes one-way, from school-to-parent or school-to-community, and very rarely from parents-to-schools or communities-to-schools. Yet these obstacles must be overcome when a school begins involving families and the community in creating an ILFE.

Local Communities Involved in the School?

Educators in Chennai, India were challenged by the statement, "All local communities are involved in the school." Although they saw themselves as part of the larger community, they had very little contact with individuals or other organizations in the community. The only interactions they had were with other educational institutions. They felt on the margins of life in the neighbourhood. They did not know about others, and others did not know about them and what they did. In general, the educators wanted to work with more learners and parents to get their view of the school. Therefore, they started to work with parents in small groups to encourage more active discussion with teachers. They also invite local community members to the school to interact with the learners.

Booth T and Black-Hawkins K. (2001) Developing Learning and Participation in Countries of the South: The Role of an Index for Inclusion. UNESCO: Paris.

Why Should We Involve Communities?

Communities are the overall context in which children live and learn, and in which they apply what we have taught them. The values and involvement of families, community leaders, and other community members are vitally important for getting all children in school and helping them to learn successfully. For instance, if families and communities value the education we give their children (and value us, as teachers, as well), then children will also value their opportunity to learn. It will encourage them to respect us and their classmates—especially those with various backgrounds and abilities—and encourage them to apply their learning in their daily lives.

Communities also offer a wealth of information and practical knowledge that we can use to improve our teaching and promote children's learning. For instance, we can incorporate traditional stories or songs into our language lessons, or use different techniques for growing local plants or raising animals in our science lessons.

Moreover, if we want to mobilize the resources needed to improve learning for ALL children, to improve the quality of our schools, and to achieve sustained, lasting change, then **we must work together**! Philippine schools that participated in education reforms made this observation:

> Stand-alone interventions and quick-fix solutions have never worked. It is the interaction among the different interventions and the ways in which the teachers, the school administrators and supervisors, the parents and community members, and the children themselves have participated in the change process [that makes the lasting difference].
>
> Feny de los Angeles-Bautista with Marissa J. Pascual, Marjorie S. Javier, Lillian Mercado-Carreon and Cristina H. Abad. (2001). Reinventing Philippine Education: Building Schools Filipino Children Deserve. The Ford Foundation, Philippines.

Communities have been a valuable resource for schools that have begun to develop an ILFE. BRAC schools in Bangladesh are one example.

An Early Model of Community Support for ILFE

In 1979 the first BRAC school opened in Bangladesh in response to the requests of women in a functional literacy class who wanted basic education for their children. BRAC stands for the "Bangladesh Rural Advancement Committee." BRAC, an NGO already involved in rural Bangladeshi communities, helped the mothers form a school committee, find a site for the school, identify a teacher, and manage the school.

BRAC identifies poor children, especially girls, through household surveys. The schools must enrol a majority of girls, have a focused curriculum, have child-centred teaching, and reject corporal punishment. When pupils finish BRAC's basic education curriculum, they can enter the government school. Many children have done so successfully.

School staff usually are residents of the community and maintain quite high levels of contact with parents. Parents decide the specific times for the school schedule, and they can change the hours during the year to conform with holiday and agricultural seasons. Parents informally monitor and follow up on teacher absences, which are very low. Each school has a School Management Committee made up of three parents, a community leader, and the teacher. Together they are responsible for managing the school.

BRAC staff members conduct monthly meetings for parents and teachers at a time that is convenient for the parents. Because it is held during the day, mostly women attend. One of BRAC's quality indicators is that parents of at least 70% of the children should attend the parents' meetings. On average about 80% of the children have a parent present. Parents can air their concerns about the school, but BRAC has addressed the main concerns of fees, other costs, distance, discipline, and scheduling, so there is little dissatisfaction.

Adapted from Rugh A and Bossert H. (1998) Involving Communities: Participation in the Delivery of Education Programs. Washington, DC: Creative Associates International, Inc.



Reflection Activity: How Communities Support ILFE

In what ways is the community involved in developing an ILFE in BRAC schools?

1. _____

2. _____

3. _____

In what ways does your community **already** help your school to maintain an ILFE?

1. _____
2. _____
3. _____

In what **other** ways could your community help your school to maintain an ILFE?

1. _____
2. _____
3. _____

Who from the community can act as leaders to create and maintain an ILFE?

1. _____
2. _____
3. _____

What can **you** do to encourage your community to help maintain an ILFE in your school?

1. _____
2. _____
3. _____

What are Our Roles and Responsibilities?

As teachers, what are our roles and responsibilities in working with parents and community members so that they can support an ILFE?

All teachers have the responsibility…

1. to communicate regularly with the home—that is, parents or guardians—about their children's progress in learning and achievement;

2. to work with community leaders to find out which children are not in school and why, and to devise ways to bring them into school;

3. to explain the value and purpose of an ILFE to parents of pupils in their classes;

4. to prepare their pupils to interact with the community as part of the curriculum, such as through field trips or special activities and events;

5. to invite parents and members of the community to be involved in the classroom.

Some teachers also will take on the responsibility…

6. to work with other teachers and the head teacher to communicate about ILFE to parent and community organizations (School Management Committees, Village Education Committees, Parent Teacher Associations); and

7. to encourage and work with parents to be advocates for ILFE with other parents and in the community.



Action Activity: How Can We Work With Our Communities

Begin by listing every school activity that you are aware of that involves families and communities—such as field visits, parent-teacher meetings, holiday parades—and that brings teachers, children, their families, and communities together.[1] Next to each activity, write down:

- whether you assisted in this activity or not; and if so, in what capacity (such as "organizer" or "greeter"),
- the positive happenings that resulted from the activity,
- the negative or unexpected occurrences that happened and how these could be avoided in the future (for instance, few parents attended, which could be overcome by several announcements of the event being made in advance, rather than only one).

Underline those activities that you think are the most important. Circle those that are related directly to your class or teaching practices. Which activities did you underline and circle? For those that are only underlined, think about how you can incorporate them into your activities.

Also ask yourself, which activities are the most important in making your school and classroom inclusive and learning-friendly? Which activities are good events for promoting a better understanding of ILFE among families and communities?

Briefly summarize the relationship that has developed between you, your school, and the community because of each activity. For instance, "By holding a parent-teacher meeting at the start of the school year, I developed a better understanding of my students' families, and more parents are volunteering to help with classroom activities?"

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[1] This activity was adapted from The Multigrade Teacher's Handbook (1994) Bureau of Elementary Education, Department of Education, Culture and Sports in cooperation with UNICEF Philippines, and UNICEF at http://www.unicef.org/teachers/environment/families.htm

Finally, look again at the positive activities and relationships between your school and community, and then identify ways in which they can be expanded; for example, holding an Open School Day at the beginning and end of each year, rather than only once a year. The Open School Day at the start of the year can focus on what the children will learn and how families can help, while the one at the end of the year can exhibit the children's work and celebrate everyone's achievements in working together and creating an ILFE.



Tool 2.2
Information and Advocacy for ILFE in Families and Communities

For educational interventions to have real impact, the community must fully support them and be actively involved in them. For the community to be actively involved, they need to be contacted, informed, and motivated.

Contacting Families and Communities

One of our most important responsibilities as teachers is to open lines of communication to families and other members of the community. Children learn better when their parents and other family members are interested in, and involved with, the school and with education. When we involve families in learning, we increase the potential for learning in our classrooms, and we create support for our teaching in many ways. Consequently, making contact with our children's families and important community members is vitally important in creating inclusive, learning-friendly environments.[2]

There are many effective ways to begin communicating with families. Below is a list of some of them. Try a method that you like the best, and are most comfortable in doing, and then go on to try the others.

- Hold meetings with family and community groups where you introduce yourself, describe your goals for teaching and for children's learning, the value of diversity in an inclusive, learning-friendly classroom, and discuss the ways in which families and community members can participate in your classroom activities.

- Once or twice a year, schedule informal discussions with parents to assess their children's learning. Show them examples of their children's work. Stress each child's talents and positive achievements,

[2] This section and activity were adapted from The Multigrade Teacher's Handbook (1994) Bureau of Elementary Education, Department of Education, Culture and Sports in cooperation with UNICEF Philippines, and UNICEF at http://www.unicef.org/teachers/environment/families.htm

and talk about how each child can learn even better if she or he overcomes certain obstacles.

- Send your students' work home to show parents how well their children are doing. Ask them for their opinions about their children's work, and what do they think their children should learn next.

- Encourage children to talk about what they learn at home and use this information in your lessons. Also talk with the parents about how what their children are learning in class relates to their life at home. In other words, show how their classroom knowledge can be used, or is being used, at home.

- Conduct community field visits or ask children to interview parents or grandparents about their own childhood years in the community, and then have the children write stories or essays about "Community Life in the Past."

- Encourage family members to participate in classroom activities and invite community experts to share their knowledge with your class.



Action Activity: Contacting Families and Communities

Begin by summarizing the ways in which you are currently involved with children's families and communities. How did you first communicate with them, and to what extent were they involved in their children's learning?

Look again at the different ways mentioned above on making contact with families and communities. Select two or three (or more) of these different ways, write them down, and then under each note:

- what materials you should prepare (if any);

- the ways by which you will communicate with the family or community members; and

- the approximate date and time of the activity, and other relevant dates, such as special occasions.

Next, decide if these different ways can be linked. For instance, you might want to hold a group meeting at the beginning of the year or school term. At this meeting, you can encourage or recruit family members as classroom assistants, and ask for community volunteer experts to give special talks to the children.

Write down the starting dates and other relevant times and events on your calendar or your date book so you can create a simple "family and community involvement plan."

Keeping Regular Communication

Informing Parents about Their Children's Progress

As teachers in an ILFE, we need to communicate regularly with parents about their children. We may visit parents in their homes, send notes home with children about their progress, or invite parents to school to meet with us. Consequently, it is essential to create a welcoming atmosphere for all parents and community members at school.

Meeting with parents or guardians early in the year is important so that teachers and parents can develop a relationship and a partnership for children's learning. However, if parents have come to expect that our home visits or invitations to school only occur when a child is being punished, you will need to state clearly at the beginning of your visit or in your invitation to parents that this conversation will be different. Tell them that you want to learn about the child from them so that you can teach the child more effectively. Tell them also that you want to inform them about their child's skills, so that they can help the child at home and reinforce what the child is learning at school.

Teacher-Home Communication

In Thailand's Child-Friendly Schools, parents and community members answered this question on an assessment form, "What is most important for our school—and why?" One item that was mentioned as a high priority was teacher-home communication. They said, "Teachers and parents of all pupils make an appointment each term to consult about pupils' behaviour and learning. This is important because it can provide direction for solving problems among School Committee members, important members of the community, and the school; it increases sending news and communication from the school to the community; and it creates understanding between parents and teachers."

Hopkins J and Chaimuangdee K. (2000) School Self-Assessment: Participatory Learning and Action for Child-Friendly Schools. Chiang Mai, Thailand: The Life Skills Development Foundation, in collaboration with the UNICEF Office for Thailand, Bangkok.

It is important to inform parents regularly about children's progress in learning. This means using assessment methods that help teachers, students, and parents know which skills a child has developed in literacy, numeracy, life skills, and other subjects. Parents need to know what their child has learned well and what the child still needs to learn. One of the ways to do this creatively is through colour-coded charts, which are particularly effective with parents who are not literate. For example, in Chart 1 below, a colour corresponds to the skills needed for Grade 3 mathematics.

Chart 1. Colour-Coded Chart of Content and Tasks for Third Grade Mathematics

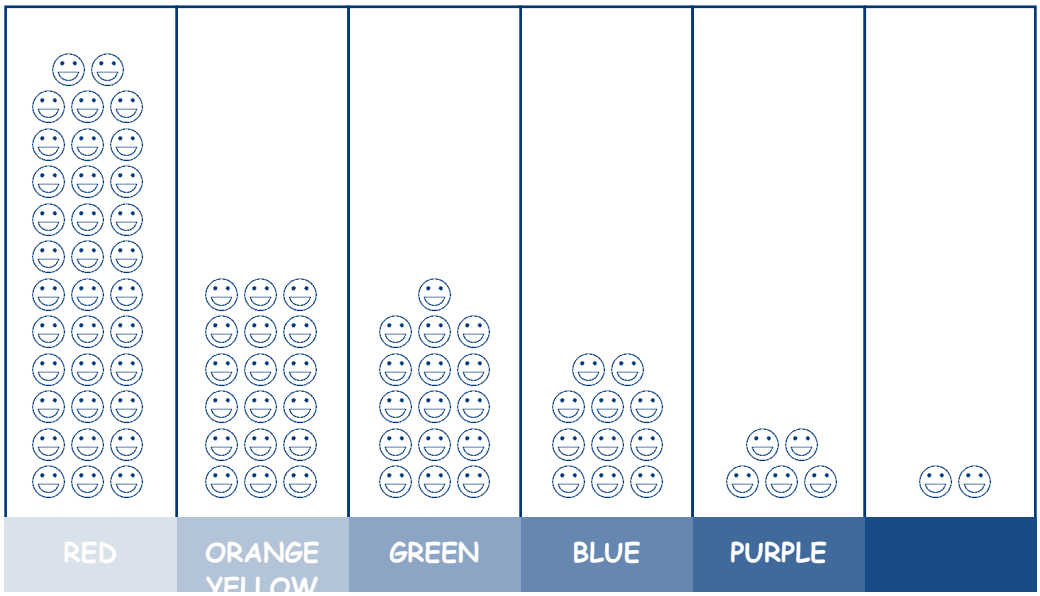
Level	(8 out of 10 correct to proceed to next level)
RED	• Values of currency (up to 1. 00) • Writing numbers • Subtraction - single digits; addition - single and double digit numbers
Orange	• Mental arithmetic (addition, subtraction) • Division - single digit numbers • Reading math problems
Yellow	• Multiplication • Subtraction and addition of double digit numbers • Measurement (distance, volume)
Green	• Identifying numbers up to 700 • Subtraction and addition by regrouping • Subtracting a triple and a double digit number • Identifying triple digit numbers
Blue	• Multiplication - double and single digit numbers • Division - double and single digit numbers • Reading word problems
Purple	• Multiplication - triple and single digit numbers • Measurement (distance, liquids) • Reading word problems

Adapted from duPlessis J. (2003) Rainbow Charts and C-O-C-O-N-U-T-S: Teacher Development for Continuous Assessment in Malawi Classrooms. Washington, DC: American Institutes for Research.

Using Chart 1, colour-coded "Rainbow Charts" are then made to show children's progress and ensure that teachers, students, and parents together monitor the children's learning. In the Rainbow Chart (chart 2), each child has a "happy face" marker with her or his name on it. As they progressively improve their mathematics skills as indicated in the

colour-coded chart, their marker is moved to the colour that matches her or his skill level. If a teacher observes that some children have stayed in a level too long, she can try to find ways to help the children learn what is required to move to the next level.

Chart 2. Rainbow Chart of Pupil Progress



Whether teachers use a Rainbow Chart, a skill list, or a progress report card to send home, informing parents about their children's progress is enormously important in creating and sustaining school-home communication.

Informing Parents About ILFE

In talking with parents or guardians about their child's learning, it is important to explain how your classroom and school are becoming inclusive and learning-friendly. You may want to have a brochure from the school or a paper signed by the head teacher to help explain what you are trying to do. Also explain that by "learning-friendly" we mean that everyone—teachers, parents, and community members—will be helping the children to learn, and they will be learning along with the children as well. You can show them some of their children's work and describe what children do in a child-centred, active learning environment that differs from the school they

or their siblings or even their older children attended. You will need to explain carefully what you mean by "inclusive," as we learned about in the first Booklet in this Toolkit, and use some of the case studies as examples of how inclusive learning can benefit **ALL** children.



Action Activity: Playing Favourites

When meeting with parents, you may need to help them understand what it means to "include the excluded." One valuable activity for doing this is "playing favourites".

In this activity, prepare badges of two different colours—such as red and blue—for people to attach to their clothes using tape or a pin. Each person should have one badge, giving some reds to women and some to men. Explain that in this activity some of them will be made to feel privileged while others will feel excluded.

Tell the people with red badges to sit at the back of the room or all on one side of the room. Then carry on a pleasant conversation with the people with blue badges. Ignore the red badge group; occasionally look sternly at them and tell them to sit quietly or to stop fidgeting or smiling. Continue to talk to the blue badge group. Continue this for five to ten minutes. You may even want to ask a blue badge person to tell the red badge group to be quiet. At the end of the ten minutes, tell everyone to take off their badges and sit together again. Ask these questions:

- How did it feel to have a blue badge? How did it feel to have a red badge? If you were wearing a red badge, did you want to have a blue badge? Could you do anything to get a blue badge? What did it mean to be excluded? Who did the excluding? Who were (or could be) the most vulnerable?

Remember that those individuals who are often excluded (such as children with disabilities) may feel even more ashamed, embarrassed, or punished by having a child with a disability; they are being doubly excluded. Moreover, those who are most vulnerable are poor children with disabilities who are of a minority ethnic group and do not speak the dominant language

and, in particular, girls. These children may be excluded for many reasons at the same time (for instance, being a poor, minority girl with a disability who cannot understand what is being said in class). Yet these are the very children we seek to include in our ILFE.

Now apply the lessons above to explain better what we mean by "inclusive" and "learning-friendly." Discuss the benefits of "inclusive learning" and how an "inclusive, learning-friendly environment" can be created through partnerships between teachers and parents.

IDEA: This activity also can be used to help children understand what it means to be "excluded" and why it is important to value diverse backgrounds and abilities.

Informing the Community About ILFE

In addition to talking with parents, some teachers can work with the head teacher and the schools' ILFE team or coordinating committee to explain the development of an ILFE to larger groups including community members. If you are one of these persons, some of the ways you can explain ILFE include the following.

1. **Printed Information.** Prepare school brochures or newsletters to give out. Invite journalists from the local newspaper to visit the school and encourage the local press to write about ILFE. Show the journalists the benefits of an ILFE school, and explain the school's plan to provide a quality education for all children.

2. **Radio and TV Public Service Announcements** where schools use radio and television to show and tell parents about the need for schooling their children.

3. **Community or Group Meetings.** Plan to hold one- to three-day workshops or training sessions. These sessions are helpful in introducing the school to people who are new, especially for families whose children are not attending school. The sessions can explain the school's mission to educate all children and can explain the participatory, active learning environment of the school. Also

important is listening to and answering parents' concerns and questions during this first meeting and later meetings, as well as getting their ideas about how the quality of education at your school can be improved even more.

4. **Involve Social Services**. Since social services may well be involved in your school as it becomes more inclusive, stay in touch with them as one of your important strategies. They can provide important resources and help to protect the rights of your children.

5. **Link (network) with Other Schools**. In some countries, a minimum of three schools work together to support each other in becoming more inclusive. Teachers share ideas about new teaching methods they are using or ways they are involving community members in their classrooms. They host school workshops to update teachers' knowledge. They jointly organize community events to get all children in school, or jointly conduct field trips so that children can learn from communities other than their own.

Motivating Support for an ILFE

Parents as Advocates

Parents as Advocates for Change. In some communities, parents themselves will be the advocates for an ILFE at the school level, even before teachers and head teachers. In a northern province of Papua New Guinea, for example, parents demanded schooling for their children in their native language. The provincial government worked with the university and a non-governmental organization to provide low-cost education in the children's native language. In the BRAC schools of Bangladesh, mothers requested basic education for their daughters and sons who had been excluded from school due to the high cost and long distance.

Parents as Resisters of Change. In other communities, parents may resist change. Some parents, mirroring the values of society, may not want children who are different from their own to be in school with their children. These persons, should be the targets for the advocacy activities discussed below.

Parents as Willing Participants in Change. In other communities, parents may be very willing to get involved with the school—if you ask them, and if you explain to them what an ILFE is all about. If parents traditionally have not participated in their children's education, they will need to be invited in, welcomed, and invited to return again.

Advocacy Strategies

Advocacy involves education, publicity, gaining support, and getting others to tell your message. How can parents and community members become advocates for an ILFE?

1. **Encourage Parents to Tell Others about Your ILFE School**. Parent advocates may want to use some of the same information you used to tell them about ILFE, such as brochures, newsletters, or children's work. They can be especially effective in talking with parents who resist change, in explaining the value of diversity in the school and classroom through their own experiences or those of others, and in convincing them that quality education comes first in an ILFE school.

2. **Involve Parents in the Classroom to Help Traditionally Excluded Children**. As parents come to see that they are welcome in school and in your classroom, they may volunteer to come more often and assist you. If they do not, plan tasks for parents or community members and invite them to help you. For example, parents or community members can serve as volunteers in language instruction or for assisting children with disabilities. They can read to children and listen to children read. They also can supervise group activities and free the teacher to work with individual children or small groups who may need more attention. We'll explore other ways to involve parents and community members in the next Tool.

3. **Involve Parents in Child-seeking Activities for Traditionally Excluded Out-of-School Children**. For instance, hold a school enrolment fair at the school before the beginning of the school year to attract all families from the community to attend—and then enrol all children in school. Local merchants and businesses may want to contribute small gifts to be given away in a lottery, and parents and

teachers can donate special food and organize games. Singing and dancing may even be included. All activities focus on the importance of a quality education and the ways in which the school and community can work together to educate all children. One school enrolment fair in Guatemala that had clowns, special food, games, and door prizes, enrolled so many children that the school could not hold all the new children and had to begin making plans to build a new school building! Many other ideas for involving parents and communities in child-seeking activities can be found in this Toolkit's Booklet on getting all children in school and learning!

4. **Link School Management Communities with ILFEs.** Parent Teacher Associations (PTAs) or School Management Committees (SMCs) are ways of involving parents in a long-term relationship with schools. They help to provide on-site supervision, as well as improved quality and accountability.

Village Education Committees

The Community Support Program in the Pakistani state of Balochistan supported the establishment of women's village education committees. There are now over 1,000 of these groups, each with five members, modeled after the men's education committees. It has been difficult to integrate the sexes into a single committee in the conservative areas; however, the women have proven to be better at sustaining attendance and other daily activities in the all-girl schools.

For more information on this programme, see http://www.worldbank.org and search for "Balochistan."

5. **Outreach through Home Visits.** Connecting with families whose children have been traditionally excluded is not easy. One way to provide information about ILFE is for the school to ask someone from a traditionally excluded group, such as a disabled person or a person from an ethnic minority, to be an outreach person for the school. A group meeting with that person or individual home visits can be effective in explaining the school's approach to ILFE.



Tool 2.3
The Community and the Curriculum

The Community in the Classroom

Practical contributions by parents and communities are important for ILFE development. Financial and in-kind contributions are concrete ways that parents can support children's learning. For example, community organizations, parent-teacher associations, and school management committees often get involved in helping to improve school facilities. This is important, especially for schools that may have physical barriers that prevent children with physical disabilities from entering buildings. If there are steps, community members can help to put in ramps in place of steps. In many countries, community organizations are also active in improving school water supplies and sanitation. If there are no separate latrines for girls, they build them.

Parents in a community in Malawi learned that teachers had no safe place to keep the learning materials they had developed to encourage pupils' participation in learning, so the community bought doors for the school classrooms and the head teacher's office. Parents from that community and 20 other communities in the same district began to provide old boxes, rubber shoes, and other materials for teachers to make learning materials to use with pupils in literacy and mathematics classes. One teacher noted that this experience of parents' involvement with schools at the curriculum level was contributing to the increased learning achievement and success of children at school.

Miske SJ. (2003) Proud Pioneers: Improving Teaching and Learning in Malawi through Continuous Assessment. Washington, DC: American Institutes for Research.

In the Philippines, one educator reported that they place a lot of effort on making parents feel that they are part of the school, and students are made to feel part of the community. Parents helped build the resource center which houses the 100-book library donated by UNICEF, while learning materials were made by the teachers and students or donated by NGOs. The students also helped make additional furniture and furnishings, such as the shelves for the resource center.

Feny de los Angeles-Bautista with Marissa J. Pascual, Marjorie S. Javier, Lillian Mercado-Carreon and Cristina H. Abad. (2001). Reinventing Philippine Education: Building Schools Filipino Children Deserve. The Ford Foundation, Manila.

We noted in the last Tool that one way to involve parents directly (mothers and fathers) is to invite them to visit the classroom. There are many ways in which parents, grandparents, and guardians can be involved in a pupil's education that will contribute to the ILFE nature of the classroom. Here are some ideas.

- Parents or other family members can volunteer to assist teachers with classroom activities, such as reading or preparing learning materials, helping with extra-curricular activities like sports or field trips, or organizing special activities like festivals.

- Parents can be classroom guest speakers who share information about their work and the world of work. They can talk about how education contributed to their expertise on the job. Parents who are not literate can talk about the history of the community, share folk stories, or demonstrate how to make traditional crafts.

- They can become involved in and attend PTA meetings and other school meetings to become informed, as well as attending special classroom events. At such events, they can meet their child's teachers, learn about the school's curriculum, and how to become involved in activities.

- They can donate needed materials to the school or help to find financial contributions to meet school and classroom needs.

- They can reach out to other parents whose children are not in school, or are thinking of dropping out, to encourage them to complete their education.

- They can participate in efforts to keep their children's schools or childcare centers safe and clean.

- They can help the school to hold an Open School Day. On that day, parents, community members, and officials are invited to the school. Representative work from ALL children is displayed along with new teaching materials; teachers demonstrate their new skills of assessment and teaching; and children of all abilities and backgrounds demonstrate what they have learned.

- Parents and members of the community can help to assess children's learning achievements. They can assign marks to the pupils' homework, and thus give their input into their children's learning.

- Successful graduates and dedicated parents can serve as role models, especially those with diverse backgrounds and abilities. Hold a career day every year. Invite these men and women to discuss their careers and how girls and boys can prepare for those careers.

Female Role Models

In schools where there are no female teachers, women from the community can be involved in role model programmes. Parents or other relatives of the students, as well as religious, artistic, athletic, or political figures from the community are usually willing to become involved with a school or classroom that tries to give girls positive role models.

If local women are available to do this, have them come in several times during the academic year. Ask them to address how they have worked with and for men and women, and how gender roles have affected their choices, successes, and failures. In addition to speeches, demonstrations of their work and consultations with individual students, they can help direct and comment on role-plays with students.

> Have a female teacher and a group of girl students who have made it successfully to Grade 6 or Grade 11 visit rural schools where girls usually drop out at Grade 5 or earlier. All the girls should meet together to talk about what girls need to do to stay and do well in school. Have the visiting female teacher and older girls meet together with the girls and their parents to discuss specific ways to help girls stay in school and complete their education.
>
> The Gender-Fair Teacher (2003) UNICEF/Eritrea

Besides inviting parents and community members to the ILFE school, a relevant curriculum requires that children are in the community, learning as much as they can about various topics. For instance:

- Children can find articles or get information from their home or community that relate to a lesson at school.
- Children can interview parents or grandparents about their childhood.
- They can find plants or other materials that relate to a lesson.
- They can bring materials (such as used cardboard) that teachers can use to make teaching and learning materials.
- Children can participate in redesigning the classroom or in assessing and improving upon the school grounds so they are more "child-friendly" (especially for children with disabilities), safe (reduce conflict), and gender sensitive. Improving upon the school grounds can also lead to more outdoor classroom spaces.[3]
- Children can map their communities and assist in finding children who are not in school, but should be.
- Children can participate in community service activities. In Thailand's CHILD project, children regularly volunteered to clean the houses

[3] UNICEF. Children as Community Researchers. http://www.unicef.org/teachers

of elderly persons who were living alone. At the end of the day, they shared a meal and the elderly talked about the community's history and culture. Despite their differences in age, everyone developed closer relationships and better caregiving practices. In addition, the children also worked to keep roadways and paths in the community clean in order to avoid accidents.[4]

Class Activities that Focus on the Community. There are other ways that students can learn from their community and share in their community's activities. For instance, in northern Thailand a group of fifth grade students studied the environment of their community for science class during the year. They documented signs of deforestation and interviewed community members about the history of the forest in the community. They also discussed ways of planting trees in their community. At the end of the year, the students presented their study to all of their parents. These parents actually learned about the community from the students! They were impressed with what the students had learned, and the ways in which students presented the information. Parents and students together joined together to find solutions to the environmental problems in their community.

Student Participation in Meetings. Students can also extend their real-world experience by attending and participating in school-parent meetings, community meetings, or other civic events. You can role play the meeting in advance with pupils in the classroom and practice when they will participate and how. Students can organize activities and projects from their classroom lessons and show them in a student fair, or a small group of students can present a dramatic play, song, or poem. In this kind of activity, students get to explain to their parents or guardians what they are learning. This improves communication between the school and parents, and it reinforces for the child what he or she has learned.

In preparing a school-parent meeting on student learning, you need to pay special attention to which language or languages people will use in the meeting. Students and teachers need to decide how they will communicate with parents who do not speak a common language or who are hearing impaired.

[4] For more ideas on children's participation, see http://www.inmu.mahidol.ac.th/CHILD



Tool 2.4
What Have We Learned?

This Booklet has given you several tools that you can use to involve families and communities in ILFE. Can you complete the following activities?

1. List the responsibilities of ILFE teachers in relating to the community.

2. In what ways do you tell parents about their child's learning skills?

3. List two ways in which mothers and fathers can help to include traditionally excluded children (a) in school and (b) out of school.

4. Name several ways in which the community can come into the classroom.

5. List several ways in which pupils can get more involved in their community or in using materials from home or community.

Involving the community is critical for the success of an ILFE. There are many ways in which you can prepare pupils to engage in learning in the community, and with their local environment. There are also many ways in which teachers can work with the parents or guardians of students to inform them about ILFE and encourage them to become advocates for the school in the community. This Booklet has listed many ideas for this. **Now ask yourself, "What can I do to start working more closely with my children's families and communities?" Come up with three personal targets and compare and discuss them with your colleagues, your students, and their families. After one to two weeks, compare how you are progressing and what further actions you can take.**

Where Can You Learn More?

The following publications and Web sites are also very valuable resources for encouraging closer school-family-community relationships.

Publications

Bureau of Elementary Education, Department of Education, Culture and Sports in cooperation with UNICEF Philippines (1994) The Multigrade Teacher's Handbook, Manila.

duPlessis J. (2003) Rainbow Charts and C-O-C-O-N-U-T-S: Teacher Development for Continuous Assessment in Malawi Classrooms. Washington, DC: American Institutes for Research.

Miske SJ. (2003) Proud Pioneers: Improving Teaching and Learning in Malawi through Continuous Assessment. Washington, DC: American Institutes for Research.

Rugh A and Bossert H. (1998) Involving communities: Participation in the delivery of education programs. Washington, DC: Creative Associates International, Inc.

The Gender-Fair Teacher (2003) UNICEF/Eritrea.

Web Sites

Children as Community Researchers. This is an excellent publication for promoting children's learning through the community. It can be downloaded at:
http://www.unicef.org/teachers/researchers/index.html or
http://www.unicef.org/teachers/researchers/childresearch.pdf

Children's Integrated Learning and Development Project.
http://www.inmu.mahidol.ac.th/CHILD

Community School Alliances.
http://www.edc.org/CSA

Supporting Home-School Collaboration by Sandra L. Christenson.
http://www.cyfc.umn.edu/schoolage/resources/supporting.html

UNICEF Teachers Talking about Learning.
http://www.unicef.org/teachers/environment/commun.htm.
This excellent Web site offers information on: learning and the community; teachers and communities; involving families in learning; communities helping schools; community life; and tips for improving schools.

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Booklet 3 :

Getting All Children In School and Learning



Inclusive
Learning-Friendly
Environments

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Tool Guide

Booklet 3 will help you and your colleagues to understand some of the barriers that keep children from coming to school and what to do about them. The Tools are presented in a building block fashion (step-by-step), and they contain ways of including traditionally excluded children that have been used widely and effectively by teachers throughout the world. After working through these Tools, you will be able to talk with other teachers, family and community members, and students about what conditions may be pushing children away from learning. You also will be able to identify where the children live, why they are not coming to school, and what actions can be taken to get them in school.

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Tool 3.1
Who May Not Be Learning?

One important step in creating an ILFE and involving families and communities in this process is to find those children in the community who are not going to school. Did you ever stop to think that maybe one of your students has a brother, sister, or friend who cannot, or will not, come to school. If we are dedicated enough to want to get these children into our inclusive schools and classrooms, keep them there, and assist them in learning the knowledge and skills they need for life, then we need to understand why they do not come to school!

Discovering Barriers to Inclusive Learning

Read the following case study either to yourself or out loud to your colleagues.

"Tip" is 12 years old. Every morning, though burning summer or chilly winter, Tip wanders around the community trying to earn a living and save a small amount of money. Sometimes Tip helps to tidy up and clean the small dry goods store in the community, or Tip washes dishes at the nearby noodle stand. If nothing else is available, Tip picks up discarded bottles and cans to sell to the recycling centre down the road. When times are really tough, Tip may beg money from people who come to the community temple. On a lucky day, Tip may earn $1 to $1.5; on an unlucky day, less than $0.5. In the quest to earn money, Tip is eager to say, "If they give me money, what they want me to do, I will do." Tip used to go to school, but now Tip wants to earn money rather than study.



Action Activity: Identifying Barriers to Inclusion

If you are working with your colleagues, organize yourselves into two or four groups. If you are working alone, try this activity by yourself.

- First, everyone should think quietly to themselves about some of the reasons why Tip may not be going to school. If it helps, each person can write brief notes. This should take about 5 minutes.

- A child's learning environment includes her or his school, family, and community. It also includes his or her "self," that is, whether he or she personally wants to goto school. Next, assign each group a learning environment. One group is the SCHOOL. Another group is the FAMILY. Another group is the COMMUNITY. And the fourth group is the CHILD (Tip). If you are working in two groups, each group can take two learning environments. If you are working alone, try to do all four of them.

- Give each group a large sheet of poster paper, and then ask them to write at the top of the sheet which learning environment they are working on. There should be one sheet per learning environment.

- Discuss in your groups what barriers may exist within your learning environment that may be causing Tip not to come to school. List these barriers on the poster paper for your learning environment, and then read the following section.

Some Reasons Why Children May NOT be In School

Tip (Child)

Whether a child can attend school—or would even want to attend—is affected partly by that child's characteristics or the situation in which that child finds himself or herself. For instance, the excitement and the hope of earning money may encourage a child to leave home and move to a big city rather than staying in school. Below are some of the major reasons associated with the CHILD that may affect whether she or he attends school. **Are there any other child-centred factors in your community, country, or culture that could affect whether a child attends school?**

Homelessness and the Need to Work. We see these children everyday, particularly if we live in cities, but we hardly ever notice them unless they are begging for money or soliciting in some other way. "The street" is their home and their source of livelihood. There are about 100

million street children worldwide. A child in the street may be a working child, usually a school dropout, or simply a homeless girl or boy. Street children are at high risk of being exploited because they are no longer firmly connected to their families, communities, and schools. Not all street children are without families, however. Some, like Tip, may work on the street to earn money and then return to their families at night. This may be particularly the case for children who see no value in education, who are not interested in school, who are too old to enter the school system, or who are affected by political conflicts where survival is more important than learning. Many street children, though, have little or no contact with their families, and they are without adult supervision. Moreover, they may have been abused physically or sexually at home, thus causing them to run away and end up on the street where they face similar violence.

Illness and Hunger. Children do not learn well if they are ill, hungry, or malnourished. Oftentimes, they are absent and may be classified as "slow learners." If they do not receive the attention they need, they may feel that they are not members of the class, and they may drop out of school. The effects of their illness or malnutrition may also have life-long consequences if they cause physical or intellectual impairments.

Birth Registration. In some countries, if a child like Tip does not have any proof that his or her birth has been registered, they cannot attend school or only be allowed a limited number of years of schooling. This affects particularly girls whose births have not been registered, and they are not eligible for admission into school or cannot take examinations. It also may affect migrants, persons from minority cultural groups, refugees, as well as families where home births are common, and where no birth registration offices are accessible.

Fear of Violence. Fear of violence when coming to school, at school, or going home from school may frighten children away. While boys often experience beating or bullying, girls are at risk of sexual assault or other forms of harassment. For victims, it takes a heavy toll on their self-esteem. Maybe Tip was a victim and no longer wants to go to school.

Disabilities and Special Needs. Most children with disabilities or special learning needs are not in school, especially when our schools and education systems have no policies or programmes for including children with physical, emotional, or learning impairments. These are the children

we usually think of when we talk about "inclusive education." They are the ones who may never have come to school because of negative attitudes or beliefs that they cannot learn. Parents or community members also may be unaware that these children have the right to education and should attend school. Even a school's facilities (such as stairways) may block such children from entering school. They also are the ones who often drop out because class sizes are too large, and we cannot devote enough time to their special needs. In addition, the curriculum content, our teaching methods, and even the "language" of instruction (spoken, visual) may not be appropriate for children with disabilities or other special needs.

Pregnancy. In some countries and communities, girls who become pregnant are excluded from school because of the fear that their "promiscuity" will encourage others to become sexually active. Even for a girl who is a victim of rape, her pregnancy may bring shame upon her family. Consequently, members of her family may no longer want to associate with her, and they see no reason for her to attend school.

Family Environment

Families and communities should be the first line of protection and care for children; for understanding the problems currently confronting children; and for taking action to address these problems in sustainable ways. In many countries, and according to those who work with children who have dropped out, the most effective means to prevent dropout is through strong and caring families and communities. Below are some of the major reasons associated with the FAMILY and COMMUNITY that may affect whether children attend school. **Are there any other family or community factors in your community, country, or culture that could affect children's attendance in school?**

Poverty and the Practical Value of Education. Poverty often affects whether or not a child can attend school. Likewise, if a child does not attend school, she or he will not be able to earn an adequate living and may become poverty-stricken. Because of their financial burden, poor parents are often pressed to provide even the basic necessities of life. Hence, children like Tip must help to earn the family's income at the expense of their education and future life. This occurs especially when families do not feel that education is meaningful for their daily lives; thus, they do not

understand why their children should attend school. Parents also may feel that their children will receive a poor quality education, and the skills their children will learn in certain jobs are more valuable than those they will learn in the classroom.

Conflict. Some parents, caught in an argument over money or other issues, may lash out at their children, thus leading to violence and abuse. This may contribute to irregular attendance or even encourage children, maybe even Tip, to runaway from home and school.

Inadequate Caregiving. Because of the need to earn money, parents may be forced to migrate away from home either temporarily or for long periods of time. As a result, they may put children like Tip in the care of elderly grandparents or others. These persons may not have the knowledge, experience, or resources to provide suitable child care. They also may not value education when money is needed so badly.

Discrimination and Stigmatization due to HIV/AIDS. Children whose parents have died from AIDS are less likely to attend school than those who have not lost a parent. In some countries, children—and particularly girls—are taken out of school to care for siblings or those who are ill, or to earn money to support the family. In other cases, such children may be thought to be "contagious," so community members and even teachers actively exclude them from school. Maybe Tip, or a member of Tip's family, is HIV positive.

Community Environment

Gender discrimination. Traditional beliefs about the status and roles of men versus women can restrict girls' access to schooling. In communities where women are believed to be inferior to men, girls often are kept at home and away from school to do domestic work. This may be reinforced by traditional practices where girls marry at very young ages and leave their natal homes; thus, their contributions to their families are lost, and parents see no reason why money should be spent educating their daughters.

Cultural differences and local tradition. Children who come from

families that are different from the community at large in terms of language, religion, caste, or other cultural features are especially at risk of being denied access to school. Sometimes, they are given access to substandard educational facilities, poorer quality instruction, and fewer teaching materials. They also have fewer opportunities for higher education than others. In some communities, moreover, there is a local tradition of beginning one's working life in childhood, without the benefit of quality schooling. This tradition is passed on from one generation to the next, perpetuating the cycle of poverty and illiteracy. Tip may be a member of one of these communities.

Negative attitudes. Negative attitudes towards children with diverse backgrounds and abilities is perhaps the biggest single barrier to including these children in school. Negative attitudes can be found at all levels: parents, community members, schools and teachers, government officials, and among marginalized children themselves. Fears, taboos, shame, ignorance, and misinformation, amongst others, all encourage negative attitudes towards such children and their situations. These children—and even their families—may develop low self-esteem, hiding away and avoiding social interaction, and becoming invisible members of their communities. This can lead directly to their exclusion from school, even though they have the same rights and needs as other children. Tip also may be a victim of negative attitudes.

School Environment

The mission of our schools is to effectively educate **ALL** children by giving them the skills they will need for life and life-long learning. Historically, our schools have not been equipped adequately to educate girls and boys with diverse backgrounds and abilities. While family and community circumstances may contribute to excluding children from school, making improvements in these conditions alone may not make our schools inclusive. Factors may exist **within** our schools that may actually discourage some children from coming to school, as well as contributing to poor attendance and early dropout, like Tip. **You** and your colleagues have an important role to play. You can change your school into a place where every child can come to learn. Below are some of the reasons why some children may not be coming to your school? **Are there any other school-based factors that also could affect children's attendance in your school?**

Costs (direct and hidden). For many poor families, school fees, examination fees, contributions to school or parent-teacher associations, even the cost of a book, pencil, school uniform, or transportation can keep children like Tip away from school.

Location. In rural areas especially, if the school is located far away from the community, children like Tip may be kept at home where they are safe. Particularly for girls, the distance from their homes to the school may discourage parents from sending their daughters to school out of fear for their safety. Children with disabilities also may not attend school if there is no suitable transportation for getting them to school.

Scheduling. Tip may want to study but cannot learn during regular school hours. School timetables and calendars conflict with Tip's work schedule so that Tip cannot "learn as well as earn." Moreover, girls may drop out when going to school conflicts with their family responsibilities, such as domestic chores and caring for younger children.

Facilities. If our schools do not have adequate facilities, this may be one reason why some children do not come to school. For instance, lack of separate latrine facilities for adolescent girls during menses may discourage them from coming to school. Inadequate facilities, moreover, affect especially children with disabilities. Who knows, maybe Tip has a physical or other disability.

Preparedness. One of the most common reasons why children with diverse backgrounds and abilities are excluded from school is that the school and its teachers are not prepared to teach them. They do not know how to teach them, because they have not received the training, ideas, or information necessary to help these children to learn. Consequently, even if these children do come to school, they may receive less attention and a poorer quality education compared to other children.

Class Sizes, Resources and Workload. Large class sizes are common in all countries and can be a barrier to the inclusion of children with diverse backgrounds and abilities. In wealthier countries, class sizes of 30 are considered too large, while in countries with limited resources class sizes of 60-100 may be common. Teachers thus take on heavier workloads and often become unhappy. Of course, small, well-managed classes are more

desirable than classes with inadequate resources including materials and teacher time. However, the size of the class is **not** necessarily a significant factor for successful inclusion, if attitudes are **positive and welcoming**. There are many examples of children with diverse backgrounds and abilities being successfully included in large classes. As discussed further below, attitudinal barriers to inclusion are often greater than barriers posed by inadequate material resources.

Inclusion … despite class sizes of 115+

In 1994, a study was carried out in two schools in Lesotho that were a part of the Ministry of Education's pilot inclusive education programme. One school, situated relatively close to the capital of Maseru, had average class sizes of 50, and had a history of integrating children with physical disabilities only. The other school was located in the mountains, an 8-hour drive from the capital. It had class sizes of over 115 girls and boys.

The teachers in the first school had negative towards the inclusive education programme from the beginning. The school had a good academic reputation and they feared that this would be threatened by spending time on "slow learners." They regarded the hostel for disabled children as the mission's responsibility, and one that had been imposed on the teachers.

The teachers in the mountain school, however, were so highly motivated that they were using their spare time during lunch breaks, on weekends and in the evenings to give extra help to those children who needed it, visit families, and even take children to hospital appointments. The fact that they had such large class sizes was not a barrier to inclusive education. The teachers were coping with the large classes in ways they found acceptable but, when asked their opinion, said that of course they would have preferred class sizes of 50-55.

Schools For All. Save the Children.
www.eenet.org.uk/bibliog/scuk/schools_for_all.shtml

Self-Assessment for Inclusive Learning

Summary of Barriers to Inclusive Learning

- **Child**: Homelessness and the need to work; Illness and hunger; Birth registration; Violence; Pregnancy
- **Family**: Poverty; Conflict; Inadequate caregiving; HIV/AIDS
- **Community**: Gender discrimination; Cultural differences and local tradition; Negative attitudes
- **School**: Costs; Location; Scheduling; Facilities; Preparedness; Class sizes, resources and workload

What other barriers did you list on your poster sheets in the previous activity or discuss amongst each other?

Make a "Master List" of all the barriers that have been thought of or learned about from reading and discussing the information given above.



Action Activity: Barriers and Opportunities

- Everyone should close their eyes and imagine that they are Tip or another child that is usually excluded from school. Decide for yourself what is your name, your age, your sex; where do you live, and with whom; what is the life situation in which you find yourself (such as with Tip).
- Think about what **opportunities** you may have in enrolling in school (for instance, a school may be close to your home), and what **barriers** there might be. You can refer to the list above, your master list, and your sheets from the first Tool in this Booklet on identifying barriers to inclusion.

- On a large sheet of poster paper, or any other writing surface, draw four circles inside each other. The smallest circle in the middle is the child, the next represents the family, the next represents the community, and the next represents the school. Label the circles.

- Using different coloured pens or writing styles to show **barriers** and **opportunities**, everyone should plot their thoughts on the chart for each level (child, family, community, school). **Do this is together in a group, not individually.** Even if one person has already written down an opportunity or barrier within a level, write it down again if it pertains to you as well.

- After everyone has finished, look at the chart you have made. Are their more barriers than opportunities? Are there more barriers than you ever expected? These barriers represent the challenges that must be overcome so that children like Tip can come to school and that can be overcome with help from you.

- What are the most common opportunities for each level and between levels (what opportunities are listed most often)? Are these "real" opportunities? Do they exist **now** for children with diverse backgrounds and abilities in your community, or are they what we think **should be** there? If they are what should be there, these are opportunities you can aim to achieve through action programmes. They represent the vision of what you want to achieve in removing barriers and expanding opportunities for inclusion.

- Are the opportunities and barriers evenly spread, or do they focus on one level more than another? This helps you to identify which level(s) should receive priority attention in developing interventions and overcoming barriers.

- Are their opportunities and barriers that are commonly repeated (written down several times) within and between levels? These could be good starting points for action!

- Are their barriers that fall within more than one level, such as negative attitudes (teachers, community members)? These may need coordinated efforts to overcome!



Tool 3.2
Finding Children Who are NOT in School, and WHY

The previous Tool helped us to explore reasons why some children may not be in school. The question that needs to be answered now is, "Which of these barriers—or maybe others—exist in my school or community?" To answer this question, we first need to know which children in our community are not attending school and then investigate some of the reasons why this may be happening. After we have this information, we can begin planning and implementing activities to get these children in school.

School-Community Mapping

One effective tool that is widely used to identify children who are not in school is school-community mapping, which is also called school mapping or community based mapping. Like traditional maps, these maps show major community landmarks. More importantly, however, they also show each household in the community, the number of children and their ages in each household, and whether or not pre-school and school-aged children in those households are attending school. You can create these maps by following the steps below.

1. Enlist the help of community committees, or even dedicated volunteers, as well as other teachers in your school. This is a good activity for promoting a "whole-school" approach where all staff members (all teachers, assistants, caretakers, etc.) are involved. But don't forget that there are many other community members who can assist in obtaining the information you need and creating the maps, such as local development volunteers, community elders, religious leaders, PTA members, and children themselves (we'll talk about involving children later). This step will actually help to build stronger links between your school and the community it serves. It also can help your school to obtain community resources for action programmes (especially important for schools with minimal resources), as well as to promote community ownership of the maps and the inclusive learning

programmes that come out of the mapping and planning process.

2. Hold an orientation session for those who have volunteered to help with collecting information and creating the maps. Talk to them about why all children should be in school, the benefits of having a diverse range of students with varying capabilities, and how the maps can be important tools for finding those children who are not in school and encouraging them to come to school and enjoy learning.

3. At the orientation session, or during a follow-up session, prepare a rough map of the community. Some communities may already have maps, while others may not. Include major landmarks (roads, water sources, important places like the village health centre, places of worship, etc.) and all of the houses in that community.

4. Thereafter, conduct a household survey to determine how many members each household contains, their ages, and their levels of education. Information about the educational levels of children will help you to target those who are not in school, while information about adults may indicate which parents may benefit from activities like literacy programmes. In India and Benin (West Africa), these programmes are valuable because they help such parents to realize the value of learning for themselves and their children (especially girls). The household survey can be done in several different ways, such as through home visits (which also can be used to encourage parents to send their children to school), interviews with knowledgeable persons (even children), or using existing records. In Thailand, for instance, village census information is used to identify household members and their ages. This information is then compared with school enrolment records to see which children are not in school.

5. Once the information is collected, prepare a final map of the community showing its households, their members, ages, and educational levels. Then share the map with community leaders to identify which children are not in school and discuss some of the reasons why these families may not be sending their children to school. With this information, we can begin constructing action plans.

School Mapping in the Lok Jumbish (LJ) Project, Rajasthan, India

The LJ project mobilized a core team of committed men and women chosen by the community. After training, they conducted a survey recording the educational status of every household member. A village map was then prepared showing everyone's level of education in each household. The entire village then analyzed the reasons for children not going to school. In most places, even when there was a school, it was not functioning properly due to a lack of teachers or minimal facilities. Girls were not going because their parents would not allow them to walk long distances to attend school, and only male teachers staffed most schools. In response, the village team, women's groups, and local teachers implemented a wide range of activities like monitoring school enrolment and retention, starting non-formal centres, repair or construction of school buildings, school health programmes, and forums for adolescent girls. Other improvements included motivational and curriculum based training of teachers, production of suitable textbooks, and supplying good quality equipment and teaching learning materials for all schools in the project area. LJ also created a network of non-formal education centres with locally educated youth as instructors.

Mathur R. (2000) Taking Flight. Education for All Innovation Series No. 14. UNESCO Principal Regional Office for Asia and the Pacific, Bangkok.

Children's Participation in Mapping

The school-community mapping process is a "community-to-child" activity. In other words, how we can involve the community in identifying all children and getting them in school. Actually, though, the mapping activity can be undertaken as a "child-to-child" approach, one that can even be incorporated into your lesson plans. Children of all ages can make maps, and it can be an important activity in their learning.[1]

[1] This section and the process of creating the map were adapted from "Children as Community Researchers," UNICEF Web site: Teachers Talking about Learning: www.unicef.org/teachers/researchers/basemap.htm. Readers are strongly encouraged to access this Web site, see examples of children's maps, and learn more!

The child-to-child mapping activity is an extremely effective way of mobilizing children's participation. They take the lead in identifying children who are not coming to school and in influencing parents and community members to allow them to attend school. For example, in Thailand's CHILD project, girls and boys in grades 4-6 worked together to draw a map of the communities and houses surrounding the school. They identified the children that lived in each house, and then noted on the map whether or not these children were attending school. As one project staff member noted, "If you can get three children to agree that a child lives in this house, then it must be true." Children can thus be leaders in creating school-community maps. They can even map valuable data about their community that no one may have thought to map before.

One useful way to begin is by having children create their own personal map of their community, which will help them to decide what should be shown on the school-community map. The ability of children to draw accurate maps varies greatly according to the child's age. But if their very different styles and abilities are accepted, children of all ages will enjoy producing useful features for the collective school-community map.

If a community does not have a map already, a simple one can be prepared from scratch. Ideally, the school-community maps should be large enough for the children to locate their own homes and those of their friends. These maps are a very valuable contribution for children to make for their community. Creating the map goes like this.

1. Begin by gathering your children together and making a list of all of the important places in the community (such as the school, temple, homes, health centre, shops, etc.), any important physical features (like roads, rivers, mountains, etc.), and any other important locations where community members often meet (such as fields or even wells where they often go to collect water).

2. Cut out several pieces of cardboard and then draw pictures of these important places, physical features, and locations on them. If cardboard or other materials are unavailable, use stones, wooden blocks, string, or sticks. You also might want to use a variety of items, such as cardboard squares or stones to represent houses and sticks to represent rivers. But be sure to help the children to remember what each symbol represents.

3. Ask the children to decide on the most important feature in their community, such as the school. Have them make a special symbol for it out of cardboard. It should be different from all of the other pieces so that it stands out. It will serve as the map's "reference point" (the place that everyone remembers and can relate to in locating other important places and features in the community).

4. Place a large piece of cloth, heavy paper, or other suitable writing material on the ground; gather the children around it; and ask them to decide where to put the '"reference point" (such as the school) so that all of their homes can be put around it. For example, if the school is located close to their homes or in the centre of the community, place it in the centre of the map. If it is located far away from their homes and other places they often visit in the community, place it off to the side of the map.

5. Ask the children what other important places are located on the edge of their community. Place the symbols for these places on the map to establish its boundaries.

6. As a group, decide upon the community's major physical features (such as streets, fields, mountains, and rivers), and add these to the map. Make sure that all of the children agree on where their physical features should be located. You might want them to be free to carefully walk on or around the map to check this out. If they have already created "personal maps," have the children look at them again to make sure all of the features are on the large map.

7. When everyone agrees about where the important places, physical features, and other locations are located on the map, the children can draw them in with ink, paint, or felt pens to make them a permanent part of the map, instead of using cardboard or other non-permanent symbols.

8. The map belongs to the class so it needs to be dynamic, with new important features being added as the children think of them. To begin filling in the map and identifying children who are not in school, the children should begin by deciding on specific themes and then pinning small paper symbols on their map to represent these. Some of the most obvious themes to begin with are:

- the homes of ALL children in the community, the ages of the children, and whether or not they are in school;
- homes of people who are important to their daily lives;
- places children play or work;
- places children avoid, such as places of danger (violence);
- places children like and dislike;
- places where children go alone, with their parents, with other relatives, with friends, with other adults; and
- transportation routes (especially those they use to come to and return from school) and the means by which they do so (such as by foot, bicycle, motorcycle, automobile, etc.).

9. Walk with your children around the community to help them fill in the map with greater accuracy. During the walk, or even at a special meeting, invite adults from the community to talk with the children and make suggestions for additions to the map. This will start getting community members involved in identifying children who are not in school and create the support you need for action programmes.

After the maps are made, your students can identify which children in the community are not going to school and locate the families of these children. Your children—working with teachers, parents, and community leaders—can then help motivate parents to send their children to school. In Nepal under the Community-Education Management Information System (C-EMIS) project supported by Save the Children (UK), the children themselves visit parents of out-of-school children. They talk with the parents about the reasons why they do not send their children to school and what can be done to get the children in school.

The school-community maps need to be continually updated and used to identify children who may not be coming to school. Consequently, creating the maps can become a permanent part of the curriculum and children's learning. Moreover, the community should easily see the map. Perhaps it can be posted in a community information centre or common

meeting place, so that community members can comment on it. The map also can begin the community development process for getting all children in school. In a slum in Northeast Thailand, for example, village leaders used surveys and maps to find those children who were out of school because their births were not registered. They then visited the children's parents, sometimes travelling to nearby districts and provinces, to get the documents needed to register the children and get them in school. Now, in this slum all children are in school!

Discovering Why Children May Not be Coming to School

Working with your colleagues or your students, you have identified which children are not coming to school in your community, and perhaps you have even brainstormed some of the reasons why this may be occurring. The major question that needs to be answered now is: "What major factors characterize children who are being excluded from school, and particularly compared to those who are able to attend school?"

As we learned earlier, some factors may be visible, such as a physical, sensory, or intellectual disability; more hidden, such as inadequate caregiving or malnutrition; or even accepted and largely unrealized factors, such as gender roles or the responsibilities of children in their families.



Action Activity: Creating Child Profiles

The **Child Profile** is a tool to promote inclusive education and equity in the classroom. It is being used in many countries in Africa, Central America, as well as Central, South, and Southeast Asia. A child profile:

- helps community members and teachers to identify which children are not coming to school and why, as well as those at risk of dropping out;

- shows the diversity of children in the community in terms of their individual characteristics and those of their families; and

- helps to plan programmes to overcome factors that exclude children from school.

Child profiles are being used in Thailand as part of its School Management Information System (SMIS) as well as in the Philippines for its Student Tracking System (STS), both of which are developing Child-Friendly School Systems. In Bangladesh and some other South and Central Asian countries, child profiles are being used in a community-based manner as part of their Community/Child-Centred Education Management Information System (C-EMIS). Community members collect the information for all children in all households in the community. They identify those children that should be (or soon will be) in school, and then they get them in school. This system, as well as the SMIS and STS when they are used at the community level (not just in the school), therefore, can identify out-of-school children as well as those who are in-school but who are learning poorly. To create a child profile, follow the steps below.

1. Based on your school-community map, or community census records, make a list of all of the children who are not coming to school.

2. Brainstorm with your colleagues and those who helped to create the school-community map about what factors (barriers) may be causing children not to come to school. You can refer to the lists you made in the first Tool in this Booklet and categorize the factors based on those associated with the school, community, family, and child; but remember that some factors may fall into more than one category. These factors may not necessarily be the actual causes, but they are the ones that need to be investigated for each child.

3. Next, using these factors create a list of questions that when answered may give you some insights into why a child may not be coming to school. Below is an example of a list of questions that is being used in Child-Friendly Schools in the Philippines and Thailand to understand the situation of children with diverse backgrounds and abilities who do not learn well.[2] The questions were developed to uncover the extent to which the barriers discussed earlier affect child learning

and dropout. **You can develop your own list of questions based on the barriers you feel are common in your community. Be sure to include community leaders in this process. They can help you to identify ALL of the children who are not in school.**

Barrier: Cultural Differences and Local Tradition

- What is the child's nationality or ethnic affiliation?
- What is the child's religion?

Barrier: Gender Discrimination

- What is the child's sex?
- What is the child's age?

Barrier: Birth Registration

- Is the child's birth registered?

Barriers: Scheduling of Work and School; the Need to Work

- Does the child work either in or outside of the home to earn an income?

Barriers: Negative Attitudes; Fear of Violence

- If the child was ever in school, what was his or her learning status?
- If the child was ever in school, what was his or her attendance record?
- If the child was ever in school, did he or she often drop out for a long period of time (for instance, during planting or harvest)?

Barriers: Illness and Hunger; HIV/AIDS Affected; Pregnancy

- What is the child's health and nutritional status?

Barriers: School Facilities and Location

- Does the child have any disabilities that affect access to school facilities?
- Where is the child's home located with respect to the school (distance, travel time)?

[2] Examples of the Child Profile from other countries such as El Salvador and Uganda can be found in: Toolkit for Assessing and Promoting Equity in the Classroom, produced by Wendy Rimer et al. Edited by Marta S. Maldonado and Angela Aldave. Creative Associates International Inc., USAID/EGAT/WID, Washington DC. 2003.

Barriers: Caregiving; Conflict

- How old are the child's parents?
- Are both of the child's parents still alive; if not, which parent is deceased?
- What level of education does each parent have?
- Has any member of the family ever dropped out of school? Why?
- Are the child's parents still married?
- With whom does the child live?
- How many pre-school children are in the child's household?
- Who is the main child caregiver for these pre-school children?
- Has either parent ever migrated for work?

Barriers: Poverty and the Practical Value of Education; School Costs

- What is the major occupation of each of the child's parents?
- What is the secondary occupation of each of the child's parents (if any)?
- Does the family own land for income generation; if yes, how much land?
- Does the family rent land for income generation; if yes, how much land?
- What is the household's average monthly income?
- Does the family borrow money for income generation? If yes, how much, how often and during what time(s) of the year?
- How many people reside in the household?
- Is the household a member of any community development group?

4. Develop a questionnaire to collect answers to these questions. This questionnaire can be the list of questions above for which answers are noted, or it can be a more formal Child Profile form, such as the example given at the end of this Tool. Once the questionnaire is completed, it can then be: (a) sent to the children's homes to be filled out and returned to the school or a community leader; (b) filled out by a teacher during home visits; or (c) filled out based on interviews with the children themselves, or with their parents when they come to pick up their children from school.

5. After the questionnaires are completed and returned, create a descriptive case study for each child that incorporates answers to the questions above. Following is an example of a descriptive case study. This case study will help you to identify, link, and analyze the factors that may affect children's learning.

AYE belongs to the Hmong ethnic group living in Northern Thailand. She is believed to be 9 years old but does not have a birth certificate. Her father is deceased. Her mother is 30 years old and has not remarried. Aye's mother is illiterate. Her primary occupation is upland rice farming on a small plot of land. Aye's grandmother takes care of Aye and her five year old brother who does not attend pre-school. Aye's family is poor. She earns less than 500 baht per month. During the non-farming season, Aye's mother migrates to work in Bangkok as a laborer. Aye's family does not belong to any village development group and has no access to community resources. Aye attended primary Grades 1 and 2, but she dropped out soon after she entered Grade 3. Her mother could not afford to buy Aye's school uniform and could not afford the fee for transporting Aye to school, which is located 25 kilometers away from Aye's home. When Aye did attend school, half of her absences were excused, while the other half were due to illness. She is commonly affected by acute respiratory infections (ARI) and has mild iodine deficiency.

6. After the case studies are completed, look at them closely to see what factors may be affecting each child's ability to attend school and learn. Underline them to make them stand out and help you to link them. For Aye, these might be cultural differences, lack of birth registration, poverty, inadequate caregiving, no access to resources outside the family, as well as poor health and nutritional status.

7. Thereafter, compare the lists of factors between children. Which factors are most common? Use these factors as starting points to develop action plans to address the causes of children not coming to school. The next Tool in this Booklet presents ways to create these plans.

Sample Child Profile Questionnaire

1. Child's Name _____ Sex _____ Age _____
   Address _____
   Nationality _____ Ethnic Affiliation _____ Religion _____
   Date of Birth _____ Place of Birth _____ Birth Registered: Yes__ No__ (check)
2. Father's Name _____ Age _____ Living _____ Deceased _____
3. Mother's Name _____ Age _____ Living _____ Deceased _____
4. Parental Marital status (circle): Live Together Widow(er) Divorced Separated
5. With whom does the child live? (circle): Both Parents Mother Father Other (specify) _____
6. List all members in the family who live in the same household as the child. (Please fill in the information needed in the table below.)

Family members	Sex		Age	Educational level (specify highest level attained for each relevant category)						Relation to child	Occupation (specify)	
Name	M No	F FE*		Non-FE	Pre-	School Elem.	Sec. College	Pri-mary	Secon-dary			

* FE = Formal Education

7. Have the child's parents or family ever migrated? (Please circle yes or no; and fill in appropriate information)

   Father When _____ (Please specify month and year)
   Yes To: City _____; Province _____ ; Country _____
   For how long _____ (Please specify month and year)
   No

Mother When _____(Please specify month and year)

Yes To: City _____; Province _____ ; Country _____

For how long_____(Please specify month and year)

No

Entire Family When _____(Please specify month and year)

Yes To: City _____; Province _____ ; Country _____

For how long _____(Please specify month and year)

No

8. Monthly Household Income (please circle)

Below 1000 baht
Between 1000-2500 baht
Between 2501-5000 baht
Between 5001 - 8000 baht
Between 8001 - 10000 baht
Over 10000 baht

9. Pre-school Child Care Giver

How many pre-school aged children in the family are not in school? _____
_____Who takes primary care of them during the day?

Parent _____ Other relatives (please specify)

At community day child care center _____ Paid child care worker _____

Others (specify) _____

10. Land/House Ownership

Does the student's family have access to land for income generation?
(Not including land on which the house is located)

If Yes: Owner _____hectare (land area)
Rented _____hectare
Family-owned _____hectare

No: _____

Others (specify): _____

Does the student's family have a house?

Yes _____ No _____

If Yes: Owned _____ Rented _____

Type of House/Dwelling (specify) _____

11. Distance of residence to school and means of transportation

How far is the school from the child's house/residence? _____(specify distance)

What is the travel time from the child's house/residence to school? ___(specify)
What means of transportation does the child use to go to school? (please circle)

Walk	Car	Motorcycle
Bicycle	Pedicab	Public bus

Others (specify)_____

12. Has any member of the household ever dropped out of school? ____Yes ____ No

    If yes, for what reason(s) _____

13. Has the student ever attended school? _ Yes ____No;if yes, for how long _____;

14. Has the child ever dropped out of school? ___ Yes ____No;

    if yes, for how long_____;

    If yes, for what reason(s) _____

15. Is the family a member of any community development organizations? ___Yes __ No

    If yes, specify organization _____

16. Does the child have access to any type of financial assistance to attend school?
    _____Yes ____ No

    If yes, from what source(s) (specify)_____

17. If the child has ever attended school, was the child frequently absent? __Yes __ No

    If yes, why _____

18. If the child has ever attended school, how frequently does/did the child fail subjects in school?

    Never _____
    Up to 25%_____
    26 - 50%_____
    Over 50% _____

19. Is the child malnourished (overly thin or short for his/her age)? ____Yes ___ No

20. Does the child have access to a lunch program? Yes No

    Does the child eat lunch regularly? Yes No

21. Does the child have any disabilities? If yes, please specify _____

    _____

22. Is the child affected by any chronic infection?

If yes, please specify _____, **OR**

is this information confidential?_____Yes



Tool 3.3
Actions for Getting All Children in School

Now that we have identified which children are not coming to school and some of the reasons why this may be the case, we can now start planning how to get them in school. This section begins by describing the action planning process (also called micro-planning), followed by some ideas of actions that you might try, or adapt, for your school and community.

Action Planning

In the previous Tool, we used school-community mapping to locate which children are not in school. We created a map with the help of community members or our students and shared our information with others. We also collected information about each child who is not in school, created child profiles, and identified some of the barriers that are keeping them out of school. Now, we need to begin taking action to remove these barries. To do this, you can follow the steps below to and create an effective action plan.[3] This process is similar to that described in Booklet 1 of this Toolkit on steps for planning an inclusive, learning-friendly environment. The following tool, however, has been adapted for you to specifically start working to remove barriers to inclusion and get all children in school.

1. Form a team of persons who will help you to reflect on the information collected through school-community mapping and child profile, as well as to plan suitable actions. These may be the same persons who were a part of the ILFE creation process described in Booklet 2, or the ones who were specifically involved in the mapping exercise. Alternatively, you might want to expand your team to include other persons who might be very helpful in planning and particularly undertaking actions.

[3] Adapted from: Toolkit for Assessing and Promoting Equity in the Classroom, produced by Wendy Rimer et al. Edited by Marta S. Maldonado and Angela Aldave. Creative Associates International Inc., USAID/EGAT/WID, Washington DC. 2003.

2. Divide this team into groups according to their roles or interests, for instance, school teachers, community women's group members, community leaders, school children, persons from the private sector, etc.

3. Next, each group should brainstorm a list of actions that they can take—as a group—to get all children in school and learning. Each group should consider the challenges in implementing each action. What is the likelihood of success? What are the obstacles to implementing each action? How can these obstacles be avoided? In order to avoid designing action plans that fail, it is important to consider these obstacles.

4. Once each group has decided on some possible actions for getting these children in school, bring all of the teams back together to share their ideas. Working together, identify which actions can be practically undertaken by considering the following issues and any others that you think are appropriate.

    a. Which actions can have the greatest impact on the most children, or which actions should be given the highest priority in your particular situation? You might want to even begin by prioritizing your actions.

    b. Are there any actions that are similar between groups that could be joined together? Working together on similar actions can help intensify efforts, save resources, and increase the potential for success.

    c. Which potential actions show the greatest likelihood of success and should be started first? The best strategy is to start simple, to achieve success, and then to go on to a more difficult action. In short, build on success! For instance, it might be better to start by making the school more accessible for children with disabilities and then to go on to the more difficult challenge of improving attitudes towards having children with disabilities in the classroom.

    d. Which actions can be undertaken using existing resources? Which ones will require outside help? To get those outside resources, oftentimes it is necessary to show potential donors

that you are working the best you can with what resources you already have. Hence, start with what you can do now, while working towards gaining what is needed from others in order to undertake later actions.

5. Next, everyone should work together to develop plans for the actions that were decided on above. These action plans should contain the following elements.

    a. The objectives that you want to accomplish; for instance, to increase access to school by children with diverse backgrounds and abilities.

    b. The strategies or methods that are needed to implement activities; for instance, meetings with parents of children with diverse backgrounds and abilities to find out the children's needs; followed by meetings with school administrators and teachers to assess school facilities and what activities should be undertaken to make them more accessible and learning-friendly.

    c. The specific activities and their timing, such as those mentioned above.

    d. The target people you will be trying to reach (for example, parents of children with diverse backgrounds and abilities and the children, themselves) and those involved in the activities (school administrators, teachers, PTA members, students, etc.).

    e. What resources you will need and how can you get them.

    f. What criteria will be used to evaluate the success of your action plan (for instance, all children in school).

6. Especially if several teams will be working on different actions, make sure that they have regular opportunities to share their experiences. Opportunities may arise to link actions between teams.

7. Provide opportunities for all teams to step back and observe what they are doing; to reflect on what is being, or has been, done; and to assess their level of success (what's working, what's not). Use this information to decide whether to continue an activity as planned or to change it, and then apply that decision (do it!).

Ideas for Action

This section is an "**idea generator**." It briefly looks at some of the major barriers to inclusive learning that we discussed earlier, and then presents ideas of how they might begin to be overcome based on the experiences of schools and communities who are working to promote inclusive learning. These are ideas that you should consider, and expand upon, based on your own situation. They also can be used as a starting point for action planning.

Child Environment

Birth Registration. Children without birth certificates may not be able to go to school, or they may only be allowed to attend school for a limited number of years. What can we do to help these children?

- Work with communities and local government agencies to conduct annual "birth registration drives" so that all children have birth certificates.

- Contact community health centres and hospitals and work with them to develop strategies to encourage new parents to register their children at birth.

Discrimination and Stigmatization due to HIV/AIDS. Children affected by HIV/AIDS are less likely to attend school. They may need to care for a family member, or they are even actively excluded from school due to fear. What can we do to help?

- Work with local AIDS organizations to conduct HIV/AIDS sensitization workshops in your school and community to raise awareness and increase knowledge.

- Discuss the needs and concerns of parents whose children are not HIV affected (they have rights too!), and how these can be accommodated when HIV affected children come to school.

- Develop and enforce school health policies that welcome HIV affected children into school, accommodate their needs, and protect them from discrimination and violence.

- Establish peer counselling clubs as in the following case study.

Learning From Experience: The Thika HIV/AIDS Project.

FAWE Kenya (FAWEK) chose to work in Thika District because 17% of primary school kids and 22% of secondary pupils were HIV infected. FAWEK targeted primary school children in their early adolescent years (10 - 13 years) with the goal of establishing peer counselling clubs. The clubs would provide an avenue for young boys and girls to acquire basic knowledge, skills, and attitudes on adolescent sexuality, reproductive health issues, and sexually transmitted diseases including HIV/AIDS. The project targeted upper primary classes so as to emphasize abstinence and learning to say **No** to sex, which is the key route of HIV/AIDS transmission.

A workshop was organized for 64 teachers from 32 primary schools. The teachers subsequently served as patrons of the peer counselling clubs in their schools and provided guidance and counselling services. Through a highly participatory workshop, the teachers were equipped with knowledge, skills, and attitudes in HIV/AIDS counselling and were given resource materials to use in their schools.

Sixty-four pupils, a girl and boy from each of the 32 schools, accompanied by one teacher, participated in a two-day workshop. The teacher later served as the chief patron of the peer counselling clubs and the pupils as leaders of the clubs. An exhibition on HIV/AIDS, a video film "Bush Fire" and student presentations of poems and skits with HIV/AIDS messages supplemented the training. The girls and boys trained as peer counsellors, along with their teachers, are now creating awareness on HIV/AIDS on a larger scale, starting at their schools.

They use songs, poems, drama, debate, and talk shows, as well as counselling. Each of the 32 schools has an average of 250 girls. The project has reached about 8,000 girls and 800 teachers. Peer counsellors are given time during school assemblies and parents' meetings to make presentations. The impact is being felt beyond the schools, and messages are being transmitted in churches, market places and communities.

HIV/AIDS and Girls' Education: The FAWE Kenya Experience.
Forum for African Women Educationalists. Nairobi, Kenya. www.fawe.org

Fear of Violence. Children may not want to come to school if they are afraid of violence. What actions can we take to understand our school's situation better?

- Work with children and community members to map where violence occurs on school grounds, as well as in returning to or coming from home (discussed in more detail in the Booklet 6 on creating a healthy and protective ILFE).

- Work with community leaders and parents to establish "child watch" activities, where responsible teachers, parents, or other community members watch over areas of potential or high violence within and outside of school. This may include escorting children to safe areas when needed.

Illness and Hunger. Children who are hungry or sick do not learn well, especially those from hard core poor (urban and rural) families. What are some of the actions we can take to help these children (NOTE: additional actions are discussed in the Booklet 6)?

- Establish school feeding for learning programmes that provide regular, nutritious lunches or snacks. These may benefit girls, in particular.

- Work with local health service providers to establish regular health, dental, and nutrition screening and treatment programmes.

Pregnancy. In some countries and communities, girls who become pregnant are not allowed to come to school even though they have the right to be educated. The first step to ensure that this right is fulfilled is to establish school health policies that guarantee the further education of pregnant schoolgirls and young mothers. Steps in the policy making process are discussed in Booklet 6.

Family Environment

Poverty. While education can contribute to reducing poverty, poverty effectively blocks the education of many children. Since the root cause of poverty is economic, effective strategies to reach poor children and get them in school often must be based on short- and long-term economic incentives for the child and his or her family.

In Thailand, child-friendly schools are using information about children's learning achievements and their family backgrounds to identify those children who are learning poorly and are most likely to drop out, often because their families have little money and value their children's labour over their education. These children are given priority for livelihood skills training in such areas as silk and cotton weaving, sewing, woodworking, agricultural production, typing, computer training, and the like. This training increases family income while the children are in school, and it provides the children with skills that they can use throughout their lives. Some of these children have even received national and regional awards for their work. In some schools, family members of these children serve as "teachers" in teaching the children time-honoured skills, such as how to dye silk thread and weave it into traditional patterns. Such participation increases the value of the school in the eyes of parents through improving livelihoods and stressing the value of maintaining important cultural traditions. It also increases communication between parents and children about what the future—and the children's education—can bring to the family. **Can a similar strategy become a part of your school's curriculum?**

Value of Education. Poor parents often cannot provide even the basic necessities of life. Hence, children may become immediate sources of family income at the expense of their education. This occurs especially

when families, or even the children themselves, do not feel that education fits the needs of their daily lives. Hence, they do not value education and do not understand why children should go to school. What are some of the things that can be done to help these children?

- Incorporate "community walks" into lesson plans, where children visit the community to learn how certain lessons are important for their daily activities.

- Encourage parents and other community members to be "assistant teachers" in the classroom who share their local wisdom, explain its importance to life, and discuss its relevance to what is being learned in class.

Inadequate Caregiving. While the best care a child can receive should come from his or her parents, sometimes this is not possible, especially when parents must leave home for work. In such cases, the children may be placed in the care of persons whose knowledge, limited resources, and attention may not be adequate in providing suitable care. What are some of the actions that can be undertaken to help these children?

- On special days, invite caregivers to visit the school. Show them the children's work, and give informal talks or participatory learning sessions on improving children's health and well-being through better caregiving.

- Encourage regular "teacher-caregiver" conferences to discuss children's learning progress and how better caregiving can improve it.

- Obtain childcare materials from government agencies and non-governmental organizations. Use them in school health or family life education programmes with children, and regularly send them home with children to read to their family members.

Community Environment

Gender Discrimination. In some societies, if a choice has to be made between sending a boy or a girl to school, the boy is most often chosen. Girls are more likely to care for their families and work. This is not always the case, however. In Mongolia, for instance, boys often drop out early to begin working for their families, while girls continue their education. What can we do to encourage these children's equal access to school?

- Monitor attendance and collect information on girls and boys who are not in school (for example, through child profiles).
- Mobilize community (and especially religious) leaders to encourage girls and boys to attend school, maybe as part of establishing community education committees or as a PTA activity. Provide them with media materials for household distribution that show the value of education for girls and boys.
- Relate what is being taught in the classroom to the daily lives of the children and their families to encourage parents to send their daughters and sons to school.
- Advocate with parents to protect and provide for all of their children equally.
- Talk with parents to see if household tasks can be rearranged so that girls and boys can attend school regularly.
- See if a flexible school timetable is possible for girls or boys who have many other responsibilities. Work with local organizations to organize community activities that will give girls and obys the time they need to attend school, such as child-care programmes.
- Identify and support local solutions, such as organizing alternative schooling of good quality like home-based schooling where girls or boys cannot attend formal schools.
- Encourage the establishment of incentive programmes for girls and boys, such as small scholarships, subsidies, school feeding programmes, and donations of school supplies and uniforms.

Cultural Differences and Local Tradition. Inclusive schools embrace diversity and celebrate differences. For children who may speak another language or are from a different culture, we need to put special emphasis on the following.

- Work with parents and community members to modify class lessons and materials to represent the diverse cultures and languages of the community. This will help ensure that the community will find the materials authentic and useful, and it will encourage them to send their children to school. Ways for doing this are presented in Booklet 4 of this Toolkit.

- Use local stories, oral histories, legends, songs, and poems in developing class lessons.

- For children who do not speak the language of instruction in your classroom, work with bilingual teachers or others who speak the child's language (even family and community members) to develop an appropriate language-training curriculum for the classroom.

School Environment

Costs. For many poor families, the direct and indirect costs of sending their children to school may be overwhelming. What are some of the things that can be done to help these children?

- Discuss with school administrators, parents, and community members about what direct and indirect costs may be keeping children away from school.

- Identify ways to reduce (or waive) these costs; for example, through incentive programmes—like small scholarships, subsidies, food, school supplies, and uniforms—possibly coordinated through local charitable organizations.

Location. In rural areas especially, if the school is located far away from the community, families may not want to send their children to school. What are some of the actions that can be started to help these children?

- Find out which children are located the furthest away from school, such as through school-community mapping and child profiles.

- Work with parents and community members to identify ways to get these children to school and then home again safely.

Scheduling. Some children may want to study. But because school timetables and calendars conflict with their work schedules, these children cannot learn during regular school hours. Moreover, girls as well as boys may drop out when school conflicts with family duties. What are some of the things that can be done to help these children?

- See if a flexible school timetable is possible for children who need to work.

- Talk with local social service or charitable organizations to see if learning programmes already exist for children who need to work or live on the streets, or if these programmes can be established; for instance, after-school or weekend programmes whereby school children "teach" their out-of-school peers at local child or youth centres.

Facilities. If our schools do not have adequate facilities, this may be one reason why some children do not come to school. Consequently, we need to understand the ways in which the social and physical environments of our schools can be changed to include all children. For instance, if a child with a physical disability cannot attend a class on the second floor of a school, one solution is to simply switch the second floor classroom to the first floor. What are some of the actions that can be done to help these children?

- Work with families and community leaders to construct safe water supplies and separate latrine facilities for boys and girls (see Booklet 5).

- Determine the physical and emotional needs of children from diverse backgrounds and varying abilities. Identify how the school can be work to accommodate their learning needs.

Preparedness. Oftentimes schools are reluctant to fully include children with diverse backgrounds and abilities in their classrooms because the teachers do not know how to teach children with different learning needs and learning speeds. What can be done to help these teachers and children?

- Find out which children are not coming to your school and why? What types of backgrounds and abilities do they possess? What are their individual learning needs?

- Contact government education agencies, local non-governmental organizations, teacher training institutions, local charities, foundations, or even international agencies working on improving children's education in your country. Ask them if they know of any teachers, or other experts, who are already teaching children with diverse backgrounds and abilities like your children.

- Contact these teachers and ask if you and maybe some of your colleagues can visit their school to learn how to teach children with individual learning needs. If you cannot visit these schools because it is too expensive, ask if they can send you any resources that you can use in your classroom, such as sample lesson plans, descriptions of teaching methods, or samples of instructional materials that you can easily reproduce.

- If the resources are available, ask them also to visit your school to get their advice, as well as to talk with school administrators and other teachers about the value of teaching children with diverse backgrounds and abilities.

- When working with children, focus on what the child CAN do, rather than on what he or she can NOT do. This applies for all children, not simply those with diverse backgrounds and abilities.

- Above all. Don't become disheartened. Build networks and a good relationship with those who know how to teach children with diverse backgrounds and abilities, and keep in contact with them.

What a teacher can do for children with disabilities to increase their access to school and learning potential

1. Children with disabilities sometimes find it difficult to get to school. Try to organize transportation to school and make school accessible by ramps, and other resources that respond to specific needs.

2. When a child with a disability first comes to your school, talk with the family member who is with the child. Find out what the child's disabilities are and what he or she can do despite the disability. Ask about any problems and difficulties that the child may have.

3. When the child starts school, visit the parents from time to time to discuss with them what they are doing to facilitate the child's learning. Ask about plans for the child's future. Find out how you can best work with the family.

4. Ask if the child needs to take any medicines while in school.

5. If you do not have enough time to give the child all the attention he or she needs, ask the school or community to find a helper for you. The helper could give the children the extra help needed during school hours.

6. Make sure that the children can see and hear you when you teach. Write clearly so that they can read what you are saying. Also, let a child with a disability sit in the front of the classroom so they can see and hear better.

7. Find out if the child and the parents have problems about schooling. Ask if the family thinks that other school children are helpful to the child and whether the child gets on well at school.

UNICEF. http://www.unicef.org/teachers/protection/access.htm



Tool 3.4
What Have We Learned?

Barriers to inclusive learning may be visible, such as a physical disability; more hidden, such as inadequate caregiving or malnutrition and their affects on learning and attendance; or even generally accepted and largely unrealized, such as traditional attitudes, gender roles, or the customary roles and responsibilities of children in their families.

Children can be excluded from school for many inter-related reasons, nut just one, and we may never have thought that these reasons existed. For instance, **cultural traditions** may dictate that children living in rural communities are expected to begin their working lives in childhood and not attend school. This may be particularly the case if families are **poor**, they cannot afford the **cost of schooling**, and they **do not value education** for the children's future.

Barriers to inclusion may exist at several levels and must be addressed at several levels. For example, when our **schools** do not provide a rewarding, quality education to meet the felt needs of a child and his or her **family**, the child may drop out, especially if he or she is from a minority culture and teachers and other **community** members do not want to be bothered with having to deal with him or her.

Even a single child may be faced by many inter-related factors that reduce even more their chance of attending school. For instance, a great deal has been written about the "double discrimination" or "multiple discrimination" faced by girls with disabilities, or by girls who must care for family members with disabilities or those affected by HIV/AIDS. In some cultures, girls are discriminated against from birth, have lower life expectancies, and receive less care, especially if they are disabled. They may be considered an extra burden or cause of despair, and their rights are less likely to be upheld. These problems are compounded if they are street children, working children, or from minority ethnic groups.

In all of these cases, special efforts are needed to identify these children, and several actions may need to be taken simultaneously to help get these children in school.

The first step in making our schools more inclusive is to find out which children are not coming to school. School-community mapping is a valuable tool for finding these children, and it can be done either as a school-community activity (community-to-child) or a classroom activity (child-to-child).

To understand why children are not coming to school, we need to take a child-centred approach. We need to learn what individual (child), family, community, and school factors most commonly block children from coming to school. These factors are the starting points for change and building inclusive schools.

The Tools in this Booklet also have taken you to the point of drawing up a plan of action for reducing barriers to inclusive learning in your school and community. To start this process, consider the following questions and agree on practical actions that you and your colleagues can take in your context.

- What have you learned from the Tools thus far?
- What are the key lessons for your context?
- What might be the main obstacles to inclusive learning and getting all children in school in your context?
- What are the main challenges facing you and your team?
- What steps are you going to take?
- What will be your indicators of performance or success?
- What specific activities could you plan for the next (school) year?
- When and how will you evaluate the progress that has been made?
- These plans and actions also may help you to make your classrooms more inclusive, a topic that is discussed in Booklets 4 and 5.

Where Can You Learn More?

The following publications and Web sites are valuable resources for getting all children in school.

Publications

Govinda R. (1999) Reaching the Unreached through Participatory Planning: School Mapping in Lok Jumbish, India. Paris: International Institute for Educational Planning/UNESCO.

Hart R. (1997) Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care. New York: UNICEF and London: Earthscan.

Mathur R. (2000) Taking Flight. Education for All Innovation Series No. 14. Bangkok: UNESCO Principal Regional Office for Asia and the Pacific.

Rimer W et al. (2003) Toolkit for Assessing and Promoting Equity in the Classroom, Edited by Marta S. Maldonado and Angela Aldave. Washington DC: Creative Associates International Inc., USAID/EGAT/WID.

Staff Development Division, Bureau of Elementary Education, Department of Education, Philippines, and UNICEF. (2002) Student Tracking System Facilitator's Manual. (A good source for learning about how to develop child profiles.)

UNESCO (2003) Sharing a World of Difference: The Earth's Linguistic, Cultural and Biological Diversity. Paris.

Volpi E. (2002) Street Children: Promising Practices and Approaches. WBI Working Papers. Washington, DC: The International Bank for Reconstruction and Development/The World Bank.

Web Sites

Barriers to Girls' Education: Strategies and Interventions. UNICEF Teachers Talking About Learning. http://www.unicef.org/teachers/girls_ed/barriers_02.htm

Child Protection. UNICEF. http://www.unicef.org/protection/index_bigpicture.html

Children as Community Researchers: Creating a Community Base Map. UNICEF. http://www.unicef.org/teachers/researchers/index.html or http://www.unicef.org/teachers/researchers/childresearch.pdf

Equity in the Classroom, A Semi-Annual Newsletter, August 2000. Creative Associates International, Inc. This newsletter gives valuable insights and case studies on the challenges of bilingual education and strategies for teaching linguistically diverse learners. It can be accessed at: http://www.caii.net/EIC/Resources/eicnewsJuneweb.pdf

Gender in Education: Promoting Gender Equality in Education. UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, Thailand. http://www.unescobkk.org/gender

HIV/AIDS and Policies Affecting Children. http://www.hri.ca/children/aids/factsheet_detail.htm

Leslie J and Jamison DT. Health and nutrition considerations in education planning. 1. Educational consequences of health problems among school-age children. http://www.unu.edu/Unupress/food/8F123e/8F123E03.htm

Save the Children (UK). Schools for All. www.eenet.org.uk/bibliog/scuk/schools_for_all.shtml

UNICEF Teachers Talking About Learning. http://www.unicef.org/teachers

United Nations
Educational, Scientific and
Cultural Organization

Bangkok Office
Asia and Pacific Regional Bureau
for Education

Booklet 4 :

Creating Inclusive, Learning-Friendly Classrooms



Inclusive
Learning-Friendly
Environments

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Tool Guide

This Booklet will help you to understand how the concept of learning has changed over time as our classes have become more child-centred. It will give you tools and ideas about how to deal with children with diverse backgrounds and abilities that attend your class, as well as how to make learning meaningful for all.

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Tool 4.1
Learning about Learning and Learners

Learning and Teaching

In this Toolkit's Introduction, we said that "inclusive" meant including not only children with disabilities in the classroom but ALL children with diverse backgrounds and abilities. Actually, getting these children into our classrooms is only half of the challenge. The other half is in meeting all of their different learning needs, as well as in giving individualized attention to those children who are usually excluded from the classroom or from participating and/or learning in the classroom.

Our classrooms are diverse in terms of the types of children we teach and the ways that they learn. New research tells us that **children learn in different ways** because of either hereditary factors, experience, environment, or their personalities. Consequently, we need to use **a variety of teaching methods and activities** to meet the different learning needs of our children.

At first, this can be a frightening idea. Many of you may be working in large classrooms and may wonder, "How can I use different teaching methods to suit individual children when I have over 50 different children in my classroom?" Actually, this is one of the reasons why some of us may resort to "rote learning." We simply repeat information over and over, and have the children repeat it to us over and over again, hoping that they will remember it. While this may be an easy method for managing many children, be honest, it IS boring for our children and for us. Sooner or later, there is no enjoyment or challenge for us in teaching and definitely no enjoyment or challenge in learning for children.

To change this situation, we need to learn new ways of teaching and use these regularly with ALL of our children. They will then enjoy the different ways that they can learn, and ALL of the children will be able to learn. Some teachers are already using a variety of different methods, and they are finding teaching to be more rewarding for them as well.

Ms. Shikha Chanda is a teacher at the Kanchijhuli government primary school of Mymenshingh district, which is about 120 kilometers away from Dhaka City, the capital of Bangladesh. She has been there for several years, but recently she was astonished to see the excitement of her pupils as they filed into class each morning. Her children are 6-10 years of age. She has been learning about learning in the IDEAL project and trying to apply her new-found knowledge about new approaches to learning in her classroom. She is happily surprised by the results.

"The IDEAL project trained me in this new teaching-learning approach and I noticed the difference immediately. Before, my children were listless and became tired very easily from the constant lecturing and repetition of the lesson. Now they look alert and speak out and are no longer shy."

Multiple Ways of Teaching and Learning in Bangladesh.
http://www.unicef.org/teachers/forum/0301.htm



Reflection Activity: How Were YOU Taught?

Think about how you were taught in school and how you were taught to teach. Write down how you felt about these methods.

	Teaching method(s) used	Comments. Were these methods teacher-directed (like rote memorization) or child- (learner-) centred?
When you were at school		
During teacher training		

Which of these teaching methods helped you to learn the best? Are you using these in your classroom? How are your children responding to these methods? Are they actively and happily learning, or are they just sitting quietly listening to you? How are they performing well on their examinations, quizzes, or other assessments?

How Children Learn

No child is "learning impaired." Given the right conditions, ALL children—girls and boys—can learn effectively especially when they "learn by doing."

For many of us, we learn best by "learning by doing," that is, through actually doing activities and gaining experience. This is what we really mean when we talk about "active learning," "children's participation in learning," or "participatory learning." It's getting children to learn new information through different activities and teaching methods. These activities are often linked to children's practical experiences in everyday life. This linkage helps them to understand and remember what they are learning and then to use what they have learned later on in life.

What are some of the different ways that children learn? Knowing these different ways will help us to develop learning activities that are more meaningful for children **and** us. They will help especially those children who have traditionally been excluded from learning but who we want to keep in our inclusive, learning-friendly classrooms.

Sensory Learning: Sight, Sound, and Movement

What are your children doing when they first come into your class in the morning? Hopefully they are looking at you (sight), listening to you (sound), and watching what you and others are doing (movement). THEY ARE LEARNING!

These three senses—sight, sound, and movement—are all important in helping children to learn. For children with disabilities, they learn in the same way as non-disabled children. However for these children, one of their senses—hearing, sight, or movement—may be more limited, and they may learn at a slower pace than their peers without disabilities.

Over the years, we have learned that 30% of children learn successfully when they hear something, 33% when they see something, and 37% through movement. As the old saying goes, "I hear and I forget; I see and I remember; I do and I understand." This is very important! If we only teach children by having them listen to us, then only about one-third of our students is learning anything. The same situation exists when we ask them only to write something down in their notebooks.

Shikha in Bangladesh understands that different children learn in different ways, so she varies her teaching: "We don't just use the chalk and board method. Teaching through song, dance, recitation, and acting is much more fun, and it is very easy because the children really concentrate and feel they are learning through joyful activities."

For teachers, this means that when we are planning lessons, we need to plan to use visual materials (posters, drawings, etc.), to use tasks that involve discussion (hearing and listening), and to provide opportunities for movement of some form (for example, drama or dance that is possibly linked to the different cultures represented in your classroom).

Remember that some children may have sight or hearing difficulties and will not receive the same sensory input as other children. Ask yourself, "What activities will be relevant to them, and how can I as a teacher adapt an activity to make it more relevant so ALL of my children can learn?"

Multiple Ways of Learning

We know that some children learn best through reading and taking notes, others through studying visual materials, and still others through body movement (dance, sports) or musical activities. Some like to work on problems individually, while others like to interact with others to find solutions. Hence, children learn in many ways.

If we can observe or discover the many ways by which children in our inclusive classrooms learn, we can help ALL children to learn better, and we will gain greater satisfaction from teaching.

Shikha, from Bangladesh, noted that before she began changing her approach to teaching, attendance was low, yet now it has increased and more children attend school regularly. "Now they are eager to come to school. Before the new system, the teachers would come into the class and tell the children to just get on with their reading and our aim was to keep everyone quiet and studious. Now most of the teaching is through participatory techniques and activity based learning."

Active and participatory learning can use the many ways that help children to learn. Seven pathways by which children learn include the following.

- **Verbal or linguistic**, where some children think and learn through written and spoken words, memory, and recall.
- **Logical or mathematical**, where some children think and learn though reasoning and calculation. They can easily use numbers, recognize abstract patterns, and take precise measurements.
- **Visual or spatial**, where some children like art, such as drawing, painting, or sculpture. They can easily read maps, charts, and diagrams.
- **Body or kinaesthetic**, where some children learn through body movement, games, and drama.
- **Musical or rhythmic**, where some children learn best through sounds, rhyme, rhythm, and repetition.
- **Interpersonal**, where some children learn easily in groups through cooperative work. They enjoy group activities, they easily understand social situations, and they can develop relationships with others easily.
- **Intra-personal**, where some children learn best through personal concentration and self-reflection. They can work alone, are aware of their own feelings, and know their own strengths and weaknesses.

When children learn, they may use several pathways to help them to understand and remember. Therefore, it is important for us to use different teaching strategies that cover a mix of these learning pathways.

Shikha has tried to apply her understanding of multiple pathways to learning:

"From the topic of the lesson and what the children need to learn, I think through the seven pathways to learning and try to build around them activities that are relevant to the topic. For example, a topic in one of my social studies classes dealt with the seasons and seasonal fruits. The children and I wrote a poem on fruits, while some designed and produced colourful fruit masks. Each child chose a favourite fruit, put on a mask and played a fruit role. The children worked in groups and did some reading and writing as well.

A similar approach was used for the topic 'Occupations in our community.' Children named the different occupations, imagined, and role-played what they would like to be, discussed them in groups, read stories about them, and played a game matching pictures with tools. I always combine language skills in social studies lessons. I am still trying things out, and I need to get our local community to understand that learning is not restricted to the classroom."

We need to develop lesson plans and manage classrooms in ways that ensure active and effective learning for all children. We'll learn more about lesson planning in the next Booklet on managing inclusive, learning-friendly classrooms. But Shikha knows the importance of lesson planning.

"Without a doubt, lesson planning is more time-consuming now, but it is fun and a challenge to my creativity. It is sometimes also difficult to get the right kind of resources that I need, but I have learned to involve the children in designing the lessons. With a knowledge of what is needed, they bring materials from home. We also develop materials together in class, such as masks for a play, tools for different occupations, games, and poems."



Reflection Activity: Improving Your Lessons

- Pick one lesson that you enjoy teaching but maybe your students are not performing up to your expectations. Alternatively, pick a lesson that you would like to teach more enjoyably.
- What are the major points (information) that you want the children to learn?
- What methods are you using to communicate this information? Why do you think they are not working? For instance, are the children only using one of the pathways of learning?
- What different activities can you use in your teaching so that children can use several of their senses (sight, sound, movement) in learning? What different pathways to learning do these activities entail? (See Shika's ideas above.)
- How can you incorporate these activities into your lesson plan?
- How can your children contribute to designing the lesson, especially those children who usually do not participate in class or those children with diverse backgrounds and abilities?
- Try out the lesson! If you feel comfortable in doing so, ask your students if they enjoyed the lesson. What activities did they enjoy the most? Can you use these activities to teach other lessons?

Barriers to Learning

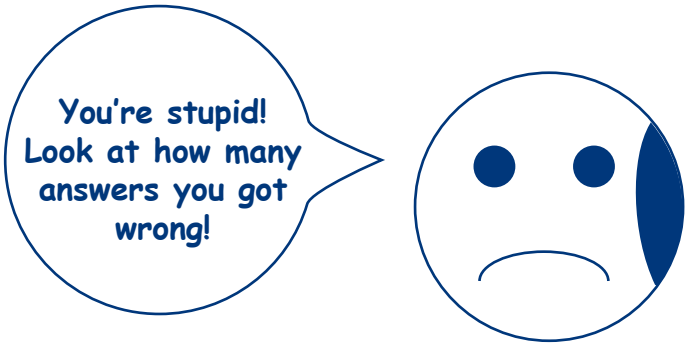
Can you remember a child in one of your classes who was unusually timid, didn't like to participate, never raised his or her hand in class, and also was not learning well? One of the reasons for this child's behaviour may be that he or she has low self-esteem. This child is not confident in his or her abilities, or he or she may think that they are not a valuable class member. Studies have shown a close relationship between how children see themselves and their learning performance. They found that a child whose

self-esteem is lowered by negative feedback (criticism) soon learns that it is better not to try. Rather than failing, the child just avoids the task.



Action Activity: The Value of Self-Esteem

Take a piece of paper and draw a simple face. This is one of your children. Think of the things that adults might say to this child that may make him or her feel badly about themselves. For each example that you can think of, or observe during the week, tear a piece of the paper away.



It only takes three or four of these comments to tear away a child's sense of self-esteem.

NOTE: You can do this activity with children to help them understand the feelings of others and how their actions affect those feelings.

When we hear negative comments being made to children, we need to turn them into positive ones. For example, the negative comment, "Look at how many answers you got wrong!" could be changed to "Look at how many answers you got right! Let's find a way for you to get even more of them right next time. What helped you to remember the answers to the ones you got right?"

Before they will fully participate in learning, children need to believe that they can learn. Children are developing their self-esteem and their identity as they grow, and adults have a strong role to play in this growth.

Children can be damaged when their sex, ethnic backgrounds, or abilities are not valued, or they are used to make them feel inferior.

We cannot give children positive self-esteem, but we can provide the right environment and conditions for it to develop. ALL children should:

- feel that they and their contributions are valued;
- feel safe (physically and emotionally) in their learning environment; and
- feel that they are unique and their ideas are valuable.

In other words, children should be valued for who they are. They should feel safe, be able to express their views, and be successful in their learning. This helps children to enjoy learning, and teachers can reinforce this enjoyment through creating a more joyful classroom. Such a classroom is one where children's self-esteem is promoted through praise; where cooperative and friendly groupings are encouraged; and where children feel successful and have fun learning new things.



Action Activity: Improving Self-Esteem

This activity can be done with teachers, students, parents, or others.

- Divide a large piece of poster paper or other suitable writing surface into three equal columns.
- In the left hand column, list situations in your classroom or school where students may NOT feel valued, safe, or unique.
- In the middle column next to each situation, list why you think that the outside environment or people make the children feel this way.
- In the right hand column, list what can be changed to make the children feel valued, safe, and unique, as well as how these changes can come about?

Use this activity as a starting point for developing action plans to improve children's self-esteem and learning in your classroom, school, and community.

Children Actively Create Their Own Knowledge and Meaning

Children learn by linking new information with information that they already know. This is called mental construction. Talking and asking questions together (social interaction) can improve learning, which is why pair and small group work is so important.

Our role as teachers is not to pour information into children's minds; neither is it right to leave children to discover everything for themselves. We should actively find ways of supporting learning that use information that the children already know (their prior learning).

A child might be slow to adjust to learning in school, and he or she doesn't know what to say when you ask a question. In this case, you will need to establish a good relationship with the child so that you can understand how the child learns best. For example, what simple tasks can this child do? What letters in the child's name does she know and can copy legibly? Which numbers does she know and can associate with simple objects in the room? What are the special things this child likes and can talk about to the teacher, to another child, or even to a simple hand puppet in the classroom? Can this child sing or play games?

In addition, how can we relate school to the child's home and community?



Action Activity: Linking Home and the Classroom

In the table below, list activities that your children may have learned at home and that they could also use in school.

How can you incorporate this information into your lesson plans? How can you involve your children in designing the lessons?

Name of child	What has this child learned at home?	How can this be used at school?

No child comes to school who has not learned anything at home or in their community. Whether in school or out of school, children respond to new situations in many different ways. Some of these ways will be useful in school, while others may not. It is our responsibility to find out what the child knows and what skills he or she has learned already. We can then build upon their knowledge and skills in teaching them new things. But to do this, we must closely observe our children and how they learn new ideas, skills, and values. In many cases, the experiences of girls will be quite distinct from those of boys.

In school, our children are faced with many tasks that may be very different from the tasks and problems they must solve during their play. Some children may never have held a pencil before; others may never have seen a book; still others may not speak the language that you and their classmates speak. Consequently, it is very important to build many links between what children already know and can do well and the new tasks that your classroom and lessons require. How can this be done?



Action Activity: Building Links for Learners

At a basic level, schools are expected to teach children how to read and to use numbers. When children come to school, and even on their first day of school, what are some simple activities that you can do so that your children will be successful in learning to read and use numbers? Here are some examples. Can you think of others?

- With children, label objects around the room with the names that we give them (in the language or languages that the children use), for instance, desk, chair, children's names on desks, chalkboard, numbers grouped with objects, etc. Which children can associate the objects with the words that stand for them?

- Make sure you tell each child at least one thing that they can do well.

- Write out the words of a song that children already know or can learn quickly. See who can guess which words are which. New words can be introduced within a song that children already know well. Singing is an important part of learning because it aids children's breathing; builds vocabulary, rhythm, and rhyme; and develops solidarity within the class.

- Be clear in giving directions in the classroom. Organize older children to help younger children understand the directions that you give.

You may have a child arriving in your class who cannot speak the language of the classroom. In this case, it is very important to find out what this child can do. It is useful if you can speak to the child individually, using his or her name, and in their own language. If this is not possible, seek out other children or even others in the community who can help you to communicate and to make the links between his or her language and your classroom activities. For instance, can you use a song in the child's native language to teach the child new words that are used in your classroom's language of instruction? The words to the song that the child already knows in her or his native language can be substituted gradually with those of your classroom's language. Can you use this song to teach all of your children about the value of different languages?

By creating simple tasks that children can successfully achieve, and especially at the beginning of the school year, even the most timid child will be off to a good start. They will be confident that school is a good place to be, a place where they can feel safe, and a place to explore and learn. It's LEARNING-FRIENDLY!

Tips for Teaching and Learning

- Lessons need to be structured around "big ideas" rather than unconnected pieces of information. In this way, children have an umbrella under which they can fit new information with what they already know. A big idea can be something like "water is important to life," and the topic could be "today we will learn how to keep water clean."
- We need to consider children's developmental needs. Some children will need more time to progress than others.
- We need to be facilitators of learning and recognize the unique characteristics of our learners. The learning environment should support all learners.
- Students need to talk together with their teacher and with one another during activities that are both individual and team-oriented.
- We need to plan activities that encourage ALL children to work as a team, such as working in pairs or small groups on relevant tasks.
- Students must be able to find the curriculum useful to them, be encouraged to ask questions and consider information, and be able to construct their own understanding of the subject matter.
- We need to ask good questions to allow students to explain their ideas. Rather than asking questions that require a "Yes" or a "No" answer only, we need to ask open-ended questions to allow children to express their views, ideas, and opinions; for instance, we can ask questions that end with "what do you think?"
- Thoughtful questions asked by the teacher and active discussion among students will stimulate children to search for information. Interacting with others, receiving new information, and reflecting on ideas help children to construct new knowledge.

REMEMBER: Before starting a new topic, you need to ask all of your children what they already know about the topic. Asking this question will help children to relate to the topic, if it is a familiar one, and help them to understand and learn more quickly. Much of their knowledge may have been learned outside of the classroom, such as in their homes and communities. This information will help us to link what they already know from everyday life to what new knowledge we are trying to teach them. Moreover, some children may be "experts" on certain topics, such as fishing or growing vegetables, and these children should be given opportunities to present their knowledge for the benefit of others in the class.

In addition, children will learn better through **cooperative** learning ("we can do this together") rather than competitive ways of learning ("I'm better at this task than you because you are …."). If organized well, small group work encourages children to work and learn together. This interaction is especially important when the groups contain both boys and girls or when they contain children with diverse backgrounds and abilities. Moreover, cooperative learning can improve discipline in class because children are working together rather than being disruptive. This gives us time to support individual children or smaller groups.



Tool 4.2
Dealing with Diversity in the Classroom

Valuing and Encouraging Diversity

All classrooms are diverse because all children are unique. The diverse classroom can have positive benefits for all learners. Children have different experiences, skills, knowledge, and attitudes. All children can contribute and bring some ingredients to the learning "soup." The teacher serves as a facilitator who provides the right environment and opportunities for all children to learn actively.

Children (and sometimes adults) need to learn that diversity is a gift, not a liability. In Booklet 2 under Tool 2.2, we learned an activity called "Playing Favourites" where parents and even children learn what it means to be excluded and why inclusion is important for everyone. Similar activities, like the following, can be undertaken to help children and parents understand the value of diversity.



Action Activity: Gift Giving - Getting to Know Each Other

Teachers in a cluster group can use this activity when they meet for the first time. They can also use it when they meet their students at the start of a school year or even at the first Parent-Teacher Association meeting.

For this activity, participants work in pairs. They should ask each other open-ended questions to find out what special qualities each person has that would benefit the group. The final statement should be written on a small "gift card" and state something like:

"My friend's name is ……. and he brings the gift of patience."

"My friend's name is ……..and she brings the gift of a sense of humour."

Each pair of participants then takes turns in presenting each other's skills to the entire group. They should talk about how these skills can benefit everyone. The teacher, or other facilitator, should also have decorated a box into which each participant drops his or her gift card after presenting their friend to the whole group.

This activity can highlight the need for teachers to value all children in their class, and that many personal qualities are not obvious to the casual observer. Our responsibility is to scratch the surface and discover the unique quality that each child possesses. We can then set up learning experiences that allow these qualities to be developed and used.



Action Activity: Yellow Pages - Getting to Know Each Other and Learning from Each Other

In this activity, participants are organized into pairs and are asked to think about their talents, interests, or hobbies. They then describe to their partner some aspects of their interest and teach them something that they did not know. If possible, each participant should have a yellow piece of paper to write on. They should listen to their partner first and then write the talent or skill at the top, followed by their partner's name, and a few things that they learned about the skill. For example,

Skill: Catching fish

Jan Mouzinho
What I learned….
Better to fish at night.
Calm water is good.
Wait for the moon.
Different bait for different fish.

After the partners have finished talking about their interests, and depending on the time available, the facilitator can ask a volunteer to come to the front of the room. Other participants can then ask up to five questions to try to discover her partner's talent. Alternatively, the volunteer can act out her partner's talent, and others can guess what it is. The yellow pages can then be grouped on a board in clusters, such as all

gardening skills together, all skills in the arts, or all skills in sports together, and so forth.

What can we learn from these activities?

In East Timor, teachers mentioned that:

- We learned to listen to each other;
- We got to know each other better;
- We learned to communicate better, verbally and non-verbally;
- We are a good team with many talents;
- We learned to ask open questions; and
- We learned from each other.

The facilitator can mention that one of the most important lessons is **we can see that everyone has a talent, and these talents can be used in our work as teachers and learners.**

Teachers must assume that every child brings something positive with them that they can contribute. However, the teacher must discover it. Children can also be peer teachers, and they can learn from each other.

Including Different Kinds of Thinking, Learning, and Knowing in the Classroom

In the previous Tool, we learned that **children learn in many different ways and at many different levels**; that is, there is diversity in learning. Consequently, we as teachers need to devise different ways of learning using different teaching methods, so that all children can understand the information we are teaching and can learn in a meaningful way, especially those with diverse backgrounds and abilities.

The range of teaching-and-learning activities in the classroom runs from memorization and repetition all the way to solving problems and thinking creatively.



Memorization **Analysis** **Synthesis** **Problem solving**

In our classrooms, we can look for ways to address this entire range. For example, we can:

- **use blocks, models, and other objects to teach mathematics**, which taps into children's fine motor skills and their visual understanding;
- **invite children to talk about (or write about) ideas and processes in mathematics**, which links their verbal thinking to understanding mathematics concepts;
- **ask children to draw pictures for the stories that we read to them**, which connects their visual thinking to the words and events in the story; and
- **guide children in making maps of the area around school**, which links their experience of movement in space to visual and mathematical concepts. When children survey their community, identify problems within it, and use their skills cooperatively to suggest solutions to these problems, they are learning how to apply what they learn in school. Apart from being good education, this process helps the community to understand the work of the school, and they may be more motivated to support the work of teachers (see Booklets 3 and 6).

For your classroom to be fully inclusive, you need to make sure that the curriculum is accessible to and relevant for ALL children in terms of what you teach (content), how you teach it, how the children learn best (process), and how it relates to the environment in which the children are living and learning.

We also need to consider those children who have learning difficulties or show learning faltering. Are we planning for those children who may have difficulty with the standard curriculum, such as those children with visible physical, sensory, or intellectual impairments, or children from poverty-stricken families, or those who do not speak the language of instruction? Will the curriculum still be accessible to these children as well as others? How can we go about this?



Action Activity: Observing Diversity

1. Write down the children in your class who have clear strengths in certain subjects, such as mathematics, writing, discussion skills, etc. Describe how these strengths are demonstrated in class.

2. Write down the children who have **other** talents that may be indirectly related to classroom learning. Is one child a good model maker? Does another show good coordination in sports and games? Does another have very good social skills? For instance, children with Down's syndrome often have very good social skills.

3. Now draw a circle on the page to represent the rest of the children in the classroom that you haven't linked to special skills or talents. In the next week, observe these children more closely. If you notice that one of them likes a certain activity, write it down. How does this activity or how the child performs it reflect his or her ways of learning? How can these ways be incorporated into your lessons?

In observing and dealing with diversity, we need to identify what provisions we can make, that is, the positive ways of helping children to learn, especially those with learning difficulties. We should not focus on what we have to "give up" (concessions), such as our time, but on the learning benefits for our children. For instance, can we ask another child to read to the child and be his writer? At the same time, can we identify what valuable skills a child with difficulties has, and how his or her partner can learn these skills? In other words, we need to establish a relationship where both children are able to contribute to each other's learning.

Challenges to Diversity

All societies are diverse. Having many different children with many different backgrounds and abilities in a single inclusive classroom is a reflection of society, and it does have its challenges. We need to consider what each child needs to learn and how he or she learns best. We need to discover how to get all children to want to learn together happily. Three challenges that can prevent children from learning together are bullying, prejudice, and discrimination. Learning how to deal with these challenges in an inclusive classroom is one of the most important jobs a teacher must do.

Bullying

Bullying is one form of violence. In Booklet 6 on creating a healthy and protective school environment, we will learn other forms of violence that may exist in a school, how to map violence in the school, and how to develop effective school policies and activities against violence. In this Booklet, we will look at bullying specifically, since threats and fear can prevent children from learning in our inclusive, learning-friendly classrooms.

When we think of bullying, usually we think of one child or group of children (the offenders) threatening another child (the victim) oftentimes because the victim is different in some way. They may be better than the offenders in terms of learning (they get better grades); they may be from a different cultural group, such as having a different religion; or they may just be poor. The behaviour of adults and teachers, not just children, also can be considered bullying. There are several types of bullying; for example:

- physical bullying, such as being beaten by peers, a teacher, or caregiver;
- intellectual bullying where children's ideas are ignored or not valued;
- emotional bullying due to low self-esteem, harassment, embarrassing moments in school, or rewards withdrawn, which may be related to intellectual threats;
- verbal bullying, such as name-calling, insulting, repeated teasing, and racist remarks;

- indirect bullying like spreading rumours or excluding someone from social groups; and
- cultural or social bullying stemming from prejudice or discrimination due to differences in class, ethnic group, caste, sex, etc.

Bullying is usually some form of aggressive behaviour that is hurtful and deliberate. It can continue for weeks, months, or even years. Without help, it is often difficult for those being bullied to defend themselves.

In many societies, those who are different are often bullied. Their difference may be due to sex, ethnicity, a disability, or other personal characteristic. Although boys are often involved in physical bullying activities, girls may use more subtle, indirect forms of bullying, such as teasing, and they may bully in groups rather than individually.

The bullied child often does not admit that he or she is being bullied because they fear that the bullying will increase. For children who are being abused by an adult, they may be unwilling to admit it because they fear that adult and possibly adults in general.

For teachers, it is difficult to deal with bullying because it often takes place outside of the classroom, such as on the way to school or in the play area. However, the effects of bullying usually influence how well the abused child learns in our classroom.

We need to take bullying seriously and find ways of knowing the extent of bullying in our classrooms. Observation is a key skill, and we need to observe children during play as well as in the classroom. Children who are always on their own, who have few friends, or who are different in some way, could be targets for bullying. Signs of bullying include:

- children who suddenly lose confidence;
- children who avoid eye contact and become quiet;
- those who achieve poorly but were learning well previously; and
- those who begin to attend school irregularly or begin to have unexplained headaches or stomach-aches.

Discussions with parents and other caregivers are necessary, but we should be alert to changes in the children's behaviour. We should make our own notes in order to identify changes in children's patterns of behaviour that may reflect bullying.

It also is possible to undertake a survey to gain a picture of the relationships within the class or school. Two questionnaires are presented below. The first one is a quick checklist on bullying behaviour. The second one is a more extensive questionnaire to collect responses about relationships in and around the school and our classrooms.[1] You can ask your students to fill in the questionnaires anonymously (no names).

1. Occurrence of bullying

	Did not happen	Once	More than once
I was pushed, kicked, or hit on purpose.			
Other children told bad stories about me.			
I had things taken from me.			
I was called nasty names because I'm different in some way from the other children.			
I was called nasty names for other reasons.			
I was laughed at or insulted for no reason.			

[1] These checklists have been adapted from checklists originally designed by Tiny Arora and published in "Tackling Bullying in Your School: A Practical Handbook for Teachers," S. Sharp and PK Smith, editors. Routledge. 1994.

	Did not happen	Once	More than once
I was left out of a game on purpose.			
Someone was bad to me in another way.			

2. Relationships questionnaire

I am a boy ____ I am a girl ____

Age _____ Grade_____

During this week in school, another child:	Did not happen	Once	More than once
called me names which I did not like			
said something kind to me			
tried to kick me			
gave me a present			
was unkind to me because I am different			
said they would hurt me			
tried to make me give them money			
tried to frighten me			
stopped me joining their game			

During this week in school, another child:	Did not happen	Once	More than once
told me a joke and then laughed at me			
tried to make me hurt other children			
told me a lie and got me into trouble			
helped me carry something			
helped me with my class work			
was rude about the way I walked			
was nasty because of the colour of my skin			
played a game with me			
tried to break something of mine			

After analyzing the questionnaire's results, we can identify those who are willing to say that they are being bullied and those who may be the bully. Be cautious, however. Some children may be the victims, but they may not admit it even in this questionnaire. Since the questionnaire is anonymous, at least it will help you to understand the extent of bullying in your class. From this information, you can start to plan further actions with other teachers, parents, caregivers, and the children, themselves.

Actions Against Bullying

To prevent or reduce bullying, teachers can take a range of actions:

- conduct exercises to help children to relax and reduce tension and using games to help children to get to know each other better and respect each other;
- increase the amount of cooperative learning within the classroom;
- improve the assertiveness of children by giving all students more power, such as by allowing them to make class rules and take responsibility within a student committee;
- increase responsibility within the class by establishing committees and to work more closely with parents and the local community;
- develop child-to-child strategies to deal with conflict in non-violent ways; and
- allow our children to identify what disciplinary measures should be taken towards those who bully others.

Teachers can also use drama or puppets to explore the extent of bullying, its causes, and solutions to it when it occurs in or outside of school. For example, teachers in Guyana made puppets and developed short plays to illustrate aspects of racial bullying. They then developed action steps that they could take to help children caught in these situations. Discussions or debates on sensitive issues can also be used along with stories or role playing to allow children to try to say "No!" assertively as well as to find the right language to use against bullies and abusers.

Prejudice and Discrimination

Oftentimes, the roots of bullying are prejudice (unjust behaviours or opinions about people) and discrimination (unjust distinctions between groups of people; "they" versus "us"). One way to understand how prejudice and discrimination operate in our classroomsis through our own experiences.



Action Activity: Understanding Discrimination

This activity can be done with teachers, parents, or older children. The purpose is to develop their understanding of how different forms of oppression (prejudice, discrimination) in schools affect individuals. In addition, this activity encourages a person to reflect on how he or she may have been affected by prejudice or discrimination.

Several important lessons can emerge from this activity, such as the following.

- Everyone can be both the victim of oppression as well as the oppressor.
- Individuals recognize prejudice and discrimination aimed at them, even at a very early age.

Instructions: The time required for this activity will depend on the size of the class or participant group. Allow ten minutes per student or per number of students in each small group.

Divide the participants into groups of five or six. Ask them to share a story about a time they saw prejudice or experienced discrimination in a school setting. A few hints and guidelines will be helpful.

1. The prejudicial or discriminatory practice did not have to be intentional.
2. Their experience can involve students, teachers, administrators, or just the general atmosphere of the school.
3. Mention that they might think about curricula, teaching styles, educational materials, relationships, or other aspects of the school environment.
4. Remind your participants that identity is multidimensional. Usually people think immediately about race or ethnicity in this activity. Try to help them to see other dimensions of

discrimination or prejudice, such as believing that girls are not good at science or that children with disabilities cannot play sports.

5. Finally, suggest that their experience can be either of being oppressed or of being the oppressor. Few people will ever choose the latter, but when someone does, it provides a powerful moment for reflection.

Allow each participant five minutes to share her or his story, and, if necessary, allow another five minutes for them to answer questions about their experience. It is important to learn about everyone's experience and to draw out how the incidents made the persons feel when they happened. You might also ask individuals how their experience has affected their own attitudes and practices or their own ideas about how the situation could have been avoided.

When everyone has had an opportunity to tell a story, you can ask several questions to start a discussion about prejudice and discrimination in classrooms and schools.

1. How did you feel about sharing your personal story about prejudice and discrimination?

2. What is something you learned either from your own experience or from someone else's story that might lead you to do something differently in your own teaching or daily life?

3. What were some of the connections you found among the stories? Were there any consistencies you found interesting?

4. Did anyone have difficulty remembering an incident or pinpointing when she or he first recognized prejudice or discrimination in a school setting? If so, why?

5. Did stories told by others remind you of additional incidents in your own experience?

Bias in the Curriculum and Learning Materials

Prejudice and discrimination can be reflected unintentionally in our curriculum and learning materials. This is the case especially for girls, children affected by HIV/AIDS, as well as other children with diverse backgrounds and abilities. For instance, children living or working on the streets may be depicted in school books or story books as pickpockets or thieves, and working children may be depicted as poor even though they may have many strengths, such as excellent social and survival skills. If our curriculum materials are inclusive of children with different backgrounds and abilities, they will be more sensitive to the diversity of children and their circumstances. They also will be more relevant to children's learning.

The same situation applies to materials that are inclusive of girls. As we learned in Booklet 3, the social roles assigned to women and men ("gender roles") may be different within a society. Traditional beliefs about the status and roles of men versus women can restrict girls' access to schooling. In communities where women are believed to be inferior to men, girls are often kept at home and away from school to do domestic work. Such roles, beliefs, and actions that discriminate against girls may be reflected in the teaching materials we are using. When girls see themselves represented in textbooks as being passive and boys active, they may assume that they too should be passive. This often leads to poor performance especially in mathematics and science. For example, girls may be discouraged or afraid to use mathematics materials or engage in science investigations because these may be regarded as "boys' activities."

Equity in curriculum design, therefore, is important for ensuring inclusiveness in the classroom. The teaching materials we use are inclusive when they:

- include **ALL** children, including those with diverse backgrounds and abilities;
- are relevant to the children's learning needs and abilities, as well as their way of life;
- are appropriate to the culture;

- value social diversity (for example, socio-economic diversity; poor families can be very good families for children; they may come up with creative solutions for problems, and they could be depicted as inventive);
- are useful for their future life;
- include males and females in a variety of roles; and
- use appropriate language that includes all of these aspects of equity.

How can you assess whether or not the materials you are using reflect gender and ethnic equity?

1. **Check the illustrations**. Look for stereotypes, that is, images or ideas about people that are widely held and accepted though they may not necessarily be true (such as men as "breadwinners" and women as "child care providers"). In the illustrations, are people of one cultural group or men the dominant characters? Who is doing what? Are children with disabilities passive watchers, or are they involved, such as playing ball with others? Do they look enthusiastic?

2. **Check the story line**. How are problems presented, conceived, and resolved in the story? Does the story line encourage passive acceptance or active resistance by "minority" characters (such as tribal peoples or persons with disabilities)? Are the successes of girls and women based on their own initiative and intelligence, or are they due to their "good looks"? Could the same story be told if the actions or roles given to men and women in the story were reversed?

3. **Look at lifestyles**. If the illustrations and text attempt to depict another culture, do they simplify or offer genuine insights into other lifestyles?

4. **Look at relationships**. Who has the power? Who makes decisions? Do women function in essentially supportive yet subordinate roles?

5. **Note the heroes**. Are the heroes usually from a specific cultural group? Are persons with disabilities ever heroes? Are women ever the heroes? Are poor persons ever heroes?

6. **Consider effects on child's self image**. Are there any suggestions that might limit any child's aspirations? This might affect children's perceptions of themselves. What happens to a girl's self-image when she reads that boys perform all of the brave and important deeds but girls don't?[2]

One way to begin looking at these issues is to use the following checklist to assess your learning materials in terms of equity and inclusiveness.

Checklist for Assessing Equity in Learning Materials

Criteria:	Content		Illustrations	
	Yes	No	Yes	No
Are the roles of boys and girls balanced (such as doctor, teacher, field worker, trader)?				
Are the types of activities for boys and girls equal (such as sporting activities, reading, talking, working)?				
Do both boys and girls have similar behaviours (such as active, helping, happy, strong, productive)?				
Do girls sometimes take the role of leader?				
Are girls shown as confident and able to make decisions?				
Do girls act as "intelligent" as the boys?				
Are girls included in outside activities as much as boys?				

[2] Council on Interracial Books for Children. (1980) Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York.

Criteria:	Content		Illustrations	
	Yes	No	Yes	No
Are girls and boys solving problems in the texts?				
Are girls and boys working together in a way appropriate to the culture?				
Are the topics interesting to girls?				
Are the topics interesting to minority children?				
Is there a gender balance in stories about animals?				
Are women described in history?				
Are women included in literature and art?				
Are ethnic minority people included in history, literature, and art?				
Does the language include girls (or are terms, such as "he" or "his", usually used)?				
Is the language appropriate for use in the local community (such as objects or actions that can readily be recognized)?				
Does the language encourage ethnic minority boys and girls to be interested in the text ?				
Are the words not discriminating against ethnic minority people?				

Books should reflect the diversity of gender roles, racial and cultural backgrounds, individual needs and abilities, as well as a range of occupations,income levels, ages, and family types (for instance, some single parent families).

If there is little choice in the books that are available in your school, then we must "correct" what we have and add details that are missing from the text. Perhaps you, your colleagues, and your children can draw additional illustrations to add to books to make them more balanced in terms of the roles of women, minority groups, and others with diverse backgrounds and abilities.



Action Activity: Assessing Equity in Teaching Materials

Now that we have learned what to look for, take a textbook or reference book and try to analyze it using the points mentioned above. This would be a good activity for a group of teachers to undertake. Moreover, once the concepts are explained clearly, even older children can help to analyze the materials and make recommendations about how they can be adapted to become more inclusive. Parents or other caregivers may be able to help draw new illustrations to add to what you and the children have made and to correct some of the bias within learning materials using information and examples from local cultures. Use the table below to help your analysis.

Areas for analysis	What evidence? Which page?	What action to improve materials?	Any help needed?
Check illustrations			
Check the story line			
Look at lifestyles			
Look at relationships			

Areas for Analysis	What evidence? Which page?	What action to improve materials?	Any help needed?
Note the heroes			
Consider effects on a child's self image			
Diversity of characters			
Language			

Gender and Teaching

Teachers and schools may unintentionally reinforce gender stereotypes. We may:

- call on boys to answer questions more often than we call on girls;
- assign housekeeping tasks to girls and tool-using tasks to boys;
- reward boys for right answers and withhold praise from girls;
- criticize girls for wrong answers;
- give more responsibilities to boys than girls (such as being the head of the class or head of a group); or
- make use of textbooks and other learning materials that reinforce harmful gender stereotypes.

Moreover, many teachers may be completely unaware that they treat girls and boys differently. As teachers, we have a clear responsibility to create opportunities for all children, boys and girls, to learn to the best of their abilities.

Remember that it is not necessary to oppose ideas that are important to a local culture or community. However, it is necessary to understand how such ideas influence our teaching practices and the opportunities for learning that all children should have.



Action Activity: Gender Equity

Either working alone or as a classroom activity, undertake a short survey to get a better understanding of your own school and community. In the table below, write down those jobs that are normally done by boys and girls in the home or local community (such as fetching water, cooking, looking after other children, or tending animals) and those jobs that teachers expect children to do in school (such as sweeping the floor or moving desks). Are the jobs we are giving boys and girls in school the same as those at home or in the community? Do these jobs reflect traditional beliefs about the roles of men and women? Do they stop girls from doing activities that they are fully capable of undertaking?

	Boys	Girls	Comments
Home or Community			
School			

Based on your survey, what actions can you and your students take that will ensure that ALL children have the opportunity to learn how to do certain jobs and to take responsibility?

What actions can you and your students take within the school and community to encourage school staff and community members to allow all children to participate equally and to contribute to their own, their school's, and their community's development?

Diversity and Disability

Strategies for Students with Disabilities[2]

When we are creating inclusive classrooms and are trying to include children with a range of abilities, we need strategies to help these children learn to their fullest. Some of these strategies include the following.

- **Sequence**. Break down tasks and give step-by-step prompts or instructions.
- **Repetition and feedback**. Use daily testing of skills, repeated practice, and daily feedback.
- **Start small and build**. Break down a targeted skill into smaller units or behaviours, and then build the parts into a whole.
- **Reduce difficulty**. Sequence tasks from easy to difficult and only provide necessary hints.
- **Questioning**. Ask process-related questions ("how to") or content-related questions ("what is").
- **Graphics**. Emphasize pictures or other pictorial representations.
- **Group instruction**. Provide instruction or guidance for small groups of students.
- **Supplement teacher and peer involvement**. Use homework, parents, or others to assist in instruction.

[2] Excerpted from: Swanson HL. (1999). Instructional components that predict treatment outcomes for students with learning disabilities: Support for a combined strategy and direct instruction model. Learning Disabilities Research and Practice, 14 (3), 129-140.

In addition, you can encourage other children to take responsibility for classmates with disabilities by pairing each child who has a disability with a child without a disability. Ask the partner to help with important activities; for example, assisting the child with a disability to get where he or she wants to go, such as the library, latrine, and so on, as well as assisting them on field trips or during team games. Explain to the partners that they might sometimes need to protect a child with a disability from physical or verbal harm, and tell them how best to do this.

Talk to your children about different disabilities especially ones that they may see in children at school or in the community. One way of doing this is to ask an adult with a disability to visit your class and talk with your children.

Explain to the children that disabilities are caused by diseases, accidents, or genes. For example, you can explain that an infection in the eye or ear can cause difficulty with seeing or hearing.

To help children without a disability accept children with disabilities, tell them stories describing what people with disabilities can do.

Children Who Have Difficulty Seeing

Identifying Children Who Cannot See Well

Some children cannot see as well as others. If this is discovered early, we can do a lot to overcome the problem. Moreover, children who suffer the most may be those with diverse backgrounds and abilities, because their inability to see well may antagonize their already difficult situation of being set apart. They are at even greater risk of teasing, harassment, and bullying. Hence, it is very important to find out if children can see well while they are still young. There are different ways of doing this. Other children can help to find out whether a child sees properly and learn to help them.

Some of the signs of a child who may not be seeing well are when the child:[3]

- bumps into things easily;
- has difficulty in reading objects that are close by or far away;
- has difficulty writing in straight lines;
- has difficulty threading needles;
- holds books very close to his or her face when reading and may have tears;
- may complain of headaches or itchy eyes;
- fails to catch balls when playing;
- wears clothes inside out;
- arranges items incorrectly; or
- brings the wrong objects when asked to bring something.

Checking Children's Eyesight

Identifying as early as possible children who cannot see is vitally important for helping them to learn and stay in school. There are many simple techniques that you and your students can do to identify these children, such as the following example.

[3] This section on "Children Who Have Difficulty Seeing" was adapted from: Baily D, Hawes H and Bonati B. (1994) Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets. London: The Child-to-Child Trust.

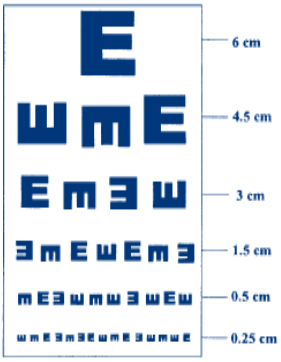
Developing a Simple Eye Chart

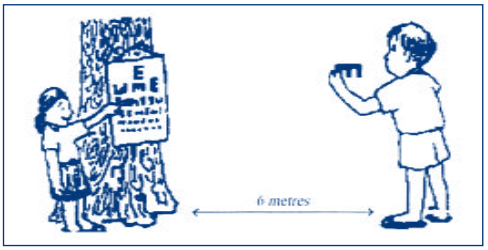
Step 1. Make a stencil containing six "E" shapes, one that is 6 cm in height, and the others that are 4.5 cm, 3 cm, 1.5 cm, 0.5 cm, and 0.25 cm. It is very important to give each letter the correct shape. Each "leg" of the "E" should be the same size, and each space between the legs of the "E" should be the same size.

Step 2. Using the stencil or stencils, ask each child to make an "E" shape of the right measurement and to colour it black.

Step 3. Glue each 'E" onto a large white wooden board or a sheet of heavy cardboard. The chart should look like the chart below.

Step 4. Let the children test each other. Hang the chart where the light is good. Make a line on the ground six metres from the chart. The child being tested stands behind this line and holds a large cardboard "E." Test each eye separately while the other eye is carefully covered. Another child points to the shapes on the chart. The child should point to the larger letters first and then to smaller and smaller letters. **The child being tested must hold up his "E" in the same direction as the one being pointed to by his friend.**





Step 5. When the children know how to give the test, help them to think of ways to give the test to young children, especially those who will soon be going to school. At school, the children in higher grades can test the sight of those in the lower grades. Also, consult local health workers and eye specialists to see if a similar vision testing activity can be developed to fit your local language and culture.

Helping Children Who Do Not See Well

When a child who has difficulty seeing first comes to the school, meet the child and the parents alone. Let the child know who you are by talking with the child and explaining what you are doing. Let the child touch you.

Next, introduce the child to his or her classmates. Explain that this child goes to school like everyone else, and he or she can do many things using their other senses, such as touch, hearing, and smelling. Suggest that while the child may need some help with specific tasks, they can all learn from each other.

Introduce the classmates to the child. If the child cannot see them, tell the child the names of some of the children. Let the child speak with each one of them until the child remembers their voices and names. Let the child touch them. Then tell the child the names of the other children so the child will begin to know all the children in the class.

Children with difficulty seeing usually do not know when people are near them. They cannot see which person they have met. When you are with a child who cannot see well, speak to him or her, so the child will know that you are there. Tell the children in your classroom to do the same.

Write on the blackboard using large letters, and teach your children to write in this way. Read out instructions; never assume that everyone can read them from the blackboard. Specify what is shown on visual aids (such as "on the left side is …"). Allow children to feel teaching aids if they cannot see them; for example, maps can be outlines with string. Each child who has difficulty seeing needs a reader to help him or her. The reader will read and explain books to the child and help the child to learn. The reader can be a classmate, an older child, a friend, or a volunteer teacher.

A child who can partially see may be able to learn to read and write in the same ways that other children learn. Teach the child first to write letters and numbers. You can start to teach the child to write with chalk on a slate. Fix pieces of string across the slate so that the child can touch and use them as guidelines while writing. When a child begins writing on paper, fix the strings in the same way on a piece of wood. Teach the child to place the paper under the strings.

Children Who Have Difficulty Hearing or Speaking

Children who have difficulty hearing or speaking often do not communicate, or they communicate poorly. This is because although we use different ways to communicate, we use hearing and speaking most often.

Identifying Children Who Cannot Hear Well

Some of the signs that can tell us if a young child is having difficulty hearing include the following.[4]

- The child does not notice voices or noises if he or she does not see where they are coming from.
- The child is disobedient or is the last person to obey a request.
- The child's ears are infected, or liquid or pus is coming out.
- The child watches people's lips when they are talking.
- The child turns his or her head in one direction in order to hear.
- The child speaks rather loudly and not very clearly.
- Sometimes the child appears to be quiet and perhaps rude and prefers to be alone.
- The child may not do as well at school as he or she should.

Communicating with a Child Who Has Difficulty Hearing

Some children who are born without hearing may not learn to speak. They should be taught other ways to express their thoughts, needs, and feelings, such as artistically or through movement and gestures. If there is a child in your class who cannot hear or speak, use different communication

[4] Adapted from: Baily D, Hawes H and Bonati B. (1994) Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets. London: The Child-to-Child Trust.

methods with this child, such as speaking; hand, face, or body movements; or writing. Teach the other children to use different ways to communicate with the child.

Before speaking to the child, get the child's attention, so he or she will know that you are speaking. Make sure that the child can see you clearly. Stand in the light so that it falls on your face.

Children who have difficulty hearing or speaking are sometimes irritable. They may pay attention, or they may not listen carefully to what is being said. Observe them carefully. If they do not pay attention, find ways to make them interested in what you are saying. For example, seat yourself and your children in a circle so everyone can see each other's faces. This will help listening and understanding. Use visual clues to introduce the lesson, such as a picture, object, or key word.

Some children who have difficulty hearing can hear more clearly if others speak close to their ear. Find out if this helps the child you teach. If so, speak close to the child's ear when you communicate with him or her. Tell other children to do the same.

When you communicate with the child give him or her time to listen and to think. If the child responds by making sounds that are not proper words, repeat correctly and slowly the words the child has tried to say. Make sure that the child can see your face as you say the words correctly.

When you speak, move parts of your body to make what you say clearer to the child who has difficulty hearing. Also use your hands when you speak; for example, you may use your hands to show the size of objects.

Use movements and expressions as often as possible whenever you are with the child who has difficulty hearing. The child will then learn what these mean. Teach the other children to use expressions and movements to communicate with the child who has difficulty hearing.

Try to understand the different ways in which the child expresses himself or herself. Also continue using different methods of communication with the child to make him or her understand what you want.

Children who can hear some words should be taught to speak. Some children learn to speak clearly; others try to but only succeed in making certain sounds that can be understood. You may be able to get some help in developing sign language skills from non-governmental organizations, foundations, or educational institutions that specialize in assisting children with hearing impairments.

If hearing-aids are used, be aware that they amplify all sounds including background noise. It can also be hard to distinguish between voices if several people speak at the same time. Encourage children with hearing difficulties to sit with a friend who can take notes for them, so they can concentrate on lip-reading



Action Activities: Games and Exercises

Games and exercises can be ideal opportunities to create a more inclusive classroom. Try to introduce ones that everyone can enjoy, such as the following.

Physical exercise helps all children to be healthy. When you organize exercise periods for your class, make sure that children with various backgrounds and disabilities join in as much as they can. For example, for children who cannot see to play ball games, put a bell inside or on the outside of the ball so that the children can hear the ball as it moves.

Some children are not able to play very active games. Include games for them which can be played with less effort or which are played sitting down. Moreover, most children enjoy music even if they cannot move or sing because of a disability. In addition, children who have difficulties in learning often enjoy music. Even children who cannot hear may enjoy music, especially if it has a rhythm that can be seen through body movements (such as dance), or if the instruments with which the music is played give off rhythmic vibrations that they can feel.

Examples of Games



Game 1. Learning by Looking

One child closes his or her ears with their fingers, while another child tells a funny story to the group.

Then one of the other children pretends to be the teacher. The "teacher" asks each child to answer questions about the story.

When the "teacher" has finished asking questions, he or she asks the child who had his or her ears closed to open them and listen. The "teacher" asks this child to tell the group what it felt like not to be able to hear the story very well. The child is asked to explain what he or she was able to understand from the faces and gestures of the teacher and the other children.

The child who can tell most of the story from reading the faces and gestures wins the game. Each child should have the chance to have his or her ears closed. This will help the children to understand the problems of a child who has difficulty hearing. They will then be able to understand the child's problem.

Game 2. Learning by Touching

One child has his or her eyes covered and stands in the middle of a circle made by the other children.

One-by-one, the children in the circle go to the child with the covered eyes. This child touches the faces of each one of the others and tries to guess who each person is. Only one minute is allowed to guess the name of each child.



The child who can recognize the most faces of his or her friends wins the game.

Each child should have the chance to have his or her eyes closed. This will help the children to understand the problems of a child who has difficulty seeing.

HIV/AIDS and Discrimination

In the world today, an increasing number of children have contracted HIV/AIDS at birth from their infected mothers. Other children may be discriminated against or totally excluded from school because they live in a family where one member has HIV/AIDS. Another effect of HIV/AIDS is that many children may have lost their parents to early death from AIDS, and these children may be living with grandparents, other relatives, or on the street.

Two major issues face teachers in addressing HIV/AIDS in their schools. The first is the practical health issue of dealing with children who have HIV/AIDS. To do this, you need to be well informed about all infectious diseases, so you can talk about AIDS in reference to them. You can talk with local health workers and get up-to-date information especially in term of the prevalence of all infectious diseases in your area as well as AIDS. You may also obtain important information materials on HIV/AIDS that you can share with your colleagues and students. This information sharing can help to correct any misunderstandings about the disease and those it has affected. On the practical side, everyone at your school should participate in keeping the school a clean and healthy place for children. Supplies of latex gloves and chlorine bleach will be necessary to clean up of blood, vomit, and faeces.

The second issue is how to answer children's questions about HIV/AIDS including ones on sex, sexual health, and disease. You will feel more comfortable talking to children if you have thought about some of the questions that may arise in discussion, for example "How do people get AIDS?" and "What is a condom?"

When a child does ask you a question, try to:

- **listen** carefully;
- **take seriously** what they say;
- answer **at their level**; and
- be as **honest** as possible.[5]

If you don't know the answer to a child's question, don't be afraid to say that you will need time to find out the correct answer. If you are a teacher in a school where children are affected by HIV/AIDS, please read Booklet 6 in this Toolkit carefully. It has many suggestions and activities for teaching you, your children, and your colleagues important skills for understanding HIV/AIDS, as well as how you can teach children about preventing its transmission.

[5] http://www.avert.org/children.htm



Tool 4.3
Making Learning Meaningful for ALL!

Learning for Life

Earlier in this Toolkit we learned that one potential barrier to inclusive learning and getting all children in school is "value of education." On the one hand, parents and children may not see how the information learned in school is meaningful for their daily lives. For parents that depend on their children to help earn an income, they and even the children themselves may feel that "learning to work" is more important than being in school.

Even for children who do not need to earn an income to support their families, they may feel bored in the classroom if they don't see the connection between what they are learning now and what they will become in the future. Hence, they may not value school and may not attend regularly, if at all.

Our challenge, therefore, is to create a learning-friendly environment, one that motivates children to learn by linking what they are learning to their interests and their daily lives. This linkage is important because as you teach your children, in their minds they are trying to link what they are learning NOW with what they have ALREADY learned in life, be it in the classroom, family, or community. How can we create this linkage? Let's look at a case example.

While driving through Manatuto, East Timor, three girls try to stop our vehicle by waving strings of small fish. We stop. The children, aged 8-11, rush to sell their silver catch for a few cents. It is 11 o'clock on a Friday morning. It is not a national holiday. Should these girls be in school? The question is, "Would they be better off in school?" They are actively learning…they are learning by doing….they are supporting their families with vital proteins or a little cash if they can sell the fish.

The District Supervisor, who was also in the vehicle, was disappointed that the girls were not in school, but he explained that if they were in school, they may be learning in a foreign language because their mother tongue is not taught in school. The schools have very few books and learning materials, so the children spend a lot of time listening to the teacher or copying from the board. The only book that the teacher can use is printed in Portuguese.

He continued to say that many teachers were not trained. Moreover, since there were no houses for teachers to stay in, they do not live in the local area. The teachers might not know that the children spend their time playing on the beach and fishing. The textbooks also include examples of activities like fishing from Portugal rather than Manatuto, and usually only boys are shown fishing while girls are doing the cooking. The District Supervisor said that they were trying to make changes in order to make schools more 'friendly' to both boys and girls, but it was difficult and would take time.

If the teachers in Manatuto knew the children better and were aware of the environment from which the children come, then they could adapt the curriculum to include more local topics and examples. They could ask some of the parents to come in and explain how they go about fishing, and they could bring in nets and other equipment that they use. Children could go home and draw the different fish that are caught locally and make a poster for the classroom wall. They could measure the weights and lengths of the fish and make a graph showing the various sizes of fish that have been caught. From these and other active learning activities, children would be more motivated to come to school, and their learning would be more meaningful for them and for their parents.



Action Activities: Linking Learning to Community Life

Review the national curriculum and list its important topics on the basis of what your children have already learned and what you think they should know in relation to their daily lives. Try to link topics that fit with the

annual cycle of the community, such as the agricultural or fishing calendar, or topics that will help them survive, such as health topics.

Think about the children in your class and their community. Do you know about their parents' occupations? Do you know where most of the children live? Are many children absent from school? When are they absent? Do you know why? Does your school have a child learning profile containing this information (see Booklet 3)?

Consider the topics that you will teach this term and complete a table like the one shown here. List the topics, see how relevant the topics are to children's daily lives, and think of ways of making them more meaningful.

Topic	Links to children's daily lives	Ways to adapt the topic
Example: Trees in a rain-forest	The community in which the children live has a lot of trees or is located near a forest that is not a rainforest.	First study local forests by observing and doing practical activities that link science, mathematics, and language. Then make the connection to forests in the region and then finally globally like rainforests.
Your Example:		

Creating a Learning-Friendly Environment for Meaningful Learning

Preparing for Meaningful Learning

"Meaningful learning" means that we link what is being learned (the topic or content) and how it is taught to the everyday lives of children and their families. As we all know, teaching is a complex activity. We must consider many things when preparing for meaningful learning. Above all, no one can make a child learn. Children will learn when they are motivated to learn.

They will learn when given opportunities to learn effectively and when they feel that the skills they have will lead to success. They will learn when they receive positive feedback from friends, teachers, and parents who compliment them on how well they are learning. How can we prepare for meaningful learning? Here are some questions to ask yourself in preparing your lessons.

- **Motivation**. Is the topic meaningful and relevant to the children? Are they interested in what they are expected to learn?
- **Opportunities**. Are the opportunities suited to the developmental level of the children? For instance, is the topic too hard or too easy for many of the children? Are the activities appropriate for both girls and boys? Are they appropriate for children with diverse backgrounds and abilities?
- **Skills**. Do the children have the skills to achieve the expected result?
- **Feedback**. Is the type of assessment and feedback given to the children designed to increase motivation to continue learning?



Action Activity: Linking Learning with Children's Lives

Try again to think of a topic that you will be teaching. Add it to the table above. Can you make connections with any of the children's daily activities? For example:

- housework (preparing food, looking after brothers and sisters, cleaning);
- looking after animals;
- finding food by hunting, fishing, or gathering; or
- growing food and working in the fields.

Creating a Meaningful Learning Environment

For meaningful learning to occur, the classroom should be learning-friendly. Learning-friendly classrooms encourage students to ask open questions, identify problems, start conversations, and discuss solutions with teachers, friends, and family. ALL children—boys and girls, as well as children from diverse backgrounds and abilities—feel confident and comfortable to participate fully.

In a learning-friendly classroom, you must play different roles. In the past, our role has been that of an "information giver." But in order to help our children learn to their fullest, we must expand our role to that of facilitator, manager, observer, and learner. What do these new roles entail?

- **Facilitator**. We need to provide appropriate learning opportunities for children and encourage them to freely present ideas and talk about important issues in a constructive manner.

- **Manager**. To be a successful facilitator, we must plan well and carefully guide the discussions, giving every child a chance to express their views.

- **Observer**. Observation of the children as they work in a group, in pairs, or alone will help us to understand the children and to plan even more meaningful learning activities. For instance, can an activity that a pair of children is doing well be expanded into a group activity? Can the two children be the group's leaders?

- **Learner**. We become learners when we reflect on our lessons and how well the children have been learning. We can then develop ways to make what is being learned even more meaningful. For instance, was one activity effective in helping children to understand a difficult topic or concept? Can this activity be applied to other topics and concepts?

Creating Gender-Sensitive Learning Experiences

We learned in this Toolkit's Introduction that "gender" refers to the social roles that men and women are assigned within a given culture, such as "men as breadwinners" and "women as child caregivers." Gender roles are created by society and are learned from one generation to the next as part of the society's culture. Gender roles are not static because they change over time, similar to other cultural traditions and perceptions. Unfortunately, these roles can harm the learning of our children because they often restrict how girls and boys behave and what they are allowed to learn. The following case study is an example of how this can occur.

Suan's Story

Suan lived in a village near Pakse,in Southern Laos. She was nine years old and in Grade 3. She enjoyed walking to school with her two brothers, Lee and Hing. She was a good pupil and tried hard in school, but she did not find school easy. Suan's difficulties were caused by what she had to do at home before she came to school. She had many duties to perform. Suan's sister had stepped on a mine while playing and lost one of her legs. She would often wake up Suan to comfort her as she still felt the pain. Each morning, Suan had to get up before the rest of the family to carry wood and light the fire. She had to pound rice so that it could be cooked. After that, she had to wash and feed her young sister. By the time Suan arrived at school, she was very tired. Her brothers were never asked to help at home. They only went fishing with their father on the weekend, so they had time to do their homework.

When Suan went to school, she tried very hard to concentrate. However, she found it difficult to pay attention all the time because she was so tired, and the topics she studied were very different from her daily life. The teacher often got angry with her, particularly one day when she fell asleep during a lesson.

After being scolded by the teacher, Suan decided to be absent from school. She thought it would help her parents if she stayed home every day to collect the water and firewood, care for her sister, and

learn about looking after the animals. So Suan started to miss more days from school, and finally she decided not to go to at all. She stayed at home every day and helped her mother. She did not finish Grade 3. Her brothers, Lee and Hing, both finished primary school. They could read and write and were ready to move on to junior secondary school.

Suan is just one example of how gender roles and duties can lead to marginalization and dropout among girls. Gender can also affect the learning of boys when they feel that school is meaningless and it is more important for them to work and support their families. Moreover, girls and boys are socialized into a way of thinking about themselves and what they can do. For example, you might hear "boys don't cry" or "girls shouldn't play rough games." In the same way, some girls may not feel confident in mathematics or science because they have been told that these are "boys' subjects." Yet, all children can achieve well given the right opportunities.

If we are to include all children in our inclusive, learning-friendly classrooms, then we need to ask ourselves: "Do all of my children have the time and energy to complete the tasks I have assigned?" One of the ways to help answer this question is to conduct a small classroom project on how much work girls and boys do at home. Ask your children to talk about or write a short story on "What I Do At Home." You might be surprised at how much work your children, especially girls, have to do for their families. You can then adjust your learning plans to fit the children's needs.



Action Activity: Raising Gender Awareness

Here are two classroom activities you can do to raise gender awareness.

1. Discuss with children in groups (girls together, boys together, as well as mixed groups) what they think is expected of them because of their being male or female. What do boys and girls think of each other's roles or expectations? Do they see changes?

2. Ask boys and girls to identify characteristics of boys and of girls. Make two rows. In one row, list what is perceived as female characteristics. In the second row, list what is perceived as male

characteristics. When you are finished, change the word "female" to the row of male characteristics and the word "male" to the row with female characteristics. Ask the children to think whether these roles could also apply to the other sex? All of them or only some of them? Why? Hopefully, the children will come to the conclusion that all gender roles can be exchanged, except for the purely biological ones.



Reflection Activity: Gender Awareness in Teaching

Consider some of the following statements. Complete the table and work out what actions might be needed to improve the situation in your classroom.

Statement	Often	Sometimes	Never	Actions needed
I examine my learning materials to see if there are positive role models for girls and boys.				
I encourage girls to achieve well in mathematics and science.				
I use cooperative learning methods; there is no need for harsh discipline.				
Older girls who are achieving well help younger girls with mathematics and science.				
ALL children in my class are given opportunities to express themselves and achieve success in the core subjects.				

To help girls feel more at ease in school and to ensure equal opportunities for them, work with your colleagues and school administrators to undertake the following actions.

- Support the revision of learning materials and the elimination of gender and other biases (see Tool 4.2), such as the lack of inclusion of children with disabilities or of children of ethnic minorities in textbooks, or the stereotyping of poor children, street children, and working children. This is a task for the whole school to undertake, but individual teachers need to be aware and know how to take action. Just a sticker on a book can indicate that the book is biased in some way, and it can lead to constructive class discussions about inclusion (see Booklet 1).

- Introduce a more flexible curriculum and self-directed learning materials, since some girls may have many demands on their time, such as domestic work and care for siblings. Both boys and girls from poor families often find little time to do school work, since the family needs everyone's help to survive. Try to complete learning activities during school time, and allow a choice when homework is being given.

- Usually teachers speak more to boys than to girls in many primary classrooms. Remember to give time ("waiting time") for children to answer your questions. If you do not have a colleague to observe you in the classroom, you can try a participatory activity with the children to assess whether you treat boys and girls differently. For instance, ask each child to collect five stones (you may already have a collection for use in mathematics). Ask each child to put one stone to one side of his or her desk every time you speak to him or her, ask them a question, or allow them to answer. Together you can assess the pattern of interaction and discuss why this might be happening. What other strategies can you use to treat children more equally? What skills will the children need to learn so that they can participate equally?

All of these components will strengthen your ability to create a learning-friendly environment for boys and girls. We may need to use single sex groupings for some practical activities so that girls can develop their

confidence and not be dominated by boys. Later, mixed sex groups would be appropriate so that girls and boys learn to cooperate together.

Many of the above activities will need the support of parents or other caregivers. For this reason, these issues should be discussed at school committee meetings, and a practical action plan should be developed. It will help all teachers if school policies on such matters as discipline and gender bias are discussed and agreed upon by all teachers and parents.

Active and Participatory Learning

Inside and outside the classroom, children are learning all the time. They should be active in their learning in order to practice what they have learned and gain competence. They should also be encouraged to work with **ALL** of the other children in their class, including those with diverse backgrounds and abilities. Cooperation encourages understanding and acceptance. Pair and small group work allow better participation and interaction amongst children and help to build independence as well as the ability to work constructively with others. Some examples of good learning opportunities include field visits and games for learning.



Action Activities: Field Visits

In field visits, children go outside of the classroom, for instance, to the school garden, to a well or a community dam, or to a community centre. They can observe specific organisms or natural phenomena, as well as learn from experts (learn more about how such visits can promote better health and hygiene in Booklet 6).

Field Visits to Support Group Work

In a visit to a community dam, for example, each group in a fifth-grade class can be given a set of assignments. Before going to the dam, group members can learn about the importance of water to human life and agriculture. At the dam, each group can be asked to: estimate the width

of the dam; map the area immediately affected by the dam; draw the different kinds of trees around the dam; or formulate questions while they listen to information offered to the class by a government engineer.

When the class returns from the dam, each group can use the information that they have gathered to prepare presentations or reports of their observations. They can also discuss the importance of the dam with their families.

In visits to the school garden, each group can perform a single task, with each task complementing the others. For instance, they can catalogue the types and estimate the numbers of insects; catalogue the kinds and numbers of plants; look for signs of mammals, such as holes, burrows, or gnawed roots; or map and measure the garden. In the classroom, the groups can add their reports to a class "garden reports centre" or create a class garden display. Depending on the nature of the field visit, you can undertake various actions before the field trip so that children will learn better while they are on the field trip. The actions that you can do in advance include:

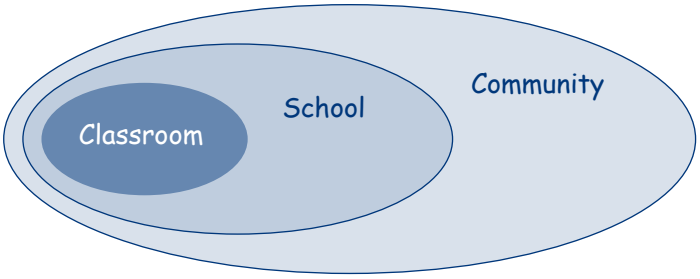
- conducting preparatory research, whole-class discussion, or inquiry about what the children might see during the field trip;
- obtaining assistance from helpers or family members to organize the field trip and participate in it;
- finding opportunities to listen to and interview experts; and
- assigning specific activities for groups, pairs, or individual students that will help them to understand what they will see during the field trip.

The field visit allows for meaningful learning. It also is an example of integrated learning where, for instance, research on the dam or garden involves mathematics, science, language, and social studies.

Circles of Learning

This is a good activity to do by yourself in order to plan your lessons. It is also one that you can do with your students!

Identify all of the different opportunities for field visits within a short distance from your classroom. In the middle of a piece of paper, draw a small circle or oval to represent your classroom. Around it, draw a circle to represent your school. Around the school circle, draw a larger circle to represent your community, town, or district. Start with the school circle. Does the school keep farm animals or other types of animals? Is there a garden plot? Are there trees or fields? Are there bird nests or ant hills? Within the school circle, list the names of every learning opportunity outside the classroom. Are you able to create a new learning environment for children, for instance, a school garden?



Next, move on to the circle for your community, town, or district. Consider the shops and businesses that might be interesting for the children to study. Is there a farmer with special crops, such as citrus trees, or special animals? Is there a museum, a forest, park, or a field? Write the names of these learning opportunities in the circle.

Use the sites on your school grounds to help your class learn about appropriate behaviour outside the classroom and to learn how to work together in groups.

Remember those children who have walking difficulties or impairments. How will they have access to these learning opportunities? You may need to survey the route first. You also may need the help of parents or other students.



Action Activities: Games for Learning

Children love to play games and, given the opportunity, they will make up rules for new games. In these games, they may use balls, bottle caps, stones, string, leaves, or other materials. Games that involve role-playing, problem solving, or use of specific skills and information are good ways to get children interested in what they are learning.

Games can incorporate active learning which can improve the children's communication skills as well as their skills in analysis and decision-making. Examples of such games include dominoes, bingo, and five questions (where children try to guess what an object is by asking only five questions). You and your students can design the materials for many games, and you can adapt the same game for different purposes and different grades.

These games and their materials can be changed to connect more directly to the curriculum. You can, for example, create domino cards with geometric shapes that can be matched with each other. For example, a square shape on one domino can be paired with a domino with the name of the shape in words (square).

Learning Games. Can you and your students create learning activities based on simple games? Here's how!

- Observe or discuss with your students what games they play outside. What rules do they use for keeping score? Do they sing songs or use rhymes? Are there different games for girls and boys? Why?

- Ask children to develop a book of games from which other children can learn. Can children research games that their older family members may have played when they were at school, or those that are a part of the local culture or cultures?

- Connect any of these games or activities to a topic that you teach, for example, mathematics.

Both field trips and games can motivate all children to learn. Here are some more ways to increase motivation.

- Use concrete examples from the local area that are meaningful to boys and girls as well as children with diverse backgrounds and abilities.
- Provide opportunities for these children to use what they have learned in their daily activities, such as fishing, growing rice, or collecting water.
- Use a variety of teaching methods that are interesting and involve children's active participation in learning.

Making Mathematics, Science, and Language Meaningful for All

Mathematics, science, and language (reading and writing) are the core subjects in most of our schools. They are also the most challenging for children. In all of these subjects, children learn abstract concepts that may be difficult for them to understand, unless your children can link these abstract concepts to what they do in their daily lives. Once they make this connection and can understand an abstract concept, they can start applying it through one or several important skills. The following sections will give you some ideas about how you can make these subjects more learning-friendly for all of your students and more fun for you to teach.

Learning-Friendly Mathematics

We use mathematics when we guess how long it will take us to walk home. We use mathematics to estimate how much water will fill a bucket, and how much three kilograms of potatoes will cost at the market. We use mathematics when we are selling fish at the side of the road. We use mathematics when we dance (numbers of steps), when we play music, and when we sing (use of rhythm and time).

In school, however, mathematics often seems to be unrelated to the activities we do every day. If we try, we can help children make the connections between mathematical skills, mathematical concepts and thinking, and the mathematics of daily life, such as that which is used at the market. For instance, role-playing, where children pretend to go to the market, can be fun and meaningful for children in learning mathematics. It is also an opportunity for children to develop confidence when speaking in front of a class.

Build Basic Skills Using Concrete Objects

Young children can more easily understand addition, subtraction, multiplication, and division when they use objects, such as small stones, dried beans, shells, thin sticks, or fruit seeds. These objects can help make mathematics something that students can see or feel (for instance, for those children with visual impairments), not just think about.

When children see or touch and then move the objects themselves, they experience the processes physically, step-by-step, as well as mentally. Visual learners and those who learn by touch can benefit greatly by using such practical materials.

Remember, though, that girls may have less experience in using certain materials than boys, such as materials that are heavy. Make sure that boys and girls play with soft and hard materials (such as cloth and stone) as well as those that are lightweight or heavy. Girls and boys should be encouraged to participate in all activities so that they gain confidence in using their knowledge and skills. They will also improve their abilities to work with others who are different from themselves.

Use Objects with Different Shapes

Differently shaped objects help children understand volume, dimension, and geometry. These objects can include cubes, pyramids, rectangular blocks, cylinders, and other shapes carved from wood or made by folding thick paper. Ask groups of children to explore the school and its environment to discover the range of shapes that are used in everyday life.

For example, a tin can is a cylinder, a brick has rectangular sides, triangles make the shape of roof supports, etc.

Teachers in East Timor spent half an hour during a workshop exploring the area around the school for geometrical shapes. They found boxes, hats, cans, balls, etc. and displayed them to illustrate the range of shapes that can be found in and around the school. In groups, they took one example and tried to work out the relationship of the lengths of the sides, the area, and the volume. They developed a formula that could be applied to other examples of the same shape. One group filled a cone with water to compare the volume with the volume of a cylinder. During training, learning about theory is not enough. Teachers need to apply theory in practical ways so that they can create meaningful lesson plans.

Use Different Teaching Methods: DO, TALK, and RECORD

In developing their mathematical skills, children need to be involved in doing practical activities; they need to learn how to talk about mathematics; and they need to record (write down) how they have tried to solve mathematical problems.

- The **DO** part of this process relates to the activity (for example, counting out the beans and then subtracting some).
- The **TALK** part is a discussion with a partner or in a small group, such as "I think it should be 6 not 5 because…."
- The **RECORD** part entails writing down the process of finding the answer, so that the teacher can talk with the child about other ways to solve the problem.

For example, children can be asked to measure certain shapes and work out perimeters and areas (DO). Each group can discuss their measurements (TALK). Each group's results can be combined with those of other groups and then written down to show the results of the entire class (RECORD). Class discussion is likely to follow.

For fractions, children can be given cut pieces of fruit or vegetables to help them visualize and understand halves and quarters (DO). They can discuss whether a half is bigger than a quarter (TALK), and they can learn how to write a fraction, for instance 1/2 (RECORD). Once again, using real materials like fruits and vegetables allows children to use several of their senses, such as sight and touch, and to link mathematics to activities in everyday life.

Linking Mathematics to Daily Life

By making mathematics practical, you enable children to draw connections between simple operations and more complex ones. Focus on mathematical functions in daily life, such as calculating time and distance for travel from home to school, estimating the amount of space needed for a sports field, and estimating the cost of vegetables bought at the market. Because they are practical tasks, and because they focus on elements that are familiar to students, such problems develop mathematics skills using real objects, not just abstract ones.

Children can further build their understanding of mathematical concepts when they use language to describe the ways that they are applying mathematics. Give girls and boys frequent opportunities to write down or describe verbally, in their own words, each step in their solutions, and what each step means. As in other subjects, you need to observe children working, and talk with them about how they found their answers. You need to be patient and try different methods if a child is having difficulties.

You can help children with different learning styles and different learning needs by basing their mathematical understanding on a range of different activities, such as those they do regularly during the day. You can help them by using concrete objects and by describing mathematical concepts verbally, visually, and through touch. Consequently, we are ensuring that learning mathematics is meaningful for **ALL** children.



Action Activity: Mathematics and the Community

List the different ways that your community uses mathematics; for instance, ask your children to undertake a simple survey on how mathematics is used in their homes. This is a good way to get them thinking. Begin with your own routines and activities, and list every way that you have used mathematics over the course of the last week.

Talk with your children or community members and find out if there are any local stories or legends that involve time or distance, or if there are any songs or dances with an interesting rhythm or timing. Incorporate these into your lesson plans.

Use local names and places so that children can better understand your questions. For instance, John walks from his home for half a mile to collect water from the community well. His bucket can hold 5 litres of water. How far does John have to walk with his full bucket to reach home? (Using this example, there could also be a discussion about the tasks boys and girls do within their families and communities).



Action Activity: Mathematics and Health

There are many opportunities for children to learn about their health and development through practical mathematical activities.

- Children can measure their height and weight. These measurements are recorded on graphs for all the children and updated frequently. In Thailand's CHILD project, children in Grades 5 and 6 were trained to be "Growth Monitoring Promoters" who measured, monitored, and provided recommendations to improve their own and their friends' nutritional status.[6] Their information helped the school and local health workers to identify malnourished children so they could be enrolled in the school lunch programme (see Booklet 6).

[6] For more information, see http://www.inmu.mahidol.ac.th/CHILD/

- An illness survey can be carried out in the class or school. For instance, children can record the number of their classmates who have had measles, ringworm, malaria, or another health problem during a certain time period. The results are given as a ratio or percentage. Actions can then be taken to prevent some of these illnesses.



Reflection Activity: How Do I Teach Mathematics?

Analyze the way you teach mathematics by filling in the following table.

Methods/activities	I often do	Not very often	What I need to do
Encourage boys and girls to use practical materials.			
Link mathematical questions to health or community activities.			
Use a mathematics learning corner.			
Check learning materials for gender bias.			

Learning-Friendly Science

When we study science, we explore the smallest building blocks of matter and life, such as atoms, as well as the farthest reaches of space. The difficulty is that we know that atoms and galaxies exist. However, we—including our children—don't see them everyday, and we don't think about them regularly. We also do not talk about them on a daily basis. Consequently, to make science learning-friendly, we need to strike a balance between what is real (what we regularly see, touch, or smell) and

what is known (abstract things, such as atoms and galaxies). By starting with what is real and linking science to what children see or do everyday, children can develop better communication skills. They can more easily talk about science and "real life." They can then work towards understanding and talking about ideas or concepts that are more abstract scientifically.

As in mathematics, science learning can be encouraged through concrete activities about such topics as: plants and animals, the human body, water and landforms, natural and man-made environments, sound and music, the solar system, etc. Moreover, labeling a drawing of a plant is a way of integrating writing and drawing skills, and it is an excellent form of communication in science. It is also a good step towards labelling other, more abstract, things like planets or internal organs of the body.

In all of these areas, the key is to discover ways that children can explore their own experiences with these topics. For example, to learn about sound and music, they can experience pitch and vibration using stringed instruments, even home-made ones. To learn about the solar system, they can observe the phases of the moon, or they can chart the movement of the sun by using a stick and measuring the angle of the shadow every hour of the day.

These kinds of concrete experiences can be supported by good introductions to scientific processes. In learning about science, students can practice their observation and questioning skills, and they can design experiments to answer their own questions.

Children can be introduced to the roles that science and the scientific method play in society. For example, when girls and boys experiment with how to dry fruit in a simple solar drier, or to make compost, they are learning good science while also finding practical solutions to community problems.

It is important that we as teachers learn important scientific concepts so that we can easily relate our children's daily activities to those concepts and help them to learn. For example, classifying is a key concept in science. Classification of living and non-living things is a good starting point. You can use rocks and vegetables as practical examples. One model for helping children to understand classification goes like this.

Steps for Helping Younger Children with Classification

1. What do I want to classify?
2. What things are alike that I can put into a group?
3. In what ways are these things alike?
4. What other groups can I make? How are the things in each group alike?
5. Does everything fit into a group now?
6. Would it be better to divide any of the groups or to combine them together?
7. Can I draw a diagram to represent how I have classified the objects?

Other Ways of Thinking and Knowing

In many communities and cultures, people have developed other ways of understanding nature and the world around them. These ways of understanding may be linked to social experiences or observations rather than scientific experimentation. Some children may become confused because the way that things are explained in school may be different from the stories that they have heard at home. For example, members of the community may know special herbs or other means for healing, or they may tell stories that explain the creation of the land around them that may not agree with the information in our textbooks. Yet, these stories are an important part of a community's culture and are taught from one generation to the next.

In East Timor, there is a story about an alligator (lafaik) that is linked to the origin of the island, which is shaped like an alligator. In class, this story leads to discussions about landscape, habitat, and life cycles, as well as other concepts, such as fear and danger.

Inclusive learning means embracing a diversity of ideas as well as a diversity of children and their learning styles. Children need to understand that there are many different ways to explain objects or events, and we are willing to accept different explanations without judgement. Young learners may have already learned stories, sayings, and even special ways of knowing and healing. As teachers, we need to find ways to respect these ways of thinking, while helping learners to gain an understanding of science as a specific form of knowledge.



Action Activity: Science and Daily Life

Identify some of the ways that scientific knowledge can contribute to our understanding of the ways we live our lives. For example, water is a topic that can be explored in many ways, and it is vital for every person's life. By studying water, we can integrate different forms of scientific knowledge as well as link with other subjects, such as mathematics, language, and social studies. When we boil water to purify it; for instance, we are killing invisible micro-organisms that were unknown before scientists discovered them. When we use a hand pump to pump water out of a well, we are using a simple machine, the lever, to create a vacuum. When clouds form, lightning strikes the earth, and rain falls, we experience the forces of nature.

Design one new lesson that connects scientific knowledge and investigation to daily life.

- What resources will you use in teaching your students?
- Will learners be asked to frame a question? For instance, will the shadow formed by the stick at 9.00 a.m. be longer than at midday?
- What activity can they do to test their questions?
- What information resources, such as a textbook, can they use?
- How will you assess their understanding of the activity?

Topic	Practical investigation	Local materials used	Link to daily life	Assessment method

Lesson Planning and Teaching

Practical science needs careful planning so that all children can take part in a safe way. Consider some of the topics within your science curriculum that can relate closely to children's daily lives.

When planning lessons, it is important to plan how the children will participate in their learning. Usually, this depends on the different teaching methods we select. One example of an effective teaching method is: **Think, Ink, Pair, Share.** This method encourages participation even among timid students or those who may feel left out.

- Ask children an open question, such as one that asks them to decide on something or express an idea.
- Ask them to THINK about their answer.
- Ask them to write (INK) notes about their answer (slates are useful for writing short notes in this method).
- Ask them to exchange their views with a partner (PAIR).
- Ask for volunteers (girls and boys) to SHARE the results of their discussions with the entire class.

This method ensures that all children have the opportunity to answer and discuss their ideas or answers. This is very important. Ask yourself, "In my classroom, are there children who almost always raise their

hands first to answer my question?" The problem is that as soon as these children's hands are raised to answer you, other children stop thinking. They may need a longer amount of time to prepare their answers, or they assume that other children will answer your question. Moreover, many children are afraid to express themselves, particularly if their mother tongue is not normally used in the classroom. Sometimes girls are disadvantaged by the way a teacher asks questions or if he or she usually asks boys to answer questions, such as those in science or mathematics. Hence, both boys and girls need opportunities to understand a question and to develop confidence in answering that question. The pair work presented in the teaching method above allows all children to practice correct vocabulary and to express their views with one other person. This exchange builds their confidence and encourages their participation in answering your questions or those asked by their classmates.

Linking Science and Daily Life

Linking science with daily life makes it meaningful for children. It helps us to plan our lessons and organize our classes. One good way of doing this is to start with what the children already know using the KWLH method.

K	W	L	H

K - Stands for helping students recall what they **KNOW** about the subject.

W - Stands for helping students identify what they **WANT** to learn.

L - Stands for helping students identify what they have **LEARNED** as they read or conducted an activity.

H - Stands for **HOW** they can learn more (other sources where additional information on the topic can be found or more questions to be asked).

Learning-Friendly Language Skills

Language skills are extremely important because they affect children's abilities to learn in all other subjects. Meaningful learning will take place if the language of instruction is meaningful. Sometimes the home (local) language will need to be used so that all children have access to information, can communicate their ideas, and can be understood in a meaningful way.

Talking, listening, reading, and writing are skills that need to be used and combined so that children develop an all-round language ability. Two actions that can help you are:

- creating opportunities for listening and for reading, because learners comprehend information and build understanding through both ways; and

- using pair and small group work to help children listen and express themselves. For instance, ask children to develop short plays. The plays will help them express themselves in their own language and learn about sequencing in a story (that is, this event happened, and then this event happened, and then finally this event happened).

You can create opportunities for children to listen by reading stories out loud to the class. You can also invite people from your community to visit the class and tell about their jobs, their lives, or the history of your area. Be sure to invite older people; they often have more stories to tell and more time to tell them. When people are invited, prepare the visitor first by explaining the purpose of his or her visit. Help girls and boys develop their social skills. Who will welcome the visitor? How do we welcome someone we do not know? How do we talk to an elder? Where will the visitor sit? How do we thank someone who has helped us? These are also good ways of practicing communication as well as social skills.

Approaches Reading

Many parents worry about their child learning to read. This anxiety sometimes puts pressure on children and may make learning to read a

punishment instead of a pleasure. Reading is complicated, and there are many different ways of helping children to learn to read. Two approaches that are used are the **Phonics** approach and the **Whole Language** approach.

In the Phonics approach, a written word is broken down into its component letters. These written letters are matched with their corresponding sounds and then blended together to produce the word.

The Whole Language approach involves forming the meaning between the whole word and the spoken one, normally in the context of how the word might be used. The word might be presented in a short phrase, such as "One blue ball…".

Both approaches should be used because different learners will learn to read in different ways. To teach reading to a variety of learners, with different learning styles and backgrounds:

- use a variety of approaches;
- never separate skills from meaning;
- remember that readers learn to read and write because they want to communicate;
- know that learning to read takes place in a supportive environment where children build positive attitudes about themselves and the language; and
- read daily to small children to introduce them to reading for information and entertainment, and to show them that you enjoy reading too.

Other Ways to Support Reading

Children should have appropriate books and articles to read, and these can be available in a special reading and writing area. If books are not available, you may be able to create your own books that present local stories and folk tales. (You can also create big books for reading to groups of students.) Other ideas include the following.

- Invite small children to tell stories about their observations of the world around them and about events in their lives such as holidays or family celebrations. They will learn how to sequence events in a story, as well as how to change the type of language they use depending on the story's purpose and its audience. If they have difficulties in writing, someone (such as an older child or a parent) can write down the story as the child speaks. The child can then illustrate his or her own story.

- Create a classroom "reading-and-writing" environment by posting charts of alphabets, pictures, word lists, and other information. These may come from stories, lessons, or the children's own work. You can also label different objects around the room. If there is little wall space, you can hang letters, words, and pictures on a string across the room. If there is a local newspaper, headlines, articles, and pictures can be displayed to illustrate the different uses of language.

- Mix language practice with other subjects. For instance, when children have developed skills in writing, they can write descriptions of plants or sources of clean water for science class. Invite them to write story problems for each other in mathematics, or they can write about how they solved a scientific question.

- Guide older learners in small group discussions, as well as dramatizations of stories from class, to give them an opportunity to frame ideas in their own language. By role-playing situations from school or by using puppets to focus on social issues, such as bullying, the children will also be developing their "emotional well-being" and how to handle difficult situations well.

- Give all learners the opportunity to write, to share their writing out aloud, and to talk about their writing. All writers benefit from reading their work to themselves while they are working on it as well as to others. Working in "writing pairs" can help your students to try out ideas and decide on the best vocabulary to be used. All except the earliest writers (young children who are just starting to write) can benefit from peer editing groups in which they read their work, share constructive criticism, and plan revisions.

Tips for Teaching Writing

Teaching writing is important, but it is also difficult. If you give your children the chance to write often, and the chance to revise and refine their writing, you will be building the foundation for successful writing. Above all, make writing meaningful! Young writers, both girls and boys, can express themselves about topics that are important to them. These can include their families, special events in the community, topics in social studies, and so forth.

Children's writing should have a specific purpose and an audience. Children often are writing just for the teacher, but in life we use writing for many different types of audiences. We need to alter our writing style to suit the purpose and the audience; for example, a list, a letter, or a note for ourselves; or a poster or a story for younger children. This is meaningful writing. Here are a few other tips:

- Invite young writers to write freely without worrying about correctness. Children who are just learning to write can build language structures and expression even if they use imaginary spellings and strange punctuation. Imagined or made up spelling is a normal part of writing development. The child is "hearing" and trying to decide on what the word could look like. They need to use their own strategies first. Children need to try and work out spellings on their own. At the same time, they should be learning how to memorize and how to use a dictionary.

- Words should be learned in context either with a picture of the word, such as a "house or ball,"' or using the word within a phrase like "the yellow house" or "the purple ball."

- You can teach young children to spell in many ways, such as spelling out loud, spelling games, and crossword puzzles. However, when they write and become too concerned with correct spelling and punctuation, they may have difficulty building a deeper relationship with the language. Rather than correcting spelling, you need to be observing and writing down children's writing problems. You can then diagnose their difficulties and provide them with specific support in that area, such as how to use adjectives effectively or create meaningful comparisons (analogies).

The goal of writing is to communicate an idea well so that everyone understands it. The central rule for teachers of writing is to create opportunities for meaningful communication, such as the following.

- Invite young learners to dictate stories to a "scribe" who could be you, the teacher, a volunteer from the community, or an older student. (Remind the learner to be patient and speak slowly to the person who is writing.) The young storytellers can then illustrate their stories. This exercise builds a bridge between speaking and writing. This is also an activity we can use to help children who can see to learn about those who cannot see.

- Ask young learners to write about their lives and experiences. Whether it's a visit to their grandparents or any other experience outside the classroom, young writers write best when they write about something they know well.

- Conduct short writing periods. For children under the ages of 8 or 9, they may become very tired holding a pencil or piece of chalk to make the letters, while they are also trying to focus on the message they want to communicate. Writing often, for brief periods, is much more effective than trying to write for a long period of time.

- Encourage young writers to keep journals or diaries to help them structure their thoughts. Journal writing is important because it's not public. For the writer, it can be a chance to write in a very free way. For this reason, if you are planning to collect and review children's journals, you tell them so in advance.

- Give writers the chance to revise their writing. Professional writers may spend up to 85 percent of their time revising their first drafts. In classroom writing assignments, it's important to encourage students to write freely and in their own words. They should try to cover all of their thoughts on a topic. (Revision is more important for students over the ages of 8 or 9 who have begun to write more naturally to express themselves.) Give comments on their ideas and the sequence of their story. Show them how to use a dictionary so that they can learn to correct their own spelling or perhaps with a spelling partner.

- Allow opportunities for every imaginable kind of writing. When older learners write about how they solved a mathematics or science problem, or about how the weather affects the lives of their family members, they are using writing as an effective tool.

- Publish writing to make it meaningful. Girls' and boys' writing can be "published" on classroom walls or made into simple books. It can also be shared with learners in other classes, with families and the community, and with friends. When learners write letters to a community leader or a visitor—whether to ask questions, offer opinions, or simply express appreciation for a visit—they have the opportunity to write about things that are important to them and that have a real purpose and an audience.



Reflection Activity: Teaching Language Meaningfully

Think about your current teaching practices and your children.

- Which ways of using language receive minimal attention in your classes? How can you improve this situation?

- Do you give opportunities for children to talk together in pairs and discuss in groups of four?

- How can you make learning and using language more interesting, relevant and meaningful?

An NGO in Bangladesh, Working for Better Life (WBL), organizes student debates about issues that children feel are important and are affecting their lives. They learn how to debate; they find out about the issues; they write about them (or make drawings or posters); and they inform other, younger children in their schools. Sometimes parents participate in the debates, or teachers or schools debate amongst each other. One group of students was able to get teachers to stop smoking in school and in their classrooms!

Based on articles in http://www.workingforbetterlife.org/index.htm



Tool 4.4
What Have We Learned?

Learning About Learning and Learners

- All children can learn, but they learn in different ways and at different rates.
- As teachers, we need to provide a variety of learning opportunities and experiences for children.
- Children learn by linking new information with what they already know. This is called mental construction.
- We must also help parents and other caregivers to support children's learning, so children know how to link what they learn in class to their home life, as well as how to link what they learn at home with what they are learning in class.
- Talking and questioning together (social interaction) strengthens learning, which is why pair and small group work, if well organized, is very important.

As well as knowing more about how children learn well, we reviewed some of the barriers to children's learning. One major barrier is low self-esteem. Low self-esteem reduces children's motivation to learn and can have damaging effects on their cognitive and social development. Self-esteem can be promoted through an improved learning environment. This environment is one where appropriate praise is given when children are successful, where efforts count as much as results, where cooperative and friendly grouping is encouraged, where children know that they are cared for, and where they will be supported when learning.

Dealing with Diversity in the Classroom

In this Booklet, we explored ways to make the curriculum accessible and relevant for ALL children in terms of what you teach (content), how you teach and how children learn best (process), and the environment in which the children are living and learning. When planning lessons it is necessary to think of these three areas: **content, process** (such as teaching methods), and **environment**.

We also looked at **threats** to children's learning and at bullying in particular. We must remember that:

- threats from and fear of others (teachers, parents, and other children) can prevent children from learning;
- differences, such as ethnicity, religion, and social class, can be used by bullies to justify their bullying;
- observation is a key skill for any teacher, and we need to observe children during play and in the classroom to identify poor social relationships between children that could threaten their learning; and
- once teachers have assessed their situation, they need to be **proactive** in preventing opportunities for bullying rather than **reacting** to a situation after it has already occurred.

Prejudice and discrimination are also barriers to children's learning. They can be reflected unintentionally in our curriculum and learning materials. This is the case especially for girls as well as children with diverse backgrounds and abilities.

We have included a checklist to analyze textbooks for bias. Are you able to review your textbooks and learning materials for bias or unintentional discrimination? What actions will you take when you find it; for example, can you provide new illustrations?

Children with learning difficulties can be provided with an environment where they learn how to help themselves. Are you aware of those children

who, for whatever reason, have difficulty learning? What actions can you take to help them? Some will need understanding and support from other children, but the goal is to provide learning activities that they can have easily access without asking for help.

In many countries, children with HIV/AIDS or those who live in families where a member has HIV/AIDS can suffer discrimination. Do you know enough about HIV/AIDS in your community? Have you discussed sensitive issues, such as HIV/AIDS, with other teachers?

Making Learning Meaningful for All

The key idea in this Booklet is how to make learning more meaningful for all children. We need to make learning meaningful so that all children will want to come to school, will be motivated to learn, and will know that what they learn is relevant to them.

You will need to link issues in your local area with the curriculum and topics you are teaching. Allow children to bring into the classroom the knowledge that they and their parents already have.

Meaningful activities include pair and small group work outside of the classroom, where children can explore and understand their own environment.

Making learning meaningful may require adapting the national curriculum to fit the local context of your school. This can be done more effectively through work with other local teachers.

Have you been able to adapt textbook examples and activities to relate better to your local area?

The core subjects in school are mathematics, science, and language. You can motivate children to want to learn these subjects by developing and playing games. Mathematics and language games can make learning fun as well as meaningful. If you are able to work with a group of teachers or parents, then several games can be developed for use in the classroom.

Mathematics can be made more meaningful by using practical materials and solving problems that are common in everyday life. These problems can relate to measurements and calculations around the school, at home, or at the market.

In **science**, concrete experiences help children to understand scientific concepts. In learning about science, students can practice their observation skills. They can be encouraged to ask questions and plan experiments to explore different answers to their own questions.

By investigating their local area, children can be introduced to the role that science plays in society. They can find practical solutions to community problems while learning valuable scientific concepts and skills.

Have you been able to find time to allow children to investigate problems rather than just learn the answers from the textbook?

We considered different teaching methods, such as "Do, talk, and record" and "Think, ink, pair, share." These methods help children interpret their ideas together, improve understanding, and increase their participation in class.

Are you able to use different teaching methods in science and mathematics? Do you have practical materials in your classroom for children to explore scientific and mathematical concepts?

Language is not just a subject; it is a range of skills that children need in order for them to access the curriculum and to help them think and learn. They need to be able to talk, listen, read, and write in as many situations as possible. We can develop these skills in all subjects.

Are you able to make language learning meaningful by providing opportunities for language learning in science and mathematics?

Where Can You Learn More?

The following publications and Web sites are valuable resources for creating inclusive classrooms.

Publications

Baily D, Hawes H and Bonati B. (1994) Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets. London: The Child-to-Child Trust. This is an excellent resource for activities that children can undertake in terms of understanding child growth and development, nutrition, personal and community hygiene, safety, recognizing and helping those with disabilities, disease prevention, safe lifestyles and understanding children in difficult circumstances.

Council on Interracial Books for Children. (1980) Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York.

O'Gara, C and Kendall N. (1996) Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms. Washington, DC: Creative Associates International, Inc. for the ABEL 2 Project, US Agency for International Development.

Seel A and Power L. (2003) Active Learning: A Self-Training Module. Save the Children UK, London.

Sharp S and Smith PK (Eds.). (1994) Tackling Bullying in Your School: A Practical Handbook for Teachers. Routledge.

Swanson HL. (1999) Instructional components that predict treatment outcomes for students with learning disabilities: Support for a combined strategy and direct instruction model. Learning Disabilities Research and Practice, 14 (3), 129-140.

UNESCO. Guides for Special Education. Paris.

UNESCO (1993) Teacher Education Resource Pack: Special Needs in the Classroom. Paris.

UNESCO (2001) Understanding and Responding to Children's Needs in Inclusive Classrooms: A Guide for Teachers. Paris.

UNESCO Asia and Pacific Regional Bureau for Education (2003) Gender in Education Network in Asia (GENIA) A Toolkit for Promoting Gender Equality in Education. Bangkok.

Web Sites

Bullying. No Way!
http://www.bullyingnoway.com.au

BULLYING—the no-blame approach.
http://www.luckyduck.co.uk/approach/NoBlame-HowItWorks.pdf

Bullying and gender.
http://www.bullyingnoway.com.au/issues/gender.html

Countering discrimination.
http://www.esrnational.org/sp/we/end/stereotypes.
htm#prejudicesituations

Diversity and disability. Inclusive Education Training in Cambodia.
http://www.eenet.org.uk/key_issues/teached/cambodia_contents.shtml

Gender in Education Network in Asia (GENIA) A Toolkit for Promoting Gender Equality in Education.
http://www.unescobkk.org/gender/gender/genianetwork.htm#toolkit

Meaningful, engaged learning.
http://www.ncrel.org/sdrs/engaged.htm

Multiple intelligences. Pathways to learning.
http://www.thomasarmstrong.com/multiple_intelligences.htm.
http://www.educationalvoyage.com/multiintell.html

Partnership on Sustainable Strategies for Girls' Education.
http://www.girlseducation.org

UNICEF Teachers Talking about Learning.
http://www.unicef.org/teachers

Working for Better Life.
http://www.workingforbetterlife.org/index.htm

United Nations
Educational, Scientific and
Cultural Organization

Bangkok Office
Asia and Pacific Regional Bureau
for Education

Booklet 5 :

Managing Inclusive, Learning-Friendly Classrooms



Inclusive
Learning-Friendly
Environments

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Tool Guide

This Booklet will give you practical advice about managing diverse classrooms. It explains how to plan for effective teaching and learning, how to use resources effectively, how to manage group work in a diverse classroom, as well as how to assess your students' progress and thus your own progress.

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Tool 5.1
Planning for Teaching and Learning

Juan is a teacher in the Philippines who works in a small school in the mountains. He has not had much training, but he volunteered to teach when there was no teacher willing to work so far away from the town. Although he loves children, he finds teaching very challenging. There are so many things to think about: what to teach, what materials to use, where to get the materials from, how to teach a large class with different grades, how to plan lessons for different grades, etc. How can one teacher do everything?

In many countries, and particularly in rural areas, teachers may find their work especially challenging. Although we should be able to react to children's interests, we also need to be well organized. We need to MANAGE teaching and learning. This Tool will give you many ideas about planning for teaching and learning, maximizing the use of available resources, as well as managing an inclusive, learning-friendly classroom containing children with diverse backgrounds and abilities.

Classroom Routines

Regular classroom activities help children to start work quickly and meaningfully at the beginning of their school day. Children should agree on the rules and routines and, better yet, they should organize them. For example, a student group or committee can be in charge of taking the register and reporting to the teacher about absences.

When developing routines with children, it is important to explain and decide upon: (i) what is to be done; (ii) who is to do it; (iii) when is it to be done; and (iv) why is it important to do this routine activity regularly. Following are some ideas about routines that you can organize with your children:

- what work they need to do at any one time, particularly for those who may arrive late because they have far to walk, as well as for those children who are waiting for the class to start;
- how books and other learning materials should be distributed, collected, and stored, and who should take responsibility for these activities (perhaps rotating this responsibility among individual children, girls as well as boys, or teams of children);
- how children can get help from each other when they need it and the teacher is unavailable;
- what to do when they have finished an activity;
- how to get the teacher's attention in a non-disruptive manner;
- what are acceptable levels of noise;
- how to move around the classroom in a non-disruptive manner; and
- how to leave the classroom.

Children should actively develop some of these rules because they are more likely to abide by them if they have participated in setting the rules. However, some rules may be non-negotiable, especially when they are intended to protect children; for instance, rules about when they can leave the classroom, or rules about contacting the teacher before leaving the school grounds, especially if they are being accompanied by an adult who is not their parent or guardian.

Children's Responsibilities

ALL children should participate in helping with classroom duties and tasks. In this way, you will be helping yourself to manage the classroom while also teaching your children responsibility. Here are examples of some of the responsibilities you can assign to your children:

- a teacher for younger children or those who may need additional help in learning;

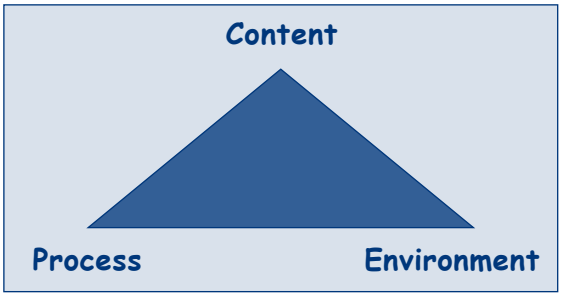
- a group leader or committee member who makes sure that a learning activity or routine is completed, and who successfully reports back on what has been learned or accomplished;
- a member of a health committee who makes sure there is water and soap or ash for hand washing and clean water for drinking;
- taking the attendance register and recording it on an attendance chart; and
- emptying and recording suggestions in the class suggestion box.

Choosing which responsibilities to give children depends upon their ages and levels of maturity. However, not just the brightest or the most "sensible" children should benefit from being given real responsibilities. ALL children in your classroom should be involved, no matter what their sex, learning ability, or cultural background. Moreover, we need to be careful not to reinforce gender stereotypes by asking girls to water the plants and boys to move the desks. Given the right support, ALL children can participate in and benefit from all classroom tasks and routines.

Lesson Planning

To make the best use of your time and the time available for learning, lessons need to be well planned. Of course, this takes time at first, but it is an important professional skill for all teachers, and a time-saver in the long-run.

One framework that you can use for planning is the curriculum triangle.



In this framework, **content** means what topic has been identified in your national curriculum documents. However, and especially for classrooms containing children with diverse backgrounds and abilities, this topic needs to be meaningful to the children and adapted to fit the local community in which they live.

Process is how the content is taught. This may involve using different teaching methods to meet the needs of different learning styles or in order to maximize the time available for teaching and learning (see peer tutoring below).

Environment includes the physical environment—including learning resources for lessons that could be available in learning corners—as well as the psycho-social environment; for instance, an emphasis on building self-esteem through cooperative group activities.

Activities: Start a lesson with a "name game" to get children to remember each other's names at the start of the year. This activity helps to build solidarity in the class. Another activity is called "gift giving." Children work in pairs, talking to each other and asking questions. After a few minutes, they write down what they have discovered about their partner and then report back to the class on their partner's personal qualities or "gifts." They can report back like this: "My friend's name is Maria and she brings the gift of a sense of humour." "My friend's name is Joe and he brings the gift of being a good listener." This activity shows that everyone can bring something to the class and that these personal qualities are valued.

Children learn best when they are active and thinking. They also learn well when activities are based on real life experiences and contexts so that they can apply their knowledge more effectively. Teachers who know their children and community well can more easily include local examples when planning lessons.

Unfortunately, however, many teachers have never been guided towards planning lessons. They have been taught to rely on textbooks. In some cases, this is because a textbook is the only available teaching aid.

In any case, they must plan how to communicate the information in the textbook in a manner that their children will understand. For the inclusive classroom, this planning is not a luxury, it is a necessity because we must consider the needs of children with diverse backgrounds and abilities. We need to know at least the following.

- What are we teaching (topic, content)?
- Why are we teaching it (goals/objectives)?
- How are we going to teach it (methods/process)?
- What do the children already know (prior learning; pre-testing)?
- What will the children do (activities)?
- How will we manage the lesson (including organizing the physical and social environment)?
- Will activities be appropriate for **ALL** children?
- Will the children have the opportunity to work in pairs or small groups?
- How will children record what they have been doing (learning products, such as drawings)?
- How will we know if the children have been learning (feedback and assessment)?
- What do we do next (reflection and future planning)?

Some of the ways we can organize ourselves and plan our lessons well is through using a simple lesson planning matrix, a lesson plan outline, or a daily lesson planning format as in the examples here. Try to use at least one of them in planning your lessons; maybe start with just one topic or lesson. They will give you a firm start in organizing your teaching; a way to monitor whether or not children are understanding what is taught; and a chance for you to think about what to do next and how to improve your teaching.

Lesson Planning Matrix

Topic	Objective	Teaching methods Pretest	Class-room	arrange-ment Children's	activities Learning	products Feed-back	Com-ments	(Reflec-tion)

Lesson Plan Outline

Subject: _____

Class or Teaching Group: _____

Number of Children: _____

Time: _____

_____

Learning Objectives:

What do you want the children to learn in this lesson?

Think about the knowledge, skills, and attitudes you want them to learn. Choose two or three to focus on in one lesson.

Resources:

What resources do you need for the lesson? What materials do the children need? How can the children help to obtain resources?

Children with More Individualized Needs:

Are there children in the group who will need extra help?

What kind of support will you need to provide to these children?

Do you need to help them on an individual basis?

Do you need to make sure that they are sitting in an appropriate place in the classroom? (Often it helps to have children who need extra help at the front of the room where you can easily help them, especially if your classroom is crowded.)

Introduction:

Tell the children what you want them to learn in this lesson. Some teachers write this on the board at the start of the lesson. Think about how you will start the lesson. Remember to review briefly what the children learned in the previous lesson. Try starting with a problem for the children to solve, with an open-ended question, or with a picture to discuss that can lead on to your main activities.

Main Activities:

What do you want the children to do in the main part of the lesson? Make sure that your tasks ensure that the children will reach the learning objectives.

Try to include a variety of activities; for example, try asking the children to work in pairs or small groups.

Decide how you will introduce and explain the tasks.

Decide how you will spend your time when the children are working on a task. This is often a good time to support children who need extra help.

Conclusion:

Choose an activity or discussion at the end of the lesson that reinforces the learning objectives. Ask the children what they have learned.

Self-Reflection After You Have Taught the Lesson:

Use this space to write a quick note for yourself on how the lesson went and how you could improve it the next time. Did the children achieve the objectives? Were all of the children involved? What could you do differently next time?

Teacher's Daily Lesson Planning Format		
Date:		
1.	Learning Objectives: Lesson Structure:	Resources:
2.	Learning Objectives: Lesson Structure:	Resources:
3.	Learning Objectives: Lesson Structure:	Resources:
4.	Learning Objectives: Lesson Structure:	Resources:
5.	Learning Objectives: Lesson Structure:	Resources:



Tool 5.2
Maximizing Available Resources

Successful teachers maintain an interesting learning environment for all children without regard to age, sex, ability, or background. Their classrooms are exciting and stimulating places in which to learn. Even if learning materials are scarce and furniture is poor, the classroom can be well ordered, clean, and made interesting with some creative thought and a willingness to ask for help. Here are some ideas!

If it is possible, desks or chairs should be able to be moved easily to facilitate group work. There may be more than one chalkboard or other suitable writing surface. There should be adequate display space for children's work, so they can take pride in showing others how well they are doing. There may be learning or activity corners for specific subjects or even a small "library."

We may find it hard to maintain an organized and stimulating classroom, especially if animals and vandals can easily destroy classroom materials. For this reason, we need to work with parents and community leaders to protect displays and learning materials. Some materials may have to be put away each day in a secure box or cupboard. Children may have to take responsibility to take things home and bring them back the next day.

Rural schools in Chad, for example, may have a metal chest to store books, since termites and other insects easily destroy these materials for learning.

In Bangladesh, several chalkboards may be found around the classroom at the children's level, so that they can sit in a group and use the chalkboard for planning, discussing ideas, problem-solving, etc. In some classrooms, the lack of desks and chairs is beneficial. A large learning space, covered with a clean, locally made carpet, can be easily changed from a science investigation space to a drama space, and groups can easily be formed and reformed without disturbing other classes.

In a highly populated state in India, the lower wall space is painted black and children use it as their own writing space, drawing and writing with a chalk. This school has been constructed under the District Primary Education Programme (DPEP) of India that makes schools available to children within 1 km of their residence even in the remotest areas. The school buildings have been especially designed and constructed with child-friendly elements like the above-mentioned children's chalkboard.

Physical Space

Room to Move

Children need to be able to move freely between groups of desks or chairs—or even between other children sitting on the floor—without disturbing others. Vary the seating arrangement so that you and the children can find the best seating arrangement for the entire class and small group work.

Note To Remember: Can children with disabilities enter and move around the classroom easily? Are children with diverse backgrounds and abilities sitting with all of the others and not segregated? Are boys and girls sitting together or separately?

Light, Heat, and Ventilation

Arrange the desks so that the children do not have to work facing into direct sunlight. The light should come from the side of the child.

Brains need oxygen! Classroom corners can be very stuffy. If there is poor ventilation in your classroom, you may need to allow children to do some activities outside of the class. Rotate the seating position of children so that they are not always sitting in corners with poor light and ventilation.

Some children may have difficulty in seeing or hearing. Make sure all children have been tested and have an appropriate place to sit.

Learning Corners

Children are often curious about the natural world around them. Science and mathematics corners can stimulate children's curiosity and improve learning. Children can collect and organize all of the things that interest them, and these resources can be available for use by **ALL** children. Children may grow seeds in these corners, collect fruits, and display objects they have found, such as seashells. You will need to think carefully where these learning corners should best be located so that **ALL** children can work in these areas without disturbing others.

- For science and nature corners, living things like fish can be very appropriate in an active classroom. However, children need to learn how to care for living things, to reduce cruelty, and to return them to the wild after study, if possible.

- In the mathematics corner, empty cans (with lids) and packets can fill the shelves. They can serve as learning materials themselves (for instance, equating numbers with objects), as well as places to keep other materials, such as coins and bank notes. Such "paper money" can be made from cardboard and paper and used in role-playing activities, such as going to the market. Scrap materials can also be stored here for future use, such as cardboard, string, wire, tape, pieces of dress material or other cloth, plastic, etc.

Objects found, labeled, displayed, and used by the children help them to make the link between school, daily life, and the local community. Local craftspeople and musicians can visit the school and talk with children. Perhaps they can leave objects, such as tools and instruments, for children to explore and draw, at least for a short time. When leaving precious items, security is an issue and must be considered seriously.

Children should participate fully in organizing and managing the classroom and learning materials. There can be small groups, teams, or committees that can establish and maintain the learning corners. Their participation will help to manage classroom learning materials, and it will help the children to develop responsibility and citizenship skills. Classroom committees can comprise a coordinator and secretary who are held accountable by the rest of the class to take their responsibilities seriously.

Some classrooms are not large enough to have separate corners. In East Timor, parents weave baskets that are stacked on the floor, full of shells, stones, seeds, and anything else that can be used in science and mathematics lessons. The important thing with all of these learning materials is that they are used by the children.

Display Areas

Proper displays of teaching aids and children's work in your classroom will help children take an interest in their learning and feel a sense of belonging to the class. Parents will also be more interested and will understand better about the work going on in the classroom. The work of **ALL** children should be appropriately displayed to show their unique abilities.

Children like to see their names by their work because it makes them feel proud. Change the displays regularly so the children remain interested and to allow each child to have some good work displayed during each term. Work displayed and then taken down can be used to build children's portfolios for assessment and reflection (see Tool 5.4 to learn about portfolios and portfolio assessment).

An interesting display board can be a good teaching aid, and it will provide a lively focus in the classroom. Display boards can be made from local materials, such as woven palm, with help from the local community. Display boards are important because they give you the opportunity:

- to give children information;
- to display children's work and improve their self-esteem;
- to reinforce the lessons you have taught;
- to provide feedback information on important activities, such as "finding out" activities at home and inquiry work in the community;
- to encourage children to work together and support each other, no matter what their background or ability; and

- to make sure all children can learn from each other's work.

If your classroom does not have solid walls, you can hang children's written work or drawings on strings across the classroom or along the walls. Work can easily be attached to the strings with tape, staples, or thorns. This "washing line" can also be used for language and mathematics information ("hanging learning corners").

In East Timor, teachers have used broken umbrellas as a framework for mobiles, with letters of the alphabet, pictures, etc., for reinforcing language activities. String for hanging visual aids is made from woven palm or banana leaves. Traditional glue comes from a fruit. Parents and other caregivers have helped to provide these local materials, and they have found out more about teaching and learning in the process. They are now better able to talk to their children about their learning at school.

Class Library

Many rural communities lack library facilities, thus children do not have access to many books. A class library can be created just by using a cardboard box that is decorated and then filled with locally made books. When children create their own books, no matter how simply made, they take pride in seeing their story "in print." They also learn about how books are made, classified, and cared for. You can even have children make "zig zag" books. These books are made from pieces of paper that are folded two or three times, with text on each "page," like a brochure. The children can illustrate these "books," and they can become treasured reading materials when few books are available.

Books made by children can be very effective teaching aids. The explanations or illustrations that children include in their books may help another child to understand an important concept. Children look at problems in a different way than adults; they use language that is easier to understand; and they may communicate important information successfully, even more so than the teacher. Watch for useful books made by your children!

Moreover, books can be used to teach other skills, especially for children who may have difficulty seeing. For example, a "book" can be made by gluing objects onto pages. A child learns what these objects are by feeling them; for instance, a triangle is pasted onto a page so that children with sight impairments can learn what a triangular shape feels like. Even children who can see well may enjoy creating such "feeling books," and they can practice using them by closing their eyes. "Feeling posters" that rely on touch rather than sight can also be made and put in display areas.

In some countries, a classroom or school library is an important community resource, especially when children "publish" the results of their community data collection projects (such as school-community maps as presented in Booklet 3). Information about weather, rocks and soils, agricultural calendars, the locations of specific houses, etc. can oftentimes be used by community workers and non-governmental organizations when planning community development activities.



Action Activity: Assessing Resources

Look around your own classroom and identify what resources you have now, as well as what you and your students may be able to make during this school term or year. Ask the children what they would like in their classroom and add it to the table below.

Classroom Resources	When should we start this project?	What resources are needed, and where can they be obtained?	What help can we get?	How will children use or learn from these resources?
Display board for children's work				
Learning corner or basket for mathematics and science .				

Classroom Resources	When should we start this project?	What resources are needed, and where can they be obtained?	What help can we get?	How will children use or learn from these resources?
Language area for storytelling, a small library, etc.				
More than one chalkboard				
Class committees established to organize learning materials				
Small class library containing books or other materials made by children				



Tool 5.3
Managing Group Work and Cooperative Learning

Approaches to Group Work

Effective teaching means combining different teaching and learning approaches. This provides for children's individual needs and makes the classroom a lively, challenging, and friendly place. You can use four possible approaches.

(1) **Direct teaching to the entire class.** This approach works especially well for introducing topics, provided that you prepare questions in advance to ask children at different grade levels and different abilities. You can use whole class teaching for telling a story or making up a story together with children, for writing a song or poem, for problem-solving games, or for doing a survey. Since every class has children at different developmental stages, you have to choose and adjust the content to make it suitable for all of the grades and abilities you are teaching.

To encourage **ALL** children to participate in all learning activities, we may have to provide different tasks for different groups of children. For example, you can give story-writing to one group, completion of sentences to another, and model-making to yet another. It is also possible to give the same task to all of the students, but you should expect different results. Remember: No two children, or groups of children, are the same. All classrooms are diverse. For instance, for the same task, one group of children can produce a story, another a list of corrected sentences, and yet another a model or poster.

(2) **Direct teaching to a group of one grade (especially in multigrade settings).** While you are teaching one group, the other groups do their own work. Peer teaching can be especially useful here when children are confident. At first, groups will not have developed the skills to

be able to work consistently without guidance. But with practice and specific skills-based activities, they can learn to work cooperatively.

(3) **Individual teaching** is when you work with a child on a one-to-one basis. This may be to help a child who has fallen behind because of absence, who has learning difficulties, or who is new to the class. You may also need individual teaching to assist "gifted" children and encourage them to do tasks that are more challenging. However, you need to keep individual teaching brief during lesson time so that you can teach the majority of children in the class.

(4) **Small group teaching** is when you divide your whole class into small groups for learning. This is a very effective strategy, but you need to be well organized and well prepared. It can be time consuming in terms of preparation, and children also have to be prepared to work together. However, this is a very effective way of meeting the needs of diverse classes.

Using Different Class Groupings

You can group children in many different ways; for example, single grade groups, mixed grade groups, same sex groups, mixed sex groups, same ability groups, mixed ability groups, interest groups, social or friendship groups, pairs, threes, or fours. Children gain a great deal from being grouped in different ways and at different times.

Be flexible. Move children between groups. Children need to be given the chance to sit and work with as many of their classmates as possible, younger or older, as well as those with diverse backgrounds and abilities. This helps to teach them patience and to recognize the talents of all of the children in the class.

Beware of labeling children as slow learners. Some children may be slower than others in mathematics, but they may be particularly bright in doing practical, hands-on work, such as conducting science projects or making children's books. We need to be careful because children who feel they are failures in their teacher's eyes will soon feel that they are actually failures. They may lose interest in school, because they don't receive any

rewards from learning. They begin to believe that they simply don't have the ability to do better, so they might as well drop out and earn money for their families.

Prepare materials to facilitate group work. Remember that games, work-cards, and other materials, though they may be time-consuming to make, can be used over and over again. They can be exchanged or copied during school cluster meetings. Don't forget that your children can help you to make these materials, which will reduce your workload while giving them a valuable learning opportunity and greater self-esteem.

Think about your classroom layout. How best can the furniture be arranged quickly and easily for effective group work? Children will have to learn to organize and re-organize the classroom depending on the activity. Work with them to decide the best classroom arrangement for everyone.

Make sure routines are firmly established. Children need a clear understanding of how to move to a group, how to get started, what to do when they have finished their task, etc. Develop routines as early as possible.

ALL children should be given the responsibility of leading groups. Group leaders have a key role to play in helping the teacher, such as passing on instructions, distributing materials, leading the group through the activity, and reporting back to the teacher.

In Colombia, a large sheet of paper for monitoring progress is put up on the wall. Children sign it when they have completed an activity, and the teacher will add a grade later. This prevents a queue of students forming at the teacher's desk, waiting for their work to be marked.

Cooperative Learning

Cooperative learning occurs when children share responsibility and resources, as well as when they work toward common goals. The development of cooperative group skills involves time, practice, and reinforcement of appropriate behaviours. The teacher plays an important role in establishing

a supportive environment, one in which children feel they can take risks, and an environment where all children's opinions are valued.

Cooperative group work can help all learners by increasing their understanding and promoting enjoyment and positive attitudes towards work and about themselves. But in order for **ALL** children to benefit from cooperative group activities, they need opportunities to develop a variety of skills and roles. For example, many girls may need experience as presenters, and many boys may need experience as scribes (note takers). **ALL** children need to develop positive speaking and active listening skills.

Some children may not have learned how to value the ideas of others. This can be particularly obvious when children work in mixed groups. Girls will often accept the ideas of boys in order to avoid conflict. Many boys tend to dismiss or ridicule the ideas of girls. This same situation can occur among children who are from minority groups or do not speak the language of instruction well. They will tend to follow the larger group of children.

If some children continually dominate discussion time, other children miss out on opportunities to express their ideas and clarify their opinions. How can children with diverse backgrounds and abilities become confident in asserting their ideas? In some cases, it may be necessary to have single groups of children (for instance, same sex groups) at first so that skills and confidence are developed. These groups can then be mixed later on as children develop their communication and interpersonal skills.

In some cultures, people believe that real learning comes only from the teacher. Hence, they do not see the value or the benefits of working in cooperative groups. While this belief should be acknowledged, the skills children develop through cooperative learning will be useful to them regardless of their different backgrounds. It is important to inform parents of changes in teaching and learning approaches. They can also help with producing visual aids or games, for example, so that they understand what the teacher is trying to do.

Cooperative skills can be most effectively developed within meaningful contexts. Activities that are open-ended and require divergent thinking (such as problem-solving tasks) are particularly suitable for developing cooperative group skills.

Interpersonal Skills for Learning

Building group spirit leads to the success of the whole class. Competitions that divide girls from boys, segregate children with diverse backgrounds and abilities, or promote favouritism hinder the learning of **ALL** children. As a teacher, you can help children to think of themselves as a **learning team** or a **learning community** in which the success of one child helps everyone to succeed.

Effective communication involves listening, speaking, and taking turns. These are skills needed for cooperative group work and skills for democratic citizenship. A good teacher **manages** communication to be sure that no child or small group of children always answer all the questions or dominate the discussion.

Active listening, in which children take responsibility for hearing and understanding what each other says, is a vital part of the learning environment. Clear speaking is equally important, as well as stating thoughts and feelings without interfering with the rights of others. Accepting and using the local language in class will also help all children to participate.

In summary:

- Cooperation enables learners to work together, as well as share responsibilities, materials, roles, and learning opportunities.
- Small groups of children can divide roles and share responsibilities. In a science activity, one child might weigh different materials, while another might record results. Halfway through the activity, the children might exchange roles. Cooperation must be practiced if groups of children are to work independently.
- Problem-solving and negotiation help learners resolve conflicts and make decisions. Children have to learn and practice conflict management skills that are based on good communication skills and patient attitudes.

- To learn how to think, children need to be encouraged to agree upon goals, to assess alternatives, to make decisions and support them, and to follow through to learn the outcomes of their choices. All of these processes depend on group-spirit, communication, and cooperation.

Establishing Ground Rules for Group Work

Guidelines for participation, or "ground rules," can help you to organize discussion sessions with your children. These guidelines provide the basis for open, respectful dialogue and allow **ALL** children to participate. The best way to create ground rules is to allow the children to generate a list.

1. Listen actively, respect others when they are talking, but participate fully.

2. Speak from your own experience ("I" instead of "they").

3. Do not make personal attacks; focus on ideas, not the person.

It is also important to set a ground rule for how participation will be managed. For instance, so that everyone has a chance to speak, the group can use a "magic microphone." This can be a shell or stone that is passed around, and when someone receives the shell, it is their turn to speak if they want. If they would prefer to "pass," then they pass the shell onto the next person. This can reduce domination by one or two confident speakers.

Re-visit the ground rules occasionally and, if time allows, ask whether the children would like to add any new rules or change old ones.



Action Activity: Assessing Interpersonal Skills

Observation is a key skill for assessing interpersonal skills. Try to analyze the way one particular group works.

Skills	Child A	Child B	Child C
Listens well			
Expresses clearly			
Takes a leadership role			
Supports others			

Based on your observations, you can provide extra activities for some children in order to develop a particular skill that is necessary for group work.

Managing Peer Learning

Peer Tutoring

Peer tutoring, also known as peer teaching and child-to-child learning, occurs when more able or older children finish their own work and then they help younger or other learners to finish their assignments. Tutors help these children with their work, they do not do it for them! A special time each day may also be set aside for children to help each other to learn mathematics or language, either one-on-one or in small groups.

Peer tutoring is very a worthwhile educational technique because it helps to meet the individual needs of children. It also promotes a cooperative, rather than a competitive, approach to learning. Mutual respect and understanding are built between the children who are working together. The child "tutor" takes pride in teaching, while he or she also learns from the experience. It also helps to solidify what they have learned, and they benefit greatly from being given responsibilities in the classroom. When they are learning with their "peer tutor," the learners also develop a better ability to listen, to concentrate, and to understand what is being learned in a meaningful way. Children's explanations to each other can sometimes succeed where the teacher has failed. Children look

at problems in a different way than adults, and they use language that is more learner-friendly.

Peer Teaching in Reading

In reading, peer teaching often is used to help slower readers or to provide extra reading for all of the younger children in the class.

- It can have a positive effect, both educationally and socially, on the child teacher or tutor and the child learner.
- It can be a very practical way of bringing individual help to reading.
- Also, perhaps surprisingly, the child tutor's reading level often improves!
- The amount of time the younger child is actively involved in reading is increased by using this technique. The younger or weaker reader benefits greatly from the undivided attention of the other. The teacher often does not have enough time to give this kind of individual help to every child.

However, it is necessary to explain carefully to the child tutor exactly what you want him or her to do. Tutors must understand what you expect of them. They should work with the youngster in a quiet, friendly, and supportive way. Impatience should be avoided. Here is an example of a peer-teaching technique in reading.

The paired reading technique. This technique is based on reading that:

a. alternates between joint reading aloud by both tutor and learner, and independent reading by the learner; and

b. uses positive comments to promote correct, independent reading.

The child tutor is trained:

- to introduce the book in an encouraging way;

- to delay correction of errors until the learner has tried to correct them by himself or herself;
- to discuss the passage after it has been read; and
- to check up on his or her own performance as a teacher, and on the progress of the learner, by completing report cards and check-lists.

This approach follows the Shared Reading idea that is gaining popularity in many Pacific Island schools through the introduction of initiatives like Ready to Read. The Shared Book experience often involves large books with print that is large enough for the entire class to read with the teacher. Some island teachers have attended in-service training in this technique and have written and constructed their own big books."

Pacific Literacy and the Essential Dimensions of Reading
http://www.learningmedia.com/html/cr_us_pl-share.htm

Self-Directed Learning

Self-directed learning is important because children need to learn independently of the teacher. This allows both the student and teacher to make the best use of the time available. Here are some ideas to help you increase independent learning in your classroom.

- You can ask children to learn part of a lesson from the textbook or prepare for a new lesson.
- They can undertake a survey so that they have their own data to work on during a lesson.
- You can give children in higher grades practical exercises to develop new concepts and introduce new content.
- You can use the child-to-child approach to get children planning and taking action to improve health or other areas. You can then evaluate their action afterwards.

The purpose of using different teaching approaches and groupings—like peer tutoring and self-directed learning—is to shift the focus of learning from being teacher-directed towards being learner-centred. This promotes the development of children as independent, self-directed learners and releases the teacher to attend to the needs of individual children and groups.

Planning for Differentiation

Differentiation is simply attending to the learning needs of a particular child or small group of children, rather than the more typical pattern of teaching the entire class as though all the children were alike. Here are some of the fundamental principles that support differentiation.

- **A differentiated classroom is flexible.** Teachers and children understand that materials, ways of grouping children, ways of assessing learning, and other classroom elements are tools that can be used in a variety of ways to promote individual and whole-class success.

- **Differentiation of instruction comes from effective and ongoing assessment of the needs of learners.** In a differentiated classroom, student differences are expected, appreciated, and recorded as a basis for planning lessons. This principle also reminds us of the close connection that should exist between assessment and instruction. We can teach more effectively if we are aware of our children's learning needs and interests. In a differentiated classroom, a teacher sees everything a child says or creates as useful information for understanding the learner and for planning lessons for that learner.

- **All children have appropriate work.** In differentiated classrooms, the teacher's goal is for each child to feel challenged most of the time, and each child finds his or her work interesting for most of the time.

- **Teachers and children are collaborators in learning.** The teacher assesses learning needs, facilitates learning, and plans an effective

curriculum. In differentiated classrooms, teachers study their children and continually involve them in decision-making about the classroom. As a result, children become more independent learners.

What Can be Differentiated?

Content. Content consists of facts, concepts, generalizations or principles, attitudes, and skills related to the subject and topic being studied. Content includes what the teacher plans for children to learn, as well as how the child actually learns the desired knowledge, understanding, and skills. In a differentiated classroom, essential facts, materials to be understood, and skills remain constant for all learners. What is most likely to change in a differentiated classroom is how children gain access to core learning. Some of the ways a teacher might differentiate access to content include the following:

- using objects with some learners to help children understand a new mathematical or scientific concept;
- using texts at more than one reading level;
- using a variety of reading-partner arrangements to support and challenge children who are working with text materials;
- re-teaching children who need another demonstration; and
- using texts, tape recorders, posters, and videos as ways of conveying key concepts to different learners.

Activity. An effective activity involves children in using an essential skill to understand a key idea, and the activity has a specific learning goal. For example, you can differentiate an activity by providing various options at differing levels of difficulty (such as option 1 is easy, option 2 is somewhat difficult, or option 3 is very difficult). You can also differentiate an activity by providing various options that are based on children's different interests. You can offer different amounts of teacher and student support for each activity.

Products. You can also differentiate products. Products are items a child can use to show what he or she has learned and understands. For instance, a product can be a portfolio of children's work, an exhibition of solutions to a problem, an end-of-unit project, or a challenging paper-and-pencil test. A good product causes children to rethink what they have learned, apply what they can do, and extend their understanding and skills. Among the ways to differentiate products are the following.

- Allow children to help design products around essential learning goals.
- Encourage children to express what they have learned in different ways.
- Allow for varied working arrangements (for example, working alone or as part of a team to complete the product).
- Provide or encourage use of varied types of resources in preparing products.
- Use a wide variety of assessment methods.



Reflection Activity: Lesson Planning

When lesson planning, are you able to differentiate learning content and activities?

Do ALL children have access to information and differentiated activities so that they can learn in their own particular style and at an appropriate level?

Do you use a variety of good "products" to show what each child has learned?

Managing Behaviour in the Inclusive Classroom

Children may misbehave if they are not noticed or cared for. They may need attention, particularly if they are not receiving adequate care or attention at home. Moreover, we (as adults) may disapprove of certain behaviours, but this should never mean disapproving of the child as a person. It is important to separate the behaviour from the child! Some of the ways to deal with misbehaviour include the following.

- Classrooms need one main rule, namely: Respect One Another.
- If we create an interesting curriculum with materials that are meaningful to children, then they will be interested and become involved.
- We need excellent observation and recording skills to determine what causes a particular behavioural problem.
- **Most importantly**, we need to create an environment where children are actively engaged and motivated. That will be good teaching for all children. It also means the teacher is not always the person in control, but she is one of a team of problem-solvers including children, parents, and other teachers.

Other common strategies for content area instruction and solving behaviour problems include peer tutoring and cooperative learning, as discussed above.

Problem-Solving Approach

A problem-solving approach involves a team consisting of the child, parents or caregivers, teachers, and external professionals who ask questions about the classroom's physical environment, social interactions, instructional environment, as well as non-school conditions.

As we learned in the Tool on bullying, it is not just the behaviour we are interested in but the reasons for this behaviour. We need to know something about children's needs and what they are trying to communicate.

Needs that Children Try to Communicate

Self needs	What it sounds like
Gratification	I want it now!
Task avoidance	I don't want to!
Panic	I am scared!
Social needs	**What it sounds like**
Attention seeking	Look at me!
Power seeking	I want to be in charge!
Revenge	I didn't want to be part of this group anyway!



Action Activity: Analyzing Problem Behaviours

Choose just one child who concerns you because of his or her inappropriate behaviour, and note down why this behaviour concerns you. Is it that it disrupts your lesson? Does it affect the learning of other children? Is the behaviour related to a particular time of day, day of the week, or a particular curriculum activity? How is the situation at home for the child? You might want to consult the child's profile if your school has it (see Booklet 3).

Start to undertake a study of the child so that all of the factors that might affect the child's behaviour are considered.

What actions can you take with the child, their peers, parents, and within your classroom that might help the child to change his or her behaviour? Try out each of these actions.

Which actions appear to help the child? Keep a record of successful actions. You might need them again with other children.

Teachers need to observe children's behaviour and to note it down consistently so that patterns can be observed. Once the classroom is a safer and more cooperative place to learn, there are likely to be fewer difficulties with behaviour.

Positive Discipline

There are times when discipline is necessary. But the question is, "What type of discipline is the best?" Remember that the goal of discipline is not to control children and make them obey. Rather, it is to give them skills for making decisions, gradually gaining self-control, and being responsible for their own behaviour. Also, remember that misbehaviour is an opportunity for teaching new, positive behaviours.



Reflection Activity: What is Your Approach to Discipline

Read through each of the boxes in the table below and put a tick in the box that you think you are most likely to use. Be as honest as you can. Use this table to explore your approach to discipline and to maintaining order in your classroom. By reflecting on and confronting your approach, you may discover areas in which you could adopt alternative actions as well as those areas in which you are using discipline effectively.[1]

In a Child-Friendly School in northeast Thailand, a young girl was often

Negative Disciplinary Measures	Tick if Yes	Positive Disciplinary Measures	Tick if Yes
I tell learners what NOT to do, often beginning with a negative statement.		I presents learners with possible alternatives and focus on their positive behaviours.	
I attempt to control the behaviour of learners by punishing bad behaviour.		I focus on rewarding learners for their efforts as well as good behaviour.	

[1] Alternatives to Corporal Punishment: The Learning Experience. (2000) Department of Education, Ministry of Education, Pretoria, South Africa.

My students follow the rules because of fear, threats, or bribery.		My students abide by the rules because they participated in making them and have agreed to them.	
The consequences of breaking a rule are often punitive, illogical, and unrelated to the learner's behaviour.		The consequences of breaking a rule are directly related to the learner's behaviour.	
When I use time out, it is meant to isolate and banish a learner for a set time period.		When I use time out, it is open-ended and managed by the learner. He or she determines their readiness to gain self-control and return to the class.	
I do not take the needs and circumstances of learners into consideration.		I base my actions on empathy and an understanding of the individual and his or her needs, abilities, circumstances, and developmental stages.	
I regard children as in need of control from an external source, for instance, myself, the Principal, or the children's parents.		I recognize that children have an innate sense of self-discipline and can be self-directed. They can be guided to learn self-control on their own.	
Even for minor issues or mistakes, I am constantly reprimanding or punishing my children.		I regard mistakes as an opportunity for my children and myself to learn. I treat my children with empathy and give them opportunities to sincerely regret their misbehaviour.	
I criticize the learner because of his or her behaviour.		I focus on the behaviour, not the learner, and on helping the child to change it in a positive, constructive way.	

disruptive in class, and she stole items and money from her fellow students. She was also classified as a chronic learning falterer because she failed her exams almost continuously. Rather than continually punishing the girl for her misbehaviour, or seeking to have her expelled from school, her teacher began to give her more responsibility. For instance, the teacher asked her to be the class "monitor" when the teacher needed to leave the room for a short time. The teacher asked her to help younger children with their studies and to help to organize learning materials before and after class. Almost immediately, the girl stopped misbehaving and adopted a different personality. She became calm and caring towards her fellow students and attentive in class. Moreover, her learning performance improved dramatically.

Approaches to Positive Discipline

How can you establish a positive disciplinary environment in your classroom? Here are some ways to create a positive culture of learning and teaching.[2]

Adopt a whole school approach and make sure that your classroom discipline reflects the school's policies.

Establish ground rules in your classroom and get your children to participate in setting them. Be serious and consistent in implementing these rules.

Know your children and focus on developing positive relationships with them.

Manage the learning process and the learning environment enthusiastically and professionally. Be always one step ahead through good planning. For example, anticipate that some children may finish their work before others, and have something for them to do while they wait, such as involving them in setting up classroom displays. Be self-critical. If something doesn't work, consider all of the reasons why this may be so, including that perhaps you could have done something differently.

[2] Adapted from: Alternatives to Corporal Punishment: The Learning Experience. (2000) Department of Education, Ministry of Education, Pretoria, South Africa, as well as the MCH Early Childhood Development and Parent Education Program at http://www.health.state.ok.us/program/mchecd/posdisc.html

Develop learning materials, teaching methods, and classroom management practices that include conflict management, problem-solving, tolerance, anti-racism, gender sensitivity, and so on.

Be inclusive. Leaving learners out, or not understanding their needs and circumstances, can alienate them.

Give learners the opportunity to succeed. Learners who feel positive about themselves and their ability to succeed will make better learners.

Allow learners to take responsibility. Provide them with opportunities to be responsible, be it in the way they conduct themselves in class, in running a community project, in taking care of a class pet, or in filling in the class attendance sheet for the teacher.

Give attention seekers what they want – ATTENTION! Even if a learner constantly seeks attention through misbehaviour, find ways that you can engage him or her in a positive way, even if it is through simple strategies like giving them a task to do, sending them out of the room for a few minutes on an errand, giving them responsibility for something, or anything else that will acknowledge them.

Be a model. Children always imitate the adults in their lives. They will copy manner, tone of voice, language, and actions, both appropriate and inappropriate. The most powerful teaching skill you can learn is to model the behaviour that is expected from the child. Setting a good example is critical in teaching. For instance, how can we expect children to resolve conflicts in a non-violent manner if adults use physical punishment to punish children?

Focus on solutions instead of consequences. Many teachers try to disguise punishment by calling it a logical consequence. Get children involved in finding solutions that are related, respectful, and reasonable.

Talk respectfully. Communicating with a child cannot be done effectively from a distance. The time spent talking to a child and making eye contact with him or her is quality time. Many teachers have noticed a dramatic change in a "problem child" after spending five minutes simply sharing what they both like and do for fun.

Tell them what you want. Children respond better to being told what to do rather than what not to do; for example, instead of saying, "Stop kicking the desk!" say, "Please keep your feet on the floor."

Give choices. Giving a child choices allows him or her some appropriate power over his or her life, and it encourages decision-making. The choices offered must be within acceptable limits and the child's developmental and temperamental abilities. As children grow older, they may be offered a wider variety of choices and allowed to accept the consequences of their choices.

Use professional assistance. If there are learners who display particular difficulties in class, and especially if it involves bullying or other aggressive behaviours, seek help from your colleagues and, if necessary, from professionals, such as psychologists or counsellors.

Managing the Active and Inclusive Classroom

Managing active learning involves many different elements. When there is a balance among self-directed learning, peer tutoring, group work, and direct instruction, it makes our jobs easier, and it helps children learn along many pathways. Here are some of the key items that you can consider as you increase the active learning levels in your classroom.

Planning. Create a weekly plan scheduling classroom activities. Indicate whether children will be working independently, in groups, or as a whole class. In a multigrade classroom, each group may be working on a different activity.

Preparing. Prepare for each classroom activity by reviewing your teaching manual or outlining a lesson plan. Check to make sure that ALL children can participate in the learning activities.

Gathering resources. Collect or create the resources that are needed for the activity. These could be stones or sticks for use as mathematics objects, seashells for use in an art activity, or beans to be sprouted in science to study plant growth.

Connecting learners to activities. Whether the learning activity is a whole-class discussion or projects pursued by groups, you can introduce it to your class through direct instruction. Try to make the information or skills to be learned meaningful to children.

Connecting learners to each other. Take advantage of the ways children can help each other learn in pairs and groups. Promote peer tutoring whenever possible.

Guiding and observing. When children are working on activities or projects (whether on their own, in pairs, or in groups), move throughout the classroom. Make yourself available for answering questions and guiding learners in overcoming obstacles. Use this time also for assessment; for instance, assess how well children are concentrating and the ways that they are interacting.

Focus on participation. All of these methods and ideas help create opportunities for active learning for all. For instance, in these classrooms girls are not dominated by boys, younger children are not dominated by older children, and children with diverse backgrounds and abilities are not ignored nor left out of any activity or learning opportunity.



Reflection Activity: How Do You Rate Your Classroom?

My classroom	1 Yes	2 Could do better	3 Needs a lot of improvement
My classroom is tidy.			
I make good use of the space in my classroom.			
There is plenty of light in my classroom.			

My classroom	1 Yes	2 Could do better	3 Needs a lot of improvement
There are interesting things in my classroom: (i) on the walls, and/or (ii) in the mathematics and science corners.			
ALL children have access to practical materials for mathematics.			
ALL children are free to move around the room to get learning materials.			
ALL children are interested in their learning.			
ALL children can work easily (i) with a partner, and/or (ii) in small groups.			
ALL children often ask questions.			
ALL children feel confident in answering questions.			
Children who have sight and hearing difficulties have access to materials that can help them.			
Learning materials have been adapted to remove gender or ethnic bias.			
ALL children in my class can take responsibility.			



Reflection Activity: Taking Action

Think about what you have been reading and consider how you can apply some of the ideas to your classroom. Once you have thought about the questions and examples in the table below, identify a possible activity that would work with your class.

At the end of a week:

Self reflection	Example	Possible planned activity
Have I planned activities where ALL children have been given the opportunity to express their feelings?	After reading a story, ask the children how they feel about what happened. Do they think it was a sad or a happy ending?	
Have I planned activities where ALL children are physically active?	Give opportunities for games or take a walk around the school grounds to see if all children are playing.	
Have I planned activities that will challenge both girls and boys intellectually?	Give the children time to work on a problem-solving activity.	
Have I planned activities which allow ALL children to interact socially?	Organize children in groups to build a model, solve a problem cooperatively, work in the garden, be a member of a class committee, etc.	



Tool 5.4
Active and Authentic Assessment

Mala sits in the corner crying. She has failed her exam at the end of Grade 3. She tried very hard all during the year and gained good marks when doing practical investigations and weekly tests. Three weeks before her examination, her mother fell ill and Mala took all the responsibility for looking after her brothers and sisters. She had to miss some days from school while everyone else in her class was preparing for the exam. The night before the exam she stayed up all night looking after her mother. During the examination, she could not concentrate and could not remember much of what she had learned because she was so tired. Her crying helped her to express her disappointment. She would have to repeat the whole year again. She would not continue with her friends. She felt like dropping out of school.

Many children, and especially girls and children from poor families, drop out of school due to demands from home and, sometimes, because they do not enjoy school. The story above illustrates this problem, and it also highlights the problem of testing children just once a year to assess their progress. As teachers, we need to understand children better and to learn how to assess their learning in many ways. Consequently, a more complete picture of children's development and achievement can be created.

What is Assessment?

Assessment is a way of observing, collecting information, and then making decisions based on that information. Continuous assessment means making observations continuously to identify what a child knows, what he or she understands, and what he or she can do. These observations are made at many times during the year, for instance, at the beginning, middle, and end of terms, or even more frequently. Continuous assessment can be achieved through: observations; portfolios; checklists of skills, knowledge, and behaviours; tests and quizzes; and self-assessment and reflective journals.

Continuous assessment ensures that **ALL** children have opportunities to succeed in school. By using continuous assessment, the teacher can adapt his or her planning and instruction to the needs of learners so that all will have the chance to learn and succeed.

In continuous assessment, all learners have the chance to show what they know and can do in different ways according to their different styles of learning. Continuous assessment can tell you which children are falling behind in their understanding of particular topics. You can then design new learning opportunities for those particular children. The continuous feedback that children receive bythis process helps them to know if they are learning well, as well as what actions they need to take to make progress.

Continuous assessment can help you to talk with parents and caregivers about the strengths and weaknesses of the child so that they can participate in an integrated programme, such as one that links classroom activities with those in the home. Usually, the results of end-of-year exams arrive too late for parents to help a child who might not be learning well.

Learning Outcomes

As we learned in the last Tool, each learning activity should have an objective that needs to be assessed in some way. The assessments should describe learning outcomes; that is, they should tell us how well a child has developed a set of skills, knowledge, and behaviours over the course of a learning activity, topic, or a larger curriculum unit. Descriptions of learning outcomes are often called learning standards or objectives, and they may be identified for specific subjects, skills, and grade levels.

Learning activities and assessments improve when the teacher identifies specific learning outcomes. When planning a new learning activity, begin by identifying the learning outcomes. You may wish to answer the following three questions when planning your activity.

- What skills will be used or developed by the children?
- What information will be learned?

- What behaviours will be practiced?

The answers to these questions can be phrased as learning outcomes. For example, if you create a unit in which fifth-graders learn about time-distance equations in mathematics, you might develop the following outcomes.

- The learner working independently will use multiplication and division to solve time-and-distance equations as a homework assignment.

- The learner working in a learning pair will write his or her own mathematics story problems that express time-and-distance equations in space-travel scenarios.

We can see that these learning outcomes specify:

1. Who,

2. What will be done, and

3. Under what conditions.

These elements are then combined, as in:

1. The learner working in a small group,

2. will create a map of the school grounds, and

3. in one-inch scale.

Other examples include:

- (1.) The learner (2.) will be able to use simple addition to solve a problem (3.) in a realistic context.

- (1.) The learner (2.) will be able to work as a member of a group to complete research activities and present findings (3.) in writing.

When we are looking at specific outcomes, such as in science or mathematics, it is helpful if we have a guideline stating the different levels of outcome we expect for a specific activity. Below is one such guideline.

Outcomes for a Classifying Activity

4 - The child puts the items into meaningful groups. The child discusses each group's important characteristics. The child makes conclusions.

3 - The child puts the items into meaningful groups. The child discusses each group's important characteristics.

2 -The child puts the items into groups that do not have much meaning.
1 -The child puts the items into groups that do not make sense.

0 -The child does not try to do the task.

Authentic Assessment Approaches and Techniques

Authentic assessment means involving the child in evaluating his or her own achievements. Authentic assessments are performance-based, realistic, and instructionally appropriate. Observation, along with talking with children about their learning, can take place at any time.

Observation

During systematic observation, young children should be observed when they are working alone, in pairs, in small groups, at various times of the day, and in various contexts. Observations can include the following.

Anecdotal records. These are factual, non-judgmental notes of children's activities. They are useful for recording spontaneous events.

Questions. A useful method of gathering information is to ask children direct, open-ended questions. Open-ended questions, such as "I'd like you to tell me about …", help you to assess the child's ability to express himself or herself verbally. In addition, asking children about their activities often gives insights into why they behave as they do.

Screening tests. These tests are used to identify the skills and strengths that children already possess, so that teachers can plan meaningful learning experiences for their students. Results should be used along with more subjective materials, such as that contained in portfolios as discussed below. Assessment information should not be used to label children.

Observation can reflect learning successes, learning challenges, and learning behaviours, as in this example of a teacher's observations of the progress made by Francisco, an East Timorese boy who is learning English as a second language.

Francisco

12 March. Francisco is writing an autobiography about his family in East Timor. He is organizing his information logically, but he is using incorrect verb tenses in his writing.

16 March. Writing clinic with Francisco and four other students focusing on the use of the past tense in recount writing (writing about past events). Francisco is editing his draft.

20 March. Francisco is now overusing the past tense in his recount writing. Needs more explanation and work on this.

1 April. Francisco and Joe working well together using an encyclopaedia to research facts about East Timor. Francisco taking brief, accurate notes of important information.

Portfolio Assessment

Content

One method of authentic assessment is to create and review a portfolio of the child's work. A portfolio is a record of the child's process of learning, that is, what the child has learned and how he or she has learned it. Portfolios enable children to participate in assessing their own work. The portfolio keeps track of a child's progress; it follows the child's success rather than his or her failure. Moreover, the portfolio should follow the child if he or she moves to different schools.

Samples of work that can be placed in portfolios can include: written samples, such as essays, stories, and reports; illustrations, pictures, maps, and diagrams; as well as mathematics worksheets, other assignments, and graphs. Children's non-curricular activities can also be recorded, such as taking responsibility in a classroom committee.

You can select samples that demonstrate specific aspects of a child's work. You can also invite children to select from their work those that they want to put in their portfolio for their parents to see and, if possible, sign. Then every semester or term, the whole range of work is given to the child's family for review.

When children are advanced to a new grade level, teachers may pass on specific sections of the children's portfolios to their new classroom teachers. This will help these teachers to become familiar with the varied talents and needs of their new students.

Each portfolio entry should be dated and the context of the piece be given. The context might be stated like this: "This was a piece of unaided free writing. Only the theme was given and some basic vocabulary. Thirty minutes were given for this task."

Using the Portfolio in Evaluation

The material in a portfolio should be organized in chronological order. Once the portfolio is organized, the teacher can evaluate the child's achievements. Appropriate evaluation always compares the child's current work to his or her earlier work. Portfolios are not meant to be used to compare children with each other. They are used to document an individual child's progress over time. The teacher's conclusions about a child's

achievements, abilities, strengths, weaknesses, and needs should be based on the full range of that child's development, as documented by the items in the portfolio and her own knowledge about how the child is learning.

Using portfolios to assess children provides teachers with a built-in system for planning parent-teacher meetings. With the portfolio as the basis for discussion, the teacher and parent can review concrete examples of the child's work, rather than trying to discuss the child's progress in the abstract.

Case Study

Active Assessment in the Philippines, an interview with Marissa J. Pascual, a very experienced teacher from the Community of Learners School for Children in the Philippines. She is also a trainer for the UNICEF-assisted Multigrade Education Programme.[3]

Questions:
How do you go about assessment?

How do you integrate the work of assessment into further learning?

What do the changes in focus mean to you?

I usually maximize the first few weeks of classes for gathering valuable information about my students' current levels through a variety of ways.

Observation

I have learned over the years that a lot of important information can be gained from simple observations. This valuable information is very useful in helping me set individually- appropriate objectives and choose activities that are suited to my students' needs and capabilities. I usually list down what I need to observe about a child or a group of children for each week. Knowing my focus for the week allows me

[3] www.unicef.org/teachers/forum/0199.htm

to plan my activities and my schedule for observation. Knowing what to observe and when to observe enables me to do my work in a more systematic and efficient manner.

During the first weeks, I always find it important to observe children in varied reading situations, such as reading independently during silent reading time; reading with a group of children during literature group shared reading; reading orally in class or to a peer or adult in class; and reading to look up specific information about a given topic. It allows me to gain information about my students' ability to construct meaning from text, apply fix-up strategies (such as using pictures and context clues, sentence structure, and substitutions) when they encounter new and difficult words in text, self-correction and to react critically to what they read.

These initial observations also allow me to see how the child views reading and how he views himself as a reader. At the start of the year, I also ask them to answer a questionnaire that allows them to reflect on their attitudes towards reading as well as how they view themselves as readers.

Diagnostic Tests for Grammar, Spelling, Vocabulary, Mechanics of Writing

The results of these assessments, combined with the information I get from my observations, help me decide what changes to make in the curriculum that I initially prepared for the class during the summer. It helps me determine the lessons that I need to teach to the whole class or to particular groups of children in the immediate weeks.

First Month Writing Portfolio

The students' initial entries in their writing portfolio also provide valuable information about their current writing abilities. Their initial entries consist mostly of their outputs during creative-writing activities and short reports they prepare after they do research for other subjects. Again, this helps me determine what lessons to prioritize as well as determine student groupings for the first quarter.

During the year, I make use of both informal and formal methods of assessment. Informal methods are usually built-in to the daily classroom and school activities. Every teaching-learning activity that I provide

each day involves a process of evaluating a student's ability to accomplish a task and fulfill an instructional goal.

I observe both the process and the outcome of my students' participation in an activity or while working on an assigned task. For example, looking at results of short exercises after a mini-lesson gives me an idea as to whether I need to re-teach a particular concept using a different method or give the child more time to do practice exercises related to the lesson. Going over their writing portfolio also allows me to see if they are able to apply grammar concepts taken up in class. Again this informs the decision-making process regarding subsequent learning experiences or strategies.

Since my students' needs and abilities vary, as well as the pace in which they accomplish their work, it is necessary to take these into consideration when planning the lessons and activities that I would provide in class. To facilitate classroom management, an important investment is to determine who among my students have common needs and strengths and then group them accordingly. This enables me to plan my day or week more efficiently while ensuring that their current needs are met.

I also use formal methods of evaluation in class. These include short tests or quizzes, individual tasks and projects (such as writing projects or research papers), and group projects, in addition to the tests given during the Quarterly Assessment Week.

A student's achievement level and school performance is always based on a combination of both built-in/informal evaluation and the more formal and periodic evaluation. In this sense, evaluation is cumulative. I also take into consideration my students' investment in the teaching-learning process based on their potential. After every quarter, I summarize the strengths and needs of each child in my class. I set new objectives for the succeeding quarter and plan new activities that will enable me to meet my objectives. I also revise my groupings as needed.

For me, the evaluation process is not complete without bringing in the input of my students. At the end of each quarter, I give out self-evaluation questionnaires for them to answer as well as hold individual conferences to evaluate a quarter's work together, revisit goals and set new ones for the subsequent quarter. This part of the evaluation process is important to me because it provides me with an opportunity to help my students learn about themselves and their capabilities. This becomes part of the basis for setting new goals for the subsequent quarter. During conferences, I ask a student to bring out his task folder, notebook, writing portfolio or writer's workshop folder and other projects he had worked on during the quarter.

Over the years, I have come to learn that every bit of information that a teacher can gain about a child at different periods within the year—whether through informal or formal means—must be carefully validated and revalidated before one makes important curriculum decisions. For instance, getting good scores in grammar exercises is no guarantee that the child has already mastered a particular skill. In my experience, there have been many instances when a student would be able to get a perfect score in a grammar exercise but would have difficulty applying this concept when writing his composition. When there is a disparity between a child's performance in exercises and in compositions, I have found it helpful to provide more opportunities for group compositions with a teacher serving as a facilitator. This allows me to model the use of a particular grammar concept during composition-writing.

As a teacher, it is important for me to always reflect on whatever new information that I gain about a particular child or group of children at any given time. I always try to analyze the implications of the new information. For instance, if there is a pattern observed in the errors that a student makes in reading or in compositions, it can signal that this child may benefit from re-teaching a particular concept or that he may require follow-up activities to master a particular skill. Every new piece of information sets me to thinking about what help my students need and how I can best help them.

Feedback and Assessment

Feedback is an essential element in assessing learning. Before giving feedback, it is important that a safe, secure, and trusting relationship exists between the teacher and the child.

Children benefit from opportunities for formal feedback through group and class sessions. When this works well, there is a shift from teachers telling pupils what they have done wrong, to pupils seeing for themselves what they need to do to improve, and then to discussing it with the teacher.

Negative feedback is illustrated by: "Why can't you improve your spelling? You're always making mistakes." Negative feedback reduces children's self-esteem and does not lead to improved learning.

Positive and constructive feedback is illustrated by the following: "Sita, I like the way you started your story and the ending was quite exciting. If you use a dictionary to check some of your words, then this will help you with your spelling. If you are not sure about the first letters, ask Joa." Positive feedback acknowledges strengths, identifies weaknesses, and shows how improvement can be made through constructive comments.

Characteristics of Effective Feedback

- Feedback is more effective if it focuses on the task and is given regularly while it is still relevant.
- Feedback is most effective when it confirms that the pupils are progressing well and when it stimulates the correction of errors or other improvements in a piece of work.
- Suggestions for improvement should act as "scaffolding;" that is, pupils should be given as much help as possible in using their knowledge. They should not be given the complete solutions as soon as they have difficulties. They should be helped to think things through for themselves often in a step-by-step manner.

- The quality of discussion in feedback is important and most research indicates that oral feedback is more effective than written feedback.
- Pupils need to have the skills to ask for help and feel comfortable in doing so in the classroom.

Self-Assessment

Children need to:

- reflect on their own work;
- be supported to admit problems without risk to self-esteem; and
- be given time to work problems out.

Self-assessment takes place whenever the learner is to describe his or her own abilities, knowledge, or progress. Self-assessment builds knowledge and the love of learning. In addition, self-assessment can occur in discussions with children or in their own journals.

As soon as children can write, they should be asked to record their learning experiences in journals. When a learning activity or unit of study is completed, you can ask each student to reflect on their progress.

Assessing Skills and Attitudes

It is difficult to assess many of the goals in education, yet skills and attitudes are fundamental to children's learning and future development. Consequently, we should try to assess these as best we can. Below are examples of the criteria used to assess four levels of skill and attitude achievement.[4]

Overall skill: Cooperation. Cooperation means being able to work with others and accept a variety of roles that involve listening, explaining, negotiating, and compromising.

[4] This section is based on: Miriam S. (1993) Learning from Experience. World Studies. Trentham Books Ltd., United Kingdom.

	Child A	Child B
Level 1: can work with a partner taking turns to listen, speak, and share ideas and resources		
Level 2: can accept and negotiate others' differing and critical viewpoints		
Level 3: can work in a mixed group (age/ability/sex)		
Level 4: can lead any mixed group can suggest alternative solutions to problems using cooperative strategies		

Attitude: Empathy is to be willing to imagine the feelings and perspectives of other people.

	Child A	Child B
Level 1: can accept that there can be more than one side to a disagreement can share feelings and explain behaviours		
Level 2: can describe the feelings of characters in stories can recognize that another child or adult has reasons for wanting something different from you		

	Child A	Child B
Level 3: can explain that people do things differently because of their background and situation is able to challenge the use of insults in school based on gender, disability, nationality or poverty		
Level 4: can challenge stereotypical statements made about people different from themselves		

Activities that are often used in continuous and authentic assessment include both performance and product assessment. Performance assessment may include: science investigations; mathematical problem-solving using real objects; a dance performance; a role play with one or two others; dramatic reading; serving in a volleyball game; etc.

Products that can be assessed may include: an illustration or drawing; a model related to a science phenomenon; an essay or report; or a song which has been written and composed by the child.

What Can Go Wrong with Assessment?

The final outcome for students should be related to what they could do **before** and what they can do **now**. It should not be related to just a standardized test at the end of a year. Children in the same year group (class or grade) may have at least three years difference in general ability between them, and in mathematics there may be as much as seven years difference. This means that comparing children using one standardized test is unfair to many children.

A teacher, parent, or caregiver should not view this end-of-year test as the most important assessment as far as the child is concerned.

One of the greatest sources of low self-esteem in children is the use of comparisons, particularly in school. The end-of-year test should just be one component of an all-round, comprehensive assessment of children's progress. This assessment is aimed at raising the awareness of the teacher, the child, and their parents or caregivers about the child's abilities. It should also be used to develop strategies for further progress. We should not emphasize a child's deficiencies or weaknesses. Rather, we should celebrate what the child has achieved and decide how we can help them to learn even more.

Authentic and continuous assessment can identify what the children are learning as well as some of the reasons why children may not be not learning (sometimes described as "learning faltering"). Some of these reasons include the following.

- The children have not learned the skills to do the task. Many learning tasks are sequential, particularly in mathematics and language. Children need to learn one skill, such as counting to 10, before they can attempt subtraction of numbers.
- The instructional method was not the right one for the child.
- The child may need more time to practice what he or she has learned.
- The child is suffering from hunger or malnutrition.
- The child has emotional or physical problems that cause difficulties in learning.

If a child is having difficulties, continuous assessment using authentic methods may reveal these difficulties, thus allowing us to give remedial help to the child. We should understand that not all children learn in the same way and at the same speed. Some children may have been absent during an important step in the sequence of learning. Additional instruction, when used at appropriate times, can provide children who are falling behind with other ways to learn knowledge and skills. "Learning partners," who have attained skills to a good standard, can be asked to help those who have been absent or who need more attention.



Reflection Activity: Assessing Progress

Think about last term. Think of one subject, such as mathematics or science. How did you assess your children's progress? Through observation, weekly pencil and paper tests, something they produced (product), a portfolio, an end-of-term exam, etc.?

How will you report to parents or caregivers? Through an informal discussion, a report card, or at a parent-teacher meeting?

Awareness to Action. Now that you are better aware of the value of continuous assessment, what actions can you take to get a better picture of your children's strengths and weaknesses? Can you establish portfolio assessment at your school, or at least in your class? Try to work out an assessment plan for the entire year. Try to think of ways that are manageable in your context, yet give a full picture of children's progress throughout the year. Remember also that assessment should be included in your initial planning of topics and lessons.

	Observation	Performance	Portfolio	Diagnostic tests	Others?
Daily					
Weekly					
By term					
Annually					



Tool 5.5
What Have We Learned?

In this Booklet, we explored many of the practical management issues that need to be dealt with if our classrooms are going to provide learning opportunities for all children including those with diverse backgrounds and abilities. Some questions we need to consider are:

- Can parents as caregivers help us to manage the classroom (but not control it)?
- Can children learn to take more responsibility for their learning in the classroom?
- Can we make better use of local resources for learning materials?
- Can children help each other through peer teaching?
- Can we plan differentiated lessons so that all children can gain success at their own rate?
- Can we be proactive when we are managing behaviour in the classroom?
- When needed, can we use discipline as a positive tool for learning?

If a classroom is well managed, lessons well planned, and all stakeholders have an interest in children's learning, then all children can be successful in their learning.

We also reviewed some of the ways that children's learning can be assessed over the course of a year. We need to know where each child is starting from, because we know that children of the same age may learn at different rates. We need to provide them with feedback as they are learning (sometimes called "formative assessment"), and we need to know what progress they have made by the end of the year ("summative assessment"). We looked at authentic assessment as a means for providing formative assessment for children and parents or other caregivers.

We learned that authentic assessment involves a variety of ways of assessing children's progress including direct observation, portfolios, problem-solving activities (perhaps in pairs or small groups), presentations (an example of a product of a learning activity), and some appropriate pencil and paper questioning.

Are you confident when reporting to parents or caregivers on the progress of all of the children in your class during the middle of a school year? Are there any ways in which you can include children in the process of assessment, for example, by asking them to choose pieces of work to include in their portfolio?

Where Can You Learn More?

The following publications and Web sites are valuable resources for managing the inclusive classroom.

Publications

A Tale of Two Kittens. A reader for children in primary school to learn about diversity; includes a teacher's manual. Human Rights Education Programme (Karachi/Pakistan). www.hrep.com.pk

Alternatives to Corporal Punishment: The Learning Experience. (2000) Department of Education, Ministry of Education, Pretoria, South Africa.

Miriam S. (1993) Learning from Experience. World Studies. Trentham Books Ltd., United Kingdom.

UNESCO (1993) Teacher Education Resource Pack: Special Needs in the Classroom. Paris.

UNESCO (2001) Understanding and Responding to Children's Needs in Inclusive Classrooms: A Guide for Teachers. Paris.

UNESCO (2004) Changing Teaching Practices Using Curriculum Differentiation to Respond to Students' Diversity. Paris.

Web Sites

Authentic Assessment: a briefing.
http://home.ecn.ab.ca/~ljp/edarticles/assessment.htm

Classroom routines.
http://www.ioe.ac.uk/multigrade/practical_advice.htm

Cooperative learning.
http://www.jigsaw.org/ and http://www.co-operation.org

Guidelines for Portfolio Assessment in Teaching English by Judy Kemp and Debby Toperoff.
http://www.etni.org.il/ministry/portfolio

Managing group work and cooperative learning.
http://www.tlc.eku.edu/tips_cooperative_learning.htm

Multigrade Teacher Training Materials.
http://www.ioe.ac.uk/multigrade/teacher_training.htm

Positive Discipline.
http://www.positivediscipline.com

Quality Education for Every Student. This is a good Web site for explaining portfolio assessment.
http://www.pgcps.org/~elc/portfolio.html

UNICEF Teachers Talking about Learning.
http://www.unicef.org/teachers

United Nations
Educational, Scientific and
Cultural Organization

Bangkok Office
Asia and Pacific Regional Bureau
for Education

Booklet 6 :

Creating a Healthy and Protective ILFE



Inclusive
Learning-Friendly
Environments

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TOOL GUIDE

This Booklet will help you and your colleagues to begin developing an effective school health and protection component. In Booklet 3, we worked to get all children in school. If our efforts have been successful, more children with diverse backgrounds and abilities will be entering your inclusive, learning-friendly classroom. These children are the ones who have the most to gain by learning in an environment that is healthy and safe.

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Tool 6.1
Creating Healthy and Protective Policies for ALL Children

Ensuring that all children are healthy, safe, and able to learn is an essential part of an inclusive, learning-friendly environment. This Tool presents activities that you can use to advocate for school health policies, to build consensus for their enactment, as well as to identify which policies are most urgently needed.

Improving the health and learning of children through school health and safety programmes is not new. Many schools have such programmes because they realize that a child's ability to attain her or his full potential depends on good health, good nutrition, and a safe learning environment. Children are only able to learn to their fullest when they feel the safest.

School health policies state what actions we will take to improve the overall health, hygiene, nutrition, and safety of our children, and especially those with diverse backgrounds and abilities. Such policies ensure that our schools are safe and secure and promote a positive emotional environment for our children.

Involving many partners including teachers, children, parents, community leaders, and social service providers is the best way to develop school health policies. The key is to get these people to begin thinking, talking, and agreeing to take action.

What do school health policies entail; what do they look like? The following table shows some of the major issues that schools face in trying to become healthy and protective, along with some of the major policies that they have enacted to ensure an inclusive, healthy, and protective learning environment for all.

Examples of School Health and Protection Policies

Policy Issues	Examples of School Policies
Unwanted Early Pregnancy and Exclusion from School	◆ Do not exclude pregnant girls from school. ◆ Encourage students to come back to school after childbirth. ◆ Include family life education in the curriculum. ◆ Prohibit all types of discrimination based on sex.
Tobacco and a Tobacco Free School	◆ No smoking in schools by teachers and students. ◆ No selling cigarettes to children. ◆ No tobacco advertising and promotion.
Sanitation and Hygiene	◆ Separate latrines for male and female teachers as well as boys and girls. ◆ Safe water in all schools. ◆ Active commitment from the PTA or School Management Committee for maintaining water and sanitation facilities.
HIV/AIDS and Exclusion	◆ Skills-based health education focusing on HIV/AIDS prevention. ◆ Stimulate peer support and HIV/AIDS counselling in schools. ◆ No discrimination of HIV positive teachers and students. ◆ Ensure access to means of prevention.
Abuse of Students and Sexual Harassment including by Teachers	◆ Ensure by law that violence, including corporal punishment, and sexual harassment are prohibited in the school by teachers and students. ◆ Make the law well-known and accepted by everyone, empower adolescents to report cases, and enforce effective disciplinary measures for abusers.

Delivery of Simple School Health and Nutrition Packages	◆ Training and use of teachers to deliver simple health and nutrition interventions, in collaboration with health sector workers and with the involvement of the local community ◆ Regulation of food vendors and the quality, hygiene, and standard of the foods provided.

Source: Focusing Resources on Effective School Health. Core Intervention 1: Health Related School Policies. http://www.freshschools.org/schoolpolicies-0.htm

Advocating for School Health Policies

Enacting policies to ensure healthy, protective, and inclusive learning environments requires broad support. Gaining this support starts with advocacy, that is, developing meaningful, persuasive messages that help decision-makers see that policies are actually needed.



Action Activity: Identifying Messages for Healthy, Protective, and Inclusive Policies

- Assemble a small group of your colleagues who share an interest in promoting school health and in improving children's learning. These persons may be the ones who actively worked to get all children in school, your school's ILFE Coordinating Team (see Booklet 1), or those who have been involved in school-community mapping or constructing child profiles, as discussed in Booklet 3 in this Toolkit (the information from which could be included in this activity).

- Organize yourselves into two or three groups, and then ask everyone to think quietly to themselves about how the health and safety of our children and their families affect our schools. They can think of both positive and negative aspects. If it helps, each person can take written notes. This should take about 5 to 10 minutes.

- Give each group a large sheet of poster paper. Ask them to list their ideas about how the health and safety of children and their families affect the school.

- After each group has finished, share your ideas. Then, choose three or four of the most common issues cited by each group.

- Finally, work together to develop effective messages that you can use to justify why school health policies and which address these issues you listed. You can use the following example as a guide. These messages will be the basis for consensus building.

Reasons for Creating Healthy, Protective and Inclusive School Policies[1]

Issues: We work hard to give our children the knowledge and skills they need for life. But school attendance drops when children or their family members are ill, when the school is not clean or not equipped with sanitary facilities, or when students fear violence or abuse on the way to, from, or in school.

Message: The time, money, and resources devoted to our schools are among the most important investments that we can make. But our investments in education pay off only if our children attend school.

Issues: Children, and especially girls as well as children from poor families, who are ill, hungry, weakened by parasitic disease, scared, or tired from doing domestic labour are not capable of learning well. Preventable physical and emotional health problems, especially those that affect vulnerable children, can interfere with learning in children in whom much time and effort have already been invested.

Message: We can do our job only if the girls and boys who attend school are capable of learning.

[1] Adapted from: World Health Organization (2000) Local Action: Creating Health Promoting Schools. Geneva.

Issues: School attendance drops when parents fear for the safety of their children, or when the school does not have the resources to offer basic health and nutrition services that benefit their children.

Message: Since our school's resources are usually limited, gaining access to additional ones rests on working with families and communities. But if they do not have confidence in the school, because the basic policies needed to ensure their children's health and safety are not there, then obtaining the additional resources we need will be next to impossible.

Building Consensus

Once our advocacy messages are developed, we need to communicate them so that we can build the support we need to initiate important school health policies. One way to build support is to share ideas and examples about what an inclusive, healthy, and protective school environment is, what it does, and what it offers students, families, teachers, and the community as a whole. Schools, in turn, will benefit from hearing what the community thinks about local health issues and how the school can help address them. We can start with two activities.



Action Activity: Consensus Building for Policy Development

Assemble a small group of people who share an interest in promoting health and improving children's learning. This may be your ILFE coordinating team or another group. Include the school principal and administrator, a school board or PTA member, interested teachers, students, parents, and other local leaders, such as religious leaders, local government leaders, or people who work with children and youth outside of the school. Also contact local health workers or others, such as social service providers, who can help you to identify and explain opportunities to promote health and improve children's learning. Try to include some health professionals who can talk about children's health problems and emphasize

the importance of and need for health promotion in schools. The group that you assemble may even become the School Health Team that will lead and monitor the school's health promotion policies and programmes over time.

Ask each person to give one or two examples of policies in your school or community that support children's health, safety, and learning, particularly for those children with diverse backgrounds and abilities. List these on large sheets of poster paper or other suitable writing surface. (This activity can also be done in small groups rather than individually.)

Ask each person to give one or two examples of policies that are needed or should be changed to improve these children's health, safety, and learning. List these in one column on the left-hand side of a large piece of poster paper.

Working together in a single group, identify some of the reasons why these policies should be enacted or changed. List these in one column (on the right-hand side of the poster paper).

Work together to develop actions plans to enact or change these policies (see Booklets 1 and 3 on developing action plans)



Action Activity: Consensus Building Through Sharing

Increase your base of support by sharing ideas and examples of school health activities. It is important that you recruit a range of people, such as formal and informal leaders, women, men, and students. Some of the actions that will help you to do this include the following.[2]

- Talk about the basic threats to health that affect children's learning, in general, and how school policies and programmes can benefit students, staff, and the community. Meet with community leaders to discuss the basic ideas.

[2] Adapted from: World Health Organization (2000) Local Action: Creating Health Promoting Schools. Geneva.

- Talk with parents and students to share information and get their ideas.
- Invite parents and other community members to an informal meeting, or hold an informal discussion after important school events when the most people are there.
- Promote the need for school health policies and programmes through public-education techniques, such as flyers, brochures, radio, speeches, and posters (these can even be created by students).
- Hold a contest to develop a local theme or slogan.
- Sponsor a street display in a busy area of the community, or encourage children during art classes to decorate the school or community centres with health promotion artworks.

As you promote the need for school health policies and programmes—especially those aimed at addressing the needs of children with diverse backgrounds and abilities—you will soon identify likely community supporters. These persons can be strong advocates, and they can help you to deal with any disagreements or misunderstandings that may arise over sensitive health issues and the role of schools in addressing them. Creating a Community Health Advisory Committee that represents all sectors of the community will be very helpful as well.

A Note to Remember:

School health policies should benefit girls and boys from **ALL** groups of society, not just those with diverse backgrounds and abilities. Policies that address the needs of all children are likely to gain the most support and be the most successful. Creating policies for separate categories of children is time-consuming and expensive, and it can cause conflict.

Assessing and Monitoring Our School Health Policy Situation

Once you have support to develop effective school health and protection policies, the next question is: **"Where do we go from here?"** One of the best ways is to **assess and monitor** existing school health policies as well as prevailing community health problems. One of the ways to do these activities is to use checklists, such as the following.



Action Activity: Assessing and Monitoring School Policies

The checklist below is designed to determine: (a) if school health policies have been enacted; if not, they will need to be; or (b) if the policies have been enacted, whether or not the school has effective programmes to carry them out; if not, new actions will need to be developed. This checklist is not exhaustive, and you may want to add to it based on your school's situation. It is also a good activity to undertake as a follow-up action to the advocacy and consensus building activities discussed above. It will give you and your partners a chance to reflect on what needs to be done as a first step in action planning.[3]

Does my school have policies against discrimination that guarantee: (check if yes)

___ Respect for human rights and equal opportunity and treatment regardless of sex, physical, intellectual, social, emotional, linguistic, or other characteristics?

___ Protection from sexual harassment or abuse by other students or school staff and effective disciplinary measures for those who abuse?

___ Accommodations for students with disabilities so they can access classrooms and other facilities necessary for learning in a healthy environment?

[3] Adapted from: UNESCO (2002) FRESH: A Comprehensive School Health Approach to Achieve EFA. Paris. (ED-2002/WS/8 Rev.)

___ That pregnant girls will not be excluded or dismissed from school?

___ That young mothers will be encouraged and helped to continue their education?

___ That children with diverse backgrounds and abilities receive quality education, such as girls, orphans, ethnic groups, those in unstable or crisis situations, and those affected by chronic illnesses?

___ That teachers and other staff are appropriately prepared, supported, and paid equitably?

Does my school have policies against violence and substance abuse that guarantee:

___ That the school is safe, healthy, and protective, where the physical environment and the psychosocial environment both encourage learning?

___ Zero tolerance for violence, bullying, or the use of corporal punishment; prohibition against weapons on school grounds?

___ A drug, alcohol, and tobacco-free environment?

Does my school have policies for safe water, sanitation, and environment that guarantee:

___ An adequate supply of potable water that is easy to get to and stored properly (particularly for drinking and hand washing)?

___ Separate latrines for male and female teachers as well as girls and boys?

___ Adequate numbers of latrines?

___ Proper management and treatment of garbage and other waste?

___ Proper maintenance of water and sanitation facilities?

___ Waste recycling education and mechanisms?

Does my school have policies to promote skills-based health education that guarantee:

___ The provision of age-appropriate, skills-based health and family life education to girls and boys as a regular part of the basic education curriculum?

___ Programmes to prevent or reduce risk-taking behaviours associated with unplanned pregnancy, substance abuse, HIV/AIDS, etc.?

___ Social support and counselling for students affected by HIV/AIDS, including orphans?

___ Provide for youth-friendly outreach and on-site services to address the health problems of adolescents, particularly girls?

Does my school have policies to promote health and nutrition services that guarantee:

___ Maintenance of school health records for each student?

___ Regular health, dental, and nutritional status screening?

___ Equal opportunities for physical exercise and recreation for girls and boys?

___ Teacher training and support to deliver simple health interventions?

___ Timely and effective emergency response mechanisms in cases of personal injury and natural disasters?

___ Access to food by vulnerable students, such as malnourished children?

___ Regulation of food service vendors and the quality, hygiene, and standard of food provided in the school?

___ Involvement of the local community in developing and providing health education and services targeting preschool and school-aged children?

A Note to Remember:

Take it Slowly! The pace of policy development, and the introduction of changes, should be slow so that those involved feel comfortable with the changes and fully understand the need for them.



Action Activity: Assessing and Monitoring Community Health Problems

The ability of children, and especially those with diverse backgrounds and abilities, to stay in school rests not simply on what policies and programmes we enact in our schools. It also rests on how well our policies relate to the major health problems in the children's communities.

For those problems that affect children and their learning environment most closely, school policies and programmes should be developed to solve them in the school and, working with local leaders, in the children's families and communities as well. Following is a tool for assessing and monitoring community health problems as a first step in talking with community leaders and then developing appropriate policy and programme actions.[4]

Directions: Based on your knowledge of health problems, use the list below to note those that are common in your community. Circle a number to indicate how serious each condition is:

1 = not a problem; 2 = fairly small problem; 3 = somewhat of a problem
4 = a serious problem; 5 = a very serious problem

Then describe ways in which each problem affects students, teachers, the school, and the community in terms of health and well-being, absenteeism, academic performance, repetition of grade levels, economic vitality, quality of teaching, and burden on health services. Finally, identify what school policy is needed to reduce the severity of a particular problem.

[4] Adapted from: World Health Organization (2000) Local Action: Creating Health Promoting Schools. Geneva.

For instance, if tobacco use is a serious problem that hinders the health of teachers, family members, and children (through direct smoking or passive smoke), the school should formulate and enforce a policy to make the school tobacco-free. This includes prohibiting smoking by teachers and other school staff members on school grounds, so they can serve as good role models for the children by not smoking in front of them.

Health problems	How serious	Effect on students, teachers, school, and community	Supportive school policies and actions
Alcohol abuse	1 2 3 4 5		
Tobacco use	1 2 3 4 5		
Immunizable diseases	1 2 3 4 5		
Injuries	1 2 3 4 5		
Vision and hearing problems	1 2 3 4 5		
Helminth (worm) infections	1 2 3 4 5		
Malaria	1 2 3 4 5		
Mental health problems	1 2 3 4 5		
Micronutrient deficiency (vitamin A, iron, iodine)	1 2 3 4 5		
Protein energy malnutrition	1 2 3 4 5		
Oral health problems	1 2 3 4 5		
Respiratory infections	1 2 3 4 5		
Unsafe water	1 2 3 4 5		
Poor sanitation	1 2 3 4 5		
HIV/AIDS and STI	1 2 3 4 5		
Unintended pregnancies	1 2 3 4 5		
Violence (domestic or non-domestic)	1 2 3 4 5		
Other _____	1 2 3 4 5		

Dealing with Violence: Turning Policies into Action

Once attending school, children with diverse backgrounds and abilities are the most prone to discrimination and violence, oftentimes aimed at highlighting their "difference" from others and seeking to push them away from others within the school, and sometimes outside of it. At worst, this involves sexual harassment and physical violence which can lead to death.

Violence can take many forms and is understood differently in different cultures. In this Toolkit, violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community. It results in or has a high likelihood of resulting in injury, death, psychological harm, poor physical development, or deprivation.

Although we usually think of violence in terms of one child hitting another, actually violence comes in three basic forms.

Self-inflicted violence refers to intentional and harmful behaviours directed at oneself, for which suicide represents the fatal outcome. Other types include attempts to commit suicide and behaviours where the intent is self-destructive, but not lethal (such as self-mutilation).

Interpersonal violence is violent behaviour between individuals and can best be classified by the victim-offender relationship. Types of interpersonal violence include bullying and harassment.

Organized violence is violent behaviour exhibited by social or political groups that are motivated by specific political, economic, or social objectives. Examples here include racial or religious conflicts occurring among groups, gangs, or mobs.

What are the causes of violence? The causes of violence are complicated and varied. Below is a list of factors that are thought to contribute to violent behaviour. You can use these factors, and even expand upon them, to assess how predisposed your school's children, families, and communities are to violence, and whether school policies and programmes are needed to counteract them.

Causes of Violence: Do These Exist in My School and Community?[5]

Child level characteristics

- knowledge, attitudes, thoughts about violence, and skill deficits, such as poorly developed communication skills
- drug and alcohol use
- having witnessed or been victimized by interpersonal violence
- access to firearms and other weapons

Family level contributing factors

- lack of parental affection and support
- exposure to violence in the home
- physical punitiveness and child abuse
- having parents or siblings involved in criminal behaviour

Community and other environmental factors that contribute to violence

- socio-economic inequality, urbanization, and overcrowding
- high levels of unemployment among young people
- media influences
- social norms supporting violent behaviour
- availability of weapons



Action Activity: Mapping Violence

Many of us may not think of our schools and communities as violent places. But unfortunately, much violence goes unnoticed because neither the victim nor usually the offender wants others to know about it. Moreover, violent episodes may occur outside the school, such as when a child is abused on her or his way to school, but the effects carry over into the school and your classroom.

Determining the degree of violence in a school can be done in several ways, such as by asking students to answer questionnaires (see Booklet 4 for examples), involving them in discussion groups, or through mapping.

School mapping aims to determine where and when violence

[5] Adapted from: World Health Organization (1998) WHO Information Series on School Health, Document Three – Violence Prevention: An Important Element of a Health-Promoting School, Geneva.

occurs within schools, what type of violence is involved (self-inflicted, interpersonal, or organized), and who are the most common victims and offenders. The mapping process is a valuable tool for monitoring and controlling violence because it can:

1. encourage students, teachers, and administrators to start talking about violence in schools, which can lead to more effective policies;

2. assist in evaluating violence intervention programmes that are created to support policies against violence in the school; and

3. increase the involvement of the school in other violence interventions.

To map violence in your school, you can use a process similar to that for school-community mapping as presented earlier. Start by giving teachers and students maps of the school—or they can create the maps themselves—and ask them to identify where they think violence occurs, when, under what conditions, and who is usually involved. You can then analyze these maps to identify problem locations where violence is, or is likely to be, occurring.

Other teachers have used such maps, and the results of their work suggest that violence occurs at predictable times and locations around the school grounds.[6] Not surprisingly, violent events usually take place in locations where few or no teachers, or other adults, are present.

Teacher-initiated and implemented policies and interventions have the greatest likelihood of success in reducing school violence. However, children must be involved as well. Group discussions should be conducted to talk about where the "hot spots" for violence are located in the school, why some children are susceptible to violence, and what can be done to reduce violence in these locations and among these students.

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[6] Monitoring School Violence: Publications and Related Research Summaries. Global Program on Youth, University of Michigan, School of Social Work. This is an excellent Web site for resources on dealing with violence in the school. It can be found at http://gpy.ssw.umich.edu.

Increasing the participation of community members in stopping school violence can improve the community environment as well. This is particularly important where violence occurs outside of the school grounds, such as when children are coming to or going home from school. Here, the mapping strategy can be used to map violence in the community as well as the school.

The school-community mapping exercise presented in Booklet 3 can be used here, where children also map places in their communities where violence to children most often occurs, what type of violence is involved, and who are the most common victims and perpetrators. This type of mapping is an excellent first step in working with community members to identify why certain locations are the most violence prone, to propose solutions, and to undertake effective community-school intervention programmes.

Safe space for girls?

Many parents in Nepal refuse to send their daughters to school, fearing girls are at risk from being abused which will affect theirs and their families' reputations. How can children, especially girls, change their environment and make it a safer place to be and study? How would this impact on their educational lives? Save the Children supports projects in Nepal that facilitate research by children exploring ways to claim back unsafe spaces for themselves. By sharing findings and interacting with local government, school teachers, and parents, the children can begin to mobilize support and change.

Girls in the Surkhet district of Nepal, for example, expressed strong feelings of vulnerability in their community. Save the Children-UK developed a project in which the girls carried out the research themselves, exploring and analysing the types of space they occupied. Using Participatory Rural Appraisal (PRA) tools, the girls were able to determine the characteristics of a safe environment and developed an action plan to take back their "space." The girls mapped unsafe spaces in their village; boys were involved in the process only when the girls felt it was necessary. In order to reclaim their "space," the girls identified the need: (a) for parents to recognize the importance of girls' education;

(b) to avoid conservative traditions, such as sex discrimination within castes, between sons and daughters, and early marriage; (c) for girls to be able to demonstrate their ability within the community; (d) for people to speak out against the injustices and oppression of girls; and (e) to raise awareness of girls' rights and enable their access to equal opportunities.

As a result of the process changes have been identified within the community. The girls' group was consulted by community members on various cases of abuse or mis-treatment of girls. Teachers and boys within schools and the community are paying greater respect to girls than was hitherto the case. Boys who were initially teasers now support girls' efforts to manage change. Boys are beginning to advocate respect for girls through drama. Support groups for girls who have faced abuse have been established by local communities. Moreover, local government bodies believe the community groups provide a strong support system for girls often citing the groups as success stories, inviting them to events related to girls' rights and safety, and in one case providing financial support for future work.

Contributed by: Irada Gautam, Sulochana Pokharel, Jasmine Rajbhandary; Funded by: Save the Children (UK). 28 January 2002; Accessible through http://www.id21.org

Warning Signs for Abused Children

Sometimes girls and boys do not, or will not, tell us they are victims of violence or are in crisis. Rather, they show us. Although changes in a child's behaviour can be due to a variety of reasons, sometimes they arise from the stress of being abused physically or emotionally. Teachers who are alert to these changes can often intervene in abusive situations. Below is a list of external characteristics that an abused child may exhibit.[7] Keep in

[7] Source: National Center for Assault Prevention (NCAP). Education, Information and Resource Center, Sewell, New Jersey, 2000. http://www.ncap.org/identify.htm. NCAP also has an international division with some materials translated in Spanish, French, Vietnamese, Cantonese, Romanian, Russian, and Japanese. Learn more about this at: http://www.ncap.org/cap_international.htm.

mind, however, that some clues may be normal behaviours for a given child at a given time. Therefore, it is important to pay attention to children's regular behaviour patterns and to be aware of new behaviours that arise, extreme behaviours, or combinations of the following characteristics. If these warning signs are evident, the child should be immediately referred for counselling or other suitable measures (such as access to legal or social welfare services).

How to Identify a Potentially Abused Child (Emotionally, Physically)

Abused Children Are Often

- fearful of interpersonal relationships or overly compliant
- withdrawn, aggressive, or abnormally active (hyperactive)
- constantly irritable or listless, detached
- affectionless or overly affectionate (misconstrued as seductive)

Physical Symptoms

- bruises, burns, scars, welts, broken bones, continuing or inexplicable injuries
- sexually transmitted diseases
- vaginal or anal soreness, bleeding, or itching

Activity and Habit Clues

- nightmares
- fear of going home or to some other location
- fear of being with a particular person
- running away
- delinquency
- lying

Age Inappropriate Behaviours

- thumb sucking
- sexual awareness or activity, including promiscuity
- bed wetting
- alcohol or other substance abuse
- assaulting younger children
- taking on adult responsibilities

Educational Concerns

- extreme curiosity, imagination
- academic failure
- sleeping in class
- inability to concentrate

Emotional Indicators

- depression
- phobias, fear of darkness, fear of public restrooms, etc.
- chronic ailments
- self-inflicted injuries
- injuring or killing animals
- excessive fearfulness
- lack of spontaneity, creativity

Warning Signs for At-Risk Children

In their families, communities, or schools, other children may be in crisis. While not being abused directly, they may be in need of special protection either from stressful interpersonal relationships or substance abuse. Their circumstances and overt behaviours can help you to identify these children. Moreover, the use of other tools can also be valuable, such as the Child Profile presented earlier, which gives you information about the student and his or her family situation, as well as keeping observation records of student behaviour. Below are some of the characteristics of at-risk children and what can be done to help them.[8]

How to Identify and Assist an At-Risk Child

A student may be at risk if a combination of the following factors is present:

- a dysfunctional family
- parents who misuse addictive substances or suffer mental illness
- neglect
- inappropriate or aggressive classroom behaviours
- failure at or lack of commitment to school

[8] Source: Education Queensland. Identifying At Risk Students. http://education.qld.gov.au/health-safety/promotion/drug-education/html/m_risk.html

- limited social skills
- friends who use alcohol or drugs or participate in other risky behaviours
- low socioeconomic status
- experimentation with addictive substances at an early age
- a favourable attitude towards drug, alcohol, or tobacco use

The following signs or symptoms may indicate involvement with addictive substances:

- a marked personality change, mood swings
- physical changes, such as weight loss or gain, slurred speech, staggering gait, sluggish reactions, dilated pupils, sweating, over-talkativeness, euphoria, nausea, and vomiting
- a change in school performance
- guarded contact with others by phone or arranged meeting
- a pressing need for funds

These positive factors may help lessen effects of risk factors:

- strong family bonds, family involvement in the lives of children
- success at school
- good social skills
- involvement in local community activities
- a caring relationship with at least one adult, such as a teacher

Schools may be able to assist by doing some or all of the following:

- encouraging supportive and safe relationships
- ensuring regular and meaningful school attendance
- developing personal and social skills
- improving academic skills
- building supportive social networks
- encouraging positive values
- teaching an understanding of how to access information
- conveying an understanding of how to preventinvolvement with addictive substances or other risky behaviours
- facilitating access to counselling

Ways to Prevent Violence Among Our Children

You can take the following actions to help prevent violence in your school.[9]

1. Set firm, consistent limits on aggressive and coercive behaviour in consultation with students and parents.

2. Teach young children healthy, non-violent patterns of behaviour and communication skills.

3. **Learn and apply effective, non-violent patterns of disciplining and consistently correcting children when they misbehave (using physical discipline or punishment teaches children that aggression can be an acceptable form of control).** (See Booklet 5 on ways to use positive discipline.)

4. Present yourself and others as effective role models for resolving conflict nonviolently.

5. Improve communication with your children (such as being available to listen).

6. Supervise children's involvement with media, schools, peer groups, and community organizations.

7. Establish appropriate expectations for **ALL** children.

8. Encourage and praise children for helping others and solving problems nonviolently.

9. Identify alcohol, drug, or other substance problems.

10. Teach appropriate coping mechanisms for dealing with crisis situations.

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[9] Adapted from: World Health Organization (1998) WHO Information Series on School Health, Document Three – Violence Prevention: An Important Element of a Health-Promoting School. Geneva.

11. Get help from professionals (before it is too late).
12. Lead community efforts to undertake an analysis of violence in the school and community (such as through the mapping exercise) and to develop, coordinate, and effectively implement school- and community-based support services.

13. Provide opportunities for children to practice life skills, especially how to solve problems nonviolently and to communicate effectively.



Tool 6.2
Giving Children Skills for Life!

Skills-Based Health Education

All children, and particularly those with diverse backgrounds and abilities, need skills to be able to use their health knowledge to practice healthy habits and avoid unhealthy ones. One way to impart these skills is through "skills-based health education." [10]

Most schools teach some form of health education. But how is skills-based health education different from other approaches to health education?

- Skills-based health education focuses on changing **specific health behaviours** in terms of knowledge, attitudes, and skills. These help the child to choose and practice (not simply learn about) healthy behaviours.
- Skills-based health education programmes are **planned around student needs and rights** and, therefore, are relevant to the daily lives of young people.
- There is a **balance** in the curriculum of: (i) knowledge and information, (ii) attitudes and values, and (iii) life skills. The aim is to **turn knowledge into immediate action**.
- Rather than being passive receivers of information, **children participate actively** in learning through **participatory** teaching and learning methods.
- Such programmes are **gender-responsive**, that is, they address the needs and constraints of both girls and boys.

[10] This section was originally developed from: www.unicef.org/programme/lifeskills/whatwhy/distinguish.html

In skills-based health education, children participate in a combination of learning experiences in order to develop their knowledge, attitudes, and life skills. These skills help children to learn how to make good decisions and take positive actions to keep themselves healthy and safe. These skills can be practical, "doing" skills, such as knowing how to give first aid. They can also be ways of thinking, such as how to find out or solve problems, or ways of communicating, feeling, and behaving that help children work together with others, and especially those with diverse backgrounds and abilities.

These skills are often called **life skills** because they are essential for living a healthy happy life. The teaching of these life skills is sometimes called "life skills-based education," a term that is often used interchangeably with skills-based health education. The difference between the two is in the type of content or topics that are covered. Not all of the content may be "health-related," for example, life skills-based literacy and numeracy, or life skills-based peace education.[11]

The term "life skills" refers to a large group of psycho-social and interpersonal skills that can help children make informed decisions, communicate effectively, and develop coping and self-management skills that can help them to lead a healthy and productive life. Life skills may be aimed at developing one's personal actions and actions toward others, as well as actions to change the surrounding environment to make it healthy.

Life skills are also linked to the development of good attitudes. For example, one of the most important life skills that children should learn is the skill of listening to people. When you listen to them, you are showing them respect, which is an attitude. Four of the most important attitudes that need to be developed through skills-based health education include the following.[12]

1. Self-respect, such as I want to be clean, fit, and healthy.

[11] This section was originally developed from: http://unicef.org/programme/lifeskills/whatwhy/define.html

[12] Son V, Pridmore P, Nga B, My D and Kick P (2002) Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher's Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5). British Council and the National Institute of Educational Sciences: Hanoi, Vietnam.

2. Self-esteem and self-confidence, such as I know I can make a difference to the health of my family, even though I am still a child.

3. Respect for others, such as I need to listen to others, to respect them, and their customs, even when they are different or when I cannot agree with them.

4. Concern for others, such as I want to do my best to help others become healthier, especially those who particularly need my help.

The development of attitudes that promote gender equality and respect among girls and boys, as well as the development of specific skills, such as dealing with peer pressure, are central to effective skills-based health education. When children learn such skills, they are more likely to adopt and sustain a healthy lifestyle during schooling and for the rest of their lives.



Reflection Activity: Life Skills and YOU

Giving children skills for life requires that we, as adults, act as role models and develop and use these skills in our own lives. For this activity, ask yourself, "In what ways am I showing self-respect, self-esteem, self-confidence, respect for others, and concern for others?" Fill in the table below and identify what actions you can take to bring out these behaviours more for yourself and for the benefit of your students. Try out some of these behaviours over a two- to four-week period. Do you see any improvement in how you feel or how others treat you?

	What I'm doing now	**What I can also do (new behaviours)**
Self-respect (such as ways to improve myself)		
Self-esteem, Self-confidence (such as ways that I show myself that I am a valuable person)		

	What I'm doing now	What I can also do (new behaviours)
Respect for others (such as ways that I show admiration for others or take into consideration the feelings of others)		
Concern for others (such as ways I help others to improve themselves)		

After you have tried this activity, don't forget to try it with your students as well. Ask each of them to fill out the table and decide how they can improve their behaviours regarding self-respect, self-esteem, respect, and concern for others. This activity can be incorporated into your skills-based health education or life skills programme.

What Skills are Needed?

There is no definitive list of life skills. The table below lists those that are generally considered important.[13] Which skills are chosen and emphasized will depend upon the topic, the situation of your school and community, and, most importantly, student needs. Although the categories of skills listed in the table are separate, they actually overlap. For example, decision-making often involves creative and critical thinking ("what are my options") and the clarification of values ("what is important for me?"). Ultimately, when these skills work together, powerful changes in behaviour can occur, especially when supported by other strategies, such as school policies, health services, and the media.

[13] This section was originally developed from: www.unicef.org/programme/lifeskills/whatwhy/skills.html

Communication and Interpersonal Skills	Decision-Making and Critical Thinking Skills	Coping and Self-Management Skills
Interpersonal communication skills • Verbal or nonverbal communication • Active listening • Expressing feelings; giving feedback (without blaming) and receiving feedback **Negotiation/refusal skills** • Negotiation and conflict management • Assertiveness skills • Refusal skills **Empathy** • Ability to listen and understand another's circumstances and needs and express that understanding **Cooperation and Teamwork** • Expressing respect for others' contributions and different styles • Assessing one's own abilities and contributing to the group **Advocacy skills** • Influencing skills • Persuasion skills • Networking and motivational skills	**Decision making and problem solving skills** • Information gathering skills • Evaluating future consequences of present actions for self and others • Determining alternative solutions to problems • Analysis skills regarding the influence of values and attitudes of self and others on motivation **Critical thinking skills** • Analyzing peer and media influences • Analyzing attitudes, values, social norms, and beliefs and the factors affecting these • Identifying relevant information and	information sources **Skills for increasing internal locus of control** • Self esteem and confidence building skills • Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths, and weaknesses • Goal setting skills • Self-evaluation, self-assessment, and self-monitoring skills **Skills for managing feelings** • Anger management for dealing with grief and anxiety • Coping skills for dealing with loss, abuse, and trauma **Skills for managing stress** • Time management • Positive thinking • Relaxation techniques

In the previous Tool, we explored areas in which your school may need more effective policies, such as preventing violence and substance abuse, improving water and sanitation, etc., as well as what health problems might exist in the community. An important part of implementing and monitoring these policies is to give children the knowledge, attitudes, and skills to adopt healthy behaviours in exactly these areas.

Using the information from the policy analysis in the previous Tool, work together with your colleagues to determine which skills in the table are most important for your students to learn, given your school and community's prevailing policy and health situation. Then develop ways to integrate these skills into the subjects that you teach. Ideas from the HIV/AIDS section presented at the end of this Booklet will help you. Don't forget that children should participate actively in this process.

How Can These Skills Be Applied?

By teaching children necessary skills, such as those listed in the table above, they will be able to deal with the many challenges in their lives that affect their health and the health of those around them. Following are some of the ways in which skills-based health education can be used in your school to prevent major health problems.[14] Discuss with your colleagues about whether or not these problems are affecting your students, and if the skills listed under each problem should become the core focus of your skills-based health education programme. If so, the activities mentioned later for HIV/AIDS can be adapted to address these issues as well.

Prevention of Substance Abuse

Substance abuse means the excessive use of such addictive substances as drugs, tobacco, and alcohol. To identify students who are affected by substance abuse, you will need to observe their behaviours closely and also develop positive relationships with their families. They will then feel confident in sharing their concerns about their children. When used to

[14] This section was originally developed from: www.unicef.org/programme/lifeskills/whatwhy/issues.html

prevent substance abuse, one or several life skills can enable students to:

- resist peer pressure to use addictive substances (decision-making, communication skills, coping with emotions);
- resist pressure to use addictive substances without losing face or friends (decision-making, communication skills, interpersonal relationship skills);
- identify social factors that may cause them to use addictive substances and to decide how they will personally deal with those causes (critical thinking, problem-solving, decision-making skills);
- inform others of the dangers and personal reasons for not using addictive substances (communication, self-awareness, interpersonal relationship skills);
- effectively request a smoke-, drug-, and alcohol-free environment (communication skills);
- identify and counter persuasive messages in advertisements and other promotional materials (critical thinking, communication skills, self awareness skills);
- support persons who are trying to stop using addictive substances (interpersonal relationships, coping with emotions, coping with stress, problem solving skills); and
- deal (cope) with substance abuse by parents and others (interpersonal relationship skills, coping with emotions, coping with stress, problem solving skills).

Violence Prevention

For violence prevention, one or more life skills can enable students to:

- identify and implement peaceful solutions for resolving conflict (problem solving, decision-making, critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills);

- identify and avoid dangerous situations (critical thinking, problem solving, decision-making skills);
- evaluate ways to avoid violence that appear to be successful as depicted in the media (critical thinking skills);
- resist pressure from peers and adults to use violent behaviour (problem solving, decision-making, critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills);
- become a mediator and calm those involved in violence (self awareness, problem solving, decision-making, critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills);
- help prevent crime in their community (problem solving, decision-making, communication skills, coping with emotions); and
- reduce prejudice and increase tolerance for diversity (critical thinking, coping with stress, coping with emotions, communication skills, interpersonal relationship skills).

Healthy Nutrition

For healthy nutrition, one or more life skills can enable students to:

- identify personal preferences among nutritious foods and snacks, and then choose them over foods and snacks that are less nourishing (self awareness, decision-making skills);
- identify and counter social pressures to adopt unhealthy eating practices (critical thinking, communication skills);
- persuade parents to make healthy food and menu choices (interpersonal relationship skills, communication skills); and
- evaluate nutrition claims from advertisements and nutrition-related news stories (critical thinking skills).

Improving Sanitation and Hygiene

Improving sanitation, safe water supplies, as well as personal and food hygiene can greatly reduce illness and disease. An important component of hygiene improvement programmes is hygiene education. Using a skills-based approach to hygiene education, rather than only providing information, can help students to:

- identify and avoid behaviours and environmental conditions that are likely to cause water- and sanitation-related diseases (problem solving, decision-making skills);
- communicate messages about diseases and infection to families, peer and members of the community (communication skills, interpersonal relationship skills); and
- encourage others (such as peers, siblings, and family members) to change their unhealthy habits (critical thinking, communication skills, interpersonal relationship skills).

Mental Health Promotion

For mental health, skills-based health education can be one part of a broader effort to create a healthy psycho-social environment at school. A healthy school environment enhances students' psycho-social and emotional well-being and learning outcomes when it:

- promotes cooperation rather than competition;
- facilitates supportive, open communication;
- views the provision of creative opportunities as important; and
- prevents physical punishment, bullying, harassment and violence.

How Can These Skills Be Taught?

Children can only learn life skills if we use teaching methods that allow them to practice these skills, as well as when we practice these skills ourselves (role-modeling for children). That is why the WAY you teach is just as important as WHAT you teach. Here are some tips for active life skills learning.[15]

Active Learning Method	Tips for Successful Teaching
Discussion Groups: 1. Help all students to become involved, share their experiences, and give their own opinions on an important health topic. 2. Help students learn to communicate with others and to listen to others as they share their feelings.	1. Keep the groups small (5-7 students) 2. Choose the leaders carefully, making sure that girls are leaders as well as boys. 3. Ensure there are arrangements and rules that allow everyone to participate. 4. Ensure that tasks are clear and the groups know what they are going to report and how. 5. Ensure that the health topics chosen encourage students to think and draw on their own experience.
Stories: 1. Present information in an interesting way to help students understand and remember. 2. Introduce difficult and sensitive topics. 3. Develop students' imagination.	1. Use stories to introduce new health topics and ideas. Make them really interesting and dramatic. 2. Make sure that students recognize and understand the story's main points including the feelings of the characters. 3. Lead on from stories to other activities, such as drama and drawing.

[15] Adapted from: Son V, Pridmore P, Nga B, My D and Kick P (2002) Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher's Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5). British Council and the National Institute of Educational Sciences: Hanoi, Vietnam.

Active Learning Method	Tips for Successful Teaching
4. Develop students' communication skills (listening, speaking, and writing).	4. Encourage students to tell the stories they have read or heard to other students and family members. Encourage them to tell and write their own stories.
Practical Demonstrations: 1. Relate abstract knowledge to real things. 2. Develop practical skills and observation. 3. Encourage logical thinking.	1. Use real things (such as food, mosquito larvae, etc.) instead of pictures whenever possible. 2. Get students involved in practical demonstrations. Do as little as possible yourself. 3. Ask them to describe what they are doing and why to other students. 4. Students can use themselves, such as for learning about the body, for demonstrating first aid.
Drama and Role Playing: 1. Develop all types of communication skills. 2. Allow students to explore attitudes and feelings, even over sensitive subjects, such as AIDS or disability. 3. Develop self-confidence. 4. Lead on to activities that help students to think clearly and make decisions.	1. Help and encourage students to make up their own dramas. Do not prepare it all for them. 2. Explore making and using very simple puppets. 3. Use short role-plays frequently, such as "Pretend you saw someone doing this, what could you do or say…?" 4. Lead on from drama or puppets to discussion; for example, "Why did the people act like this? What might happen next time?"

Active Learning Method	Tips for Successful Teaching
	5. Always make sure that students have learned the health messages at the end of the drama. 6. Monitor their behaviours outside of the classroom to see if the messages have been taken to heart. 7. In difficult situations, perhaps where a child is being teased, encourage your students to think about what is happening and the ways to help that child. Use role-play to test these ways.

Skills-Based Health Education to Prevent HIV/AIDS

This section describes how skills-based health education can be used to prevent HIV/AIDS and reduce the stigmatization of those affected by the disease. The activities in this section, moreover, can be adapted for use in dealing with other health problems as discussed above.

Education is the key to reducing stigma and promoting greater understanding of HIV/AIDS. Your school is an important setting for educating children about HIV/AIDS, as well as for stopping the further spread of the HIV infection. Success in doing this depends upon how well we reach children and young adults in time to promote positive health behaviours and prevent the behaviours that place young people at risk.

Our crucial responsibility is to teach young people how to avoid either contracting the infection or transmitting it to others, as well as to promote the development of HIV-related school policies. In this way, we can make important improvements in the quality of health education provided to young people in our schools, and we can take an important step towards improving the health of our communities.

A skills-based approach to HIV/AIDS uses participatory (active) learning techniques to:

- help individuals evaluate their own level of risk;
- examine their personal values and beliefs;
- decide what actions to take to protect themselves and others from HIV; and
- acquire skills that will help them to carry through on their decisions.

Skill-based health education to prevent HIV/AIDS can be linked to other relevant issues already addressed in many of our schools, including pregnancy and reproductive health, population education, family life education, and prevention of substance abuse.

What are some of the ways you can begin a skills-based programme to prevent HIV/AIDS amongst our children? Let's look at some of these in terms of activities that you and your schools can do, as well as what you can do with our children.



Action Activity: What Teachers and Schools Can Do[16]

1. **Be Informed and Active**
   - Acquire the most up-to-date, relevant information on HIV/AIDS, its modes of transmission and prevention, and its social consequences.
   - Understand your own attitudes, values, and behaviours regarding HIV/AIDS, and develop confidence in communicating the messages you wish to convey to your students.
2. **Establish Partnerships**
   - Develop a partnership with at least one other person in your school. Teamwork is recommended.

[16] Adapted from: Schenker II, Nyirenda JM. (2002) Preventing HIV/AIDS in Schools. International Academy of Education and the International Bureau of Education. Educational Practices Series 9. Paris.

- Find out about organizations and services involved in HIV/AIDS prevention and care in your community. Meet with their representatives, and learn how they can help you with information, teaching aids, and other resources.

3. Introduce Open Communication

- Prepare yourself to openly discuss five to ten issues in the classroom that you consider most sensitive. Define and explain them, explore their advantages and disadvantages, and discuss them with colleagues.

4. Use Participatory Teaching Methods

- Gain experience and knowledge in using active learning and participatory methodologies. Practice these methods with a sample group of students before you use them with the entire class.

- Avoid lecturing your students; have them play an active role in class. Help your students become your partners in seeking information, analyzing it, discussing the epidemic, and identifying ways to prevent infection.

- Encourage questions, discussion, and the fostering of new ideas.

5. Use Innovative Teaching Sessions

- Use a curriculum that offers a variety of teaching mediums. Make the classes on HIV/AIDS special, relevant, and interesting for your students.

- Plan for multiple sessions, at least four classes spread out over time.

- Through participatory teaching, messages on HIV/AIDS prevention can be brought to the home by students. Develop "take home" information cards and letters, and suggest that parents talk to their children about HIV/AIDS.

- Involve parents and, if possible, other sectors in the community. Holding separate teaching and learning activities for parents may improve their communication with their children on HIV prevention.

6. **Use Gender-Responsive Approaches**

   - Address the needs of both boys and girls, and promote learning about HIV/AIDS in both single sex and mixed-sex groups.

   - Relate your teaching to the existing balance of power between boys and girls, and strengthen girls' negotiation skills.

   - Carefully present scenarios with explicit situations to enhance girls' skills and courage to say "NO!"

7. **Deal with Culturally-Sensitive Content**

   - Locally developed prevention programmes are most effective when they incorporate local traditions, methods of teaching, and terms.

   - Identify the knowledge, attitudes, beliefs, values, skills, and services in your community that positively or negatively influence behaviours and conditions most relevant to HIV/AIDS transmission.

   - Provide concrete examples from their culture when discussing HIV prevention with students.

8. **Value of Peer-Based Support**

   - Develop a safe space for open discussions in class. Encourage students to support each other in learning about HIV prevention and in talking about risk taking.

   - Acknowledge the existence of group norms. Try to influence their direction so that they support effective strategies for safer sex and the prevention for AIDS and drug use.

   - Use your leadership to involve HIV positive peers or persons as AIDS educators in your teaching.

9. Actively Use Skills-based Education

Promote skills-based education that targets:

- life skills (negotiation, assertiveness, refusal, communication);
- cognitive skills (problem solving, critical thinking, decision-making);
- coping skills (stress management, increasing internal locus of control); and
- practical skills (using a condom).



Action Activity: What We Can Do With Our Children[17]

School children are the future community and must learn to be responsible for others as well as themselves. Guided by teachers, health workers, and community leaders, children can learn how to protect their family, their partners, and themselves against the AIDS virus. Children and young people can make decisions about their own behaviour and offer safer patterns of sexual behaviour for the community.

WHAT EVERY CHILD SHOULD KNOW

Schools should develop a health policy that every child should leave school knowing these essential facts. Health workers and youth group leaders can make a similar commitment to pass on this vital knowledge.

What is AIDS? AIDS is a disease caused by a germ, the HIV virus. AIDS makes people unable to protect themselves against many kinds of diseases, such as diarrhoea, tuberculosis, and pneumonia. Due to AIDS, these diseases can make people become very sick and die.

[17] Source: Baily D, Hawes H and Bonati B. (1994) Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets. London: The Child-to-Child Trust. This is an excellent source for increasing children's participation in HIV/AIDS as well as other important health and child development issues. Readers are strongly encouraged to use it.

How is the AIDS Virus Spread?

- The AIDS virus is spread from one person to another person and then to other persons:
- by sexual intercourse with a person infected with HIV;
- when blood containing the AIDS virus gets from one person's body to another person's body, such as during blood transfusions or on needles and sharp instruments.
- From an infected, pregnant mother to her unborn child.

The AIDS Virus is Not Spread by Insect Bites, Touching, or Caring for People with the AIDS Virus!

All teachers, not just the health education teacher, have a responsibility to include teaching on AIDS, sexuality, and HIV infection in their lessons. There are also many opportunities for teaching about AIDS on other occasions where children and young people gather together, such as in clubs, religious meetings, youth, and scout or guide groups. The adults leading these sessions can choose the appropriate activities. (In the following examples the term "teacher" can apply to all adults working with children.)

When and where to discuss about AIDS:

- In health clubs or special anti-AIDS clubs, where the children learn about how AIDS is spread and make a commitment to protect themselves and teach others how to prevent AIDS.
- Sometimes it is easier to talk about these sensitive issues in single sex groups. The groups of girls or boys can discuss issues about AIDS, share their concerns openly, and support each other to have confidence in the decisions they need to make. It is easier if the adult involved is also of the same sex.

In getting the facts right about HIV/AIDS, children can:

- Play a true or false game. The teacher writes down true or false statements about AIDS on separate pieces of paper, such as "You can catch the AIDS virus from mosquitoes" (false); "You can't catch the AIDS virus by shaking hands" (true). On the floor mark three areas: "TRUE", "FALSE", and "DON'T KNOW". Each child takes one statement, places it on one of the three areas, and explains the reason for their choice. Anyone else can challenge the decision.

- Write quiz questions about AIDS and discuss the answers in pairs.

- Where possible, find out from newspapers or government health departments the number of AIDS cases in your country. Why might this prove difficult? What are the official attitudes to AIDS? Why? Why might these numbers be underestimates?

- Visit a local health centre. Health workers can talk about why they give injections and demonstrate how needles and syringes are sterilized.

In discussions and conducting role plays about avoiding AIDS, children can:

- Imagine how AIDS might affect their lives. They can shut their eyes and imagine their lives in two years' time. The teacher can ask questions like: "Who will you be living with?" "Who will your friends be?" "How will you show your love and friendship?" "Might you try drugs, alcohol, or smoking?" "How might AIDS enter your lives or the lives of your families and friends?" The children can then imagine their lives in 10 years' time and answer the same questions. Finally they can imagine that they are parents and have children aged 13. What advice would they give them?

- Make a role play about different married couples and how they treat each other. Which are the happiest marriages?

- Discuss situations when it is sometimes difficult to say "No" and list the reasons why this may be so. In pairs, children can role play different situations, imagine how people might try to persuade them

to do something, and how they could say "No" in a way that is polite but firm. Some of these situations might be:

- ✓ to have a cigarette,
- ✓ to go somewhere with a stranger, or
- ✓ to go out for the evening

In discussions and role plays about attitudes to others who have AIDS, children can:

- Collect newspaper cuttings concerning AIDS and discuss the attitudes the articles suggest.
- Write poems expressing their feelings about AIDS and its effects upon their own or other people's lives.
- Use pictures, such as of someone caring for a friend with AIDS, to help them to imagine how they would feel in the role of one person in the picture. They can ask questions about what events led to the scene shown, and what might happen in the future.
- Create short plays; for example, about caring at home for a person with AIDS. They can first act the play themselves, then each child can make a simple puppet for their character and perform the play with puppets to the rest of the school or the community.
- Fill in the details of a story; for example, a story about an imaginary school student thought to have AIDS. The children divide into groups representing, in this example, the student, other students, teachers, and parents. Each group separately considers: "What do I feel?" "What are the main effects on me?" "What do I want to happen?" After 15 minutes, the groups reassemble and share their discussions.
- Listen to the stories below, and then try to answer the following questions:

A young woman returns to her village from a neighbouring city. As she walks across the square people shout at her "AIDS! AIDS!" Her stepfather insists that she gets an HIV test before she lives in the family home. The test is positive.

Classmates of a girl whose father has AIDS refuse to be in the same classroom as she. At the insistence of her classmates' parents, the girl is expelled from school.

- What do you think about these situations?
- Why do people react in these ways?
- Will these reactions help to control the spread of AIDS?
- What would you do if you were any of the characters in these stories?

In communicating what they have learned, children can:

- Develop and perform songs, plays and puppet shows about AIDS.
- Design and make posters to display in class and on Open School Days.
- Join in promoting sports for better health of people with AIDS.

In assessing how well children have learned about HIV/AIDS, teachers can:

- Ask children different questions to find out if they know what does—and does not—spread the AIDS virus.
- Ask children to write stories about people catching the AIDS virus or about caring for people with AIDS. Then look at the stories. What do they tell us about children's knowledge and about their attitudes?
- Ask children to find out how many local schools or youth groups have clubs and activities that address AIDS. What do they do? Have the children joined them?

- Find out if children have either taken part in anti-AIDS campaigns, helped anyone with AIDS, or warned other children about the risks of AIDS.



Action Activities: To Help Students Understand and Act[18]

Understanding

1. Collect any information on HIV/AIDS and other Sexually Transmitted Infections (STIs). (Pamphlets, posters, other materials) available in their community. Discuss why HIV is dangerous, how it is spread, and how we can avoid getting it.

2. Do a quiz (true or false) to make sure students know the facts about HIV/AIDS.

3. Play the lifeline game to see if they know the facts about risky and non-risky behaviours. Draw a thick line on the classroom floor (the lifeline) and place three large cards along the line. Place card 1 'No risk' at one end. Place card 2 'High risk' at the other end. Place card 3 'some risk' in the middle. Think of about 12 relevant behaviours and write each one on a separate card. Give two or three behaviours to each pair of students. Ask them to discuss the behaviours and decide whether each behaviour is no risk, low risk, or high risk in relation to HIV. Invite pairs of students to come up and place their card on the relevant place on the lifeline and give their reason. Ask other students to comment and then comment yourself. Examples of behaviours could include: kissing, bathing together, taking drugs, sexual intercourse, shaking hands, breastfeeding, drinking from the

[18] Source: Son V, Pridmore P, Nga B, My D and Kick P (2002) Renovating the Teaching of Health in Multigrade Primary Schools: A Teacher's Guide to Health in Natural and Social Sciences (Grades 1,2,3) and Science (Grade 5). British Council and the National Institute of Educational Sciences: Hanoi, Vietnam. This is an excellent source that can be used in a variety of educational settings, not only multigrade primary schools. Readers are strongly encouraged to use it.

same cup, having a vaccination, having a blood transfusion, sharing a toothbrush, walking alone after dark, etc.

4. In groups, draw and then discuss a diagram showing why some young people have unprotected sex or inject drugs.

5. Discuss when it is difficult to resist social pressure. Ask students to imagine how people might try to persuade them participate in an unsafe practice and how they could avoid getting into unsafe situations.

6. Role play in groups to develop life skills. Ask your students to choose a situation in which they must resist social pressure, such as taking drugs. Divide your students into two groups; two or three of the students are the persuaders, and the others try to resist them. Ask the persuaders to try and convince the others to participate in an unsafe behaviour. Afterwards, help them discuss how it felt when they were asked to do an unsafe behaviour. How did it feel when the persuaders would not listen to what they said? In a real life situation, what might change your mind? At the end, summarize the importance of avoiding unsafe situations and of learning how to resist pressure.

7. Create short plays about caring for a person at home with AIDS. Discuss how it felt to be the person with AIDS. How did it feel to be the carer?

8. Listen to a story about an imaginary student who was thought to have AIDS. Divide the students into groups representing the student, other students, teachers, and parents. Ask each group separately to consider: "What do I feel?" "What are the main effects on me?" " What do I want to happen?" Discuss in the whole group.

Actions

1. Be careful to avoid unsafe situations.

2. Be strong, say "NO" to unsafe practices.

3. Help someone who has HIV/AIDS.

4. Write a poem about AIDS and read it to the family.

5. Make a drama about a dangerous character called HIV that tries to lead people into unsafe practices. Some people are persuaded but others resist. A group of children have learned how to avoid HIV, and they tell everyone else. The HIV character finds that fewer and fewer people will listen to it. Students can perform the play for other children and for parents.

6. Make posters and display them in the school, clinics, and community.

7. Join an anti-AIDS club and plan a series of weekly activities, such as visits, talks, drama, performing songs and dances, making posters, and writing stories or poems.



Tool 6.3
Providing School Nutrition and Health Services and Facilities

Although we sometimes do not like to admit it, our school environment can harm the health and nutritional status of our school children, particularly if it increases their exposure to hazards, such as infectious disease. Children with diverse backgrounds and abilities are especially susceptible to poor health and nutrition problems. School nutrition and health services and facilities can benefit these children the most through providing food, encouraging healthy hygiene habits, and working with parents and families to improve the availability of safe water.

Our schools can effectively deliver some health and nutrition services if the services are simple, safe, and familiar, and they address problems that are prevalent and recognized as important within the community. Furthermore, in the previous Tool, we learned about the importance of life skills in educating children to adopt healthy habits. But this education has less credibility if our schools do not have clean water and adequate sanitation facilities.

A realistic goal, therefore, is to ensure that our schools offer basic nutrition and health services as well as provide safe water and sanitation facilities. By providing these services and facilities, we can reinforce the health and hygiene life skills and messages we are communicating, and the school can act as an example for students and the wider community. This in turn can lead to a demand for similar services and facilities by the community. Moreover, if we are successful, then the community will see the school and ourselves more positively, and we perceive ourselves as playing an important role within and outside of our schools. This Tool will help you in this process by giving you a means for assessing your school's nutrition and health services and facilities, a step-by-step framework for establishing a school food and nutrition programme, as well as ways to involve children in creating a clean school environment.

Assessing Our Current Situation

Before we can formulate objectives and draw up an action plan, we need to assess our school's nutrition and health services. This process is similar to what we did to assess our school's policies in this first Tool in this Booklet. The process entails three main steps.

1. Complete the checklist below. Remember to encourage the participation of community members, health workers, parents, and children in the assessment and action planning process. Some additional participatory activities you can undertake include:

   - working together to complete the school policy and community health assessment profiles discussed in the first Tool in this Booklet on creating healthy school policies;
   - drawing maps of the school and community, indicating health service locations, water sources, latrines, and areas where children and adults usually defecate or urinate (this could be a part of, or an addition to, the school-community mapping activities discussed in Booklet 3);
   - developing unfinished stories that present real life health situations in your school or community; and
   - having children draw or write essays depicting "Our Clean, Dream School and Community."

2. Thereafter, prioritize those services and facilities that are most urgently needed considering your school and community's health situation.

3. Develop action plans for obtaining these services and facilities, thus improving your school's health and nutrition situation. You can use the action planning processes in Booklets 1 or 3 as guides in developing your plans.

Checklist for Nutrition and Health Services and Facilities[19]

This checklist is designed to determine if our school's health and nutrition services are adequate. This checklist is not exhaustive, and you may want to add to it based on your school's situation.

Does my school provide services that include: (check if yes)

____ the establishment and maintenance of student health and dental records;

____ height/weight screening to identify malnourished children;

____ detection and treatment of micronutrient deficiencies (such as vitamin A, iron and iodine) that affect child learning;

____feeding programmes, such as healthy meals or snacks;

____ detection and treatment of parasitic infections that cause disease and malnutrition;

____ screening and remediation for vision and hearing deficits;

____ basic first aid training;

____ physical education, sport, and recreation classes;

____ youth-friendly outreach or on-site services by specially trained staff for the prevention, testing, treatment, and psychosocial support or counselling for HIV/AIDS, pregnancy, substance abuse, sexual abuse, etc.;

____ establishment and management of a system to make referrals to community-based providers of medical and mental health services that are not offered by schools;

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[19] Adapted from: (1) UNESCO. FRESH: A Comprehensive School Health Approach to Achieve EFA. Paris, 2002 (ED-2002/WS/8 Rev.), and (2) UNICEF and the International Water and Sanitation Centre. A Manual on School Sanitation and Hygiene. Water, Environment and Sanitation Technical Guidelines Series – No. 5. New York, 1998.

____ links to welfare and social support mechanisms, especially for orphans;

____ prevention from unintended injury;

____ first aid and emergency response equipment;

____ surroundings that are comfortable and conducive to learning, play, and healthy interaction, and which reduce the risk of harassment or anti-social behaviour;

____ accommodations for students with disabilities;

____ adequate lighting within and outside the school;

____ prevention of exposure to hazardous materials?

Does my school have facilities that provide: (check if yes)

____ an adequate and conveniently located water supply for safe drinking, handwashing, and latrine use;

____ regular monitoring and maintenance of all water supplies;

____ separate latrine facilities for girls and boys, as well as male and female teachers;

____ an adequate number of latrines that are readily accessible by all persons in the school;

___ the regular and effective use of water (with a scouring agent, like soap) for hand washing;

____ regular cleaning of latrine facilities and presence of cleaning materials;

____ sanitary drainage of wastewater;

____ the safe, efficient, and hygienic disposal of faeces;

____ waste (such as refuse and garbage) disposal and/or recycling mechanisms?

School Food and Nutrition Programmes: Helping Children Who Do Not Eat Well

A hungry child cannot learn well. When he or she cannot get enough food at home (if they have a home), your school can be an important source of additional food, since malnourished children are ensured at least one nutritious meal a day. This meal may be especially important for children who must work as well as learn, who live on the streets, or whose families are in dire economic straits due to HIV/AIDS or other circumstances.

Moreover, providing nutritious food at school is a simple but effective way to improve literacy rates and to help children to break out of poverty. When school meals are offered, enrollment and attendance rates significantly increase. In traditional cultures where girls are expected to stay at home, school feeding and "take-home rations" often convince parents to send their daughters to school. In emergencies, school feeding provides a critical source of nutrition and ensures that education is not interrupted.[20]

Nutritious meals ensure that children receive all of the nutrients they require for healthy growth and development. These include protein, fat and carbohydrates, as well as important micronutrients, such as vitamin A, iron, and iodine. All of these nutrients affect children's physical and intellectual development.

Implementing a school food and nutrition programme requires five basic steps. As with all such programmes, gaining the participation and support of parents and the community is extremely important in obtaining the resources needed to establish and maintain these programmes and ensure their success.

Step 1: Establish a partnership with a local health care provider who has the expertise needed to detect and treat protein-energy malnutrition (through weight and height screening) as well as micronutrient deficiencies. If your school has a nurse, she or he may be able to serve in this capacity.

[20] World Food Programme (2002) Fact Sheet: School Feeding. Rome.

Step 2: During the first month of school, assess the nutritional status of all children, and enrol those with deficiencies in a treatment programme under the supervision of the local health care provider. For children with protein-energy malnutrition, their weights and heights will tell you if they are undernourished (below average weight for their age), stunted (below average height for their age), or wasted (below average weight for their height). These correlate to first, second, and third degree malnutrition, respectively, and affected children will need food that is high in protein and energy. Children with signs of vitamin A deficiency may benefit from vitamin A capsules. Their meals should also be high in green leafy vegetables as well as orange and yellow fruits (such as ripe mangos and papaya). For children suffering from iodine deficiency, they can benefit from iodine capsules or the inclusion of iodized salt in their meals. Adolescent girls, in particular, may need appropriate iron supplementation.

Step 3: Based on the information gained in Step 2, determine the types of food supplements that can be offered by the school to meet the needs of your children. Ask the nutritionist or dietitian at a local hospital or health centre to help plan the school's nutrition programme and meal schedule. At this point, it is crucial to involve families and community leaders, since they can be valuable sources of assistance for establishing school nutrition programmes. For instance, they may be able to set aside community food stores to be used by the school to supply a school lunch programme. They may also provide assistance in establishing school gardens, or they may actually help to make the lunches or snacks for the children.

Step 4: As part of their life skills training, teach children what healthy foods they should be eating as part of the school's health education programme. For instance, children can discuss:

- whether they know any children who are too thin and undernourished; and
- what are the reasons why children are undernourished?

Remember to encourage older children to discuss the deeper reasons, such as, Why is this child undernourished? Why does he or she lack food? If the answer is, "His or her family is poor," then discuss:

- why is his or her family poor;
- what can be done to help this child who is malnourished; and
- what do I need to do to avoid becoming malnourished too?

Children can also participate in monitoring their own nutritional status and in developing the school's food for education programme. For example, in Thailand's CHILD project, school children were encouraged to become "Growth Monitoring Promoters" who measured and monitored their heights and weights, and then identified ways to improve their own and their peers' nutritional status. They also acted as "Iodine Promoters" who identified iodine rich foods and those foods that may inhibit iodine absorption. They also discussed the consequences of iodine deficiency with their families and tested the quantity of iodine in their families' salt supplies. Their knowledge also was used to improve their schools' lunch programmes.[21]

Step 5: Monitoring/Surveillance. At the end of the school year, Step 2 above should be repeated to see if the children's nutritional status has improved. This is also an important time to make plans for the feeding programme to be undertaken during the next school year. Once again, parents and community leaders MUST be actively involved in this process and encouraged to help their children remain well-nourished during school break.

While this strategy is presented here for improving children's nutrition, similar steps can be used to screen, take action on other health problems, such as dental health and the control of parasitic infections, as well as monitor the progress of these interventions.

Ideas for Creating a Clean School Environment

Clean hands and clean water can go a long way in preventing diseases in your school and in your children's homes. While this may seem to be common sense, it is often a major challenge for many schools. Sometimes the motivation is not there, but more often teachers are at a loss about

[21] CHILD Project Update. Promoting Children's Participation. http://www.inmu.mahidol.ac.th/CHILD

how to teach hygiene and sanitation effectively, as well as how to mobilize the needed resources—oftentimes from the community—that are required to build safe latrines and water supplies. Effective strategies that are being used today are child-to-child and child-to-adult education on hygiene and safe water. Here are some activities that you might consider using to promote proper hygiene and safe water supplies in your schools.



Action Activity: Involving Children in Hygiene Education

Diarrhoea, worms, cholera, typhoid, polio, and some other diseases are caused by germs. These germs can pass from one person to another on the hands, in dust, in food, and in drinks. Here are some activities that you can incorporate into your school's skills-based health education programme to improve children's hygiene habits.[22]

- **Discussion groups.** Why do some children—especially girls—not want to use a latrine? Are there any children who do not come to school because there are no suitable latrines for them? Talk about these reasons and agree on ways of encouraging use of the latrine. This is an important issue, because the lack of any sanitation facilities (latrines) for girls—or if they exist, separate from boys—is an important reason for girls not wanting to come to school (especially in South Asia). Girls don't want to share latrines with boys (for reasons both of modesty and safety). Heavy rates of urinary infections have even been reported among girl students in one South Asian country because of their inability to use a latrine during the entire school day!

- **Discussion groups.** Talk about the way to teach younger children—boys and girls—to use the latrine and keep it clean, and why this is important. Older children can discuss some things that help the germs to spread. Examples could be either taking a piece of cloth, wiping the bottom, and leaving the cloth lying around, or simply holding the child out bare-bottomed over the floor or the ground.

[22] The source for this activity is: Baily D, Hawes H and Bonati B. (1994) Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets. London: The Child-to-Child Trust.

- **Role plays on practicing good hygiene.** Practice good habits at school with the children; for instance, use the latrine; keep it clean; keep hands clean after using the latrine; wash hands before taking foods. Encourage children to act out how they will practice good hygiene habits.

- **Stories.** Have the children write stories about when, how, and why they should practice good hygiene habits.

- **Teamwork.** Form a group to make regular inspections of the latrines. The group could check that the latrine holes are covered and that the latrines are clean. If they are not clean, the group could report to a teacher or health worker and ask advice about how to clean the latrines. This activity will help them to develop key life skills, such as decision-making, communication, and interpersonal skills.

- **Demonstrations (school or community).** Older children can build a child-size latrine in the school compound as an example, measure the pit and make a mould for the plate. A teacher or other adult should supervise the children who do the construction themselves. Parents can help by providing the materials like sand, cement, wood, etc. The children can be grouped according to the places from which they come. In class, they can develop plans for helping each other build child-size latrines at their homes. A progress chart in class can show each home with a small child. Put a tick when a latrine is built at that home and another when the small child has learned to use it. This may be done for boys and girls separately.

- **Monitor learning.** In discussion groups, or through essays, ask the children to explain:

  ✓ what causes diarrhoea and how can diarrhoea be prevented;

  ✓ why is it important to be careful about younger children's stools;

  ✓ what are some good hygiene habits that can help to stop the spread of germs;

  ✓ does the school now have a latrine and a place to wash hands;

- how many families have a special latrine or a special place for little children to defecate;
- how the children helped to make the special latrine; and
- how the children have helped younger brothers or sisters to learn better hygiene. Ask them to describe what they did.

- **Encourage community participation.** Teachers and health workers can emphasize the importance of keeping clean and using latrines to prevent the spread of diarrhoea. Science lessons can be used for learning more about germs; for example, what are germs and how do they spread disease. Teachers and parents can work with older children to plan and build a child-size latrine.

- **Encourage children's participation.** Children at school, and through scout, guide, and religious groups can spread the ideas of good hygiene, good food, clean water, and keeping clean, through their own good example. They can teach younger ones how to use a latrine and how to keep themselves clean, and help to build suitable child-size latrines where they are needed.

Sample Lesson Plan – Diarrhoea

Learning Objective: To enable student to explain the causes of diarrhoea.

Teaching Aid: Pictures (Latrine, not fly proof, exposed to flies, food swarming with flies, child eats the food, has stomach ache, frequent loose stools).

Teaching/Learning Activities:

1. Ask the students to look at the pictures in groups and answer the following questions.
   a. What do you see?
   b. What happened to the child in the pictures? Why?
2. Tell the students that the children in the pictures have a stomach ache, pass loose stools and vomit sometimes. Tell the students this is called diarrhoea.

3. Go on to explain that diarrhoea is caused by:
   a. Eating food with dirty hands,
   b. Eating unhygienic ("dirty") food,
   c. Eating food exposed to flies,
   d. Eating un-fresh (spoiled) food, and
   e. Drinking unclean, unsafe water.

Source: Zarchin J, Aung TM and Jenkins J. (2001) Skills-based Health Education and Life Skills – The Myanmar Experience. SHAPE Project, UNICEF Country Office for Myanmar.



Action Activity: Involving Children in Safe Water

In teaching children about water and sanitation, it is important to communicate that every living thing needs water to live, but dirty water can make us ill. We must be careful to keep water clean and safe, especially where it is found, when we carry it home, when we store it, and when we use it. Here are some activities that you can incorporate into your school's skills-based health education programme to improve water safety.[23]

- **Children can discuss:** Why is water important? List all of the things you can do with water at home, in the community, in hospitals, on farms, and in the whole country. For which of these do we like to have clean water? Is water which is clear or which has a good taste always safe, clean drinking water? (The answer is no. Why?) How do germs get into water? In what ways can water help us? In what ways can water harm us? Do some of the children often have an upset stomach or diarrhoea? Are there other people in the family who do, too? What about the babies? What do you think might have caused this illness?

[23] The source for this activity is: Baily D, Hawes H and Bonati B. (1994) Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets. London: The Child-to-Child Trust.

- **Group work in the community.** In small groups, let the children go to see the sources of water in the community and make a map to show where they are (make use of your school-community map if you have developed one as part of Booklet 3). Find out which sources are clean and well looked after, and which ones are dirty. Note these on the map. If the source is dirty, what is making it dirty? Watch how people draw water and how they carry it home. Is the water kept clean and safe? Discuss what you have seen with the other children.

- **Group work at school.** Make a list of illnesses that can be spread through unsafe water, and find out more about them. Examine the school's water sources. Where does the water come from? Are the latrines near the water source? How often is the water container cleaned? Are cups used? Are ladles used? Are cups and ladles washed before and after use? Is there somewhere to wash hands before eating and drinking? Do the students always use it?

- **Individual work at home.** Have the children make a list of all of the containers used for water in their home. Make a list of people in the family who had an illness that was caused by dirty water. Who collects the water for the home? Can you help them? Who keeps the water clean and protected? Is the water container covered? Is there a ladle? Do they wash their hands after using the toilet, and before eating and drinking? Find out from a health worker what is the best way to get clean drinking water in the community.

Children Can Help

Children can help to keep water clean and to take care of it. They can discover activities that are suitable for their age, and can do them alone, or in teams, or in pairs. Here are some examples of the kinds of things they can do.

- **At the source of the water,** children can help to keep the water supply clean. Explain to very young children that they must not urinate in the water or pass stools anywhere near the water. Collect rubbish and other objects from around the edge of the water source and take them away. Keep animals away from water.

Where there is a tap, help people to use it. This may mean helping old people to fetch and carry water. Make sure taps are turned off after use. Where there is a well, the surroundings must always be kept clean. If there are stones, help to build a small wall around the well. Check to see that the rope and the container are clean. Help to make a support (such as a hook) to hang them on so that they do not lay on the ground. If there is no cover for the well, help to make one if possible. If there is a special bucket provided, make sure people are not allowed to use their own container or bucket to lift the water out of the well. If there is a hand pump, make sure people use it carefully. It should not be pumped too violently, and it should never be used for play.

- **When people collect water and take it home.** Explain that the containers they use must be clean. If the water at the source is not clean, explain to people that they should filter or boil the water.

- **At home.** Explain to younger children that they should not put their hands, dirty objects, or anything else but the ladle into the water. Help to keep the container where the water is stored clean and covered. Help younger children to use a ladle to get water out of the storage container. Teach them to put the cover back on the water container when they have finished. Do not put the cover on the floor while taking water out of the container. Avoid spilling water on the floor, and store the ladle or jug used for taking water out of the storage vessel in a clean place. It should be put out of the reach of animals and not be placed on the floor.

Monitoring

After several weeks or months, children can be asked to discuss with the other children what they have remembered; what they have done to make water cleaner and safer; and what more they can do.

Is the place where water is collected cleaner? Has all the rubbish been taken away? Are water containers always clean, especially on the outside? Do more children wash their hands after defecating and before eating? How many people are still getting illnesses from unsafe water?

Tips to improve your school environment

(The following information, developed by Karin Metell, addresses ways to help create a hygienic and healthy school environment)

1. Assess the school environment. How can you make it more learning-friendly, safe, and healthy? Identify five areas for easy improvement and make an action plan together with the children
2. Assess together the hygienic habits of children and their parents in school and at home. Identify five bad behaviours that affect children's health and set goals to change them.
3. Make sure children have safe water for drinking in school!
4. Organize regular "Clean and Healthy School Days." For example, all students can clean their school compound once a week.
5. Select "child monitors for health" who report on disease prevalence in their community. Link monitoring to environmental action.
6. Invite children to make an environmental map of the community to identify resources and sites in need of protection and improvement. Take action!
7. Involve parents in concrete activities to improve hygiene facilities at school, such as constructing latrines.
8. Take early steps to an environmentally-friendly school by recycling, setting up a compost bin, arranging a kitchen garden, planting trees, and making sure that water is not wasted.
9. Arrange hand-washing facilities with soap or ash close to the latrines. Make sure they are used and maintained!

From: Exploring Ideas. UNICEF Website: Teachers Talking about Learning. www.unicef.org/teachers



Tool 6.4
What Have We Learned?

Creating Healthy and Protective Policies

School health policies that mandate a healthy, safe, and secure school environment are the guidelines we need to take action to improve the learning of all children. Determining what policies are needed requires the participation of many stakeholders within the school and community. Development and implementation of such policies—from advocacy, to consensus building, reflection, policy setting, and action—is a process of awareness-raising and partnership building. We can benefit by working closely with health officials and care providers, as well as with teachers, students, parents, and community leaders.

Once policies are in place, they must be effectively enforced and monitored by all parties—including students—to ensure that the benefit all children equally.

Now ask yourself, "What policy changes are needed in my school?" Discuss these with your colleagues and students, and then develop action plans for making your school a healthier place to learn!

Giving Children Skills for Life!

Through skills-based health education, children develop their knowledge, attitudes, and life skills. They can then make decisions and take positive actions to promote healthy and safe behaviours and environments.

Skills-based health education programmes focus on changing specific health behaviours that are related to health needs of both girls and boys (gender sensitive). Children actively participate in learning information and, more importantly, how to turn their knowledge into immediate actions.

Some of the important life skills that children learn include communication and interpersonal skills, decision-making and critical thinking skills, as well as coping and self-management skills. These life

skills help children to deal with such issues as the prevention of substance abuse and violence, as well as to promote healthy nutrition, sanitation, hygiene, and mental health. They are particularly valuable in preventing HIV/AIDS and in reducing stigmatization for those who are affected.

Some of the ways we can integrate a skills-based education programme into our teaching is through using active learning methods, such as discussion groups, drama and role playing, as well as stories and demonstrations.

Now ask yourself, "What changes can I make in my classsroom teaching to promote skills-based learning amongst my students?" Come up with three personal targets and compare and discuss with your colleagues and students. After one month, compare how you are progressing.

Improving School Nutrition, Health, and Sanitation

Children with diverse backgrounds and abilities are particularly susceptible to poor nutrition, health, and sanitation. School nutrition and health services and facilities can benefit these children the most through providing food, encouraging healthy hygiene habits, and working with parents and families to improve the availability of safe water and sanitation facilities.

Our schools can effectively deliver some health, nutrition, and sanitation services if they address problems that are prevalent and recognized as important within the community and are simple, safe, and familiar.

Effective school nutrition, health, and sanitation practices can be valuable means for teaching children important life skills and allowing them to practice them at school.

Our schools should be examples for the community and our children. We should not only teach good health, nutrition, and hygiene habits; we should also practice them!

Now ask yourself, "What services or facilities does my school need, or need to improve with regard to nutrition, health, and sanitation?" Discuss these with your colleagues and students, and then develop action plans for improving your school's situation!

Where Can You Learn More?

This Booklet has benefited immensely from the following sources, and these are gratefully acknowledged here. Readers are encouraged to consult these sources in order to learn even more about creating a healthy and protective ILFE.

Publications

Baily D, Hawes H and Bonati B. (1994) Child-to-Child: A Resource Book. Part 2: The Child-to-Child Activity Sheets. London: The Child-to-Child Trust. This publication is an excellent resource for promoting children's participation in several areas. Readers are encouraged to use it in developing their lesson plans and activities.

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World Health Organization (1998) WHO Information Series on School Health. Document 4. Healthy Nutrition: An Essential Element of a Health-Promoting School. Geneva.

World Health Organization (1998) WHO Information Series on School Health. Document 6. Preventing HIV/AIDS/STI and Related Discrimination: An Important Responsibility of Health Promoting Schools. Geneva.

Web Sites

Barriers to Girls' Education: Strategies and Interventions. UNICEF Teachers Talking About Learning.
http://www.unicef.org/teachers/girls_ed/barriers_02.htm

Education Queensland. Identifying At Risk Students.
http://education.qld.gov.au/health-safety/promotion/drug-education/html/m_risk.html

Focusing Resources on Effective School Health.
http://www.freshschools.org

International Academic of Education. IAE has many publications in its "Educational Practice Series" including such topics as teaching, parents and learning, effective educational practices, teaching additional languages, how children learn, and preventing behaviour problems, amongst many others. You can download copies at:
http://www.curtin.edu.au/curtin/dept/smec/iae

International Bureau of Education. Copies of IAE's "Educational Practice Series" as well as other valuable publications are available at:
http://www.ibe.unesco.org

National Center for Assault Prevention.
http://www.ncap.org/identify.htm.
NCAP also has an international division with some materials translated in Spanish, French, Vietnamese, Cantonese, Romanian, Russian, and Japanese. Learn more about this at:
http://www.ncap.org/cap_international.htm.

School Health Web Site.
http://www.schoolsandthealth.org

The Global Program on Youth. Monitoring School Violence.
http://gpy.ssw.umich.edu

UNESCO. Non-Violence Education.
http://www.unesco.org/education/nved/index.html