

Educational Planning and Management in the Earthquake Affected Areas



Directorate of Educational Extension, AJK

United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

Training Guide

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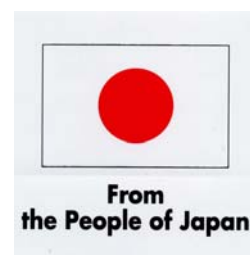


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Timetable

Day 1

Time	Session	Duration
0830 - 0900	Registration	30 minutes
0900 - 1030	Introductory session	90 minutes
1030 - 1100	Break	30 minutes
1100 - 1230	Session 1: Dealing with disasters	85 minutes
1230 - 1330	Break	60 minutes
1330 - 1430	Session 2: Training of teachers in earthquake affected areas	60 minutes
1430 - 1445	Break	15 minutes
1445 - 1615	Session 3: SWOT analysis	90 minutes
1630	Close of day 1	

Day 2

Time	Session	Duration
0830 - 0900	Review Day 1	30 minutes
0900 - 1000	Session 4: The Learning System	60 minutes
1000 - 1100	Session 5: Quranic teachings and natural disasters	60 minutes
1100 - 1130	Break	30 minutes
1130 - 1240	Session 6: Religious and social values Activities 1 - 3	70 minutes
1240 - 1340	Break	60 minutes
1340 - 1440	Session 6: Religious and social values Activities 4 - 5	55 minutes
1440 - 1500	Break	20 minutes
1500 - 1625	Session 7: Child Rights	85 minutes
1630	Close of day 2	

Day 3

Time	Session	Duration
0830 - 0900	Review of Day 2	30 minutes
0900 - 1030	Session 8: A Rights-based Approach to Education	90 minutes
1030 - 1100	Break	30 minutes
1100 - 1300	Session 9: Higher level thinking skills Activities 1 - 3	120 minutes
1300 - 1400	Break	60 minutes
1400 - 1430	Session 9: Higher level thinking skills Activity 4	30 minutes
1430 - 1500	Session 10: Training Needs Activity 1	30 minutes
1500 - 1515	Break	15 minutes
1515 - 1615	Session 10: Training Needs Activities 2 - 3	60 minutes
1645	Close of day 3	

Day 4

Time	Session	Duration
0830 - 0900	Review of Day 3	30 minutes
0900 - 1000	Session 11: Creating a conducive learning environment	60 minutes
1000 - 1035	Session 12: Creating a conducive educational environment Activity 1	35 minutes
1035 - 1100	Break	25 minutes
1100 - 1150	Session 12: Creating a conducive educational environment Activity 2	50 minutes
1150 - 1250	Session 13: Learning Styles	60 minutes
1250 - 1350	Break	60 minutes
1350 - 1505	Session 14: SWOT analysis	75 minutes
1505 - 1530	Break	25 minutes
1530 - 1630	Session 14: SWOT analysis and strategies	60 minutes
1630	Close of day 3	

Day 5

Time	Session	Duration
0830 - 0915	Review Day 4	45 minutes
0915 - 1035	The role of the SMCs	80 minutes
1035 - 1100	Break	25 minutes
1100 - 1130	Evaluation of workshop	30 minutes
1130 - 1200	Close of workshop	30 minutes

Outline of the Training Guide

How was this guide developed?

This manual has been designed in response to the needs identified by teachers and education professionals to help strengthen those teachers and education managers affected by the earthquake.

The manual uses a rights-based inter-active approach: exactly the same approach as is necessary for teachers to use with their students, if we are to build a better education programme and rise from the tragedy of the earthquake stronger and more effective. Using a rights-based inter-active approach requires a variety of approaches and active learning to ensure that participants can internalise what they are learning. It is also designed to be practical and give the participants tools that they can use effectively in the classroom. It is not a theoretical course or a behavioural therapy course: it is a course for teachers to help them in the classroom.

Who is this guide for?

It is designed for master trainers to work with middle managers. It is understood that these people have, themselves, suffered losses as a result of the earthquake and need support. It is hoped that this manual will provide some level of professional support. There are approaches and exercises that the managers may find useful for their own lives as well as supporting the students and teachers with whom they work.

How is this guide organised?

There are two books: the **Training Guide** for the person doing the training and the **Workbook** for those being trained. The master trainer needs to read these books very thoroughly.

Training Guide

The training guide contains:

- **Basic training tips:** these should be read by all trainers, even those who are very experienced. Good teachers and trainers understand that there is something new to be learned in every situation.
- **Session plans:** These explain the objectives, the time allocated for the session (although this can only be a guide), directions for the activities and the resource material for the participants (and trainers) to read. The guide has been written in the most direct style to allow the trainer to make the points that are written directly. Special notes to the trainers are in small yellow boxes to the side of the text. Following the flow of the session, the trainer can grasp the main points simply without having to read through a lot of narrative.
- **Activities** are designed to be undertaken as they are written. All instructions are provided to the trainer in the training guide and time allocations are listed both in the training guide and also in the workbook for the actual activity.

Tables, questions, case studies, role play scenarios and extra space for notes are all laid out in the workbook. Where sample responses are included in the training guide, possible responses (or responses to be added) are written in blue.

- **Resource material.** This is provided as background reading for both trainers and participants. It appears in both the trainers guide and as a separate book for the participants.

Workbook

The workbook is designed as a 'take-home' reference for the participant. Encourage participants to record all their notes and responses to activities in their workbook. The activities are numbered but not rewritten in the workbook; participants – as teachers, are expected to actively listen to the trainer. All tables, questions and scenarios; everything the participant needs to be able to complete the exercise is in the workbook. Conclusions are also written in the workbook for reference.

Basic Training Tips

These are divided into four areas: Content, Method, Environment and Product/Outcomes) which generally correspond to the way people think of a training workshop.

Content

Preparation

- Prepare. Know what it is you're going to cover in each session.
- Ensure that you have all the materials and have prepared all the aids you need for each session.

Implementation

- As you are the facilitator/trainer, you must understand the subject matter very well.
- You do not have to demonstrate everything you know, but you should understand the content well enough to facilitate discussions and incorporate participant comments into the message you are trying to teach.
- Create a mindset for your participants: explain the learning objectives for each session.
- Allow for the input of the participants on the elements of the course.
- Ensure that the sessions have variety and use a range of methods to maintain the pace of the session or day. The sessions have been designed this way; make sure to conduct all of the session activities.
- Sessions should be well planned, but make sure you are also flexible so that you can respond to the needs of the participants.
- Conclude each session or day by synthesizing what has been covered. Summarizing and clarifying the key points of the sessions help the participants to focus on learning outcomes.
- Be sure to thank participants for their time and attention.

Method

The methodology of this course is built on principles of adult learning. The course is designed to use a variety of methods:

- **Lectures:** where the whole group needs particular instructions or information
- **Brainstorming:** where lots of ideas are generated to find solutions or develop discussion
- **Case studies:** where real life examples are presented in a brief form for analysis and discussion, generally in small groups.
- **Group work:** to explore concepts or to gain a particular outcome
- **Role-plays:** to explore particular situations
- **Simulations:** where particular roles are scripted within a scenario
- **Debates:** to explore the advantages and disadvantages of various options.

These have been varied to provide pace to the day and to suit the content and the groups with whom you will be working.

Lecture

- This should be used when you have information to pass on to the whole group.
- You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.
- Be enthusiastic about your subject and your participants. [See the psychological environment.]

Brainstorming

Brainstorming is used when you want a lot of ideas about a topic in a short time or where you are asking for a lot of information.

- If the group is larger than twenty, divide it into at least two groups for the brainstorming activity.
- All participants should contribute to the brainstorm.
- There should be no judgment of ideas offered; all ideas are accepted.
- There should be no discussion of the ideas until the brainstorming is over (approximately 10 minutes).
- At the end of the ten minutes, the ideas should be categorized into groups according to the suggestions of the participants.

Case studies

The case studies used in this training course, although fictional, have all been developed from real situations. They provide a situation that can be controlled for analysis and application of the minimum standards and the indicators and the accompanying guidance notes. In this course, case studies are used to demonstrate where and how the minimum standards may be used, no matter what the phase (emergency, chronic crisis or early reconstruction).

This approach allows participants to practice their response and, ideally, they should be able to transfer the lessons to real-life situations.

Make sure that everybody has enough time to read the case study and allow enough time for this, especially for people who may not be reading in their mother tongue. If it is appropriate, read the case study yourself so that people can follow in their workbooks.

Group work

Group work can be used for most discussions where you are drawing on the skills of the participants. For brainstorming activities and for the preparation of demonstrations, you need groups composed of participants with different experiences. For summarising experiences, you need similar professions or backgrounds (e.g. all teachers, all head teachers, all programme managers). *Never* group according to nationality, ethnic background or gender, except for the purpose of a common language. Groups can range from pairs to six or eight people.

There are several reasons why group work can be very effective.

- People who may not contribute in a large group may feel more comfortable and therefore ready to contribute in a small group.
- As a general rule, if you want to create a variety of ideas, use a larger, randomly chosen group. If consensus within the group is important, use a smaller group of people with the same aims or backgrounds.
- Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to abide by them.
- Participants in the group learn to create their own solutions.

Always give instructions as to what you want the group to do *before* you form the groups (for example, what each group has to do, when you will give them their materials – if necessary, where the groups will be placed in the room and how long they have for their discussion).

- Group people quickly and get them started on their activity. Remember, putting people into groups is not the activity.
 - For the first grouping, simply group people who are sitting together in the size of group you want (generally three or four). Only use this method more than once if you ask people to sit next to people they don't know at different times in the workshop.
 - Count around the room (1, 2, 3, 4, etc.). Remember this will give you a number of groups not the size of the group. So if you have 25 participants and you want groups of 4 you need to count to 6 (and then one group will have five people). If you use this method more than once either make sure that people have changed seats or start counting from a different place in the room.
 - Sometimes you need groups where people have a common background. These groups need to be nominated and then sub-divided (for example if there are 10 teachers then you may have two groups of teachers).
 - Groups can be formed according to colours, or what people are wearing. Be careful that you do not choose things that are gender specific.
- Move around the groups to ensure that they are working according to instructions. Check that nobody is dominating the group discussion and that all are involved. Listen to the discussion and pose questions or offer suggestions if you think the group is going off track. This movement should be continual so that every group is visited at least twice in the time period allowed.
- The process of group work is always the most important element. However, the outcome of the group work must be shared with all the participants. These feedback sessions can (and should) be varied. A feedback session which consists of one member of the group reading a flip chart (group after group) can become very boring very quickly. Role-plays or scenarios acted out can be very powerful, as can a 'gallery walk' where each group's conclusions are put up on the walls for everybody to walk to and read.

- Whatever methods you choose for a feedback session, make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the large group.

Role-plays

Role-plays are used to illustrate a point or concept you are trying to make.

- Discussion on the role-plays should be restricted to the concept you want to illustrate and not on the quality of the acting.
- Ensure that the participants are aware that the characters depicted in the role-plays are only characters and that the people acting the parts should not be judged according to the characters they play.
- Some role-plays require the participants to take on certain characters, which you have prepared. Ensure that the participants really understand exactly what you require from them if you use scripted role-plays. Discuss with each group separately to ensure that the roles are interpreted as you have scripted them.
- At the conclusion of the role-play, ask the participants to stay in role during the discussion on motives, etc. of the characters.
- There should always be open discussion about the issues raised in the role-plays. Make sure that you have some questions for each character to stimulate discussion.

Simulations

In this course, simulations are used to allow participants the opportunity to work with a given situation and to formulate responses. They are similar to role plays in that particular people are given roles but the situation is more structured and the processes that are to be undertaken are clearly stated.

Debate

Debates provide an opportunity for participants to think through arguments to support advocacy. Taking an opposing view encourages understanding of that point of view, which helps people to construct well-developed points to counteract these views.

Environment

There are two parts to environment. The first is the physical environment and the second is the psychological environment.

The physical environment

The venue

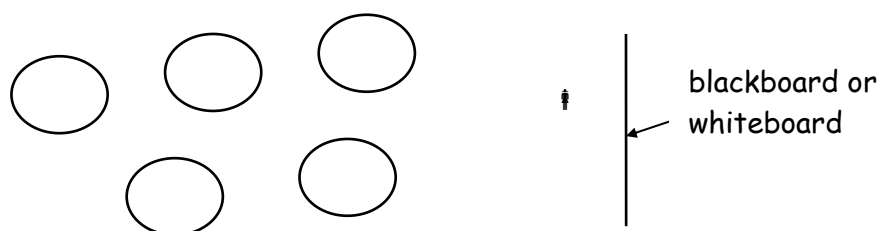
- Organize the seating so that there is no barrier between you and the participants. Never sit behind a desk.
- Ensure that, whatever arrangement you choose, you (and the participants) can move freely around the room.
- Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of participants (that is, with your back to the sun). If the participants cannot see you, they will lose interest.
- If there are desks or tables for the participants, then stand for your training (unless you are having an open discussion). If the participants are seated in a

circle or semi-circle then, providing you can see everybody, you can sit (that way you are more part of the group).

- Classic seating arrangements are the horseshoe or hollow square.



- There are other arrangements which may be more suitable for your room or the type of training.



- The small tables mean that generally your groups are already formed (by table) which may be appropriate for some situations. If you want to change the groups remember to ask people to move and take all their belongings with them.

Training equipment

- Ensure that all participants can see the board or audio-visual aids that you are using.
- If using a blackboard or whiteboard, make sure that your writing is clear, large enough to be read, and straight. If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer.
- If the blackboard is long (horizontally) divide it into sections. Always write from left to right (if the language is from left to right). Know what you are going to write and where you will place it before writing anything.
- Often people think that writing in capital letters is neater than ordinary printing. If you choose to write in capital letters, remember that it takes more time to write anything and brainstorming in particular can become very tedious.
- All board work should summarize what you are saying or have said. Drawings and graphic representations can be used to great effect. Keep your drawings simple (For example: stick figures), and use diagrams that are simple and reinforce the point you are trying to make. Any drawing or diagram should make your point obvious with as few words as possible.
- If you are using electrical or electronic equipment, tape down the cords, ensure that all the equipment works before the session starts and be careful not to stand in front of the projection.
- If you are using power-point presentations or overhead projections, never just read from the slides – only the key points should appear, your job is then to speak to those points.

- If you use the “Gallery Walk” as reporting method, make sure the flip charts are spread around the walls so that people can see them clearly.
- Make sure that you refer the participants to their workbooks for questions, exercises and supplementary notes.
- Make sure that handouts that need to be used during a session are handed out before the activity, but if handouts are a summary, they should be handed out at the end.

Breaks

- The average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes but you do need a change of activity.
- Breaks should last at least twenty to thirty minutes. Participants need this time to mentally ‘regroup’ and to discuss issues that have arisen during the presentations.
- If you can, ensure that there are a variety of drinks.
- If you are working in a hot climate, always make sure there is water freely available throughout the session (not just at break times).

The psychological environment

The psychological environment depends almost entirely on you, the facilitator/trainer. It is your job to create an atmosphere where people are willing and able to learn. If you are co-facilitating or working in a team of facilitators, remember that your preparation and planning should be done as a team and that your manner towards each other should reflect the same respect and co-operative attitude you would like from the participants. Having a facilitation partner helps sessions to run more smoothly as one person can keep time while the other is conducting the session, and moving around groups is more timely and effective.

Manner

- Be warm, friendly and enthusiastic. If you enjoy yourself in the training, the participants probably will as well.
- Never set yourself up as the master. The participants are adult learners and deserve the respect of their age and experience.
- Learn the names of as many participants as you can (or have name badges). Use individual’s names, not just to ask questions - if you refer to a point made by a participant, acknowledge it by naming the person.
- Be genuinely interested in what your participants have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.
- Listen to what participants say, really listen. Don’t stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering. In fact, it is a compliment to the participant.
- Listen also when participants talk to each other; many people feel too shy to speak from their heart to a facilitator/trainer, but they will to their colleagues.
- If you give an example to the group and one person (in your example) has done wrong, take that role yourself. Let the participant be the ‘good guy’.

Eye contact and voice

- Make frequent eye contact, not staring (which intimidates participants) but look at all the participants.
- Use your peripheral vision (looking out of the corner of your eye) so you notice the participants to your side, especially if they want to speak.
- When you move around the room, stand beside people you wish to speak to, not in front of them as this is often seen as very aggressive (especially if you lean over the desk/table).
- Speak clearly and not too fast, but loud enough for all participants to hear and with expression (a monotone will put your participants to sleep).
- Use the level of language your participants need. Simple language does not mean simple concepts.
- If you are working with people whose mother tongue is not the language of instruction, make sure that you use short simple sentences and allow more time for responses. It is not easy to think in another language and people may be translating the information before formulating a response.

Posture

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- It is considered rude in most cultures to point with a finger or stand with your hands on your hips. Often, folding (crossing) your arms is also unacceptable.
- Move for a reason: to make a point, to talk to a particular group, to check if people need your help. There are several types of trainers that you don't want to be like:
 - *the walker*: this is the one who walks ceaselessly up and down. Participants become mesmerized by the pacing to and fro, and fail to listen to what is being said.
 - *the swayer*: this is similar, but they move only on the spot, back and forwards or from side to side.
 - *the wanderer*: this one also walks but all over the room; talking to the backs of people as he/she walks around the room, talking all the time.
 - *the statue*: this one is perfectly still – no movement at all.
 - *the waver*: this one waves his/her hands around continually, not to illustrate a point, just waving. This also distracts the participants.

The psychological environment also depends to some extent on the participants. Make sure that they know each other, that they feel psychologically comfortable in each other's company. Many ice-breakers have just this purpose. *Never* make a fool of a participant. If it should happen unintentionally, apologize. It should not be necessary to formulate rules with adult learners. Make sure you are courteous and your participants will also be courteous.

Training or facilitating should be enjoyable for both you and the participants. It is a learning experience for everybody. Be sure to acknowledge what you learn from the participants.

Product/outcomes

- The product or outcomes from any training should be tangible. If participants make recommendations or decisions, ensure that these are followed.
- Outcomes can be difficult to judge during the course. Try to make sure that you can follow up at a later time.
- Ask participants to summarize what has been learned during a session or a day.
- Have revision sessions built into the course. Make this a quiz or some form of game; the participants should be able to discuss and build on each others' responses.
- If necessary, have follow up sessions so that it is possible to see results of the workshop.
- If you use written evaluation sheets, make sure that you leave enough time for them to be completed or, if it is possible, ask them to complete their evaluation sheets two weeks after the course. This gives a real indication of the value of the course.
- If you use written evaluation sheets, always make sure that they are anonymous (that is, do not ask for people's names).

Introductory Session

Objectives: By the end of this session the participants will be able to:

- Identify other people in the course
- Understand the course objectives

Time Allocation

Introduction and opening	40 minutes
Introduction of participants	15 minutes
Outline of the course objectives	15 minutes
Expectations of participants	20 minutes
Total	90 minutes

Materials required

Ball (or small object that can be thrown from one person to another)
 Flipchart with the course objectives written on it clearly and neatly.
 Flipchart with “content/methodology” written on it.

Introduction

Welcome participants and introduce yourself to them saying your name, your organisation and why you have been chosen to conduct this training.

If there is a senior official to formally open the training workshop, introduce this person to the group.

After the official opening explain that as the participants now know something about you it is time for them to meet each other.

Ask the participants to stand in a circle. Explain that you are going to throw the ball to one person who will say their name and their position. They should then throw the ball to somebody else. Nobody should have the ball thrown to them more than once. When everybody has introduced themselves (making sure that nobody gets the ball twice) ask the participants to sit down.

Course Outline and Objectives

This is a five day course which has been designed to respond to the stated needs of middle managers in earthquake affected areas.

Course Objectives

By the end of this course, participants will:

- Be able to incorporate improved management strategies into their work
- Be able to identify components of quality and so improve quality in their own work
- Understand the importance of the teaching/learning process
- Develop some skills in effectively supervising the methodology/pedagogy that will assist with the healing process
- Through all of these, be part of rebuilding the school system and “build back better”

Ask participants if they have any questions about the course objectives.

Form participants into small groups of three or four. Give out flip chart sheets and markers to each group.

Ask participants to discuss in their small group their expectations for this course.

Explain that groups should choose the most important expectations that relate to this course and to list them on their flip charts.

After posting the flip charts on the walls, identify the expectations that we may be able to be achieved during the course and explain that these expectations will be discussed again on day 5 during the evaluation session.

Explain to the participants that this is an inter-active course where they are expected to work together and share ideas. Because some of the methodology may be new to some people and because we really believe in the inter-active approach (particularly because they are adult learners), we will be using the inter-active approach throughout this workshop.

Show the flipchart to the participants suggesting that after each session you will write the session title and they should be able to nominate what methodologies were used in the activities. By the end of the course they will have a good understanding of a range of methodologies and their uses.

Content	Methodology

Emphasise that punctuality is vital not just for the course work but as a courtesy to other participants. Switching off mobile phones is also a courtesy that should be observed.

Hand out the workbooks. Tell the participants that you hope that they will enjoy and learn from the course.

Session 1: Dealing with Disasters

Objectives: By the end of this session the participants will be able to:

- Understand the terminology associated with disaster management
- Be able to explain disaster preparedness
- Be able to identify disaster preparedness related to education

Time Allocation

Introduction	05 minutes
Activity 1: What is a disaster?	20 minutes
Activity 2: How do we cope better next time?	50 minutes
Conclusion	10 minutes
Total	85 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
 Workbook for each participant
 Flipcharts with the definition of disasters written on them.

Introduction [5 minutes]

Explain that in this session we will first discuss some general disaster management topics and then identify what types of disaster preparedness measures can be taken to help education systems be better prepared to respond and react to disasters.

Explain that the ultimate goal of disaster preparedness measures must be to minimize the disruption of children's and youth's access to education.

Activity 1: What is a disaster? [20 minutes]

Brainstorm with participants on what makes something a disaster.

Show the flip charts and explain that there are several formal definitions of disasters:

The UN Disaster Management Training Programme (UNDP/ OCHA): *"A disaster is a serious disruption of the functioning of a society, causing widespread human, material, or environmental losses which exceed the ability of the affected society to cope using only its own resources."*

The International Federation of Red Cross and Red Crescent Societies (IFRC): *"Disasters are the combination of a number of factors: vulnerability, capacities, hazards, risks. Most commonly agreed definitions of disasters contemplate the element of capacity to cope with the situation. For example: life threatening situations which put people at risk of death or severe deterioration in their health status or living conditions, and which have the potential to out-strip the normal coping capacity of the individual, family, community and state support systems."*

Compare the list developed by the participants with the formal definitions on the charts and underline the common elements.

Explain that a disaster is more about the effects on society rather than just the natural effects. As a result, disaster management is concerned with identifying potential hazards for a given area and then identifying the probability or likelihood that the hazard will occur and, through this, the likely effects on the social situation. The vulnerability of an individual, community, sub-group, structure, service or geographical area, all need to be taken into account and be planned for. Therefore disaster management is concerned with the issue of risk and how to reduce it.

While it is probably not possible to prevent a hazard, we can limit the effects on society by reducing the vulnerability and increasing people's capacity to cope.

Human vulnerability is the degree to which people are susceptible to loss, damage, suffering and death, in the event of a disaster. Institutions or structures may also be vulnerable, e.g. poorly built houses may collapse in a disaster or an institution may be vulnerable if records are destroyed during a disaster.

Capacity, on the other hand, refers to the resources of individuals, households and communities that enable them to cope with a threat or resist the impact of a hazard.

Activity 2: How do we cope better next time? [50 minutes]

Form participants into small groups. Give each group a flip chart sheet and ask them to draw three columns down the page. In the first column, they should list the vulnerabilities (the weak spots) of the education system and the education community that existed and therefore contributed to the disaster. In the centre column they should list the capacities in the education community and system that will help recovery and prevent or minimise a future disaster. In the third column, list what else needs to be in place to cope better next time.

Groups have 30 minutes for this activity.

After 30 minutes, ask the groups to present their findings. Remind groups that if a previous group has mentioned a point that is the same it should not be mentioned again. **[20 minutes for the feedback and consolidation]**

Conclusion [10 minutes]

While 'natural disasters' can have devastating effects, these can be minimised by being prepared. In this area of Pakistan, where there is evidence of so much geological activity, it is in the best interests of all sectors of society, but especially education, to understand what steps can be taken to minimise a loss of life and the destruction of a system so that we can prevent this level of devastation in the future.

Session 2: Training teachers in earthquake affected areas

Objectives: By the end of this session the participants will be able to:

- Know the contents of the course
- Know their own role in terms of roll out of the course
- Be able to support the teachers who have undertaken the course

Time allocation

Introduction	10 minutes
Activity 1: Practical support for teachers	40 minutes
Conclusion	10 minutes
Total	60 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction [10 minutes]

Training for teachers in earthquake affected areas is a three day course for all teachers. It was developed in response to the stated needs of teachers in the post-earthquake situation. Through an inclusive process of stakeholders' meetings, material for three main themes was gathered. UNESCO supported this process by engaging a consultant to develop this material into a package of training materials.

The three themes are:

- Disaster response (with special reference to earthquakes)
- Psycho-social response to the effects of the earthquake
- Application in the classroom

The course is only three days, though to effectively deal with the psycho-social impact of the earthquake on both teachers and students (and the larger educational community) would require a course much longer than this.

In this training course there are some sessions that come from the earthquake response course and some that will hopefully help you be better able to support the teachers as they undertake the course.

Apart from information about how to deal with a disaster such as an earthquake, there is a strong feeling that the education system should take this opportunity to "build back better". That is, while upgrading the training of teachers to deal more effectively with the difficulties associated with the post-earthquake situation, we should also use the opportunity to help teachers and other education personnel to know more about up-to-date methodology to make education generally more effective.

Activity 1: Practical support for teachers [40 minutes]

Form participants into small groups of four to five. Ask participants to turn to activity 1 for this session in their workbooks.

Explain that the descriptions in the first column are of the sessions in the impact response teacher training course.

Participants should read these descriptions and then, in their group, discuss and write what sort of practical support the system can provide to these teachers to help them to work more effectively in each of the areas outlined.

Groups have 30 minutes for this activity.

At the end of 30 minutes ask one representative from each group to provide a 2-minute summary of the practical support the group feels that it can offer to the teachers. **[10 minutes for feedback]**

Conclusion [10 minutes]

The initial 3-day course is not sufficient to adequately support teachers who are trying to rebuild a system at the same time as they are rebuilding their own lives. They can only be successful if they have the support of the education managers and administrators – the participants of this workshop.

Session 3: Introduction to SWOT Analysis

Objectives: By the end of this session the participants will be able to:

- Understand the SWOT analysis tool
- Be able to use the tool to develop strategies to make education more effective

Time allocation

Introduction	05 minutes
Activity 1: The SWOT analysis example	35 minutes
Activity 2: Finding solutions	40 minutes
Conclusion	05 minutes
Total	85 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction [05 minutes]

Ask participants what they think SWOT stands for (strengths, weaknesses, opportunities, threats).

Explain that this is a tool that can be used to help analyse problems, which in turn helps to determine strategic directions. The main objective is to determine proactive strategies for maximizing strengths and opportunities while minimizing weaknesses and threats. In session 1, the small groups actually did part of a SWOT analysis by looking at their community's vulnerabilities and capacities with regard to disaster preparedness.

Stress that the strengths and weaknesses categories of SWOT are **internal** (to the organization or to the education system) and that the opportunities and threats categories are **external** (things that they have less control over and will have to try to influence).

Explain that they will practice using SWOT in some other sections of the course but first we will review an example.

Activity 1 Identification [35 minutes]

Draw a blank SWOT chart on a flip chart.

Internal to the system	Strengths	Weaknesses
External to the system (environment)	Opportunities	Threats

Explain to participants that it has been generally agreed that a shortage of teachers is a problem in the post-earthquake situation, so this problem will be used as an example.

Ask participants to brainstorm on the strengths of the system that are available to help solve this problem.

Then ask for the weaknesses in the system that could prevent solving the problem.

Ask participants to look carefully at these and then to brainstorm on the opportunities presented in the wider context that could help to solve the problem.

Lastly ask what threats from the outside environment may prevent them from resolving teacher shortage.

Fill in the chart according to the brainstorm responses.

An example is shown here.

Brainstorm with participants on strategies that will utilise the strengths and take advantage of the opportunities while overcoming the weaknesses and minimizing the threats.

Shortage of Teachers		
Internal to the education system	Strengths	Weaknesses
	<ul style="list-style-type: none"> • Skilled trainers • Existing infrastructure • Existing institutions • Training materials/method • Availability of vacant posts 	<ul style="list-style-type: none"> • Limited resources • Unattractive packages • Enough training institutes?
External to the education system – the environment	Opportunities	Threats
	<ul style="list-style-type: none"> • Coordination of community and 3P (public, private, partnership) • International and national resources • Community awareness • International scholarships 	<ul style="list-style-type: none"> • Lack of interest • Social/cultural constraints • Orthodox religious constraints • Poverty • Early female marriages • Limited funds

Write these strategies on the flip chart and allow open discussion.

Activity 2: Finding solutions [40 minutes]

Form five small groups (different groups from the previous activities). Assign one problem to each group:

- Classroom management
- Increasing the effectiveness of monitoring
- Communicating with the community
- Access to education
- Increasing quality of education

Ask the groups to conduct a SWOT analysis for their problem and then to brainstorm strategies to help overcome or minimise the problem.

Groups have 40 minutes for this activity: 20 minutes for the SWOT analysis and 20 minutes to develop strategies.

Conclusion [5 minutes]

The SWOT tool helps to identify strategies to overcome problems. The key to successful use of SWOT is to use the strengths and opportunities to minimise the weaknesses and threats. Only when these issues are addressed can they be overcome. We will use SWOT as a tool several times in this course.

Review Session of Day 1

Objectives: By the end of this session the participants will be able to:
Explain the key points of day 1 learning

Time Allocation

Introduction	10 minutes
Activity 1: Review of day 1	15 minutes
Conclusion	05 minutes
Total	30 minutes

Materials required

Ball

Introduction [10 minutes]

Explain to the group that this is a review session to see what was learned from the sessions of day 1.

Give an overview of the sessions: Dealing with disasters; Teacher training for earthquake affected teachers and SWOT analysis.

Activity 1 [15 minutes]

Explain that you will throw the ball to one participant who will tell two things that they learned from day 1. All participants should listen carefully as there should be no repeat statements from the group.

When one person has finished they should throw the ball to another participant and so on until everyone has had an opportunity to speak.

Throw the ball to one participant and ask for two things that they learned from day 1.

Conclusion [5 minutes]

Remind participants that this course will build each day on what was learned the day before and so we need to learn from each other and also from the course work so that we can help to “build back better”.

Session 4: The Learning System

Objectives: By the end of this session the participants will be able to:

- Understand the components of the learning system
- Understand how their own work contributes to quality education.

Time allocation

Introduction	05 minutes
Activity 1: The Learning System	20 minutes
Activity 2: Where does my work belong?	30 minutes
Conclusion	05 minutes
Total	60 minutes

Materials required

Tape or 'blu-tac' for sticking papers to the walls

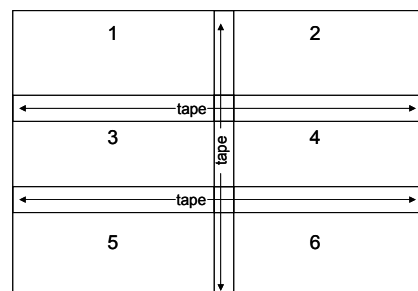
Workbook for each participant

A large chart (6 sheets of paper taped together as shown below) with the learning system diagram drawn on it

Index cards or 'post-it' notes

Introduction [05 minutes]

The learning system operates at a series of levels and at each level the system should reflect those things that we call "quality".

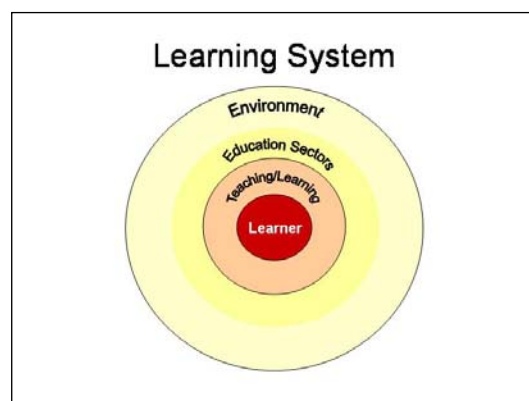


Activity 1: The Learning System [20 minutes]

Place the diagram previously prepared on the wall, Explain the component parts of the learning system.

The *learner* is at the centre which is the key point of the diagram. To ensure appropriate learning outcomes, we must see the learner as central.

Ask participants what it would mean if finance were at the centre instead of the learner? What would that mean in terms of the learning system? *[The learning outcomes would be of lesser importance as the system would exist for the amount of money it generates or spends.]*



The *teaching/learning* circle consists of all the elements that directly relate to the teaching/learning process (e.g. teachers, pedagogy, teaching materials, etc.)

The *education sectors* circle consists of all of the elements that support formal and non-formal education, such as curriculum developers, the Ministry of Education, teacher salaries, educational planners, education budgets, etc.

Finally, the *environment* circle represents all those elements outside of the education system and classroom that can potentially affect the learner, such as parents, community and religious leaders, labour markets, peer groups, health care systems, poverty, HIV/AIDS, civil disruption, etc.

Because elements within each of the circles have an effect on the teaching and learning process – and ultimately the learner – everything we do relating to the learning system must keep the learner and the needs of the learner at the centre of our planning, if we are to be truly effective.

Activity 2: Where does my work belong? [30 minutes]

Ask participants what it is that they personally deal with in their work within the learning system. Ask which elements of their work relate to each of the circles. They should think about their job responsibilities or tasks as well as other things that impact on their work within the learning system.

Hand out a few index cards/post-it notes to each participant and ask them to write each element on a separate index card or note.

Ask participants to come to the chart and place them in the appropriate circle. Then tape each card to the chart in the appropriate spot.

If a response affects more than one circle, place it on the border between the two circles. (For example, collection of education data is a responsibility of the education sector but it is also influenced by environmental factors such as roads and transport, etc.)

After all the cards have been placed ask participants what else could or should be included in any of the circles.

Once all the cards are taped to the chart, ask the group, “What is the relationship or bridge between the inner circles: Learner, Teaching/Learning, Education Sector and the Environment?”

[Everybody comes from the environment (and brings its influences into the learning process) and one objective of the learning process is to enable learners to impact successfully on the environment as productive citizens.]

Explain that while each part of the system is vital – the heart of the system is the learner. This is key to quality education. Everything that we do should be in terms of the learner.

Ask the group what the purpose is of a learning system. Why do we have a learning system?

[To transmit knowledge, skills, values and attitudes.]

Ask if this transmission goes one way or two ways.

Elicit from the group that each of these moves from the environment through all the sectors to the learner and then back again. It is because the transmission is two-way (all teachers everywhere struggle with the tensions involved in teaching for the future while teaching about the past) that all components of the learning system are vital.

While knowledge and skills are understood and accepted as part of the learning process, what values and attitudes do we try to pass on?

Conclusion

Each component of the learning system and each element within the component is a necessary part for achieving quality education.

Session 5: Quranic Teachings and Natural Disasters

Objectives: By the end of this session the participants will be able to:

- Know Islamic teaching regarding natural disasters
- Know and apply the behaviours directed by the Quran in the face of disasters

Time allocation

Introduction	10 minutes
Activity 1: What are we taught?	40 minutes
Conclusion	10 minutes
Total	60 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction [10 minutes]

This session should be the basis of work that we undertake in post-earthquake education. It is by demonstrating the values of Islam through our work that we can help and support our colleagues. This session is part of the teacher training response course. Therefore it is important that this group know and understand what the teachers are learning so that you can better support them. Although we have a great need for the material support to rebuild, we also need spiritual support to help overcome the increasing fear, tension and despair that is also a result of the earthquake.

Allah has catered for this need through the Prophets (A.S.) and revealed Books. In the Holy Quran, we are guided through principles and directives to live an upright life in spite of the problems and difficulties of this worldly life.

In this session we will not be studying the Quran as such: this is the responsibility of every Muslim in his or her own life. But in this session and the following session, we will look briefly at the teachings of Islam with regard to the earthquake.

Activity 1: What are we taught? [40 minutes]

Ask the participants to read the resource material for this section in their workbooks.

Explain that there are basically three areas that we will look at:

1. Warning
2. Forgiveness
3. Application of teachings with regard to the earthquake.

Form the participants into small groups (with 3 – 4 people each). These should be different groups to those formed previously.

Ask the groups to discuss the meanings of these verses and how they apply with regard to the earthquake. Each group should agree on one sentence that is a summary of the teachings of these verses for each of these areas.

Tell the participants that they have 20 minutes for this exercise.

Bring the participants back to plenary and ask one group to give their summary sentence. Ask if other groups have different interpretations. Allow 20 minutes for open discussion.

	Possible summary	Explanation of how this applies post-earthquake
Warning	<i>We have been given the chance to repent of wrongdoing through warnings in the Quran and through the warning of the earthquake</i>	<i>These verses of holy Quran reveal that this world is mortal and temporary. In this life we are tested, by both good things and bad things. The world is not eternal nor is it meant for the hoarding of wealth or luxury and merry-making. It is for us to apply the true teachings of Islam in our daily lives: helping others, having patience and being thankful to Allah for all things.</i>
Forgiveness	<i>If we sincerely repent and follow the dictates of Islam we will be forgiven</i>	<i>Allah has unfolded all the guidance to help human beings in this life and hereafter. By acting upon this guidance man can enjoy the favour of Allah.</i>
Application of teachings	<i>Those who died are considered martyrs; we need to pray for them and feed, clothe, shelter and care for those who suffer</i>	<i>These are the teachings of Islam: if we do not help our fellow believers then we are not obedient to the teachings.</i>

Conclusion [10 minutes]

This universe is part of a well established system of Allah, and Allah warns people that their sins and wrongdoings do not go un-noticed. These warnings are stated in the Quran and natural disasters are also seen as warnings. When mortals routinely disobey the commandments of Allah and their hearts have affinity with sins, then troubles and turmoil are the result. Every decision of Allah is a blessing for human beings. Everyone has been given a chance to reform.

Although the earthquake has a geophysical cause, it is clear, that as Allah is the Creator of all things, so He is also the Creator of the geophysics of the Earth. As Muslims we need to heed the warnings of the Prophets and those that are in the Quran as well as those demonstrated through natural disasters.

Session 6: Religious and social values

Objectives: By the end of this session the participants will be able to:

- Understand the importance of religious and social values in the context of a disaster
- Use these values to strengthen character in the face of adversity
- Support students in their healing process through the application of social and religious values.

Time allocation

Explanation of objectives	05 minutes
Activity 1: Values	20 minutes
Activity 2: Values and behaviours	30 minutes
Activity 3: Brainstorm	15 minutes
Activity 4: 'Values Cube' game	30 minutes
Activity 5: The link between values and rights	20 minutes
Conclusion	05 minutes
Total	125 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant, small pieces of paper

Introduction: [05 minutes]

Explain to the participants that as Pakistanis, we have a particular culture that is closely tied to our religion of Islam. This should form the basis of our response and behaviour in every situation, especially in a disaster. This session is to help strengthen our ethics and behaviour so that we, in turn, can help our students to do the same.

Activity 1: Values [20 minutes]

Give each participant 8 small pieces of paper. Ask the participants to write one religious or social value on each piece of paper (for example: care for the helpless, regular prayer, patience). These papers should not be numbered.

Ask participants to keep their papers private. Ask them to shuffle their papers so that the most important values are at the top of the pile.

Discuss with participants that while these values are always present for us, some are more important than others during times of anxiety or disaster. Often there is no time or thought for more than a few key principles of living, even though our religion should be fundamental to all our actions and thoughts.

Now explain to the participants that they must discard the value at the bottom of the pile. This paper should be put aside. Each participant should look at the seven remaining papers and then put aside the one at the bottom. Ask if anybody would like to explain why they have put aside the particular value.

Then put aside the 6th value.

Activity 2: Values and behaviour [30 minutes]

With 5 values left, ask the participants to look at their remaining ones and to ask themselves: are these the values by which I lived during the disaster (or the worst period of my life)?

Ask participants to turn to their workbook. On the chart, participants should write in their five values and then list behaviours that exemplify these.

Value	Behaviour
1	
2	
3	
4	
5	

Now ask participants to search their hearts and think about any destructive behaviour they demonstrated during the disaster. These behaviours should not be shared – they are between the individual and Allah.

Explain to the participants that religious values are aspirational, that is, they are values we need to work towards and try to live by: very often we fail. This is why we are so grateful for the divine mercy of Allah for when we stumble and fail.

Activity 3: Brainstorm [15 minutes in total]

Ask participants (in a brainstorm exercise) [10 minutes]

“What behaviours do I need to demonstrate now to be a good role model in my community and in the education system that show the constructive and positive religious and cultural values?”

From the brainstorm, categorise the responses into the four or five major areas. (For example, upright behaviour towards Allah, constructive behaviour towards others, lack of negative behaviour) [5 minutes]

Activity 4: ‘Values Cube’ game [30 minutes]

Place the Learning System chart from Session 4 on the floor and ask the participants to stand in a circle so that everybody can see.

Choose the six most common values from the previous activity and write one on each face of the cube.

Give the cube to one person and ask them to lightly throw it onto the chart.

Ask the group for one thing that can be done to demonstrate the value showing on the cube in relation to the activity on the card and sector on which it landed.

Repeat this activity four or five times asking the group for responses each time. Make sure that the responses actually demonstrate the value for the manager (not projected to the child) and that they are succinct – keep the pace moving.

When there is a good cross-section of behaviours mentioned, stop the game.

Ask the group if these things reflect the values of Islam and of Pakistani culture.

Explain that there will be more work in this area by using a rights-based approach.

Activity 5: The link between values and rights [20 minutes]

Explain that in many countries, 'values' is one area that education systems (and educators) historically have ignored – at least explicitly. The cube game, however, provides examples of how we model and transfer values through our work in the various elements of the learning system.

Ask participants "What is the link between values and rights?"

Explain that the rights found in legal instruments are actually based on the values of societies and cultures even though they may be expressed very differently from one society to another. For example, if one society believes in the right to freedom of expression but only for some, then the right exists, but it needs to be expanded to include everybody.

Rights have been formalised internationally, so people tend to see them as rules or laws imposed from "outside", rather than being a reflection of the societal values and therefore something we should ensure for each other.

Rather than being assumed (or part of the hidden curriculum), it is now understood that rights need to be structured so that learners can really understand what values, and therefore what rights and responsibilities, are important in a society.

Rights-based education describes an education system where rights (and responsibilities) form the basis of everything that is done in the learning system. To have a rights-based approach, we need to make sure that everything we do in a learning system reflects fundamental rights and that **nothing contradicts them**.

Ask participants whether they can think of any specific contradictions that exist between the learning system and the fundamental rights of those involved (that is, the learners, their parents, the education staff)? What are the implications of these contradictions? If participants speak only in generalities, ask the following questions:

What does it mean when the professional needs of the classroom teacher and the school principal are ignored?

[Teachers are likely to be resentful which will be reflected in the teaching in the classroom

Teachers leave the system

Teachers become de-motivated]

What does it mean when the most basic data on enrolment and attendance are not available?

[We do not know who is excluded or missing; e.g. girls, disabled, slow learners. We cannot develop accurate projections for school structures and necessary physical and human resources.

*We may develop inappropriate responses to the needs of the learners.
We cannot address the social problems of out-of-school children.
Without monitored attendance records, there is no way to adjust staffing in
order to meet targeted pupil-teacher ratios.]*

Conclusion [5 minutes]

Without a learning system that reflects our values at every level, we are in danger of being hypocritical: to ask children to absorb these values and to act on them without us doing the same is unjust. It is extremely important for the rehabilitation and the progress of nations to preserve values. Religious values are equal to worship. It is the duty of the teacher to promote these values, and to leave no stone unturned in its implementation. It is possible only when these are part and parcel of our character, moreover, the environment of educational institutions should be conducive to these values.

Session 7: Child Rights

Objectives: By the end of this session the participants will be able to:

- Understand the basis of child rights
- Understand their own role in promoting child rights.

Time allocation

Explanation of objectives	05 minutes
Activity 1: Basis of Child Rights	35 minutes
Activity 2: Who is responsible?	35 minutes
Conclusion	10 minutes
Total	85 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

In the previous sessions we looked at our own value system and the links between religious and social values and our behaviours. We have also looked at the links between values and rights and how those rights are demonstrated through the education system.

In this session we are looking specifically at the rights of children and we will try to find ways that we can ensure that these rights are protected and enhanced through the education system.

The rights as they are defined in legal instruments such as the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC) which are the two that most concern us as educators are values that are common in our own social framework and have been enshrined in international law. They are also aspirational (as are many of our religious values) so that we do not always keep them as well as we should, but we should try to aim towards them.

Access to education for all children (and therefore inclusion of all children) is a right which is laid down in a variety of international legal instruments. These are based on the legal instruments of individual countries, which in turn are based on the cultural values of that society. In Pakistan, as a Muslim nation, the core of inclusion is laid down in our Islamic teachings. Since the earthquake, where so many children suffered, access and inclusion to education is even more difficult to achieve. Many of our children now suffer physical and emotional disabilities as a result.

Activity 1: Basis of Child Rights [35 minutes]

The legal instruments that relate to children's rights basically ask for respect, protection and support to help them grow up to be the best people and citizens that they can be.

Universal Declaration of Human Rights Convention on the Rights of the Child Education Policy of Pakistan

Ask participants, “What are the international and national legal instruments that protect children?”

Now ask what Islamic law says about the protection, care and education of children.

Allow a brief discussion and then divide participants into two groups.

Ask participants to open the workbooks for this activity.

Ask the first group to complete the table on the CRC and ask the second group to complete the table on the rights under Islam. Explain that the two groups should sub-divide into groups of two or three to work.

Ask all participants to look at the chart assigned to their group and read what rights children have and then completing the column “What the education system can do”; writing what can be done to ensure these rights in the school and classroom.

Tell the participants they have 20 minutes for this exercise.

CRC article	Rights based approach	What the education system can do
2, 18, 28, 30	Inclusion (non-discrimination based on sex, religion, status, ethnic/tribal group etc.)	<i>Observation skills, small (and changing) groups, questioning</i> <i>Inclusion also of parents – in terms of presence in the learning environment, knowledge and understanding of the subjects studied and utilised as a resource where possible)</i>
Preamble, 12 &13	Respect	<i>Listening to all responses, never using questions as a punishment (to call on a child not paying attention), courtesy for students, parents and teachers</i>
8,12 & 13	Learning according to potential	<i>Range of activities and subjects, variety in methodology: not examination oriented</i>
16, 32, 33, 34	Protection	<i>Knowledge and skills provided for students to be able to deal with life problems (SRH, HIV/AIDS, sanitation and basic health practices, environment, drugs, bullying, constructive conflict resolution) as well as traditional subjects</i>
2	Equal opportunity	<i>Proactive access to school/learning centres (no exclusion on the basis of school fees)</i> <i>Equality of interactive learning based on inclusion, variety of activities to ensure all participate and use of the full range of cognitive and affective domains to ensure that every learner’s potential and stage of development can be reached.</i>
19, 34, 37	Safety	<i>In loco parentis in place of the parent – giving care and taking responsibility for well-being of the learner.</i> <i>No corporal punishment of any kind</i>

Ref.	Rights of Children in Islam	What the teacher can do
Al Hadith	In accordance with Islamic precept "children" means both male and female "Acquisition of knowledge is obligatory for all true believers"	<i>Ensure that both boys and girls have access to school. If there is a mixed class of boys and girls; the girls should have as much attention as the boys.</i>
	Right to be brought up properly, looked after and provided for and educated	<i>The teacher is in loco parentis (in the place of the parents) and has the responsibility to provide the same care as the parents</i>
Al Quran 66:6	Right to religious, moral, ethical guidance, provided with an understanding of right and wrong	<i>The teacher needs to know and understand the teachings of Islam so as to provide the child with a good education without bias and with a good ethical foundation</i>
Al Quran 52.51	Children are given in trust to their parents – who will be held accountable. "Everyone of you is a caretaker and everyone of you is answerable for his subjects"	<i>As teachers are in the place of parents – they too may be held accountable</i>
Abu Bakr RAA	Justice and equality: Inequality is injustice (forbidden in Islam) "He dieth not who takes to learning, to treat children affectionately and to kiss them are charitable acts"	<i>The teacher must be very sure that the treatment of all children is equal and fair: no favouritism, no bias against certain children for whatever reason. This is especially important with regard to those children who have been left as orphans or disabled either as a result of the earthquake or for any other reason.</i>
Al Hadith	"It is a child's right that his father should teach him how to read, write..."	<i>Teachers have a responsibility to be professional in their teaching and also to help parents and the community to understand their obligations about sending all their children to school.</i>
Abu Daud	"Whoever has a girl under his guardianship...[and does not] treat her with contempt, nor gives preference to his sons over her, Allah will admit him to paradise"	<i>Teachers have an obligation to treat girls equally and without bias and to help the parents and community to understand their obligations in terms of helping girls to have an education.</i>

After 20 minutes (or when most people have finished) ask particular individuals to read out their responses to the rights. Allow open discussion and use this time to make the points (above in blue) if they are not made by participants.

Explain that, in providing for these rights in the way that we teach the child, we are using a rights-based approach. This means simply that we give the child the same respect as we would like them to give us in all aspects of teaching.

However, a rights-based approach, especially when we look at access and inclusion in school is more than simply having children sit in the classroom. True inclusion means adjusting our teaching to suit the needs of the individual child. This is especially important when we think of the needs of children since the earthquake.

Activity 2: Who is responsible? [35 minutes]

Form participants into groups of 6 – 8 people. Ask them to turn to this activity in their workbook.

Ask the groups to brainstorm for those who are also responsible for ensuring the rights of the child.

Once they have decided who is responsible they should list ways that the child can be supported by these responsible departments, agencies and groups.

The notes in blue below are examples only and should be mentioned only if the participants do not do so.

Who else is responsible?	What should they do?
<i>Parents</i>	<i>Individual care especially in cases of trauma (no punishment for traumatized behaviour)</i>
<i>PTAs/SMCs</i>	<i>Advocacy for access and inclusion especially amongst the community (but also with the government if necessary)</i>
<i>School authorities</i>	<i>Ensure flexibility in the system of enrolment and referral to ensure that children really are included</i>
<i>Education system authorities</i>	<i>Teach from the Quran about the rights of children and responsibilities of parents</i>
<i>Religious leaders</i>	<i>Ensure practical aspects (travel, physical access to buildings, appropriate clothing and footwear) are provided</i>
<i>Communities</i>	<i>Create/reinforce laws and policies to protect children</i>
<i>Ministries (apart from education); Justice, Labour</i>	<i>Capacity building, advocacy, funding</i>
<i>UN</i>	
<i>International and local NGOs</i>	

Allow 20 minutes for this exercise.

Bring the groups back to plenary and ask the first group to name two groups that they felt were responsible for the protection of child rights. Ask if other groups also had these. If they did not, suggest that people record these in their workbooks. Ask the first group what they thought these two groups could do to protect the rights of the child, especially with regard to inclusion.

Then move to the next group asking them for two different responsible groups and what they could do and so on until all the information has been shared.

Conclusion [10 minutes]

While all children have the right to be respected and included in education (and other community activities), those children who have suffered through the earthquake need our special care and concern. No child should ever be excluded because of what has happened to them, whether it is physical injury, emotional trauma or mental illness (such as depression). Many times we just do not stop to think how these children may be excluded. Now it is time to think how they can be included and to make the changes necessary for this to happen.

Review Session of Day 2

Objectives: By the end of this session the participants will be able to:
Explain the key points of day 2 learning

Time Allocation

Introduction	05 minutes
Activity 1: Review of day 2	20 minutes
Conclusion	05 minutes
Total	30 minutes

Materials required

None

Introduction [05 minutes]

On day 2 we looked at the learning system, Quranic teachings, religious and social values and child rights. In this session we will look at what you have learned in these sessions.

Activity 1: Review [20 minutes]

Ask 8 people (chosen at random) and assign two people to each session (mentioned above). Ask them to give a short (3 minute) summary of the session.

Ask if there are comments or questions from any other participants.

Conclusion

Remind participants that each day builds on work from the day before. Explain that some of the issues that require more information may be addressed in the coming sessions but if not, we will try to make time to address them.

Session 8: A rights-based approach to education

Objectives: By the end of this session the participants will be able to:

- Understand the elements of a rights-based approach
- Be able to develop programme responses that reflect a rights-based approach

Time allocation

Introduction	30 minutes
Activity 1: Programme responses	55 minutes
Conclusion	05 minutes
Total	90 minutes

Materials required

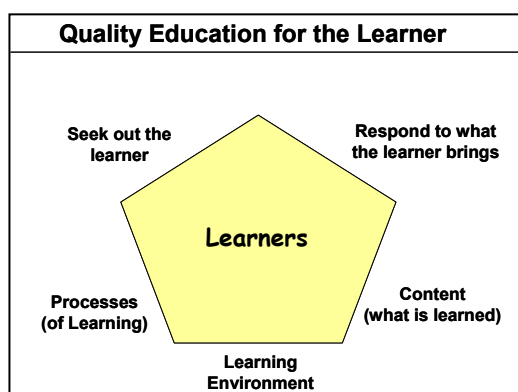
Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls. Workbook for each participant, pre-prepared flip chart sheets with the 10 dimensions of quality drawn on them.

Introduction [30 minutes]

Rights-based education is an approach that incorporates all facets of the education system. UNESCO through *Education for All* (EFA) has developed 10 dimensions for quality education. In looking at these dimensions, we will be analysing some of the work already done in this course and look further as to how we can support the rebuilding of our education system.

Level of the learner

- *Seeks out learners:* Education must be available without discrimination. This includes the poor, girls, working children, children suffering from the effects of the emergency, those with disabilities, and those with nomadic lifestyles. Education should also actively seek out learners and help them to learn. It is necessary to use a wide range of methods, recognizing that learning is linked to experience, language and cultural practices, gifts, traits and interests. Such an approach recognizes that people learn in different ways. *However, it is not merely a concern with quantity.* Learners have a right to an education that will serve as the basis for lifelong education.
- *What the learner brings:* A high-quality education has to consider the learner as an active participant and a central part of educational efforts. Learners bring to their learning, and to that of the group in which they participate, a large diversity of experiences, characteristics, skills and conditions, reflecting both their prior and current situation. This can vary from work skills, to traumatic experiences, to excellent early childhood development opportunities, to illness or hunger. All of these characteristics determine how a learner learns, behaves in class, interacts



with the group and teacher and how she or he interprets the knowledge presented. Therefore, a high-quality education has to recognize, actively respond to, and take advantage of the diversity of learners.

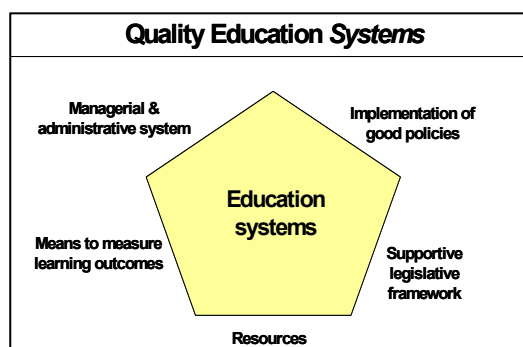
- *Content:* The content of education needs to be re-examined in light of the changes that have occurred in the world. Much of what is now taught worldwide may be less relevant to future generations of learners. In many countries, there is a need for modern and relevant curricula and materials covering areas such as literacy, numeracy and ‘facts and skills for life’ (which includes education on rights, gender equality, respect for the earth and other life forms, health, nutrition, HIV/AIDS, peace, and respect for and appreciation of diversity). Access to sufficient educational materials has long been recognized as essential for learning. Low-cost teaching and learning materials can facilitate learning as well as expensive materials. However, the materials need to be reviewed in light of what they convey about rights, obligations and responsibilities – with respect to gender, stereotyping and religion.
- *Processes:* High-quality educational processes require well-trained teachers who are able to use learner-centred teaching and learning methods and life-skills approaches. The term ‘learner-centred’ must be reconstructed to address issues of disparity and discrimination with regard to, for example, culture, language and gender. Within the learning environment learners must be able to express their views, thoughts, and ideas – to participate fully, associate freely, and feel comfortable about who they are, where they come from, and what they believe in. They need to be treated with dignity. How knowledge, skills, and values are transmitted is as important a part of the curriculum as what is learned; the process is part of ‘what’ is learned (commonly called the ‘hidden curriculum’). With these facilitating processes in place, learners can develop the self-esteem that is essential for decision-making throughout life, and a sense of self-discipline that will help them pursue their personal goals.

The processes of education are a frequently overlooked aspect of the quality of education. How learners are enabled to frame and solve problems, how different learners in the same group are treated, how teachers and administrators are treated and behave, and how families and communities are engaged in education are all processes that affect the quality of education. Differential treatment of children puts forward the notion at an early age that some people do not have the same rights as others, which can foster intolerance towards minority groups.

- *Environment:* Evidence is mounting that a suitable learning environment can also be considered as contributing towards the quality of education. There must be adequate hygiene and sanitation facilities accessible to all and, if possible, health and nutrition services in the vicinity. School policies and their implementation must promote safety, and both physical and mental health. While the physical environment is better understood, the psychosocial one, which is at least as important, deserves serious attention – so that practices such as gender discrimination, bullying, corporal punishment, and forced work are eliminated.

Level of the system

- *Managerial and administrative system:* An education system must be structured and organized so that it is learner-centred. The system must be fair and transparent to all those in it. Rules and regulations need to be clear, with responsibilities and related procedures well articulated and implemented. Teachers need to be facilitated in their work by a managerial and administrative system that is designed to foster improved learning outcomes. Timetables must also be flexible enough to be able to keep at-risk children from dropping out, or otherwise losing their right to education.



Well run schools include a space for bringing difficult issues into the open, a key first step to addressing them. Education must be 'approachable' by parents and communities. They must feel positive and comfortable about their roles in the educational process. This will not occur without an enabling structure and organization of the education system at all levels.

Because the structure, organization and management of education play an important role in providing the necessary checks and balances, involved institutions (such as teacher training colleges and research institutes) must also play a key role in educational activities.

- *Implementation of 'good policies':* Too often, ministries of education set policies that may not be widely known and understood by all, particularly at the classroom level. Therefore, a helpful starting point is to raise awareness among administrators, teachers and students about these policies. The next step is to ensure that there are mechanisms to implement and enforce the policies, since it is pointless to have rules and procedures if they are not observed. Some of the more successful efforts to promote, implement and enforce good policies are those that have been built upon the broad involvement of teachers and students in setting and respecting them. All school policies need to be consistent with national laws and legislation, which should be regularly reviewed and updated to ensure relevancy.
- *Supportive legislative framework:* Legislation is essential for ensuring that agreed principles contained within the concept of the right to education can, in fact, be put into action on a daily basis in a sustained way. As with policies, both education legislation and other related legislation must be in place, understood by the general public as well as by experts, and implemented.

There must be an enabling legislative framework that does more than simply state the right to education, defined broadly. It must facilitate necessary changes in the education system, throughout the system to the classroom. Clearly, a high quality of education must be accessible to all children. This means that it must be expanded in certain countries to ensure that there are sufficient places and teachers. Legislation needs to address the obligations of the provision of education (defined broadly to include both access and quality), resource

allocations (human, time and financial), and the overall expectations of the system.

- *Resources:* A high quality of education requires resources, recognizing the full range of human and material resources that can be brought to bear in support of education. Allocating resources to support high-quality education requires a long-term view. In the short-term, it is essential that the costs of education be distributed equitably.
- *Means to measure learning outcomes:* Our ability to measure learning achievement varies considerably in relation to the kinds of outcomes that are being measured. There are many indicators of learning achievement (or their proxies) already in use, and there are a number of systems in place to measure learning achievement and use the results for the implementation and assessment of educational policies, programmes and practices. In general, however, more effort has gone into the measurement of knowledge and competencies, than into values and behaviours. However, generally the emphasis has been on measuring only **knowledge**; the essential cognitive achievement levels that all learners should reach (including literacy, numeracy and core subject knowledge); but we also need to focus on the learning outcomes in terms of **values**; solidarity, gender equality, tolerance, mutual understanding, respect for human rights, non-violence, and respect for human life and dignity. **Skills or competencies**; a secure command of how to solve problems, to experiment, to work in teams, to live together and interact with those who are different, and to learn how to learn is increasingly important in our complex world; and **behaviours**; the capacity to put into practice what has been learned.

Without all 10 dimensions working together, we cannot build a quality education system and we cannot effectively respond to the education needs of the children and the communities post-earthquake.

Activity 1: Programme responses to the components of quality [55 minutes]

Form teams of four or five people. Ask the teams to look in their workbooks at the table for this activity.

Explain to the participants that there are two questions:

- What is the meaning of the dimension (that is, the definition)?
- How are you responsible for addressing each dimension in order to improve quality?

The teams should work together (although each person should write the responses in their own workbook). This activity is conducted as a competition, where the first group finished each dimension will receive a point and the most comprehensive answers will receive between 2 – 5 points depending on the quality of the response.

Dimension	What can you do to address it?
Seeks out the learner	<ul style="list-style-type: none"> ▪ Increase enrolment by talking to and enlisting the support of the community ▪ Recognise the different experiences that learners bring with them in order to fully involve them in the learning process ▪ Address poverty by providing scholarships to poor families so that children can attend
Respond to what the learner brings	<ul style="list-style-type: none"> ▪ Assess the different abilities of children by, for example, grouping children ▪ Learn about children's different circumstances (by talking to them, by talking to their parents) in order to address children's needs. Following the earthquake, for example, it is necessary for teachers to be able to react in positive ways to how children were affected.
Contents of learning	<ul style="list-style-type: none"> ▪ Head teachers are responsible for making sure that teachers know the curricula and for providing model lessons in areas where teachers are weak ▪ Ensure that the content of learning does not contradict a rights-based approach.
Processes of learning	<ul style="list-style-type: none"> ▪ Head teachers should give demonstration lessons in order to show teachers how to implement more learner-centred teaching methodologies ▪ Head teachers should provide professional development sessions for their staff to ensure that teachers have the skills and values necessary to use a process that requires a range of different methodologies.
Learning environment	<ul style="list-style-type: none"> ▪ Head teachers can play an important role with regard to site selection for new schools. This will help to reduce the noise level (for schools located near busy roads) and the safety of the children. ▪ Head teachers and teachers are responsible for making sure that the physical environment of the school is attractive and welcoming to children as well as making sure that the psychological environment is welcoming and accepting of children. This also includes making sure that corporal punishment is not allowed in the school.
Management and administrative structures	<ul style="list-style-type: none"> ▪ Checks and balances must be in place in the system. ▪ The same respect is shown to all aspects of administration (down as well as up). ▪ Head teachers have a responsibility to ensure that rules and regulations are followed.
Implement good policies	<ul style="list-style-type: none"> ▪ Head teachers have an obligation to know and implement the national policies and to make sure that their teachers also know and understand the policies. ▪ Policies should reflect and enhance a rights-based approach (for example: no corporal punishment, but instead training teachers in constructive classroom methodology). ▪ Head teachers must follow the policies themselves (national policies as well as those that they establish, for example, if head teachers state the teachers must be present by 8:30; then the head teachers must also be present at 8:30).
Appropriate legislative framework	<ul style="list-style-type: none"> ▪ Managers in the system should be lobbying the Ministry for appropriate and relevant legislation. ▪ Head teachers must ensure that they and their teachers follow the education laws. This also includes, for example, increasing

	enrolment in order to meet Pakistan's commitment to <i>Education for All</i> .
Resources	<ul style="list-style-type: none"> ▪ Head teachers have a responsibility to ensure that resources which they have are used to maximum advantage. This includes using low cost or locally made AV materials, implementing multi-grade teacher training and allocating teachers to various classes or assignments based on the teachers' varying abilities.
Measurement of learning outcomes	<ul style="list-style-type: none"> ▪ Head teachers and teachers not only have a responsibility to prepare their students for examinations <i>but also</i> have a responsibility to assess their students on a regular basis. This can be done by interviewing/discussing with children in order to check their understanding of various knowledge, skills, values and attitudes. ▪ Head teachers and supervisors can also check students' homework to determine how well they understand various subjects.

Point out to the groups that this is in fact a list of strengths and opportunities (from the SWOT tool) that can help in the post-earthquake situation.

Conclusion [5 minutes]

A rights-based approach is simply living out those values and attitudes we claim to hold. A rights-based approach is more than a fashionable method of education: it is an ethical approach to our work and a way to make education more effective. This should help us to "build back better". Remember that everything that we do in a learning system should reflect fundamental rights and nothing should contradict them.

Session 9: Higher level thinking skills

Objectives: By the end of this session, participants will be able to:

- Understand the background to higher level thinking skills
- Develop strategies for use in the classroom to extend and enhance the higher level thinking skills of senior students

Time Allocation

Introduction	05 minutes
Activity 1: What is cognitive development?	45 minutes
Activity 2: Open and closed questions	30 minutes
Activity 3: Questioning skills	35 minutes
Activity 4: How do we support teachers?	30 minutes
Conclusion	05 minutes
Total	150 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
 Workbook for each participant
 Prepared flipchart of Bloom's Taxonomy and the definitions of the levels.

Introduction [5 minutes]

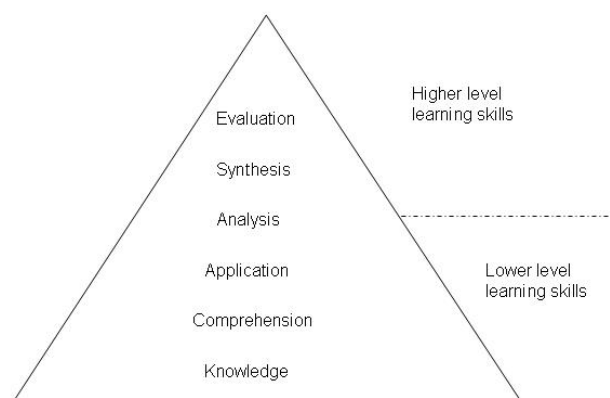
Using a rights-based approach means helping learners reach past rote learning where only knowledge is imparted. Given the work undertaken in this course about values and their importance, we need to look at how we help learners to internalise their learning. One way of doing this is to help learners to think at higher cognitive levels. The most effective way to thinking at higher levels is for teachers (and those who support teachers) to improve their questioning skills.

The term 'higher level thinking skills' refers to the model of cognitive development of Benjamin Bloom – called Bloom's Taxonomy. Bloom developed several taxonomies; true higher level thinking skills actually require the combination of at least two (cognitive and affective). In this session we will look briefly at the taxonomies and how these can be supported in the classroom.

Activity 1: What is cognitive development? [45 minutes]

Ask participants to look at the model of Bloom's Taxonomy of cognitive development.

Ask participants (in open discussion) to define the type of thinking involved with each of the levels.



Level	Definition	Example
Knowledge:	<i>any question where the answer is a fact from the information given</i>	<i>The names of the characters in the story; the parts of the earth's surface</i>
Comprehension:	<i>where the student understands the information and can relay it back with meaning (a retelling or internalizing of information)</i>	<i>Drawing the story (in sequential order); solving mathematics problems</i>
Application:	<i>where the student can apply the information to a different situation</i>	<i>Use the moral of the story in a different story; use the maths to solve a different problem</i>
Analysis:	<i>where the student can 'take the information apart' and see the principle or ideas related to the information</i>	<i>Being able to say 'why such a thing is so' where this has not been explicitly stated in the content. Being able to draw conclusions "if this and this is so ... therefore ... is so"</i>
Synthesis:	<i>where the student can put the information, principles and ideas together in a way that a new outcome can be seen, in terms of a concept, plan of action, etc.</i>	<i>Puts together several mathematics principles to solve a completely new problems; turning the air-conditioning vents upward because there is an understanding that hot air rises and so forcing air circulation</i>
Evaluation:	<i>where the student makes a judgment about the information and issues, and can then internalize the full knowledge ideas and concepts</i>	<i>Seeing the "moral of the story"; testing a hypothesis and finding it valid</i>

Explain to the participants that most of the work we do with students remains at the lower levels of development. We ask students to recall information, to remember, to be able to repeat the information for an examination. We do not often ask students to think about information and analyse it or to synthesise to develop a new outcome. For example; what is the formula for finding the area of a triangle? *[1/2 length x breadth]* Why? *[Because a triangle is half of a rectangle]* But if you don't remember the formula and you don't understand how it is developed; is it possible to work it out? When we teach only at the level of knowledge and comprehension, then the students generally will not be able to 'work out' how to do things because they do not have analytical skills.

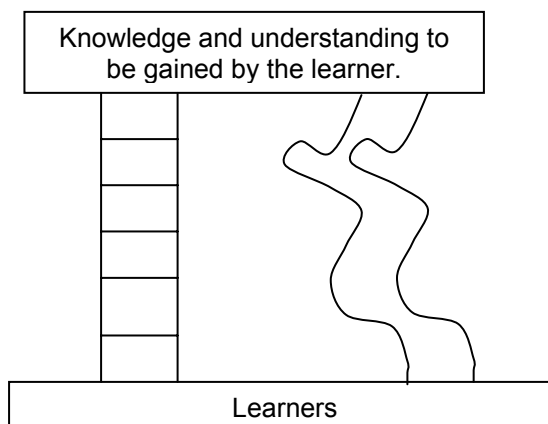
How do we teach these skills to students?

Questioning skills are vital to good teaching. You should be able to lead the students to learn what you want them to learn, by asking the right questions.

Draw a diagram similar to this

Essentially there are two types of questions: *closed questions* and *open questions*

- Closed questions have a single correct answer. They rely on the knowledge and comprehension levels of Bloom's Taxonomy. (Most 'what' questions are closed questions. For example; what day is it today?)
- Open questions are those that have a variety of answers and explore the higher levels of Bloom's Taxonomy: analysis, synthesis and evaluation.
- Open questions are those where we try to find out if the student understands, if the student can put together two pieces of information to develop an answer, if the student can discover an answer that is not expressly written in the book. ('Why' questions; 'explain' questions; 'how' questions are usually open questions.)



These are sometimes called convergent and divergent questions. Convergent thinking (and so convergent questions) means to explore a single concept to develop a single conclusion.

Example: Many stories have a 'moral' which is sometimes stated at the end of the story. No matter how complex the story is or how many pieces of information there are in the story, the single conclusion of the story is supposed to be the moral. This then is convergent thinking.

Tell this story to the participants and ask what the point of the story is; the fact that people know immediately, proves that it is convergent thinking.

A man set out on a journey, driving before him an Ass and a Mule, both well laden. The Ass, as long as he travelled along the plain, carried his load with ease, but when he began to ascend the steep path of the mountain, felt his load to be more than he could bear. He entreated his companion to relieve him of a small portion that he might carry home the rest; but the Mule paid no attention to the request. The Ass shortly afterwards fell down dead under his burden. Not knowing what else to do in so wild a region, the man placed upon the Mule the load carried by the Ass in addition to his own load, and at the top of all placed the hide of the Ass, after he had skinned him. The Mule, groaning beneath his heavy burden, said to himself: "I am treated according to my deserts. If I had only been willing to assist the Ass a little in his need, I should not now be bearing, together with his burden, himself as well."

Aesop's Fables. Online Collection

This story is such a powerful piece of convergent thinking that there is really only one question that is needed to point out the ‘moral’ of the story.

Divergent thinking means that there may be many ideas and interpretations from information given. Many cultures have traditional stories about the origin of various aspects of nature; why the crow is black, why particular mountains are shaped the way they are, etc. These are examples of divergent thinking. When we ask divergent questions, we are asking the learners to analyse the information and then to synthesize this information to develop new ideas. These then need to be ‘checked’ against other information for validity. Divergent thinking and divergent questions are very high level, but they will help the learner develop analytical thinking skills.

Activity 2: Open and closed questions [30 minutes]

Form the participants into small groups. Ask them to open their workbooks at for this activity.

Ask the groups to discuss the advantages and disadvantages of open and closed questions and fill in the chart in their workbooks.

Tell the groups they have 20 minutes for this exercise.

At the end of 20 minutes bring the groups back to plenary and ask for one advantage and one disadvantage from each group (not repeating any that have already been said).

Summarise the points by explaining that in relation to Bloom’s Taxonomy, closed questions are those we ask to check the lower level learning skills and open questions are those we ask to help the student develop the higher level thinking skills.

Activity 3: Questioning Skills [35 minutes]

Tell the participants a story (e.g. a fairy tale) that you know well but that they are not so familiar with.

Put the participants into small groups and ask them to develop twelve questions about the story – two questions for each level. All the questions must be about the story.

A possible story and some questions are at the end of these session notes.

Encourage the groups to list all the questions that they can think of and then to sort them into their levels (this is a good analysis activity for them).

Allow 20 minutes for this.

Ask for some examples for each level and discuss whether the question is really at the level claimed. (Quite often higher level questions ‘slide’ from one type to another according to the age of the students.) Allow 15 minutes for discussion.

Activity 4: How do we support teachers? [30 minutes]

Brainstorm with participants on ways that middle managers can support teachers to develop good questioning skills.

Categorise the brainstorm into three of four areas (for example: flexibility of curriculum; training; demonstration).

Ask the group if they are willing to make a commitment to support their teachers this way to provide for more effective learning.

Conclusion [5 minutes]

Higher level thinking skills require higher level questioning skills from the teacher. It also requires support from the curriculum developers and those that support the pedagogy of teachers. Practice at developing higher level questioning skills is vital if we are to teach effectively.

Possible story

The Three Bears

Once upon a time, there were three Bears who lived in a house in the forest. One morning after Mama Bear cooked breakfast, the three Bears went for a walk in the forest while the porridge cooled. In the same forest there was a little girl with long golden hair also having a walk. Soon, she came to the house of the three Bears. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. The little girl was hungry. She tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the porridge, she was feeling a little tired. So, she walked into the living room where she saw three chairs. She sat in the first chair to rest her feet. "This chair is too hard!" she exclaimed. So she sat in the second chair. "This chair is too soft!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

By this time she was very tired, so she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. And she went straight to sleep.

As she was sleeping, the three Bears came home. "Someone's been eating my porridge," growled the Papa Bear. "Someone's been eating my porridge," said the Mama Bear. "Someone's been eating my porridge and they ate it all up!" cried the Baby Bear.

The three Bears went to the living room. "Someone's been sitting in my chair," growled the Papa Bear. "Someone's been sitting in my chair," said the Mama Bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby Bear.

The three Bears went upstairs. Papa Bear growled, "Someone's been sleeping in my bed," "Someone's been sleeping in my bed, too" said the Mama Bear. "Someone's been sleeping in my bed and she's still there!" exclaimed Baby Bear.

Just then, the little girl woke up and saw the three Bears. She screamed, "Help!" And she jumped up and ran out of the room. She ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three Bears.

The End

<p><i>Knowledge</i> (Answers can be found in the story)</p>	<ol style="list-style-type: none"> 1. <i>How many bears were there?</i> 2. <i>What did the little girl eat?</i>
<p><i>Comprehension</i> (Shows an understanding of the story)</p>	<ol style="list-style-type: none"> 1. <i>Who was walking in the forest?</i> 2. <i>Whose house did the little girl enter?</i>
<p><i>Application</i> (Can use the information in a different context)</p>	<ol style="list-style-type: none"> 1. <i>Do you think that the little girl liked porridge? (Why?)</i> 2. <i>Do you think that the bears walked in the forest often? (Why?)</i>
<p><i>Analysis</i> (Can 'take the information apart' to see the principles)</p>	<ol style="list-style-type: none"> 1. <i>Was the little girl right in her actions? Please explain.</i> 2. <i>Why do you think that the little girl never went back to the house?</i>
<p><i>Synthesis</i> (Use the information to come to new conclusions)</p>	<ol style="list-style-type: none"> 1. <i>What was the shape of the three bowls? How do you know?</i> 2. <i>Why do you think the story is about three bears, when we know that bears do not live in houses and eat porridge?</i>
<p><i>Evaluation</i> (Judging the information)</p>	<ol style="list-style-type: none"> 1. <i>What name would you give to the little girl?</i> 2. <i>What lessons does this story teach?</i>

Session 10: Training needs of middle managers and teachers

Objectives: By the end of this session the participants will be able to:

- Identify the most immediate training needs for themselves and those they supervise
- Plan ways to respond to these needs

Timing Allocation

Introduction	05 minutes
Activity 1: Training needs analysis	30 minutes
Activity 2: How do we receive the training?	30 minutes
Activity 3: What do classroom teachers need?	20 minutes
Conclusion	05 minutes
Total	90 minutes

Materials required

Workbooks, pre-prepared flip charts with areas of training, marker pens,

Introduction [5 minutes]

In session 2 we looked at the training being provided for teachers as a result of the earthquake. This training, however, is only 3 days and cannot possibly respond to all the needs or in the depth that perhaps people feel that they need. In this course so far, we have looked at a range of issues to improve the quality of education, not just in response to the earthquake but also to reach the goals of Education for All (EFA) as well as some issues to help improve management of the education system. Given that we know some of the problems being faced and some strategies to respond to these problems we need to spend some time now to look at the capacity of the people within the system and decide what training would be most appropriate to help implement the strategies previously outlined.

Activity 1: Training needs analysis [30 minutes]

Explain to participants that this is an individual activity that requires a level of personal honesty and analysis.

Ask them to turn to the workbook and fill in the chart. Ask participants to be as specific as possible with the training needs identified. For example “management training” is not sufficient: the exact type of management training (e.g. systems management, personnel management, community liaison) should be specified.

They have 15 minutes for this exercise.

While the participants are working, put up the flip charts that have been prepared in advance. After 15 minutes, ask participants to review the training needs that they have written and identify the three most important areas of training needed. They should mark these with an asterisk in their workbooks.

Ask participants to read the headings on the charts and then to write their top 3 training needs onto the charts in the appropriate category. They should write their position, in brackets, after the training need specified.

Curriculum content support	Classroom methodology
Administrative management	Personnel management
Monitoring	Methods of evaluation
Data collection and record keeping	Policy management and implementation

Allow 10 minutes for this exercise. When everybody has written their needs onto the charts ask participants to read the needs specified and if they respond to others that they have on their personal lists they should mark these in their books (for their own records).

Activity 2: How do we receive the training? [30 minutes]

Form four groups and give two charts to each group. Explain that the groups have 15 minutes to brainstorm on the methods of delivering this training, keeping in mind the logistics of numbers of people to be trained, how the training should be conducted, who should conduct the training and how long it will take to implement the training. There is an assumption here that this group is typical of the groups they represent and that the training offered will be given to all people in the particular position.

The strategies for implementation should be written on fresh flip charts. After 15 minutes ask the groups to come back to plenary and one representative from each group should report to the plenary.

Activity 3: What do the classroom teachers need? [20 minutes]

Remind participants of the contents of the teacher training currently being provided as a response to the earthquake (session 2). Ask them also to think about all the aspects of quality and rights-based education that have been covered so far.

Brainstorm with the whole group on the perceived needs of teachers in terms of training.

Categorise the brainstorm (e.g. pedagogy, content areas, classroom management) and check that these categories are acceptable to the group. Explain that the information from this session (except the personal aspects of activity 1) will be forwarded to the DEE/education training authorities for consideration for future in-service training courses.

Conclusion [5 minutes]

Each one of us should be learning continuously and much of the learning that we do happens informally. This should not detract from what we learn but we all like to have recognition of the learning that we do. However we also need to keep in mind that as educators, the learning is not worth anything unless we put it into practice!

Review Session of Day 3

Objectives: By the end of this session the participants will be able to:
Explain the key points of day 3 learning

Time Allocation

Introduction	10 minutes
Activity 1: Review	15 minutes
Conclusion	05 minutes
Total	30 minutes

Materials required

Index cards x 2 colours (4 for each person) Pre-prepared flip charts sheets ('Constructive learning' and 'Learn more')

Introduction [10 minutes]

Explain to the group that this is a review session to see what was learned from the sessions so far.

Activity 1: Review [15 minutes]

Give each person 4 index cards and ask them to write 2 positive or constructive things that they learned yesterday on one colour card and 2 things that they would like to know more about on the other colour card.

Ask the participants to stick their cards on the prepared flipchart sheets when they are finished writing them.

Analyse the "learn more" sheet and categorise the responses into two or three categories (if necessary). Remind participants that these things should be kept in mind for the training needs review session on day 5.

Conclusion [5 minutes]

This is the half-way point in the course. By now there should be an understanding of what this course can cover both in content and methodology and there should be a clearer understanding of the types of training required for the future.

Session 11: Providing a conducive learning environment

Objectives:

By the end of the session the participants will be able to:

- Define the elements of a conducive learning environment
- Describe techniques for providing a conducive learning environment

Time allocation

Introduction	05 minutes
Activity 1: What is a conducive learning environment?	15 minutes
Activity 2: Which teacher?	35 minutes
Conclusion:	05 minutes
Total	60 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction

One of the components of a quality system of education is that of the learning environment. A conducive learning environment is one that welcomes the learners and the education community. But what does this mean in practical terms? In this session we will look at some of the elements that constitute a conducive learning environment.

Activity 1: What is a conducive learning environment? [15 minutes]

Explain to the group that we are going to do a two-part brainstorm.

Write "Physical elements" on one flip chart sheet and "Psychological elements" on a second flip chart sheet. These two sheets should be posted side by side.

Ask the group to give ideas about what the physical elements are that are associated with a conducive learning environment.

Ask the same question for the psychological elements.

Physical elements	Psychological elements
<i>school buildings</i>	<i>appropriate curricula</i>
<i>sufficient classrooms</i>	<i>unthreatening, child-friendly environment:</i>
<i>access for all</i>	<i>caring, empathetic teachers,</i>
<i>sufficient and appropriate text books and learning materials (maps, visual aids etc.)</i>	<i>no corporal punishment,</i>
<i>water and sanitation</i>	<i>constructive inter-active methodology</i>
<i>appropriate furniture for students and teachers</i>	<i>equal dealing and good interpersonal relationships</i>
<i>adequate number of trained teachers</i>	
<i>Play areas and recreation equipment</i>	
	<i>recognition of what the learner brings to the classroom</i>
	<i>open acceptance of every child</i>
	<i>recognition of the role of the community (and therefore welcoming the community input into the school)</i>

After the brainstorm, ask how many people had thought only of the physical structure of the school.



Explain that although the physical structure and infrastructure (support of materials etc.) is important, the real key to a conducive learning environment is the teacher. It is the teacher that provides the warmth and positive atmosphere of the classroom so that it is a 'safe space' intellectually and emotionally for the learner.

Activity 2: Which teacher? [35 minutes]

Ask participants to turn to their workbooks

Ask them to look at the two pictures. Explain that these pictures represent two teaching styles. The 'filling the water pot' is the traditional teaching where the teacher 'fills the empty child'. The 'flowers' picture is the teacher who recognises that children bring knowledge, skills, and learning styles to the learning process.

Ask the participants to fill in the chart underneath each picture by listing the attributes of the particular teaching style.

 Filling the water pot	 Helping the flowers to grow
<p><i>Assumption that the teacher knows everything</i></p> <p><i>Assumption that the child knows nothing</i></p> <p><i>Tends to be didactic</i></p> <p><i>Cannot afford to make mistakes (sees self as omnipotent)</i></p> <p><i>Sees teacher as the only source of knowledge</i></p>	<p><i>Understands that the learning environment is multiple and complex (as flowers need soil, sun, rain, fertilizer, and care)</i></p> <p><i>Diagnoses the problems of the children</i></p> <p><i>Tends to be constructivist in approach</i></p> <p><i>Actively listens to the learners and interacts with them; helps the students overcome problems</i></p> <p><i>Promotes discussion and encourages creativity</i></p> <p><i>Uses interactive teaching methods (variety of approaches) to help every child according to his/her level</i></p>

Tell the participants that they have 10 minutes for this activity.

After 10 minutes ask four participants to come together into a group and share their notes. They should put a combined list onto flipchart paper. They have 15 minutes for this activity.

Bring the groups back to plenary and ask for the charts to be put up around the room. Ask the participants to move around the room and read what is on other charts.

Ask the plenary group which style of teaching will create more conducive learning. Allow open discussion for 10 minutes.

Conclusion [5 minutes]

Creating a conducive learning environment is much more a matter of the teacher's attitude than it is bricks and mortar. Teaching materials, support from education administration, community participation and the inclusion of all children regardless of sex, family background, ethnic group, religion, abilities are all part of creating a conducive environment, but the key to all of these is the teaching.

Session 12: Providing a conducive educational environment

Objectives:

By the end of the session the participants will be able to:

- Define the role of the middle manager in creating a conducive educational environment
- Develop support strategies for the provision of a conducive educational environment

Time allocation

Introduction	05 minutes
Activity 1: What sort of manager is needed?	30 minutes
Activity 2: What makes a good manager?	45 minutes
Conclusion	05 minutes
Total	85 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
 Workbook for each participant
 Prepared flip charts with an outline drawing of a person on each one.

Introduction

So far in this course we have looked at how to analyse problems and how to develop strategies to overcome problems. We have studied how our values should be incorporated into our learning system so that we can achieve a quality rights-based approach to education. We have also looked at what teachers can do to provide a conducive learning environment. In this session we want to look at what you as managers can do to provide a conducive environment for education as a whole.

In the previous session we looked at what sort of teacher provides most appropriately and effectively for learning. Now we ask a similar question for managers.

Activity 1: What sort of manager is needed? [30 minutes]

Ask participants to keep in mind all that they have learned about rights based quality education.

Form groups of ten (2 or 3 groups). Give each group a flip chart and ask each group to brainstorm on the qualities of a good manager.

They have 15 minutes for this exercise.

When they have finished their brainstorm ask the groups to categorise their brainstorm onto the prepared flipchart. If necessary give some ideas – big eyes for observing and monitoring teachers, hands with pens (or computers) for administration etc.

They have 10 minutes for this exercise.

When the categorisation charts are finished put them on the walls and ask one person from each group to summarise their discussion for the plenary.

Activity 2: What makes a good manager? [45 minutes]

Ask the groups to reform and to think of a situation which highlights good managerial skills. Ask the groups to develop a short role play (no more than 5 minutes) to demonstrate these good skills. Tell the groups that they have 15 minutes to prepare.

After 15 minutes, ask the first group to perform their role play.

At the end of the role play ask for feedback from the group and provide critical feedback yourself.

Continue with the other groups.

Conclusion [5 minutes]

Knowing how to be a good manager is only part of the solution: being a good manager is more difficult. Essentially a good middle manager is the lynchpin between the system circle and the interaction of teaching/learning circle. A good manager keeps the balance.



Session 13: Learning styles

Objectives: By the end of this session the participants will be able to:

- Understand the advantages and disadvantages of various learning styles.

Time Allocation

Introduction	05 minutes
Activity 1: Tying a bowline knot	50 minutes
Conclusion	05 minutes
Total	60 minutes

Materials required

Workbook for each participant, copies of "How to tie a bowline knot" and ½ metre lengths of cord (one for each participant)

Introduction

We talk a lot about various types of learning but very often the teaching is didactic because teachers do not know what else to do. Sometimes this is because we 'tell' teachers to be interactive rather than being interactive with them (in other words we are not good role models).

This activity is to help us to really understand what it means to be interactive in our approach.

Activity 1: Tying a bowline knot.

Give each participant a length of cord.

Read out the instructions on "How to Tie a Bowline Knot" [found at the end of these session notes]

As you read, the participants should be attempting to tie the knot.

Check to see how many participants have tied the knot correctly.

Tell the participants that they have just had a lecture on how to tie a bowline knot
Ask participants how well they learned from this 'lecture'. In other words how many people can now tie the knot?

Now give each participant a copy of the instructions on "How to Tie a Bowline Knot".

The participants should try to tie the knot from reading the instructions.

Check to see how many participants have tied the knot correctly.

Tell participants that they have now been involved in participatory learning
Ask if this method was easier than listening to the 'lecture'?

Take the participants who can tie the knot and match them with those who cannot.
Let them demonstrate how the knot is tied.

All participants should now be able to tie the knot.

Explain that now the group has been involved in exploratory learning (and peer learning). This learning is practical and so should be able to be internalised.

Ask the group:

- Which method is better?
- Are there particular circumstances where one method is better than another?
- When and why?

Conclusion [5 minutes]

If we want teachers to teach inter-actively and so promote a rights-based approach we need to work with them inter-actively. Use the lessons from this activity in your own work: open communication, sharing of ideas, practice, willing to try new ideas and so on to promote a rights-based approach in all areas of education and so improve the quality of education.

HOW TO TIE A BOWLINE

Take a length of cord (rope or string) and put it around an upright (e.g. the leg of a table).

Keep the long end of the cord in your left hand, with the shorter end in your right hand.

Make a loop in the middle of the piece in your left hand. Keep the loop flat (horizontal) and hold the place where the cord crosses between your thumb and index finger.

Take the piece in your right hand and bring it up through the loop.

Then take that same end and pass it under and around the straight piece of cord in your left hand (next to the loop).

Now take that end and put it down the loop.

Holding both ends in one hand the knot will slip towards the upright.

And you have a bowline knot.

Review Session of Day 4

Objectives: By the end of this session the participants will be able to:

- Revise the information and knowledge gained from the previous days' work.

Time Allocation

Introduction	05 minutes
Activity 1: Review session	35 minutes
Conclusion	05 minutes
Total	45 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
 Workbook for each participant

Introduction [5 minutes]

This is the final day of the course. A lot of material has been covered in this course and hopefully some new ideas have been developed and thought about.

Today the review is in the form of a quiz.

Activity 1: Review session [35 minutes]

Ask the participants to form two teams facing each other about five steps apart.

Tell the participants that they will be asked a question and can ask their team members for help in answering if necessary.

Explain that you will throw a ball to somebody on one team who is to answer the question. This person then throws the ball to somebody on the opposite team who then has to answer a question and so on.

If the participants want, keep a score as to which team answers the most correct questions.

The quiz is at the end of this session.

Conclusion [5 minutes]

The things we learn during this course are not so that we have academic knowledge. This course is to help us in the healing process and enable us to help the children and communities in which we work.

Quiz questions

	Questions	Possible responses
1	Name three sessions in the teacher training course	<i>Overview of natural disasters and their effects on people; Survival techniques during an earthquake; Effects of the earthquake on human behaviour; Quranic Teachings and natural disasters; Religious and social values; Psycho-social well-being; Emotional adjustment; Child Rights and education; Providing a conducive learning environment; Managing multi-grade classes; Higher level thinking skills (secondary teachers); Health and hygiene; The role of school committees</i>
2	What does SWOT stand for?	<i>Strengths, weaknesses, opportunities and threats</i>
3	Which ones are internal to the system?	<i>Strengths and weaknesses</i>
4	Explain a rights-based approach	<i>Essentially that everything we do is based on rights and nothing that we do contradicts them</i>
5	In the session on Quranic verses, there are three areas that we looked at: what are they?	<i>Warnings, repentance/forgiveness Application of teachings to help others</i>
6	Name 3 rights the child has under Islam	<i>Equality, justice, care, education, non-discrimination</i>
7	Name 3 rights the child has under the CRC	<i>Equality, care, education, non-discrimination</i>
8	Describe the “flowers” teacher	<i>2 way, facilitation, open, understanding that they are not the only teachers</i>
9	Describe the “waterpot” teacher	<i>Didactic, assumes the learner knows nothing</i>
10	Name three religious and social values that we should keep in mind.	<i>Recourse towards Allah, patience and firmness, selflessness, contentment, respect for humanity, mutual cooperation, discipline, optimism/hopefulness, to avoid accumulation of wealth and hoarding, gratefulness, self help</i>
11	Name the 4 elements of the learning system	<i>Environment, education sector, teaching and learning, the learner</i>
12	There are 10 dimensions of quality – name three	<i>Learner: seeks out the learner, responds to what the learner brings, content, learning environment, processes of learning System: management and administrative structure, implementation of good policies, appropriate legislative framework, resources, measurement of learning outcomes</i>
13	Name another three	<i>As above</i>

14	Name three learning needs of middle managers	
15	How do you tie a bowline knot?	
16	Name three levels in Bloom's Taxonomy of cognitive development	<i>Knowledge, comprehension, application, analysis, synthesis, evaluation</i>
17	Name the other three	<i>As above</i>
18	Describe synthesis	<i>Putting information together in order to create something new</i>
19	Describe open questions	<i>Questions that do not have a single correct answer: questions that require divergent thinking</i>
20	Why are open questions more appropriate for higher level thinking skills	<i>Because they ask for analysis and synthesis skills</i>

Session 14: SWOT: Analysis and Strategies

Objectives: By the end of this session the participants will be able to:

- Identify specific problems in the learning system
- Develop strategies and activities to ensure more effective education

Timing Allocation

Introduction	05 minutes
Activity 1: Brainstorming for problems	30 minutes
Activity 2: SWOT Analysis	40 minutes
Activity 3: Strategies	45 minutes
Conclusion	05 minutes
Total	125 minutes

Materials required

Workbooks, flip chart paper, marker pens,
 Flipcharts with SWOT headings written on them for each group,
 Tape or 'blu-tac' for sticking papers to the walls.

Introduction

Given all of the work undertaken so far, we have identified a series of problems or issues that prevent us from having a truly effective education system. In this session we will look at specific problems that you feel are important for a SWOT analysis and then develop some strategies for solving these problems.

Activity 1: Brainstorming for problems [30 minutes]

Form five small groups and ask them to brainstorm on flipchart paper all the problems that they perceive as a result of the work undertaken so far.

The groups should then look at their lists and put things that have similar causes together.

Once the groups have categorised their problems, ask them to prioritise them so that they have a "top 5" list. Remind participants that these should be core problems – that is ones that create smaller problems in various sectors of the learning system. These should be written on a separate flip chart sheet.

Allow 20 minutes for this activity.

Bring the groups back together and hang the "top 5" flipcharts so that they can be seen.

Categorise so that there is a final list of five (those that are common to all groups are top of the list and so on).

Check that the participants see these as crucial problems.

Activity 2: SWOT analysis of the core problems [40 minutes]

Give one problem to each group and ask them to turn to this activity in their workbooks

Remind the groups that each section of the SWOT should be filled in as completely and as honestly as they can; otherwise the analysis is of no use.

Allow 40 minutes for this activity

Activity 3: Strategies [45 minutes]

After 40 minutes, ask the groups to stop work and to check their charts. Ask them to look particularly at the strengths and opportunities and to devise strategies that utilise these to overcome or minimise the weaknesses and threats.

Ask the groups to go ahead and develop strategies that respond to the analysis they have developed. The strategies should **not depend** on opportunities as these come from the outside, but they can and should incorporate them. All strategies must respond to the strengths noted and help overcome the weaknesses and minimize the threats.

Ask the groups to put their strategies onto a flip chart but explain that there is a chart in their workbook on which may be helpful as a guide.

Allow 30 minutes for this activity.

After the groups have developed their strategies ask for the charts to be put up on the walls and ask one representative from each group to speak to their strategy.

Allow open discussion and questions from the rest of the group.

Conclusion [5 minutes]

SWOT analyses are only as useful as they are honest. As a result a strategy that is developed in response to the perceived strengths and weaknesses will only be useful if it is based on reality. The earthquake itself, while a tragedy in so many ways, also provides now an opportunity to develop a sound education system that truly responds to the needs of the community and its children.

Session 15: The role of the school committees (SMCs)

- Objectives:** By the end of the session, the participants will be able to
- Identify ways that school community committees can assist schools
 - Reactivate the SMCs
 - Encourage the SMCs to respond to the current post-earthquake situation as it affects education.

Time Allocation

Introduction	05 minutes
Activity 1: Debate	30 minutes
Activity 2: Needs and responses	40 minutes
Conclusion	05 minutes
Total	80 minutes

Materials required

Flip chart paper, marker pens, tape or 'blu-tac' for sticking papers to the walls.
Workbook for each participant

Introduction [5 minutes]

In Pakistan, the concept of SMCs is relatively new. In addition, school communities are also deeply affected by the earthquake, and their professional, financial, emotional and other resources may be overburdened, thereby making it even more difficult for them to participate in SMCs.

This session addresses ways that teachers can include parents, guardians and community members in the SMCs. This creates a continuous feedback loop for parents getting an accurate idea of their children's progress as well as providing community support for the schools.

Activity 1: Debate; "School committees cannot help" [30 minutes]

Divide the participants into two groups. Explain that they are going to take part in a debate. The first group (A) will develop arguments to support the statement "School committees cannot help". The second group (B) will argue against the topic (i.e. they are arguing that school committees can help).

Explain that there are particular rules for this debate:

Each point made must be different (that is, the same point cannot be repeated).

Side A has a ball, which they throw to somebody on side B after they make their first point. Side B must try to refute the point and then make a point of their own. Then they throw the ball back to side A, who makes a new point and so on.

If a ball is not easily available use a sheet of scrunched-up flip chart taped into a ball.

Explain to the participants that each side must develop their own arguments, but they must also try to think of what the other side will say and develop arguments against their points.

Tell the participants that they have 15 minutes to prepare the arguments.

Remind them to use their workbooks to prepare.

Possible arguments

A) "School committees cannot help"	B) "School committees can help"
<i>Everybody has lost so much in the earthquake; people don't have time to help the school.</i>	<i>People need to heal psychologically and building a more positive future is a way to do it.</i>
<i>Many people who were involved have either died or moved away and the one that are left are not interested</i>	<i>If teachers and education personnel hold community meetings to explain to the community how they can help to provide for the children's future, they will be interested</i>
<i>What we need is major funding to rebuild earthquake proof schools and provide new furniture and equipment, the communities are too poor to help with the sort of money needed</i>	<i>Every little bit helps. But the help that communities can provide is not just monetary help. School communities can support the teachers and students psychologically and emotionally.</i>
<i>The parents are too shy to come to the school and help. They see the teachers as the experts and education is our responsibility.</i>	<i>The teachers and education personnel need to welcome the parents and the community. Having open days where people are invited to see the work the children are doing, taking dramas and art competitions into the community can help the parents feel more comfortable about what is going on in school.</i>
<i>There is too much work to do to catch up after the earthquake to have people wandering around the school.</i>	<i>But when the parents are involved the children are more motivated and will attend more regularly and probably work harder.</i>
<i>We have too much to think about, planning for all the things the school needs for the future</i>	<i>School committees can help with the planning and work together with you. Parents and communities are probably more powerful advocates to donors than teachers as they seen as more objective.</i>
<i>But we are the experts!</i>	<i>Not all learning takes place in school; there is a lot of wisdom in the community that can be utilised, and when the community really understands the work done in schools there will be more respect for the teachers.</i>
<i>But schools are not the place for parents and community: they are for teachers and students.</i>	<i>School communities create 'psychological ownership' of the school which means that the parents and community will work much harder when they feel they really belong.</i>

After the preparation, the two sides should debate. Remind them that they can only use each point once.

At the end of the debate, summarise the main points on a flip chart. Ask the participants if they feel that school committees can be useful to the school.

Encourage participants to write the arguments for school committees into their workbooks.

The arguments listed are only possible ones: mention the ones in favour of school committees in the summary if they were not mentioned by participants.

Activity 2: Needs and responses [40 minutes]

Form participants into small groups (3-4). Ask participants to open their workbooks at this activity.

Ask the groups to list in the first column, the 5 greatest needs of the schools that they come from; but **not** rebuilding or teacher training.

Then in the second column they should list one point for each need where SMCs/PTAs can assist.

The groups have 20 minutes for this exercise.

Needs	Assistance
<i>Children not attending school</i>	<i>PTAs/SMCs can advocate in the community and support families to send their children to school through provision of scholarships especially their girl children</i>
<i>Insufficient number of teachers</i>	<i>PTAs/SMCs can look for people in the community who could act as teaching assistants for the available teachers and advocate to the authorities for female teachers</i>
<i>Not enough materials/teaching aids</i>	<i>PTAs/SMCs can organise the community to make teaching aids from local materials as well as raise money for buying materials.</i>
<i>Traumatised children</i>	<i>PTAs/SMCs can organise community members to listen to children, to organise recreation activities and offer support to individuals</i>
<i>Overburdened teachers</i>	<i>PTAs/SMCs can take some responsibility for playground duty, cleaning of school premises, financial management, duty rosters, collection of administrative data, needs assessments etc.</i>

After 20 minutes, call the groups back to plenary. Ask the first group to state their first problem and the possible role of the SMC to help with that problem. Ask if other groups had different responses **for that particular problem.**

Then ask the next group for the first problem and so on until all the problems and possible roles of the SMCs have been recorded. Write the roles of the SMCs on the board or on flip chart.

Allow discussion, but remind participants that these days, community support and working together is vital if we are to rebuild our communities.

Conclusion [5 minutes]

Even though the communities have suffered enormously as a result of the earthquake, helping others is part of the healing as well as being a directive of Islam. Not only will the schools be helped through the reintroduction of school committees, but so will the communities themselves.

Session 16: Course Conclusion

- Objectives:** By the end of the session, the participants will be able to
- Give critical feedback on the contents and methodology of the course
 - Receive certificates of participation

Time Allocation

Introduction	05 minutes
Activity 1: Evaluation	30 minutes
Activity 2: Certificate presentation	30 minutes
Conclusion	05 minutes
Total	70 minutes

Materials required

Certificates if these are being given
 Evaluation forms for each participant if they cannot be removed from the workbooks.
 (Forms are available at the end of session for photocopying if necessary.)

Introduction [5 minutes]

We have covered a range of topics in the time we have been together. Many of these topics we could spend weeks or months discussing and although we cannot do it in this course, you should, with your colleagues seek out the knowledge and information where you can and discuss these issues together. By sharing knowledge and experience we can all grow professionally and we can all help the education system and our communities to heal and grow after the disaster: Let us try to “build back better”!

Activity1: Evaluation [30 minutes]

Explain to the participants that these evaluation forms are to be filled in. Explain that it is not necessary to write in their name on the form but they should try to respond to the questions as fully as possible as this will help both the facilitators and their colleagues who will participate in this course in the future.

Allow 30 minutes for this

Activity 2: Presentation of certificates [30 minutes]

After the evaluation sheets have been completed thank the participants for their feedback.

If there is to be a formal closing ceremony, introduce the guest for the closing remarks and presentation of certificates.

Conclusion

Thank the participants for all their hard work and also thank any other workers “behind the scenes” (people who provided refreshments, office support etc.)
 If certificates are being presented, ask the guest of honour to present these to each participant in turn.

Evaluation Form

Educational Planning and Management in the Earthquake Affected Areas: Quality Educational Response

Check (✓) the most appropriate box.
Please rate the following categories on a scale of 1 – 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
The workshop achieved its aims and objectives.				
My expectations of the workshop were fulfilled				
The content of the workshop is relevant to my work.				
What I have learned will impact on the way I work.				
The facilitators' had a thorough understanding of the content of the course.				
The facilitators' attitude and manner was conducive to learning.				
The quality of the learning materials and aids was useful.				

Content

What sessions/topics of the workshop were most useful for you?

What improvements/changes or additions would you suggest for similar workshops?

Method

Were there any methods demonstrated in the course that were new to you? Please list them.

Did any of these methods make learning easier? If so please describe

Did you feel comfortable expressing your views during the course?

Why or why not?

Please give any other comments/suggestions.

**Thank you for taking the time to fill in this form.
Please return it to the workshop facilitators.**