TRAINING MANUAL
TRAINING OF TRAINERS

Child Friendly Education (CFE)

Preface

Sanjh Preet is a rights based national level organization working with marginalized and excluded groups of the society to provide them with the fundamental rights so as they are able to realize their potential and contribute to mainstream development. The organization has been working in sectors of human rights including children and women rights, Education, health, youth and women empowerment since 2002 in Punjab and KPK Provinces of Pakistan.

At present, Sanjh Preet with the technical and financial support of UNICEF is implementing a project "child rights in cotton farming areas" of Rajanpur district. The project aims at promoting child friendly education (CFE) in targeted schools so as the schools are inclusive, academically effective, offer healthy, safe & protective environment and democratically participative. Schools with such attributes will attract out of school children and provide quality and joyful learning opportunities to children.

To be able to achieve the aforementioned objective of providing CFE is going to be attained through developing a cadre of master trainers who would further train the selected school teachers.

This manual is really a wonderful source to learn child friendly education and its constituents that include child rights, standards for formal and non-formal schools, concepts relating social cohesion and resilience and practical methods and tips to improve teaching and learning processes and physical development of the schools. In addition to the standards for CFE, the manual provides substantial and interactive content on discovery based learning, multi-grade teaching concepts, how to make a safe school and ways to enhance democratic participation.

Sanjh Preet is grateful to School Education Department Punjab, Literacy & Non-Formal Basic Education Department Punjab, Unicef Punjab and Ali Institute of Education for providing this so wonderful and productive material which is going to lead us all to pursue the Child Friendly Education dream. Sanjh Preet is equally thankful to the District Coordination Officer Rajanpur and the Executive District Officer-Education Rajanpur for their guidance and support in making the CFE model a real success.

Chief Executive Officer
Sanjh Preet

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A. Background

Child Friendly Education (CFE) is one of the key concepts in school education emerged in last decade. Numerous studies are available on how children brought up in a co-operative society grow up cooperative, mild in temper and emotionally stronger. CFE makes school responsible for providing the best environment to the children so that they develop holistically. This environment acts in the 'best interests of a child.' Child Rights Convention (CRC) and Article 25A of Constitution of Pakistan have identified education as the fundamental right of every child. UNICEF has developed a <u>framework for rights-based, child-friendly educational systems and schools</u> that are characterized as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children" (Shaeffer, 1999). Within this framework, a school:

- Is considered a living entity where role of every stakeholder is important in helping children get quality education;
- Creates an environment that is physically safe, emotionally secure and psychologically enabling for all the children;
- Ensures child-centered, quality learning in and outside the classroom;
- Nurtures individual potentials through child-centered curriculum, instructional activities and democratic school culture;
- Seeks involvement of children, teachers, parents and community in overall life of the school.

A rights-based, child-friendly school has two basic characteristics:

1. It is a child-seeking school — actively identifying excluded children to get them enrolled in school and included in learning, treating children as subjects with rights and State as duty-bearers with obligations to fulfill these rights and demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community.

2. It is a child-centered school — acting in the best interests of the child, leading to the realization of the child's full potential and concerned both about the "whole" child (including her health, nutritional status, and well-being) and about what happens to children — in their families and communities - before they enter school and after they leave it.

According to Islamabad Commitment 2009, Child Friendly Inclusive Schools are to ensure Quality "Education for All", It specifies in the Child Friendly Schools Standards that "The Child Friendly Schools concept was developed to address limitations of single factor intervention in education. Many factors are associated and interrelated to ensure quality education for all children. Providing quality education therefore requires a multi-faceted approach which encompasses students, teachers, parents and the wider community instead of focusing only on teaching and learning processes within classrooms.

The four dimensions of the CFS framework (<u>Inclusiveness; Academically effectiveness; Health, Hygiene, Safety, and Protection; Democratic Participation)</u> include for broader elements of quality in education, such as health, nutrition, gender sensitivity, inclusiveness and human rights, which contribute to whole-child development.

Child Friendly Education (CFE) includes every child, including the ones, who are studying in non-formal schools. The purpose of this training is to sensitize the trainers on key aspects of Child Friendly Education: Child Rights, Democratic Participation, Whole School Development, Multi-Grade Teaching, Creating Protective Environment in School, Interactive and Discovery Learning; National Standards on Child Friendly School; Abolishing Corporal Punishment, School Development Plan, Social Cohesion and Resilience through Education and the Essential Criteria to make a school Child Friendly. Trainers who attend this training are expected to train teachers of non-formal schools in the cotton farming areas in the southern districts of Punjab on "Child Friendly Education". Non-formal schools are single teacher schools. The qualification of teachers varies from matriculation to B.Ed. The trainers would also mentor them to turn their schools into Child Friendly Schools.

This five day training programme consists of a total 11 sessions. Underlying theme of each session would be child rights.

The manual has been developed to serve two purposes:

- To guide the session leader about step by step activities to be carried out with the trainers (the participants)
- A workbook for the participants

B. Objectives

By the end of five day training, the participants will have:

1. Reflected upon Child Rights and the ways they may be promoted in classroom
2. Practiced some multi-grade teaching methods
3. Practiced interactive and discovery learning methods
4. Developed low cost teaching and learning resources.
5. Reflected upon the whole school development model with reference to democratic participation
6. Demonstrated an understanding of essential CFS criteria and national standards for CFS
7. Identified ways of positive reinforcement in classroom to strengthen a desired behavior and avoid Corporal Punishment.
8. Developed School Development Plan (SDP)
9. Made a plan for training and mentoring of school teachers.

C. Training Methodology

The training will be interactive and participatory. The participants will be exposed to varieties of approaches to experience alternatives teaching methods. They will also be exposed to new knowledge and skills that can help them to develop as effective trainers. This will not only provide them an opportunity to reflect critically on their conceptions of "child" but also help them to replicate the training with teachers of various backgrounds.

D. CFE Training Plan

Sr. No.	Session Title	Session Objectives	Duration	Responsibility
Day 1				
1	Concept of Child Friendly Education (CFE) and CFS	1. To familiarize the participants with the CFE Concept 2. Roles and Responsibilities are specified	2 hours	Syed Raza Ali Bokhari
2	Child Rights Education and Gender Sensitization	The participants would know about the following 1. Survival Rights 2. Protection Rights 3. Developmental Rights 4. Participation Rights Gender stereotypes and Gender discrimination would be highlighted through role-play activities and whole class discussions	2 hours	Ms. Maria Sheraz
3	Social Cohesion & Resilience through Education **(Inclusive)**	The participants would know about the following 1. Social Cohesion & Resilience through education. 2. Four conflict-transforming concepts that mediate the relationship between education and peace: *Inclusion, Socialization, Social Capital & Social Benefits of Education* 3. The Dimensions of Education; That is Inclusive Quality Education; That Protects and is Violence-Free; Education That Builds Trust and Cooperation Through Participation; Education That Gives Hope and Possibilities for the Future	2 hours	Syed Raza Ali Bokhari
Day 2				
1	National Standards of Child Friendly Schools (Academically Effective)	1. Orientate the participants about the CFS National Standards 2. Define the Child Friendly Schools (CFS) Concept 3. Describe key Dimensions , Domains and standards of CFS 4. Develop linkages of CFS national standards with the Road Map of CM	2 hours	Muhammad Sufyan

#	Topic	Content / Objectives	Duration	Trainer
3	Interactive methods of teaching (Interactive – Discovery, constructivist Learning) (Academically Effective)	1. The make and use Resource Material from Junk 2. Creating Child Friendly Learning Environment in Schools	3 hours	Ms. Sara Ibrar
Day 3				
1	CFE & Whole School Development (Academically Effective)	By the end of this session the participants will have a understanding Concept of whole School – A Living Organism Students in Whole School Teachers in Whole school Community in Whole School Curriculum in whole School Leadership & Management in Whole School Whole School Self-Assessment School Management Information System	3 hours	Ms. Qudsia Kalsoom
2	Multi-Grade Teaching **(Academically Effective)**	Discuss all the points & techniques of Multi-Grade Teaching, especially in Non-Formal Schools	3 hours	Mr. Muhammad Sufyan
Day 4				
1	School safety / creating protective environment in School **(Health & Hygiene)**	By the end of this session the participants will be able to identify and address the risk factors in their schools and how to eradicate them. The participants will develop School based Disaster Risk Reduction (DRR) Plan	4 hours	Ms. Shabnam Fareed
2	Abolishing Corporal Punishment / Non-Violent Ways of Behaviour Modification **(Health & Hygiene)**	To educate the participants about abolishing Corporal Punishment in their schools and discuss way of non-violent disciplinary solutions, By the end of the session, participants will have: 1. What is Corporal Punishment? 2. Seriousness of the issue 3. Reasons for corporal punishment 4. The real effects of corporal punishment 5. What are the forms of corporal punishment 6. What are emotional punishments	2Hou rs	Syed Raza Ali Bokhari

	7. Focus on positive discipline 8. Identified at least 5 ways of positive reinforcement in classroom to strengthen a desired behavior. 9. Identified at least 3 ways of negative reinforcement to strengthen a desired behavior.			
Day 5				
1	School Development Plan (SDP) **(Democratic Participation)**	How to develop & implement School Development Plan (SDP) Each school come with their School Development Plan How & who will check progress towards the targets of SDP	6 hours	Mr. Zia Rathore & Asif Imran

Day 1 - Session 1: Concept of Child Friendly Education (CFE) and CFS
Time: 2 hours

Resources
Flip Charts, Permanent Markers, and Multimedia

Session Objectives

By the end of the session, participants will have:

·   Framework for Child Friendly Education (CFE) and Child Friendly School (CFS).
·   History of Child Friendly Schools (CFS) Project (2004-12)
·   Key partners in Child Friendly Schools (CFS) and Linkages of CFS Concept
·   Child Friendly Education – Creating Effective Learning Environment in Schools
·   Promotion of Child Rights in Cotton Farming Areas (CRCF) "Teachers Training on Child Friendly Education (CFE)"

Day 1 - Session 2: Child Rights Education and Gender Sensitization
Time: 2 hours

Resources
Flip Charts, Permanent Markers, Masking Tape, Multimedia and white paper strips

Session Objectives

By the end of the session, participants will have:

·   Defined a child according to UN convention on the child rights.
·   Listed down child rights and classify them under Survival Rights, Protection Rights, Developmental Rights and Participation Rights.
·   Identified the rights which they got in their early school years and the ones they did not get.
·   Found appropriate solutions if they see rights in conflict.
·   Identified at least 6-7 simple activities which may be carried out in class to ascertain child rights.

Ice Breaker

Find someone among the workshop participants who can do the things mentioned in the table. The one who completes a complete vertical, horizontal or diagonal row first would be declared as the most efficient person for this activity.

_____	_____	_____	_____
can drive	can sing	can cook	can stitch clothes
_____	_____	_____	_____
can swim	can play cricket	can jog	can help with sports day
_____	_____	_____	_____
can use Microsoft word	can help with first aid	can operate fax machine	can do gardening
_____	_____	_____	_____
can dance	can use internet	can make friends easily	can help with co-curricular activities

Activity 1 (5min)
Work in small groups and define the terms **Child** and **Right**. Discuss the term in the whole class discussion.

Activity 2 (10 min)
Write down any three child rights on the strips provided to you. Post them on the board using masking tape.

Activity 3 (15 min)
Tutor and the participants will classify the posted rights in four categories.
· Survival Rights
· Protection Rights
· Developmental Rights
· Participation Rights
Whole class discussion on the 4 categories of child rights will be held using power point slides.
> **Articles in CRC**
> · Survival Rights (article 6)
> · Protection Rights (article 4, 19)
> · Developmental Rights (article 6, 24, 28 [right to education], & 29)
> · Participation Rights (article 12, 13, 14)Activity 4 (20 min)

Work in small groups and select the most important 12 pictures from the given 20 picture cards showing basic needs/rights and other things that may be desirable. Eliminate 4 more pictures which are not that important. Place the selected pictures under 4 titles of Rights (survival, development, protection, participation) on the board.

Groups will present why they kept these last 8 items. Did you find it difficult to eliminate any items? (Which ones?) How to take care of these rights in school?

Activity 5 (10 min)
a. Work in small groups and recall your early school years and enlist (use flip charts and markers) the common things which
   · you liked in your school
   · you did not like in your school
   · you wished to observe or experience in your school
b. If you want to make a drawing of your school; you may do it on a separate flip chart paper. Share your work in the Whole Class Discussion. Common things written on the flip charts in reference to child rights will be discussed. The idea that "school is for children; so children's rights should certainly be taken care of in schools" will be the discussion focus.

Activity 6 (15 min)

Read each situation individually; work in groups and propose realistic solutions acceptable for both parties without ignoring child rights. Discuss your solutions in the whole class.

- A child starts coming to school after two weeks illness. There are going to be mid-term exams after two weeks. The teacher kindly offers to give time to the child in his games period as well as in break time for extra coaching as she knows that he has missed lot during last two weeks (Best interests of the child). The child does not want to study in games period as he thinks that he should participate in physical activities for better health (The child's opinion). What should be done in this situation?
- Children's Dramatic Club is presenting dramas on various education issues to raise awareness about education. Hina (15 years old child) wants to join the club (developmental right). Club timings are from 8.00pm to 9.30 pm. Hina's parents think that it is not safe for girls to go out in the evening (protection right). What can be done in this situation?

Activity 7 (10 min)

Share your ideas on conflicting rights in school and teachers' role to protect students' rights.

Activity 8 (20 min)

Work in groups and prepare a checklist to assess if a school is sensitive to child rights.

Activity 9 (15 min)

Compare your checklist with the provided indicators.

Checklist to Assess A School Providing Rights-Based Education

Right	Y/N
1. Reflects and realizes the rights of every child -- cooperates with other partners to promote and monitor the well-being and rights of all children; defends and protects all children from abuse and harm both inside and outside the school.	
2. Sees and understands the whole child, in a broad context -- is concerned with what happens to children before they enter the system (e.g., their readiness for school in terms of health and nutritional status, social and linguistic skills) and once they have left the classroom -- back in their homes, the community and the workplace.	
3. Is child-centred -- encourages participation, creativity, self-esteem, and psycho-social well-being; promotes a structured, child-centred curriculum and teaching-learning methods appropriate to the child's developmental level, abilities and learning style; and considers the needs of children over the needs of the other actors in the system.	
4. Is gender-sensitive and girl-friendly – promotes equality in the enrolment and achievement of girls and boys; provides facilities, curricula, and learning processes welcoming to girls.	
5. Promotes quality learning outcomes -- encourages children to think critically, ask questions, express their opinions -- and learn how to learn; helps children master the essential enabling skills of writing, reading, speaking, listening, and mathematics and the general knowledge and skills required for living in the new century -- including useful traditional knowledge and the values of peace, democracy, and the acceptance of diversity.	
6. Provides education based on the reality of children's lives -- ensures that curricular content responds to the learning needs of individual children as well as to the general objectives of the education system and the local context and traditional knowledge of families and the community.	
7. Is flexible and responds to diversity -- meets differing circumstances and needs of children (e.g., as determined by gender, culture, social class, ability level).	
8. Acts to ensure inclusion, respect, and equality of opportunity for all children -- does not stereotype, exclude, or discriminate on the basis of difference.	
9. Promotes mental and physical health – provides emotional support, encourages healthy behaviours and practices, and guarantees a hygienic, safe, secure, and joyful environment.	
10. Provides education that is affordable and accessible -- especially to children and families most at-risk.	
11. Is family focused -- attempts to work with families and helps children, parents and teachers establish harmonious, collaborative partnerships.	
12. Is community-based -- strengthens school governance through a decentralized, community-based approach; encourages parents, local government, community organizations, and other institutions of civil society to participate in the management as well as the financing of education; promotes community partnerships and networks focused on the rights and well-being of children.	

Task 10 (30 min)

Work in small groups (4-6 members) and plan a role play on a situation which represents gender discrimination in schools. One such situation could be when teachers allow boys to play cricket but ask girls to play some girlish game.

You need to write the script of the role play and then present that role play of 2-4 minutes in front of the whole group.

Task 11 (5 min)

The whole group will discuss the ways gender discrimination is done in schools and will devise the ways to sensitize school teachers on this to avoid this discrimination.

Reading

A summary of the rights under the Convention on the Rights of the Child

- Article 1 (Definition of the child): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.
- Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.
- Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.
- Article 4 (Protection rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. They must help families protect children's rights and create an environment where they can grow and reach their potential.
- Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.
- Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.
- Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognized by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.
- Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.
- Article 9 (Separation from parents): Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.
- Article 10 (Family reunification): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.
- Article 11 (Kidnapping): Governments should take steps to stop children being taken out of their own country illegally.
- Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This Convention encourages adults to listen to the opinions of children and involve them in decision-making. The Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.
- Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

- Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.
- Article 15 (Freedom of association): Children have the right to meet together and to join groups and organizations, as long as it does not stop other people from enjoying their rights.
- Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.
- Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.
- Article 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children.
- Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.
- Article 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.
- Article 21 (Adoption): Children have the right to care and protection if they are adopted or in foster care.
- Article 22 (Refugee children): Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.
- Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.
- Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment and information to help them stay healthy. Rich countries should help poorer countries achieve this.
- Article 25 (Review of treatment in care): Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on "the best interests of the child".
- Article 26 (Social security): Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.
- Article 27 (Adequate standard of living): Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

- Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

- Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

- Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone.

- Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

- Article 32 (Child labor): The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the Activities they do be safe and suited to their level of development and comply with national labor laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

- Article 33 (Drug abuse): Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

- Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

- Article 35 (Abduction, sale and trafficking): The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

- Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

- Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way. Children should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

- Article 38 (War and armed conflicts): Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces.

- Article 39 (Rehabilitation of child victims): Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.
- Article 40 (Juvenile justice): Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.
- Article 41 (Respect for superior national standards): If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.
- Article 42 (Knowledge of rights): Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)
- 44.-54 Articles 43-54 (implementation measures): These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.

(Worksheet)
What have I learnt about the Whole School Development and the Democratic Participation?

Day 1 - Session 3: Social Cohesion & Resilience Through Education
Time: 2 hours

Resources
Flip Charts, Permanent Markers, Masking Tape, Multimedia and white paper strips

Session Objectives
By the end of the session, participants will have:
· Defined Social Cohesion & Resilience through education.
· Discussed four conflict-transforming concepts that mediate the relationship between education and peace: *Inclusion, Socialization, Social Capital & Social Benefits of Education*
· Know the Dimensions of Education; That Is Inclusive Quality Education; That Protects and Is Violence-Free; Education That Builds Trust and Cooperation Through Participation; Education That Gives Hope and Possibilities for the Future

Social:-   Community
Cohesion:-   Unity
Resilience:-   Flexibility or Toughness

'Social Cohesion & Resilience through education' means that unity and flexibility (toughness) in a community can be achieved through education. The impact of poor social cohesion on the education sector is enormous. Insecurity and conflict, especially in the Pakistani context, results in the destruction and frequent closure of schools, disruption of learning, displacement or targeted killing of teachers, insufficient and sub-standard learning materials and contributes to increased drop-out rates, psychosocial trauma of and poor learning outcomes for children and youth. In addition to denying children their right to realize their full potential through education (recently encrusted in Article 25-A of the Constitution of Pakistan), conflict also denies children the benefits of improved livelihoods, health and protection that education affords. Schools themselves are increasingly targets of attack, placing additional demands on the education system. Internally displaced populations and refugees create pressures on host community education systems that impact the quality of education and can fuel further social disruption.

According to UNESCO's Global Monitoring Report (GMR) 2011, gender emerges as a major concern for education in conflict and post-conflict situations. The analysis highlights the fact that conflict exacerbates the wealth and gender inequalities.

The protection of human rights, including children's rights, as well as safe attendance of children at schools, is intrinsically linked to sustainable social cohesion and resilience building efforts. Children who have been affected by armed conflict are at a much greater risk of a multitude of grave violations, including recruitment or use by armed forces or armed groups, sexual violence, abduction, being killed and maimed, and attacks on schools, which prevents children's safe access to schools. Safe access to and attendance at schools plays a vital preventative component in enhancing the overall protective environment for children and also contributes to their psychosocial well-being, especially in times of armed conflict. Education provides opportunities to learn and, when effective, gives children the skills and competence to meet their needs, protect themselves and build hope for a peaceful future. As such, it is extremely important to ensure that schools are inclusive, protective and participatory environments, which are accessible to all children affected by conflict. Measures such as promoting the re-integration of children formerly recruited or used by armed forces or armed groups and other

children affected by the conflict, into formal / non-formal, primary and secondary education are extremely important. Increased security and protection of schools, including personnel and students, can also be enhanced by the effective monitoring, reporting and responding to attacks on schools. On this latter front, efforts to enhance the education sector's capacity and engagement in the Monitoring and Reporting Mechanism, established by UN Security Council resolutions 1612, 1882 and recently 1998, (which provides further mandate to specifically address attacks on schools and its personnel), as well as in other situations of concern, are also much needed.

It is noted that education may also be a driver of conflict. Education is often complicit in creating the conditions for armed conflict through, for example, inequitable provision, biased learning materials or teaching methods that reinforce existing exclusion, stereotypes and irrelevant education. This has specific implications for further exacerbation of gender-based inequalities in societies.

On the positive side, education in post-conflict recovery can provide an early 'peace dividend' through the reconstruction and return to normal functioning of the education system. It can also serve as an important preventative strategy before, during and after conflict by addressing inequalities that may exacerbate grievances between groups within society. Similarly, transformative education can also act as a force to challenge gender and other inequalities in the larger society and contribute towards transformation of accepted norms around violence, gender, and power.

Formal education systems have a vital role to play in building peace in countries affected by armed conflict. There are four conflict-transforming concepts that mediate the relationship between education and peace:

Equitable educational *Inclusion* within the formal education system can redress motivations and eliminate opportunities to engage in armed conflict.

School *Socialization* processes can impact social acceptance of and constraints regarding the use of violence. As a result of improved quality and safer, protective learning environments, individuals may have less motivation, as well as fewer opportunities, to engage in armed conflict.

Building up trust and cooperation (*Social Capital*) through school-based organizations can rectify grievances over lack of participation and improve relationships between individuals and groups.

The various *Social Benefits of Education* (including hope and possibilities for the future, as well as improved levels of socio-economic development) can raise the social, direct, and opportunity costs of engaging in armed conflict.

Dimensions of Education

(1). Education That Is Inclusive

The following points the importance of equitable inclusion both within the educational system as a whole and within individual schools in the building and maintaining of peace. Equal educational inclusion is a critical element in reducing the horizontal inequalities that may motivate people to participate in armed conflict.

   a)   Equality and Equity in the Distribution of Resources

b) Merit-Based Selection Practices
c) The Philosophy and Aims of the Education System
d) Curriculum Content and Language of Instruction
e) A positive impact for children
f) A positive impact for states
g) Schools must be accessible

(2). Quality Education That Protects and Is Violence-Free

The concept of **Socialization** relates to the types of norms that schools and the teachers implicitly and explicitly sanction and communicate to students. Such norms include behaviors, beliefs, values, and attitudes. Protective, violence-free education is critical for building and maintaining harmony and peace.

a) Relationships Between Individuals and Groups at School
   "School is the Peace Place": Contact Between Children
   Violence at School: Disciplinary Methods and Bullying
   Teacher Treatment of Children
b) Teachers and School Staff
c) The School Environment: Conditions in the School and Quality Education
   Quality Education: Teaching Methods
d) Socialization through the Official and Hidden Curricula
e) Education must be safe and protective
f) Education must be relevant and appropriate

(3). Education That Builds Trust and Cooperation Through Participation

Social Capita encompasses the social relationships with external society in which schools, the education system, students and teachers are embedded and by which they are sustained. Here, it is argued that an education system that makes use of school-based participation to build trust among and cooperation between individuals outside the school can help to build and maintain peace.

a) Community–School Relationships
   Participation and Organizational Membership
   Children's Clubs
   Children and Schools as Zones of Peace
   Decision-making Processes in School-Based Community Groups
b) State–School Relationships
c) Civil Society–School Relationships
d) Education systems must be accountable

(4). Education That Gives Hope and Possibilities for the Future

The concept of **Social Benefits of Education** is used to refer to the benefits that are endowed by, or are expected to be endowed by, formal education to individuals and societies that may promote, build, and maintain peace as education that gives hope and possibilities for the future through an improved quality of life is essential to building and maintaining peace because the provision of such education will entail fewer opportunities and

motivations to engage in conflict.

a) The Social Benefits of Education
b) Human Capital Theory and Economic Development
   Education, Conflict, and (Un)Employment
c) Raising the Costs of Engaging in Armed Conflict
d) Social Values for and Costs of Education
   1. *Social Values for Education*
   2. *Social Costs of Education*

Activity- 1   (20 Mints)

<div>

(Worksheet)
Listed down Social Benefits of Education.

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Activity- 2   (20 Mints)

(Worksheet)

Identify the factors of Social Cohesion and Resilience thorough Child Friendly Education which can unite different communities.

Day 2 – Session 1: National Child Friendly Schools Standards
Time: 2 hours

Resources
Flip Charts, Permanent Markers, Masking Tape, Multimedia and Worksheet for each of the participants.

Session Objectives
By the end of the session, participants will be able to:
· Develop understanding of Child Friendly National Standards
· Define the Child Friendly Schools (CFS) Concept
· Describe key Dimensions , Domains and standards of CFS
· Develop linkages of CFS national standards with the Non Formal School

Activity- 1   (25 Mints)

Quality of Education: Trainer will divide participants into small groups and provide them activity sheet:
-How do you define "**Quality Education?"**
-What are the key elements of Quality Education?
- How can we measure/ assess the quality of education?

How do you define Quality Education?
_____
_____
_____
_____
_____
_____
_____
_____
_____

How do you define Quality School?
_____
_____
_____
_____
_____

What are the key elements of Quality Education?
_____
_____
_____
_____

How do you assess the quality of education in your schools?

_____
_____
_____
_____
_____
_____

Activity-2   (15 Mints)
Islamabad Commitment: Trainer will share the Islamabad Commitment with participants

Activity-3   (50 Mints)
CFS national standards and its domains: Trainer will divide the participants into small group. Each group will be given a pack of strips with domains written on it and them to arrange each domain under its respective dimension. Tutor will ask the groups which domains they have placed under which dimension and why.
Dimension 1: Inclusiveness
Dimension 2: Academically Effective
Dimension 3: Healthy, Hygienic, Safe and Protective
Dimension 4: Participation

Guaranteeing the right of all children to quality education.

- Providing good quality early childhood care, development, and education programs, especially for the most excluded populations.
- Ensuring all children enrol and attend school without discrimination based on background and circumstances.
- Reducing financial barriers to education.
- Creating gender-responsive environments in schools and communities.
- Ensuring equality of opportunity for children living in rural, remote, and isolated areas.
- Ensuring that the right to education for children with disabilities is fully realised
- Ensuring the full participation in education of children from diverse ethnic/linguistic groups.
- Developing motivated and professionally competent teachers.
- Facilitating the holistic development of all children with equal focus on cognitive, social, emotional, physical and spiritual development.
- Developing effective teaching and learning support systems.
- Ensuring that curricula and materials, both for teacher education and in classrooms, are of good quality and supportive of child friendly inclusive education.
- Implementing a comprehensive school health programme.
- Creating a healthy, hygienic school environment.
- Creating a safe physical environment.
- Creating protective learning environments.
- Organising quality physical and play activities.

- Establishing systems to ensure student, teacher, parent, and community participation in school management.
- Developing harmonious partnerships between schools, students, parents and communities.

Activity-4   (30 Mints)
To develop linkages of CFS national standards with Non Formal schools: Trainer will divide the participants in to small groups and give them, already discussed, a CFS dimension, its domain and indicators and each group has to identify the **Interventions already happening in their schools**

DOMAIN	Interventions already happening in your schools (please mention the specific activities)	Opportunities (How can we further strengthen it?)
Inclusiveness		
Guaranteeing the right of all children to quality education.		
Providing good quality early childhood care, development, and education programmes, especially for the most excluded populations.		
Ensuring all children enrol and attend school without discrimination based on background and circumstances.		
Reducing financial barriers to education.		
Creating gender-responsive environments in schools and communities.		
Ensuring equality of opportunity for children living in rural, remote, and isolated areas.		
Ensuring that the right to education for children with disabilities is fully realised		
Ensuring the full participation in education of children from diverse ethnic/linguistic groups.		
Academically Effective (including social, emotional, spiritual, and physical aspects of development)		
Developing motivated and professionally competent teachers.		
Facilitating the holistic development of all children with equal focus on cognitive, social, emotional, physical and spiritual development.		

Developing effective teaching and learning support systems.		
Ensuring that curricula and materials, both for teacher education and in classrooms, are of good quality and supportive of child friendly inclusive education		
Healthy, Hygienic, Safe, and Protective.		
Implementing a comprehensive school health programme.		
Creating a healthy, hygienic school environment.		
Creating a safe physical environment.		
Creating protective learning environments.		
Organising quality physical and play activities.		
Participation -- active, democratic involvement of students, families, and communities		
Establishing systems to ensure student, teacher, parent, and community participation in school management.		
'Developing harmonious partnerships between schools, students, parents and community		

Islamabad Commitment (2010)

Day 2 - Session 2: Essential CFS Criteria for Non Formal School
Time: 1 hours

Resources
Flip Charts, Permanent Markers, Masking Tape, Multimedia and white paper strips

Session Objectives
By the end of the session, participants will have:
- · Develop the essential CFS criteria for Non Formal School.
- · Identify the achievable targets
- · Devise and describe essential CFS criteria for Non Formal School.
- · Assess the school on the selected essential criteria.

Activity 1   (1 Hrs)
Identify the indicator for Non Formal schools: Trainer will divide the participants into six groups, give them dimension with indicators and ask them to first identify which indicators are applicable for non formal school

Activity 2   (30 Mints)
Each group will work on the same goal and write evidences against each achievable and cost for identified indicator.

Activity 3   (30 Mints)
Discussion and feedback and a consensus will be made on the statements finalized by each group. Which would act as essential CFS criteria for Non Formal School?

Level 1 – Indicators

Sr. #	Indicators	Doable/Y/N	Strategies	Possible cost
Level 1				
1	Ensures all students participate in school assembly			
2	Ensures that all children come in proper uniform			
3	Encourages students to care of each other			
4	Prevents corporal punishment and bullying			
5	Has a School Council & Maintains record of the SC meetings			
6	School Council meets regularly as per SC policy			
7	Utilizes school funds effectively			
8	Ensures that all students have text books			
9	Encourage teachers to use different teaching methods and techniques to involve students			
10	Encourages teachers to use resources present in the resource corners			
11	Encourages the students to exhibit their work in the classroom			
12	Gives opportunities to all students to share ideas and ask questions			
13	Encourages equal participation of all student in school and classroom activities			
14	Taleem-i-Calendar is displayed and followed			
15	Ensures that teachers are regular and punctual			

16	Attends a professional training course at least once a year			
17	Organizes regular meetings with Supervisors /Mentors			
18	Maintains the record of all the school children			
19	Has a School Development Plan (SDP).			
20	Has school and classroom time tables			
21	Has students committees & Organizes different events to promote democratic participation of all children			
22	Coordinates with the parents to inform them regularly about school activities			
23	Coordinates with the community to enroll all children			
24	Ensures that teachers has Teacher's Guide and use it effectively			
25	Maintain the list of eligible students for receipt of stipend (Displayed on school's notice Board)			
26	Has Disaster Risk Reduction plan and displayed on board. (DRR)			
	Level 2	**Doable/Y/N**	**Strategies**	**Possible cost**
27	Provides clean drinking water			
28	Has enough dustbins			
29	Always keep the toilet clean			
30	Provides soap for hand wash			
31	Has first aid box with sufficient medicine			
32	Ensures that each classroom has a learning corner			

33	Maintains the record of all the children who have not completed primary education			
34	Has mission statement displayed			
35	Has data from the past three academic years regarding students achievement			
36	The policies are documented and displayed			
37	Coordinates with local organizations to conduct a survey so that all children can come to school			
38	Encourages the teachers to use different assessment tools.			
39	Has classroom with proper ventilation.			
40	School has electricity & Has classroom with enough light			
41	Conducts different activities in the school to raise children's awareness about common diseases and health issues			
42	Has plantation			
43	Has school grounds in good and clean condition			
44	Has wall painting by students			
45	Encourages the teachers to prepare a learning resource kit (Taleem-i-Basta)			
46	Has attendance register and follow up system for students with regular absenteeism			
47	Has opinion box inside the classroom to ensure the children participation			

48	Coordinates with community experts to promote livelihood skills			
49	Maintains the record of Inter School visits.			
50	Ensures that each classroom has library corner			
51	**Co-curricular activities** (intra & inter)Quiz competition, sports, essay writing, speech competitions, Naat competitions			
	Level 3	**Doable/Y/N**	**Strategies**	**Possible cost**
52	Has enough classrooms			
53	Has a boundary wall			
54	Has enough sports and recreation equipment			
55	Has Functional toilets			
56	Has proper sanitation system			
57	Conducts health screening at least once a year.			
58	Updates the health record regularly & Refers children to get treatment for Health Problems.			
59	Ensures good waste disposal systems			
60	Has enough furniture for sitting			
61	Has a system for security of school			
62	Has a spacious and safe play ground for children			

Level 1 – Indicators

Sr. #	Indicators	Possible Evidence
	Level 1	
1	Ensures all students participate in school assembly	
2	Ensures that all children come in proper uniform	
3	Encourages students to care of each other	
4	Prevents corporal punishment and bullying	
5	Has a School Council & Maintains record of the SC meetings	
6	School Council meets regularly as per SC policy	
7	Utilizes school funds effectively	
8	Ensures that all students have text books	
9	Encourage teachers to use different teaching methods and techniques to involve students	
10	Encourages teachers to use resources present in the resource corners	
11	Encourages the students to exhibit their work in the classroom	
12	Gives opportunities to all students to share ideas and ask questions	
13	Encourages equal participation of all student in school and classroom activities	
14	Taleem-i-Calendar is displayed and followed	
15	Ensures that teachers are regular and punctual	

16	Attends a professional training course at least once a year	
17	Organizes regular meetings with Supervisors /Mentors	
18	Maintains the record of all the school children	
19	Has a School Development Plan (SDP).	
20	Has school and classroom time tables	
21	Has students committees & Organizes different events to promote democratic participation of all children	
22	Coordinates with the parents to inform them regularly about school activities	
23	Coordinates with the community to enroll all children	
24	Ensures that teachers has Teacher's Guide and use it effectively	
25	Maintain the list of eligible students for receipt of stipend (Displayed on school's notice Board)	
26	Has Disaster Risk Reduction plan and displayed on board. (DRR)	
	Level 2	**Possible Evidence**
27	Provides clean drinking water	
28	Has enough dustbins	
29	Always keep the toilet clean	
30	Provides soap for hand wash	

31	Has first aid box with sufficient medicine	
32	Ensures that each classroom has a learning corner	
33	Maintains the record of all the children who have not completed primary education	
34	Has mission statement displayed	
35	Has data from the past three academic years regarding students achievement	
36	The policies are documented and displayed	
37	Coordinates with local organizations to conduct a survey so that all children can come to school	
38	Encourages the teachers to use different assessment tools.	
39	Has classroom with proper ventilation.	
40	School has electricity & Has classroom with enough light	
41	Conducts different activities in the school to raise children's awareness about common diseases and health issues	
42	Has plantation	
43	Has school grounds in good and clean condition	
44	Has wall painting by students	
45	Encourages the teachers to prepare a learning resource kit (Taleem-i-Basta)	
46	Has attendance register and follow up system for students with regular absenteeism	

47	Has opinion box inside the classroom to ensure the children participation	
48	Coordinates with community experts to promote livelihood skills	
49	Maintains the record of Inter School visits.	
50	Ensures that each classroom has library corner	
51	**Co-curricular activities** (intra & inter)Quiz competition, sports, essay writing, speech competitions, Naat competitions	
	Level 3	**Possible Evidence**
52	Has enough classrooms	
53	Has a boundary wall	
54	Has enough sports and recreation equipment	
55	Has Functional toilets	
56	Has proper sanitation system	
57	Conducts health screening at least once a year.	
58	Updates the health record regularly & Refers children to get treatment for Health Problems.	
59	Ensures good waste disposal systems	
60	Has enough furniture for sitting	
61	Has a system for security of school	
62	Has a spacious and safe play ground for children	

Early Childhood Education (ECE)

Level 1		Possible Evidence
Indicators		
1	Has ECE Class Improvement Plan, timetable and ECE course and displayed.	
2	Maintains the record of each individual child's work to track his/her progress and share with parents.	
3	Has system to recognize the students participation	
4	Has separate morning assembly for ECE students	
5	Use the space and resources of the classroom and school effectively for teaching and learning process	
Level 2		**Possible Evidence**
6	Has trained ECE caregiver/teacher.	
7	Has learning corners as per ECE curriculum	
8	Has illustrated (Visual representation of the) classroom rules	
9	Has Taleem-i-Basta /ECE tool kit of low cost material	
Level 3		**Possible Evidence**
10	Has separate classroom for ECE students	
11	Has toilets as per need of ECE students	

Day 2 - Session 3: Interactive & Discovery Learning
**Time:	3 hours**

Resources
Flip Charts, Permanent Markers, Masking Tape, Multimedia and white paper strips

Session Objectives
By the end of the session, participants will have:
· Reflected upon the significance of interactive learning methods.
· Reflected upon the common interactive lesson starters.
· Experienced interactive learning teaching and reflected upon its importance.
· Demonstrated an understanding of 4MAT model of learning.
· Demonstrated an understanding of the discovery learning.
· Prepared and presented discovery learning Activities.
· Prepared resources with low cost and junk materials.

Activity 1 (5 min)
Without using the word "activity", define the term "interactive learning" in small groups.

Activity 2 (5min)
Discuss group definitions of the "interactive learning" in the whole class discussion. The session leader uses power point presentation to show different definitions of interactive learning.

Activity 3 (10)
Work in groups to list down at least 5 different interactive learning activities and reflect on their use in non-formal schools.

Activity 4 (5 min)
Compare your list of activities with the provided list.

Interacting with the Activity or print individually 1. Odd one out 2. Using Non-examples 3. Brain games 4. Riddles etc	**Interacting with peers** 1. Jigsaw reading 2. Cooperative Projects 3. Think Pair Share 4. Discussions 5. Peer Assessment etc

Interacting with the teacher and the peers
1. Whole Class Discussion
2. I spy something
3. Number Heads Together
4. Study Circles etc

Activity 5 (30 min)

- You are going to work in three groups i.e. A, B & C. Please follow these steps for this activity.
- You are going to read the text (A or B or C) provided to you for 2-3 minutes individually without taking any notes. Once you have read the text, return it back to the session leader. Now discuss your text with a person from your group (A Group, B Group or c Group) in 2-3 minutes. Take turns to talk about your text.
- Get into jigsaw groups (In each jigsaw group there will be at least one member from home group A, one from B and one from C). Now talk about your text in the jigsaw group. Do remember, each member of this group had read a different text before. Listen to each other patiently to complete the picture. First 'A' text needs to be shared, then 'B' and then 'C'.
- Solve the problem given to you.
- Present your solutions in front of the class.
- Discuss the benefits of jigsaw reading in Whole class discussion.

TEXT A

Gulistan, a beautiful piece of land, has been attracting many tourists till last year. Tourists have been a major source of economic development of the town. The people of the town are not much educated and 20% of the population is associated with fishery. Two years back Gulistan Company established two factories in the town and as a result many people got employment. However, the factories did not plan to dispose their wastes scientifically instead they have been dumping the waste near the pond. As a result, the fish in the pond has begun to die. The MPA of the Gulistan, who has authority to check the town's matter, is forced to close the pond. Many in the community point their fingers at the bulging town dump and at the town's biggest employer, Gulsitan Company. The fast-approaching provincial assembly election has made the situation even more difficult. The campaign manager is working on the lines to get votes for the MPA.

TEXT B

The community of the Gulistan Town has asked a scientist to find out the scientific solutions to minimize the pollution in Gulistan Town. His suggestion is that Gulistan Company should construct a proper waste disposal plant if the town has to get rid of pollution. The other suggestion is that the pond walls should be made up of stones or bricks so that the dump waste does not seep into the pond water. However, the economist of the town has estimated a huge sum of money for this project and it is quite difficult to generate that money. He also has collected data according to which 40% people of the town would have deprived of their jobs if the government closes the Gulistan Company and this action would invite economic crises. Further, the town has no attraction for tourists to get some economic stability.

TEXT C

The environmentalist has got data according to which Gulistan Town has become highly polluted in last 2 years. The smoke stacks of the Gulistan factories are not taller enough therefore the smoke from these factories gets accumulated and trapped in the air around the town to form smog (The chemical-rich fog that hangs in air is called smog). Factory waste is also source of land and water pollution. Because of the dump waste, soil has become acidic and poisonous therefore no vegetation is possible in the area where the waste is dump. Harmful substances have also seeped into the pond water making the survival of fish difficult and fish has begun to die. The people eating the fish are facing hygienic problems. The environmentalist has drawn a horrible picture of the Gulistan Town if environmental measures are not taken. According to him, after 5 years

,the people would be suffering from cancer, breathing diseases and dysentery problems. There wouldn't be any fish in the town and vegetation would also be highly polluted. The environmentalist has been running a campaign to make people aware of these hazards and has a strong view to close the factories.

Problem
What should the MPA do to solve the environmental problem of the town while staying popular with the voters? He can get suggestions from economist, scientist and environmentalists.

Activity 6 (20 min)
Work in small groups and reflect on the 4MAT Model. Think of each example of each term used by Dr McCarthy.
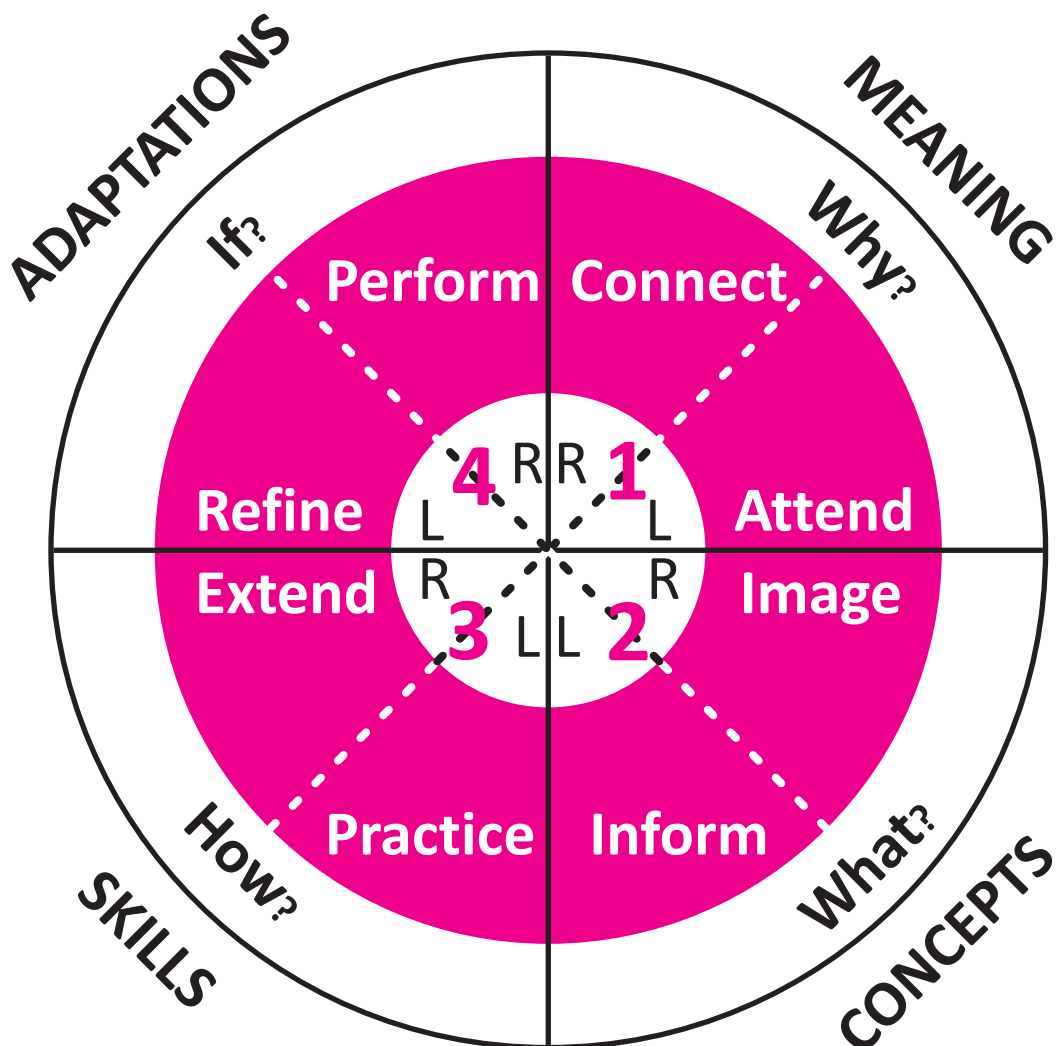
Activity 7 (15 min)
Discuss your concept of 4MAT model in the whole class.

4MAT Model

This model asks for planning at 4 levels and each level involves functioning of right and left brain.

Planning for meaning	Why?	Connect, attend	Planning should include some experience for children to help them perceive things by personal engagement– sensations, emotions, physical memories; the immediate; the self. Children may be given thermometers to experience determining temperature of warm and ordinary clothes.
Planning for Concepts	What?	Image, Inform	The interplay between the "feeling" of experience and the "thinking" of conceptualization is crucial to the learning process. Children may be informed that temperature of warm and ordinary clothes is same.
Planning for Skills	How?	Practice, extend	Practice develops understanding and skills. Practice Activities should be carefully planned to develop students' skills. Thinking games could be useful in early grades in developing skills.
Planning for Adaptations	If?	Refine, Perform	This part requires creativity as well as logical thinking. It requires extension of learning into own lives and making connection to larger ideas, originality, relevance.

The whole instruction has been divided into 4 quadrants and each quadrant involves functioning of left brain (L) & (R). This model ensures meaningful learning by incorporating prior knowledge and conceptual understanding. It also includes skill development and adaptation.

Activity 8 (10 min)

Work in small groups and write a definition of discovery learning.

Activity 9 (15 min)

Share your definitions in whole class discussion on discovery learning and what is NOT discovery learning.

Discovery Learning

Discovery learning is "an approach to instruction through which students interact with their environment-by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments" (Ormrod, 1995, p. 442). Discovery learning encompasses an instructional model and strategies that focuses on active, hands-on learning opportunities for students (Dewey, 1916/1997; Piaget, 1954, 1973).
Attributes of Discovery Learning

Tracy Bicknell-Holmes and Paul Hoffman explain that discovery learning has three main characteristics, including:
·   exploration and problem-solving;
·   student-centered activities based on student interest; and
·   scaffolding new information into students' funds of knowledge

Activity 10 (15 min)

Discuss the types and structure of discovery learning and some examples of discovery learning.

Types of Discovery Learning

* **Case-based Learning:** Groups of students are given a case to read and examine. The class then discusses possible solutions to the problem described. It is similar to medical cases. A doctor tries to prepare case of a patient to discover the disease and reasons for the disease.
* **Incidental Learning:** Game-like activities constitute incidental learning. Crossword puzzles are one of the examples.
* **Learning by Exploring/Conversing:** Students questions can lead to discovery. Games like "what's in the bag?" could be an interesting discovery game for young children. Children touch the bag, feel objects inside and try to imagine what they look like.
* **Learning by Reflection:** Teacher answers a student's questions with additional questions for the student to answer.
* **Simulation-based Learning:** Experimenting in an artificial environment could be a good discovery learning activity.

Structure of Discovery Learning

* **Select an activity:** Choose an activity that does not have just one correct answer. Role-playing, creating sculptures, observing characteristics of objects, or searching for or classifying similar items.
* **Gather materials:** Plan enough materials for each learner to do the activity. Ideally there should be enough materials to repeat the activity at least once.
* **Stay focused:** Avoid learning tangents that may be interesting but will keep the learner away from finishing the project.
* **Use caution:** While the idea of discovery learning is for the instructor to step back and observe thus allowing the child to work independently. Be sure that safety is observed.
* **Plan extra time:** Understand that children working on their own will most likely take longer than they would with an adult moving them from step to step. Also be sure to plan time for repeated activities in case there is a failure or other reason to repeat the activity.
* **Record process and results:** Include in the activity a requirement for older children to record their procedure and results. For young children guide, assist, or model record keeping.
* **Feedback and review:** Once the activity is completed and before it is repeated a second time, discuss the activity and its outcome with the child.
* **Try again:** Have the child repeat the activity if necessary. Give assistance. <u>Plan for more discovery learning activities:</u> Think over how this activity worked for ALL the children. Think of some more discovery learning activities which may be done to teach the same topic.

Activity 11 (20 min)
Work in small groups and prepare any one discovery learning Activity of any subject of any grade level. You need to justify how that Activity is of discovery learning. You will present that Activity in 3-4 minutes to the whole group.

Activity 12 (40 min)
Group presentations and feedback

Activity 13(1 hour)
Prepare primary and elementary school resources with low cost and junk materials. How will you involve teachers of non-formal schools in preparing these resources?

(Worksheet)

What have I learnt about the Whole School Development and the Democratic Participation?

Day 3 - Session 1: Whole School Development & Democratic Participation
Time: 3 hours

Resources
Flip Charts, Permanent Markers, Masking Tape, Multimedia and white paper strips

Session Objectives
By the end of the session, participants will have:
- Identified different stakeholders involved in school development.
- Analyzed non-formal schools in terms of 'wholeness'.
- Developed their own definition of whole school.
- Reflected upon the role of teachers', principals and curriculum in developing the whole school.
- Developed definition of democratic classroom and a democratic school.
- Discussed the working principles of democratic approach.
- Identified and discuss at least three classroom activities indicating democratic classroom participation.
- Developed at least two school level activities to promote democratic participation.

Activity 1 (10 min)
Write down your own view of the school in maximum 10 words on the strips provided to you (Use Marker for writing) and post them on the board.

Activity 2 (10 min)
Below are views about what a school is and what it should do. They come from parents, community and teachers in different parts of the world. Read these views and compare your own view of the school with these views.

What are schools?
- Collections of people interacting for a common purpose
- A place for learning
- A place for formal education
- A learning community
- A learning place for children, parents, teachers, managers, custodian staff

Activity 3 (10 min)

Read the sentences to find the meaning of 'whole' and define the word "WHOLE" at the end.

	English	Another language (optional)	WHOLE means:
1	He ate the WHOLE cake.		
2	His WHOLE life was spent in prison.		
3	The bomb destroyed the WHOLE hotel.		
4	My WHOLE body aches.		
5	I drank a WHOLE glass of milk.		
6	The WHOLE class stood up.		
*We are going to develop the WHOLE school		**WHOLE means (participant may write a metaphor for whole school)**	

Activity 4 (10 min)
Share your views on the "Whole School" with others in the whole class discussion.

Activity 5 (10 min)
Think about non-formal schools in Pakistan and fill in the questionnaire. Discuss your opinions with others in whole class discussion.

(Whole School Development Questionnaire)

Culture/ Ethos of the school	Strongly Agree	Partly agree	Un-decided	Disagree	Strongly Disagree
1 Our non-formal schools are safe.					
2 Students love to school every day.					
3 Visitors are warmly welcomed whatever their status or culture.					
4 There is a busy, happy atmosphere in the school.					
5 Parents are often busy in contributing in the school.					
6 Everybody begins and ends the day on time.					
7 Social events like Eid, birthdays etc are celebrated in the school.					
8 The school head meets regularly with the parents and other community members to share school information and progress.					
9 Children's work is displayed in the school.					
10 There are opportunities for professional development of the teacher.					

Activity 6 (20 min)
Work in small groups (4-6 members) and prepare a small role play to demonstrate situation of child, teacher, parent and community relationship in non-formal schools of Pakistan.

Activity 7 (50 min)
Role play Presentations

Activity 8 (20 min)
Work in small groups to discuss the concept of school curriculum and write down the main points on flip charts.

Activity 9 (10 min)
Whole class discussion on the "curriculum in Whole School"

Curriculum

1. Curriculum is much more than the content of learning and teaching; it includes the philosophy of teaching and learning used in the school as well as the important social, cultural and moral values desired for the whole development of learners.
2. The 'hidden' curriculum is often conveyed by teachers and managers who behave differently from what the actual curriculum values imply; it can have a harmful effect on learners and community.
3. Curriculum is at the heart of Whole School Development.
4. The critical outcomes can prepare learners effectively for problem solving, decision making and collaborative work in the community and school.
5. The community and parents play an active and crucial role in developing, implementing and evaluating the school curriculum.
6. The curriculum takes into account the needs of ALL learners.
7. Materials, resources and classroom strategies are all integrated components of the curriculum, and are therefore affected by curriculum change.
8. Gender and racial equity, protecting women and children from all kinds of abuse are all components of curriculum planning and implementation.

Activity 10 (15 min)

Read the case below and answer the questions given at the end.

'Apna School' was established on a land of 6 acres by Ahmed Hayat Trust in 1995. A purpose-built campus was made to accommodate 2000 students. Initially, 500 students were enrolled in the primary grades for whom 45 teachers were appointed to teach. All the teachers hold Master's degree. Ninety students of Grade 5 appeared in board examination in 2000. Two students got positions in the board while others got more than 75% marks. The school organized a prize giving ceremony for the position holders.
Noticing the school performance, Board of Governors (BoG) decided to upgrade the school to secondary level. They also decided to enroll students only in grade 1 and 6. The teachers' strength was also increased accordingly.
Grade 10 students appeared in the board exams in 2005 and got three top positions. The school was awarded a cash prize of Rs 500,000 by the Chief Minister. The BoG decided to use the money efficiently and effectively to maximize the benefits for the school. They agreed to use National Curriculum as a principal document for teaching. They hired an international consultant to help the teachers how to translate the curriculum into classroom teaching. He devised a training plan for the school faculty.
The school devised new policy in 2006. According to that policy, the principal carries out annual self-assessment to identify school's strengths and weaknesses. The school goes through yearly external academic audit to verify its self-assessment.
Parents are kept informed about the school activities and their children's progress through routine circulars and quarterly meetings. Parents are very happy with the school policies however, students are seen complaining about few games periods, short break and no functions.

1.	What are the strengths of the 'Apna School'?

_____
_____
_____
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2.	What are the weaknesses of the school?

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3.	List down the working principles of 'Apna School'.

_____
_____
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_____

Activity 11 (10 min)
Compare your answers with the following and hold a brief discussion on the following points in whole class.

Strengths
1. Ideal student teacher ratio
2. Purpose-built campus
3. Teachers training on the national curriculum
4. School self-assessment
5. External evaluation
6. Qualified human resource
7. Focus on progress

Weaknesses
1. Teachers are not involved in the school self-assessment and training plan
2. Parents are informed about their children's progress but not involved in decision making
3. Students are not involved in school decision-making
4. No co-curricular activities
5. Focus is not on the holistic development

Working Principles of Apna School
1. Dependence on others for development
2. Autocratic leadership/No consultation in decision making
3. Justice in terms of workload distribution

Working Principles of a democratic School

- Self-Help
- Justice an Inclusion
- Self-Reliance

Activity 12
Main points on whole school development and democratic participation will be revisited using power points slides.

Reading: Mali: Child Participation Through Children's Governments

A major challenge for primary schools in Mali is access. In 2004–2005, the gross enrolment rate was 73 per cent, with a 21 point gap between girls and boys. Completing the school cycle is also an uphill climb. A poor, rural girl, for instance, has a 17 per cent chance of completing Grade 6. A third challenge is reinforcing classroom knowledge and life skills, since 75 per cent of Mali's teachers are contract employees with minimal training and whose teaching methods remain traditional and non-engaging.

For children, other issues are important as well: improving school conditions, especially in areas of hygiene, health and protection; learning about and practicing equality between boys and girls; lowering the absentee and drop-out rates. Anchoring life skills, such as taking initiative, personal responsibility, helping others, self-esteem and citizenship, is also important.

Child government helps provide concrete responses to these challenges by enabling children to take active roles in the life and management of their schools. After a two-month training course on child rights, child-friendly and girl-friendly schools, children analyze their school. They choose areas in need of attention, form committees for each identified problem area and elect ministers, half of whom are girls. The committees are made up of students from all grades, and each committee develops its own set of activities and puts it into practice. The child government meets regularly with teaching staff and frequently with the parent association. A new child government is formed every year.

Child government is a teaching tool. Children's participation through role playing promotes change in living conditions and behaviors in school. The student government is a learning exercise on such interdisciplinary issues as education, health and protection; with teachers' support, students are the actors and decision makers. Regional teams of school counselors train teachers in the schools, who in turn train their students. A child government guide adapted for children was provided to students and teachers. By October 2005, 1,500 out of approximately 7,000 schools in Mali had a child government. Today, it has become a nationally approved strategy of the Ministry of Education.

In May and June 2005, an evaluation of child governments in 45 schools found that there was gender parity in general, but that activities were conducted and tested in an unequal manner. In the child government context, children were easily capable of expressing themselves. Enabling girls to make their voices heard and take on more responsibility has had a positive effect on the psychology and behavior of all children. Students developed new competencies, in particular relating to health and hygiene (managing drinking water and washing hands, for example) as well as in educational and school support activities.

These attitudes reinforced student groups and also facilitated communication between students and teachers.

Several areas were found to be needing improvement. Child government initiatives were not correctly or sufficiently implemented by teachers within the curriculum to reinforce students' learning and life skills. Teachers and school staff together needed to become more involved in students' initiatives so that they could provide teaching and technical support to the students. Training also needed to be redirected to focus on pedagogic aspects and the role of the teacher.

Despite these shortcomings, child governments have allowed children to become aware of their rights and learn that these rights have practical implications for themselves, their schools and their communities.

* Taken from Chapter 5, Page 8 of the Manual Child Friendly Schools

Reflections on Whole School Development & Democratic Participation

1. Schools develop as a result of social need or demand. Schools are perceived differently by different communities according to their needs.

2. Schools are part of a wider community and the wider community is part of the school.

3. All aspects of a school are interwoven; all are important in development. School is like a living organism.

4. Schools are collectives of peoples that come together for a common shared purpose. They then decide what structures and processes best serve to meet this purpose.

5. Today's world needs people who collaborate, share decision-making and schools must be places where all learn, all educate and all manage.

6. To re-create or transform our schools, we must:
   - Improve communication:
   - Learn to listen and to feel free to express our ideas:
   - Diagnose our needs together:
   - Analyze the root causes of our challenges which will include the fact that people are excluded because of gender , race, ethnic origin, social class or disability , and
   - Pan and act together in teams for the common well-being.

7. It is important to use various strategies to build up a sense of pride and ownership in our school community, through a relevant motto, logo and vision, as well as through an attractive and affordable school uniform.

(Worksheet)

What have I learnt about the Whole School Development and the Democratic Participation?

Day 3 - Session 2: Multi-Grade Teaching
Time: 3 hours

Resources
Flip Charts, Permanent Markers, Masking Tape, Multimedia and white paper strips

Session Objectives
· By the end of the session, participants will have:
· What is Multi-Grade teaching?
· What are the difficulties in Multi-Grade teaching?
· What are the skills required for Multi-Grade Teaching?
· Discussed various points and techniques of Multi-Grade teaching, especially in Non-Formal Schools.
· Listed the advantages & disadvantages of different styles of multi-grade teaching.
· Created a classroom layout for multi-grade teaching.
· Examined the types of grouping possible in a multi-grade class.
· Planned a multi-grade lesson.

Important components of Multi-Grade Teaching (MGT)

· Peer Tutoring
· Planning and grouping
· Self directed learning
· Classroom management and discipline
· Classroom organization
· Instructional organization
· Activity based teaching

The Concept of Multi-Grade Teaching

In the multi-grade teaching teacher is responsible to deal or teach for two or more year or grade level within one classroom.

Multi :-   Many
Grade :-   The year level in progress
Class :-   A group of students taught together

Given below is several perception of multi-grade teaching commonly accepted by Primary School Teachers.

Two grades are hosed in classroom. One teacher teaches them. Children of both grades are kept apart. Each grade is taught separately and covers only its own syllabus. There is no academic interaction between students of the two grades. In fact children don't often get sufficient time from their teacher to help them with their lesson.

One teacher in single room teaches two grades. Both the grades are generally kept apart, taught separately, and each grade covers its own syllabus. However the two grades are combined for some activities such as singing, arts craft, games, story-telling and reading.

Two grades are combined in our classroom and taught by a teacher. However both the groups are treated as a whole class with activities done at individual ability levels or small groups, depending on the subject area being taught. The teachers cover similar topics and objectives with the whole class and children are able to do activates from both class syllabuses.

Activity 1   (10 Minutes)

(Work Sheet)
What are the difficulties faced by a teacher in Multi-Grade teaching?

Difficulties in Multi-grade Teaching

- Too many students in the classroom: some successful multiclass teachers feel a total of about 30 children in the classroom is the maximum possible to be effective as a teacher.
- Classroom to small and crowded; efficient small group work is not easy in small, poorly-equipped room.
- General shortage of teaching and learning resources supplementary reading books, text book, library, audio visual aids, art and craft materials etc. An adequate supply of the correct text books for each year is an essential requirement.
- Reduced instructional time: teachers have less contact-time with children in basic subjects and so fall behind in the work planned
- Ineffective learning activities for one year group while the teacher is busy with the other.
- Distraction to the year group working on its own from the teaching to the other year group. They may listen to humors incidents or new subject matter and lose concentration.
- Most curriculum materials designed for one year group only e.g. maths: no maths book a teacher's guide is specifically written for a combined year 1+2.
- Lack of self instructional materials: most curriculum materials, textbooks etc., unsuitable for unsupervised study by children. Children cannot easily get them on their own.
- Exam pressures force teachers to concentrate on exam classes only, neglecting other year groups.
- Inadequate pre and in-service teacher training in the specific skills related to multi-classes.
- Wide range of abilities and interest Levels in one classroom.
- Parents worry about their children's progress and have little confidence in the teacher.
- Teacher's absenteeism.
- Unwillingness of teachers.
- Problem with Identification of ability group.
- Add some more difficulties which are you facing in your schools.

Activity 2   (10 Minutes)

(Work Sheet)

What is the role of teachers and students in a more child-centered Multi-Grade classroom?

Role of a Multi-Grade Teacher

In multi-grade situations the teachers have to play two basic roles, one is managerial role and other is academic role. **<u>Academically</u>** they should.

- Pay individual attention to each grade and to every child.
- Frequently evaluate learners' knowledge.
- Prepare teaching plans with sufficient and proper time distribution to each grade.
- Give home work to students and check it time to time.
- Cover curriculum of all subjects of all grades within the scheduled time.
- Promote activity based learning in students.
- Encourage the group learning and self learning.
- Make school environment child friendly.
- Understand this idea that children have different abilities and they learn from each other.
- Have children more responsibilities for some teaching and organization aspect.
- Work had to establish routines in classroom.
- Develop positive attitude and teach skills needed for independent work.

As far as **<u>Managerial role</u>** of teachers are concerned, they should:

- Regularly be present in the school in time.
- Bring all left out children under the fold of education.
- Always organize co-curricular activities in the school.
- Arrange infrastructure support like; chalk sticks, books, charts, furniture etc.
- See health and hygiene of the students and regular health examination should be done.
- Arrange books, newspaper clippings for establishing a small library or literature / language corner of the classroom.
- Ensure that the regular evaluation and terminal, annual examinations should be conducted in due time.
- Be in constant touch with parents and meetings of parents should be held at regular intervals.

Skills to Develop for Multi-Grade Teacher

They key to good teaching whether in multi-grade or in single classes is organization and teaching skills which need to be develop to cater for two or more grade levels or different groups in one classroom so the children can work independently at times. The children are in our change so it is up to us to allow to develop fully, to incorporate a supportive and positive attitude with our most earnest endeavors.

Important skills to be developed

Classroom organization. The physical and emotional atmosphere.

Establishing and using different types of grouping in subject areas

Setting up and maintaining routines for classroom organization in some subject areas.

Preparing and using teaching aids more effectively.

Developing Skills in Students

Teaching and maintaining standards of presentation and recording

Planning for several grade levels or different groups working at the same time

Sharing the responsibility for some organizational and teaching aspects with students in the classroom

Using instruction to improve classroom management and develop children's independence

Multi-Grade Teaching Skills

In multi-grade classes, children have to learn often independently. Therefore, more emphasis should be place on the ability level of the individual child. Organization and teaching skills become more important. Where two or more grades combined, grade levels are disregarded and children work at their own ability levels for many activities till they reach their grade levels.

Grouping of the children should be based on ability levels. Children don't remain in fixed group for all the subjects but move to different groups for subject areas.

Children are given more responsibilities in the classroom. Some class organization and teaching is shared between the children and the teacher. A change in the teacher's attitude to know his/her role in the classroom is required.

Using multi-grade teaching skills in:

A standard sized class

Ideally, a class size (multi-grade or single grade) should have more that 35 or 36 children. It is well known that in any single grade of students, there is range of abilities among the students. The difference in a Multi-grade class is that the range of abilities of the students is spread across two or more grade levels. Therefore there should be no basic differences between teaching a Multi-grade class and teaching a single grade class apart from the range of grade of the students. Thus all teachers can use Multi-grade teaching skills.

Large Classes

Most of the multi-grade organizing and teaching skills is useful in large classes as well. They should be adapted to particular classroom situation.
In large classes, more emphasis should be given to skills such as sharing of responsibilities among the children; involving children in making their lesson; and in peer teaching. Other skill such as grouping and developing routines should be evolved around this.

The Concept of Multi-Grade

As a term, "Multi-grade" has been in used for several years and a number of concepts have developed among primary teachers. However, many of these concepts are actually misconceptions which need to be clarified. As teachers, it is very important to understand exactly what Multi-grade organization and teaching involves and to realize that there are many advantages that make Multi-grade teaching skills worthwhile, even in a single grade class. Given below are several perceptions of organization and

Class 2

24 Children

Class 3

32 Children

CONCEPT 1
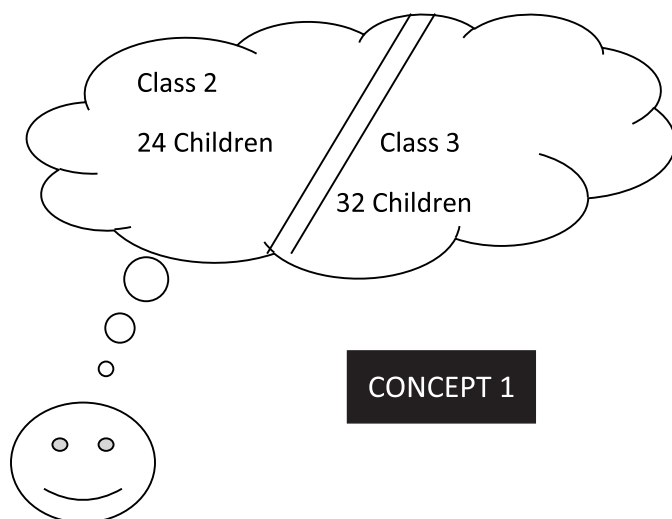
teaching commonly accepted by primary school teachers.

Two grades are housed in one classroom. They are taught by one teacher. Children of both the grades are kept apart. Each grade is taught separately and covers only its own syllabus. There is no academic interaction between students of the two grades.

Advantages and disadvantages of the above conceptual arrangement are:

Advantages	Disadvantages
One teacher is released to teach another class if there is a teacher shortage. By combing grades, an extra classroom is created if there is a classroom shortage.	The large number of children in the classroom makes the control of students and teaching difficult and less effective. It is difficult to fulfil the syllabus requirement for each grade. Many more teaching aids need to be prepared (many will be duplicated). There is little or no time to give individual student attention. There is little or no consideration given to differences in individual student ability.

Use of the above method, to teach two grades simultaneously, is not Multi-grade teaching. This method of teaching involves a lot of work and does not benefit the children in any way. In fact children do not often get sufficient time from their teacher to help them with their lessons.

Two grades are taught by one teacher in a single classroom. Both the grades are generally kept apart, taught separately, and each grade covers its own syllabus. However, the two grades are combined for some activities such as singing, arts and crafts, games , story telling and reading.
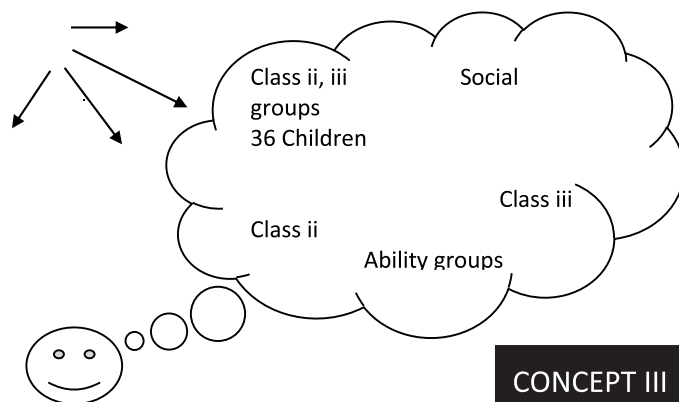.

Class ii, 23 Children

Class iii, 12 Children
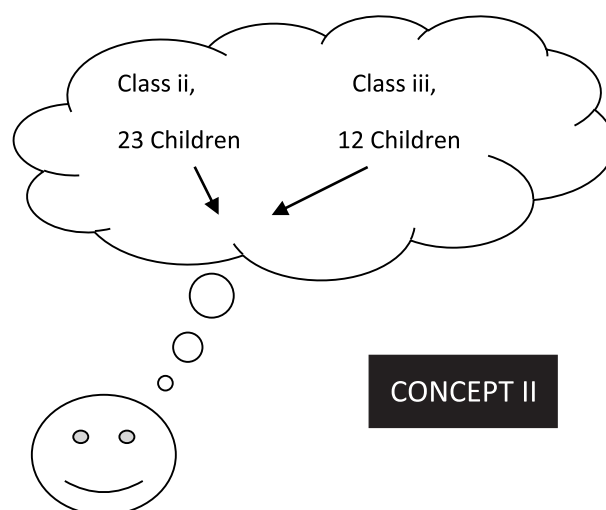
CONCEPT II

Activity 3   (15 Minutes)
List down the Advantages and Disadvantages of Concept II of Multi-Grade Teaching

Advantages	Disadvantages

Two grades are combined in one classroom and taught by a teacher. However, both the groups are treated as a whole class with activities done at individual ability levels or in small groups, depending on the subject area being taught. The teacher covers similar topics and objectives with the whole class and children are able to do activities from both class syllabuses.

Class ii, iii groups
36 Children

Social

Class ii

Class iii

Ability groups

CONCEPT III

Advantages	Disadvantages
Children learn at their own ability levels.	There is a lot of work to do in establishing routines and work habits so as to allow independent work by the students.
There is more time available to give individual students attention.	
	The teacher must be thoroughly familiar with the syllabi of all the subjects in the different grades that she/he is teaching.
Children become more responsible, independent and better behaved. Older children tend to lend a helping hand in teaching in teaching the younger ones. Peer teaching becomes a habit among the students.	
	The teacher must be more organized and prepared.
Planning is easier as the teacher is more aware of each child's ability.	More teaching aids are required.
Once routines are established there is less work for the teacher in giving instruction and directly organizing children.	

Classroom Organization:

For many hours of a day, for many days of a year, you and your group of children will share the same space and physical environment. Therefore, it is essential that it is an enjoyable place to come to, to work and learn in for both student and teacher.

Study the room well, many classrooms lack something. However with a little organizational thought and planning the least desirable classroom at the beginning of the year can become a vital and simulating learning environment given a little interest, motivation, and effort from those that will be tenants for the year.

It is not DECORATION to put charts and children work up on the walls. If the work is displayed with the objective that it is an aid to learning something within the syllabus content then it is a TEACHING AID. Any addition, in, on, around, hanging, pasted or put in such a way as to enhance the learning process of the children, within the classroom walls is a wonderful positive step towards an Activity Based programme and the teacher and students must be congratulated on taking such a courageous step.

Multi-grade teaching requires a learning environment in which different teaching and learning activities can take place, simultaneously, without an encroaching one upon the other. Children must be self-motivated and able to achieve a high level of independence.

Let's Start with the Empty Classroom and You.

Layout of the classroom:

There are many ways by which layout of the classroom can facilitate Multi-grade teaching. Learning corners facilitate Multi-grade teaching by providing semi-private spaces for groups of students to work. For instance, one corner may be set aside for geography or science lessons, another for reading and yet another for "practical type activities (cutting/pasting, colouring, modeling, simple experiment, etc.) Each corner would contain a range of material designed to accommodate several grade levels.

Blackboard on opposite wall permits the teacher flexibility in arranging and moving about the classroom. They also permit the teacher to designate a particular blackboard or display area for a particular sub-group, flexible furniture, tables and chairs or small benches, or desk of a standard size which may be put together to form large working space will facilitate group learning. The more mobile the furniture is, the more flexibility the teacher will have in arranging it to suit particular needs.

Of course, classrooms should also be equipped with display boards, shelves and / or lockable storage cabinets for books. Consideration should also be given to lighting and ventilation in Multi-grade classes to attempt, as much as possible, to avoid seating students indirect sunlight or a inadequately areas.
In a Multi-Grade classroom, it is necessary ensure a generous surface area per pupil to allow separation of sections, creation activity or learning corners, and easy circulation for the teacher and students

Grouping Children
A wise Multi-Grade teacher uses all strategies during the week. Sometimes whole class, sometimes individual teaching, sometimes small group teaching. Classroom management can be made more effective by grouping

the students. Children can work individually, in pairs, in small groups, or as a whole class other students work independently.

Children learn from each other within a group situation. They also learn from their teacher. Students learn to cooperate, share responsibilities and be more considerate to each other. These are very important social skills which teachers often neglect to teach their needs to include both subject matter knowledge as well as social etiquette.

Many teachers do not understand grouping or how to use grouping effectively in the classroom. Often, children are normally arranged in groups in the classroom but these groups are usually fixed and remain unchanged for the whole year. The students remain in these groups while working in all subjects areas throughout the day. They don't move to other group or place to work.

Many teachers don't think that the assignment given by them to the children are done in groups. But in most cases the children do the same activity individually at the same level. It is often assumed by the teacher, erroneously, that all the students in the same grad have the same ability levels.

Thus it is very important that teacher should be able to identify the different ability levels in different ability groups among her\his students and understand how they can be used in the classroom.

Types of Grouping

Group Names:
It is essential for the teacher and the children to use groups. However, it is important to avoid names that suggest levels of success of failure, for example first, second, third. Top, bottom, middle, A, B, C. have different sets of names for different types of groups, for example, social\home group names Reading \Maths. Children like to identify with a working place and group name.

Ability Group:
Ability groups are formed on the basics of children's ability in a particularly subject area. Children working at their own ability levels are more likely to work independently. Be flexible in your approach; take notice of changes in the children.

Mixed Class\Mixed Ability Groups:
Groups can be formed by mixing students of different abilities or class levels. They are very useful for some activities such as writing and speaking. Groups can be formed from different class levels or abilities, with the better children helping the less able ones. Activities based on field trips and topics, such as measuring are good for mixed ability grouping.

Social Groups:
Social groups are normally formed by children based on their friendship with each   other. They can be used for seating arrangements in the class for every day activities. When children work in pairs, they help and check each other's work. It is better for a child to work together with someone she\he likes.

Establishing Routines

A very effective way to improve classroom management and to reduce the need for teacher direction is to establish routines.

Routines are the life-saver of the Multi-Grade teacher. It is the difference between drowning and surviving.
What Are They?

Classrooms routines are those rules and procedures set up by the teacher and well understood by the children, which govern their day-to-day behavior and actions. Time must be taken at the beginning to establish routines firmly. The teacher and students must keep to routines.

A routine is a procedure or activity that happens regularly in the classroom.

Why Establish Routines?

In many classes, children follow a routine where they are totally dependent on the teacher. The teacher works through a lesson (teaching) and sets work for the students to do. The children, usually as a whole class, do the practice and take it to the teacher when they have finished for marking. After marking, they simply wait for the teacher to begin the next activity.

Children very quickly get used to this cycle of teacher direct activity, but are then dependent on the teacher at all stages. To get the children to work independently in the class this cycle must be broken.

Establishing Effective Routines Helps To Reduce The Dependency of Children on The Teacher. They become
familiarized with the activities. There is also much less need for the teacher to organize and direct the children, something that is very tiring if done continuously with the whole class. If children are familiar with the various classroom procedures, less time is wasted in carrying out classroom activities.

Day 4 - Session 1: School Safety / Creating protective environment in school
Time: 4 hours

Resources
Flip Charts, Permanent Markers, led pencils, eraser Masking Tape, Multimedia and white paper strips

Session Objectives
By the end of the course, participants will be able to:
- Sensitize trainees with the concept of natural phenomena, hazards and disasters basic terminologies
- Raise awareness regarding disaster and its preparedness
- Reduce the underlying disaster risk factors and use knowledge, education and innovation
- Build a culture of safety and disaster resilience in Schools
- Understand the importance, design and utilize evacuation plan in their Schools, houses and community

Introduction
Teachers are among the first responder in an emergency situation but lack of formal training they could not help to themselves, students, parents and community etc. Teachers, children and schools are best medium to create awareness and build capacities in disaster preparedness. The course aims to inculcate up-to-date disaster management practical knowledge and field skills in trainees to enable them effectively reduce risks, prepare, mitigate and respond to man-made and natural disasters. This not only ensures a safe future but also helps in internalization of disaster risk reduction. Trainees will get a better understanding of what disasters are, how they affect life and what are the factors that lead to a disaster. Moreover how disasters can be managed, prevented or mitigated through different activities. The core components of course will emphasis on Disaster Risk Reduction, school safety plan and help to creates safe protective environment in schools.

Activity 1   (1 hour)
Disaster Risk Management– Orientation of DRR
Trainer will ask the participants about DRR definition and later on explained it through power point presentation. Presentation shall be focused on
- What are Disaster and its types?
- What is Disaster Risk Management & DRM Cycle?
- What are the different disasters and its precautions?

Trainer will make her presentation interactive by involving the participants. Session will wrap up by concluding session through participants remarks.

Activity 2   (2 hours)
What is school safety?
Trainer will ask basic different terminologies of DRR and explained the exact definition with real life examples. Participants will be learned multiple information that covers below mentions topic.
- What is hazard mapping?
- Hazard Mitigation Plan

After all orientation of multiple terminologies a group work will be given to the participants.

Group Work (20 min)

All participants will be provided resource material along with hazard mapping checklist. Groups will be formed by trainer and they will be asked to review hazard mapping check list and develop new check list according to their target schools. After group work all groups will presents their presentations.

Trainer will continue the session by explaining below key components of school safety.

What is school safety plan?

What are the evacuation drills? (Documentary)

After showing evacuation drills to the participants, trainer will asked them to count down number of drills and sequence wise steps of evacuation.

Activity 3   (1 hour)

School Evacuation Plan (Group Work)

Groups will be formed by trainer and participants will be asked to draw a school safety plan by identifying evacuation routes and assembly area. All groups will be asking to formulate school safety management team plan in which all responsibilities written clearly.

By the end, groups will present their school safety plans and its management team plan. Trainer will provide feedback to the participants if needed and appreciates the presentations.

Trainer will asked to the participants about entire session's key learning and thanks to them for putting their efforts to make successful session.

Day 4 - Session 2: Abolishing Corporal Punishment / Non-Violent Ways of Behaviour Modification
Time: 2 hours

Resources
Flip Charts, Permanent Markers, Masking Tape, Multimedia and white paper strips

Session Objectives
By the end of the session, participants will have:
- What is Corporal Punishment?
- Seriousness of the issue
- Reasons for corporal punishment
- The real effects of corporal punishment
- What are the forms of corporal punishment
- What are emotional punishments
- Focus on positive discipline
- Identified at least 5 ways of positive reinforcement in classroom to strengthen a desired behavior.
- Identified at least 3 ways of negative reinforcement to strengthen a desired behavior.

Policy against Corporal Punishment

Statement of principle
Child Friendly Schools (CFS) concept believes that corporal punishment is unacceptable and prohibited behavior. Corporal punishment constitutes acts of serious misconduct and is therefore grounds for disciplinary measures, including summary dismissal.

Context
According to the Child Rights Convention (CRC) to which Pakistan is a signatory:
"Children have the right to be protected from all forms of violence, they must be kept safe from harm, and they must be given proper care by those looking after them". (U.N. Convention on the Rights of the Child. Article 19.)

A child is defined as an individual below 18 years of age.

Activity 1   (20 Minutes)

Interactive presentation and discussion to challenge the widely held belief that Corporal Punishment is essential for a child to learn.

Myth and Realities
Raise each statement and then discuss why it is a myth and not a fact.
Myth 1   "It happened to me and did me no harm"
Myth 2   "Nothing else works!" or "They ask for it!"
Myth 3   "Corporal punishment works best. Other methods don't"
Myth 4   "Corporal punishment teaches obedience"
Myth 5   "I only do it as a last resort. I had no choice"
Myth 6   "It's the only way I can control the children in my class. I have too many"
Myth 7   "Corporal punishment is a part of our culture"

Activity 2 (20 Minutes)

Interactive presentation and discussion to introduce the difference between punishment and discipline. Understand the difference between disciplining and punishing

Discipline	Punishment
Discipline is the practice of teaching or training a person to obey rules or a code of behavior in the both short and long term	Punishment is meant to control a child's behavior, discipline is meant to develop a child's behavior especially in matters of conduct

Positive Discipline Techniques – Steps
- · The appropriate behavior is described.
- · Clear rules and reasons are provided.
- · Acknowledge is requested.
- · The correct behavior is reinforced.

Annexure

<u>*Difference between Positive Discipline and Physical and Psychological Punishment.*</u>

Positive Discipline	Physical and Psychological Punishment
Never includes forms of violence, neither physical nor humiliating	It is physical or psychological form of violence
Questions the actions, never the person	Questions the person's dignity not the action
It offers an alternative behavior	It does not offer an alternative behavior
It is always an action related to the wrong behavior and proportional to it, to produce positive learning in the child	It is not related to wrong action and neither is it proportional to it. It produces fear and obligation to obey not learning
It is not imposed with authority	It is based on an abuse of power
It is always thought out and planned	It is faster and easier, does not require time to plan and think
Children participate as much as possible and at least they are informed of the norms and the consequences	It never includes child participation
It includes non-violent forms of punishment	It teaches children that people who love them hurt them (link between love and violence) and people who have authority can abuse it (link between authority and violence)

Activity 3 (20 Minutes)

Interactive presentation and discussion on signs of abuse and corporal punishment

- · Lack of interest in work.
- · Absenteeism.
- · Misbehave
- · Isolation
- · Misbehave with elders.
- · Drop from school.

Disturb the social life.
Repeat the mistakes.
Adopt the wrong way.
Damage the property of school.
Become hyper on youngest.
Threat those who punish him.

- · Not take interest in any work.
- · Lack of interest in reading.

Not Obedient.

Divert Attention

Activity 4 (10 min)
Brainstorming on "what are behavioural problems?"

Activity 5 (10 min)
The resource person would explain the difference between reinforcement and punishment. S/he would also explain that reinforcement, either positive or negative, are used to strengthen a behaviour while punishment is used to weaken or eliminate a behaviour.

Activity 6 (15 min)
Whole class discussion on "Principles of Behaviour and Behaviour Modification Techniques for school children" will be carried out.

ABC of Behaviour
- · Antecedents: Prior behavior problems
- · Behavior: An observable action
- · Consequences: The behavior continues or discontinues because of consequences or outcome.

Principles of Behaviour Modification
- · Identify the Antecedents
- · Focus on the positive aspects of the students. Develop a reward system.
- · Make an example out of positive behaviors.
- · Change the consequences to match why the behavior problem is occurring.
- · Consistency is the key to accomplishing compliance.
- · Say what you mean and mean what you say. Always follow through.

Types of Antecedents
Slow Trigger: This means the behavior problems are more likely to occur at a slower rate. For example fatigue, hunger illness, vacations, gatherings end of the year parties etc. All these things can be triggers.
Fast trigger: These are behavior problems that happen very quickly. For example comments made by a peer, late buses, embarrassment, not getting their way

Strategies for Continuing Behaviour Modification
- · Praise them in front of their peers
- · Provide a reward system
- · Tell school administrators, even if it is only a small improvement
- · Let parents or guardian know of the behavior change
- · Award points

Activity 7 (15 min)
Work in small groups to make some classroom rules foe ECE class and grade V to avoid behavior problems.

Activity 8 (10 min)
Whole class discussion on the displayed work of activity 4.

Day 5 – Session 1: School Development Plan
Time: 6 Hours

Aims:
- Achieve optimum standards of attainment
- Ensure that school is led and managed effectively
- Make the best possible use of resources and accommodation provided.
- Maintain community involvement in the life of the school

Session Objectives:
- By the end of this session the participants will be able to:
  o   Develop Action Plans to address the following School Improvement Indicators
  o   School attendance and enrollment
  o   Improved School environment
  o   Health and hygiene
  o   Utilization of teaching and learning resources
  o   Activation of PTC/VC

- Develop strategies to Monitor and Evaluate School Development Plan

Activity- 1 (10 Mints)

For this activity 20 to 50 objects needed. Trainer places the group of objects on a table and covers with a cloth, so that no one can see it ahead of time. Trainer explains that the participants have one minute to look at the objects on the table, and then they will be asked to write down as many objects as they can remember. The participants are not allowed to touch any of the object and they **cannot** talk aloud during the minute of looking. The trainer gives the participants two minutes to do this, and at the end of this time, the leader lists all of the objects on the table.
This game helps participants focus on their sense of sight. It can be repeated so that they can try different methods of remembering.

Activity-2 (20 Mints)

Trainer will write the SDP on white board and will ask about it. Trainees will come up with their points and trainer will write them on board. Trainer will introduce the SDP in detail e.g. Definition and purpose of SDP.

Introduction:

School's development plan is the school's way of organizing relevant information about its current position and its intentions for the future. The process of development planning enables the school to focus on a manageable number of agreed priority targets and to monitor and evaluate the degree of success in achieving these targets. Primarily, the Schools development plan aims to be a program for review and development which will enhance the quality of teaching and learning in the school.

What is School Development Planning?

A Process

School Development Planning is a process undertaken by the school community to give direction to the work of the school in order to ensure that all pupils receive a quality education in terms of both holistic development and academic achievement.

- The quality of a school's education provision is the product of a complex interaction of factors, which must be planned for in a coordinated way
- As education is a partnership enterprise, quality planning should involve input from all the partners in the school community
- The quality of a school's education provision is rooted in the expertise and commitment of the principal and teaching staff. Therefore,
- The key agents in the process are the principal and teachers, whose partnership in planning is the cornerstone of effective school development
- A key focus of the process is on supporting and empowering the principal and teachers in their work by providing for their professional needs in terms of working environment and professional development

Activity-3 (1 Hrs)

Trainer will divide the participants in to 5 groups and give the activity sheet to the each group. All groups will nominate the leader who will present. Trainer will give the sheet to the group and asked to answer the following questions.

What is School Development Planning?
Why is School Development Planning needed?
How is School Development Planning accomplished?
Who should be involved in the School Development Planning process?
What should the School Plan contain?

Plan

Why

How
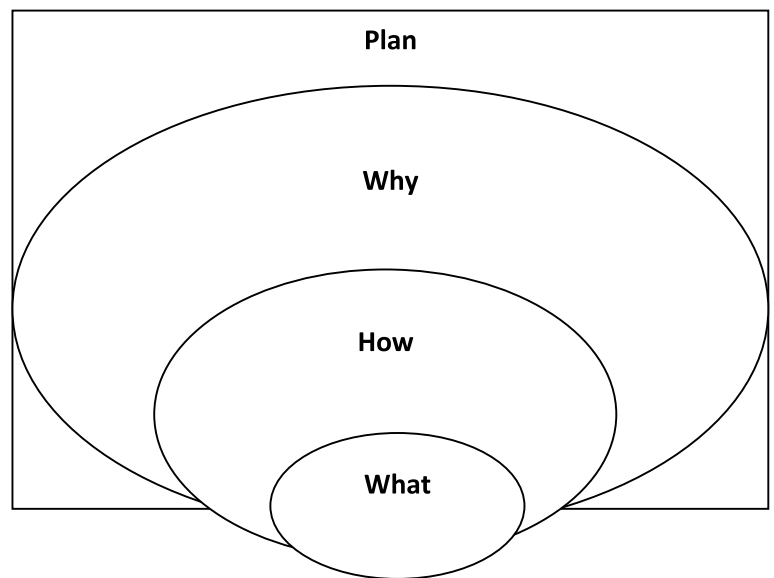
What

Process and the Rationale for School Development Planning

Activity-4 (30 Mints)

Trainer will ask the participants what School Development Planning Process is: and The Rationale for School Development Planning. After discussing with participants trainer will share the presentation about the process and what School Development Planning Promotes?

The School Development Planning Process is:

Systematic
It involves a systematic approach to the planning work that is already being done in schools: it co-ordinates and integrates piecemeal planning activities into the coherent structure of an overall plan.

Collaborative
It is essentially a collaborative process that draws the whole school community together in shaping the school's future. While it depends largely on the collaboration of the principal and the teaching staff, it should also include appropriate consultation with all key stakeholders in the school community: Patron/Trustees*, Board of Management, support staff, parents, pupils, local community, and the Department of Education and Science.

Ongoing
It is an ongoing process, rooted in a school culture of systematic self-review, in which policies and plans are continuously developed, implemented, evaluated and revised in the light of the school's fundamental aims and the changing needs of its community.

Progressive
It is a cyclical process that yields cumulative and progressive results. Each planning cycle builds on the outcomes of the previous cycle.

Enhancing
School Development Planning is a means, not an end – a means of enhancing the quality of educational experience in the school through the successful management of innovation and change. Accordingly, the process is sharply focused on the educational needs and achievements of the pupils and concomitantly on the professional development and empowerment of the teachers.

Finally, as every school is unique, the operation of the planning process will vary considerably from school to school. The School Development Planning process is flexible. It is not a set of rules to be followed blindly but a framework for collaborative creativity. Each school must adapt the framework to suit its own particular circumstances.

School Development Process

Activity- 5 (1 Hrs)

Trainer will divide the participants into 5 groups. Trainer will asked to each group to prepare the presentation on process of School Development Plan. After that all group will present their work. After the presentation the trainer will shared the process for development of School Plan.

School Development Plan (SDP) Overview

Step 7

School Profile

Students Performance
Demographic Data
Stakeholders Perspective

Step 1

Step 5

Step 6

Mission Statement

List of Beliefs

Step 2

Action Plan

Goals for improvement:
- Students Learning
- School Performance

Implementation

Take action and document evidence of progress to improve
- Students
- Learning

Priorities for Improving Students Learning

Step 3

Step 4

Priorities for Improving School Performance

School Development/Improvement Process

A circular process diagram with "Student Achievement" at the center, surrounded by four clouds connected by double-headed arrows and curved pink arrows showing a clockwise cycle:

- **Gather** — Get Ready, Collect School Data (top)
- **Study** — Analyze Data, Set Goals (right)
- **Plan** — Develop School (bottom)
- **Do** — Implement Plan, Monitor Plan (left)
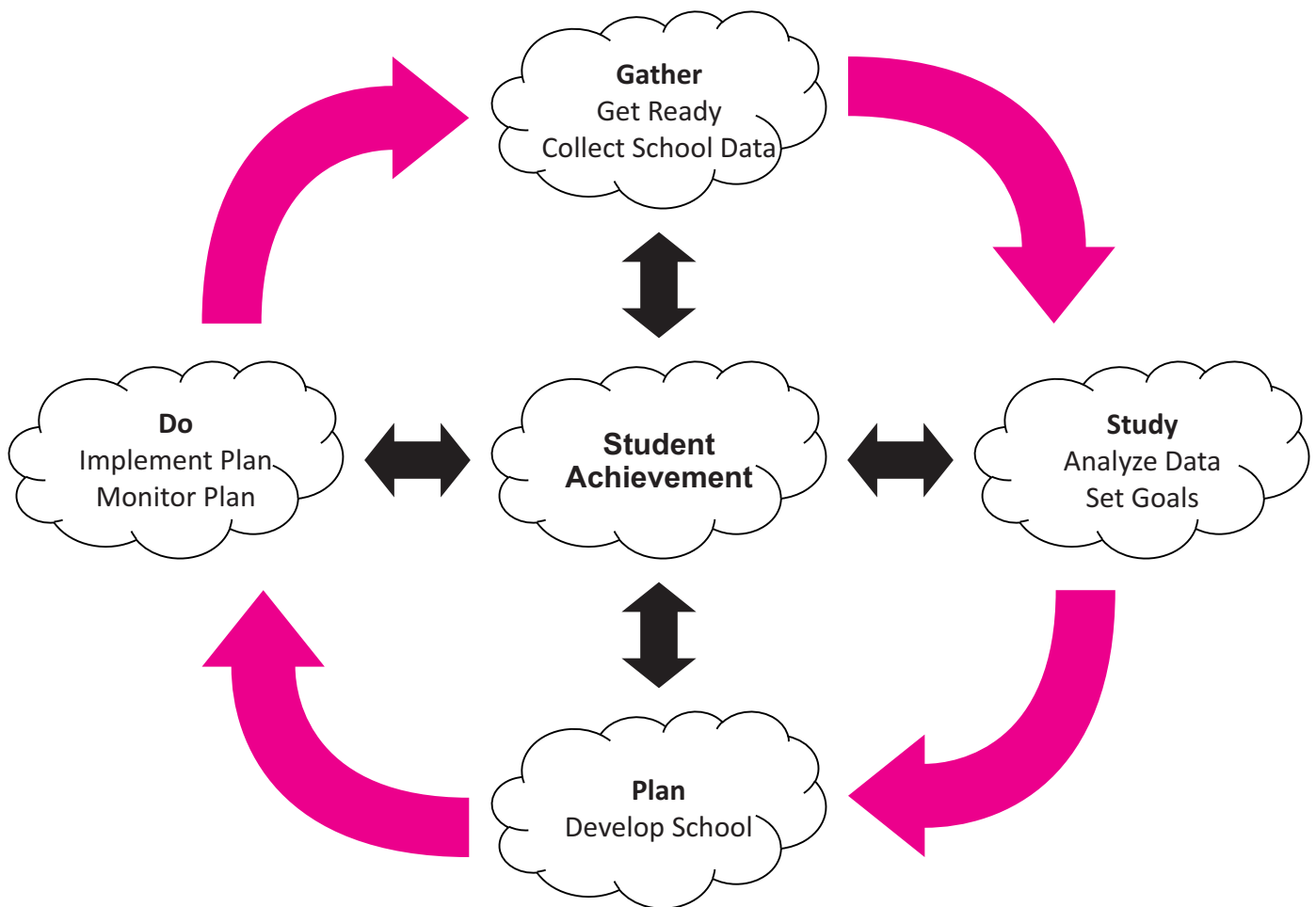
Strategic School planning

Activity- 6 (1 Hrs)

Trainer asks to participants what is strategic planning. Participants will come with different opinion, trainer will write it on the white board. After that trainer will share what i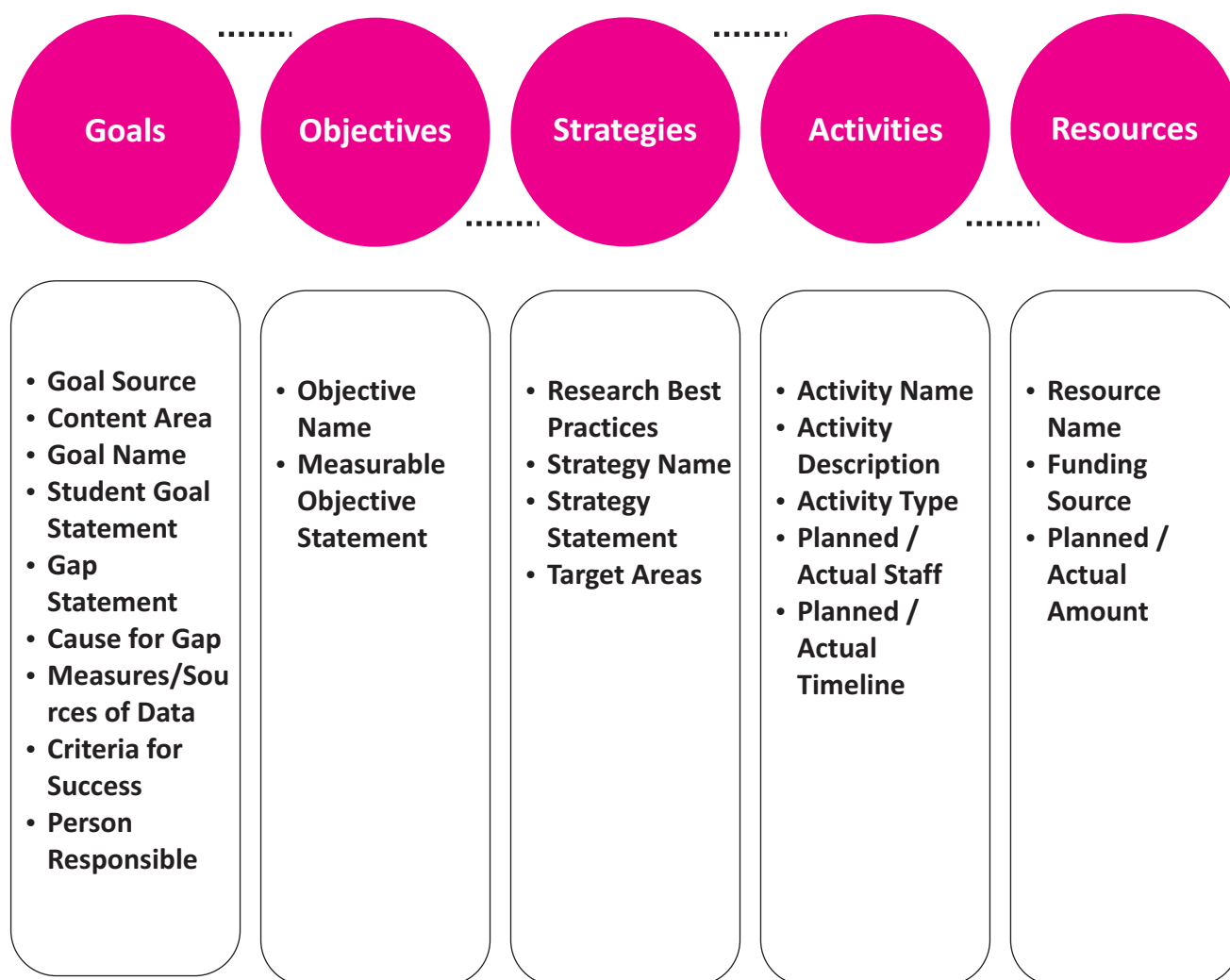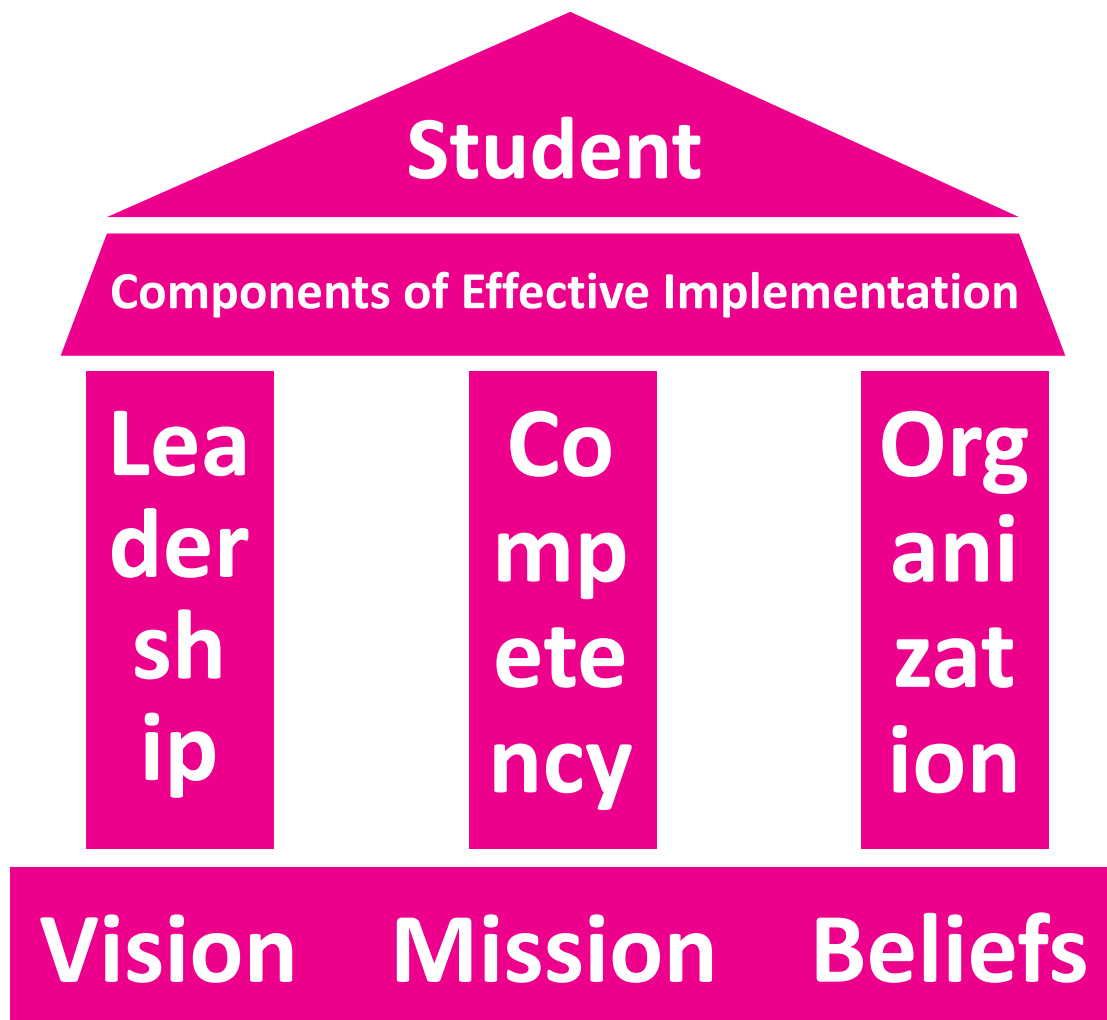s strategic planning and its components. After that Trainer will divide the participants into 5 groups and asks to develop the strategic planning.

Goals Management

Goals	Objectives	Strategies	Activities	Resources
• Goal Source • Content Area • Goal Name • Student Goal Statement • Gap Statement • Cause for Gap • Measures/Sources of Data • Criteria for Success • Person Responsible	• Objective Name • Measurable Objective Statement	• Research Best Practices • Strategy Name • Strategy Statement • Target Areas	• Activity Name • Activity Description • Activity Type • Planned / Actual Staff • Planned / Actual Timeline	• Resource Name • Funding Source • Planned / Actual Amount

Student

Components of Effective Implementation

| Lea der sh ip | Co mp ete ncy | Org ani zat ion |

Vision   Mission   Beliefs

| Steps	
Identifying Priorities	What are your school's priorities for improving student learning and school performance? Review of Process to Identifying Priorities Review the Analysis of Student and School Performance Determine the top priorities that will be considered in the action plan
Writing the Goal Statement	• Write a goal statement for each priority for improving student learning and school performance. • Ensure consistency with beliefs and mission. • Eliminate emphasis on test or assessment measures. • Emphasize achievement in learning area. Sample Goal Statements: "Students will demonstrate reading proficiency at or above expected grade level." or "Instructional strategies and activities will be implemented to increase and improve students' active participation in their learning."
Defining Performance Indicator	What are performance indicators' of students achievement of the goals for their learning? Of the school's achievement of the goals for improvement? Provide a specific description of observable and assessable behaviors. Describe what proficiency in the skill area looks like. Example: Goal: Students will demonstrate proficiency in reading comprehension. Performance Indicator: Students re-read texts to confirm or to question others' interpretation of the same text.
Describing Current Performance Level	What are the assessment and evaluation measures employed to assess the extent to which students are achieving the goals for their learning? To which the school is achieving the goals for improvement?
Defining Assessment Tools	How does your school plan to assess the extent to which the goals for improving student learning (or school performance) are achieved? Identify assessment measures that: Represent diverse modes of evaluation Can be replicated at regular intervals Provide a clear description of performance in achieving the stated goal
Benchmark for Improvement	What are the benchmarks for improvement that your school has established to monitor the extent to which the goals for improving student learning (or school performance) are achieved?
Designing Strategies for Improvement	Design strategies for improvement for each goal that includes, Resources, Professional development, Timeline, Monitoring system. What are the action steps that need to be initiated to achieve the goals for improving student learning? Each action step should consist of a strategy to be initiated, additionally school personnel should consider and identify: strategies that target the performance indicators related to the goal the resources necessary to implement the strategy the professional development needs associated with the strategy; a timeline to initiate the strategy a monitoring system to evaluate the effectiveness of the strategy

The School Development Planning Cycle

Activity- 7 (1 Hrs)

Trainer will divide the participants into 5 groups and asked about the School Development Planning Cycle. All groups will work on it and share their presentation with each other. After the presentation trainer will shared the planning cycle and sum up the session

Development of School Development Plan

Activity-8 (1 Hrs)

Trainer will give the format of SDP to participants and asked them to make/formulate their School Development Plan in school groups. They will formulate their school development plan, identify the need of their school, will set targets to achieve, who will be responsible for the achievement of these targets,

Stage 1: What is our vision for our school?

Stage 2: How well, based on evidence, are we doing?

Stage 3: What more do we want to achieve in particular time frame?

Stage 4: What must we do to make it happen?

Stage 5: Take action and review progress

Improving outcomes for all pupils

and what will be the time frame for the completion of these targets. Representative from each group will come for presentation, he/she will present plan, all other participants will ask questions regarding SDP and in this way all trainees will discuss SDP and relevant strategies.
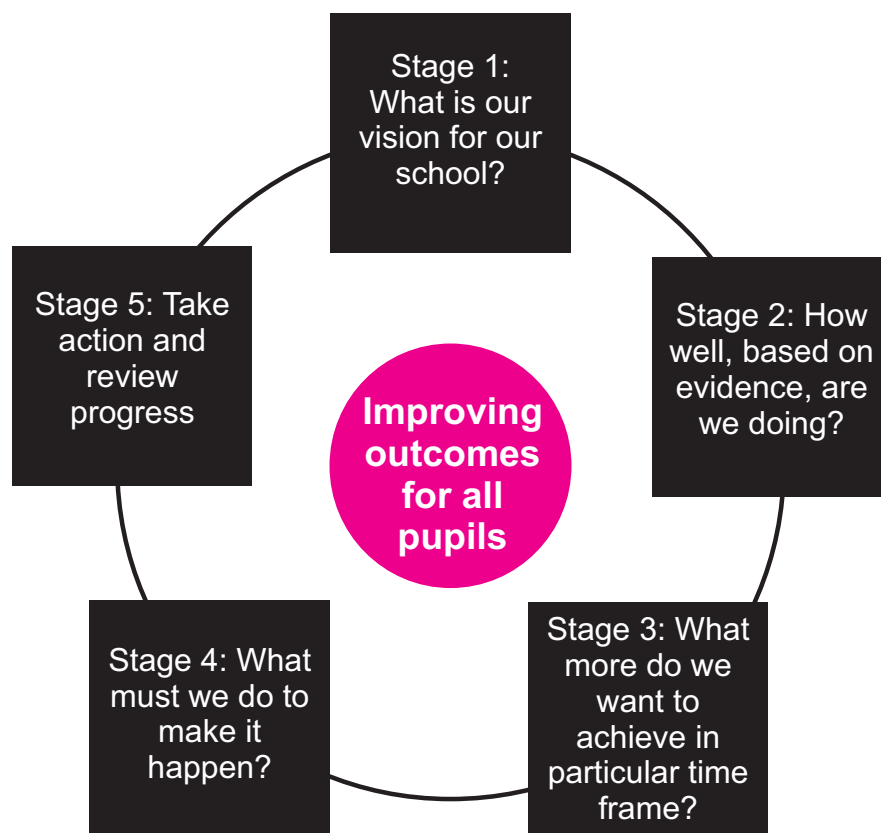
Format of School Development Plan

The school development plan (SDP) is a strategic plan for improvement. It should bring together, in a clear and simple way, the school's priorities, the main measures it will take to raise standards, the resources dedicated to these and the key outcomes and targets it intends to achieve

Rating Key

D= Done, The indicator is found in all classes and at all times throughout the school. This is the norm of the school and has been embedded in the school system.

IP=In Process, The indicator is found in few classes, and partially in the school. It can be frequent as well most classes may not demonstrate this.

ND=Not Done, This indicator never found in the classroom or in school.

School Development Plan

Date: 15th December, 2013 to 14th January, 2014

Targets	Responsibility	Status (Please insert ✔)			If not completed then mention the Reason
		Done	In-process	Not Done	