

**Resource Book
for**

**Training of Teachers
in Earthquake Affected Areas**

**NWFP Directorate of
Curriculum and Teacher Education
Abbottabad**

March 2006



Teacher Orientation Program
Directorate of Curriculum and Teacher Education
NWFP, Abbottabad
In conjunction with
Directorate of Education Extension
AJK Muzaffarabad



The Directorate of Curriculum and Teacher Education, NWFP Abbottabad gratefully acknowledges the support of the U.K. Department for International Development (DFID) in the production of this material.



Acknowledgements

Education enhances knowledge; training enhances both knowledge and skills. This course has been designed to enhance knowledge and skills that are particular to the needs of teachers working in the post-earthquake situation.

Soon after the massive earthquake of October 8, this Directorate in coordination with teachers, principals, NGOs, IERs, RITEs, PITE, GTZ, UNICEF, ISCOS and UNESCO formulated an outline based on the stated needs of these affected teachers. This process has been supported by the Honourable Maulana Fazal-e-Ali Haquani, Minister for Education, Government of NWFP and Mr. Amjad Shahid Afridi, Secretary, Schools and Literacy Department, Government of NWFP. The process was originally led by Mr. Fazal Mahmood Khan the then Director, Directorate of Curriculum and Teacher Education, NWFP Abbottabad.

I also acknowledge with gratitude the financial support of the U.K. Department for International Development (DFID) and the technical and financial support of UNESCO in the process and development of this material.

The process of discussion, drafting materials, guidance and professional input from experts in the field and then redrafting according to feedback has been a unique and challenging experience. People from both NWFP and AJK as well as the international agencies have contributed to this work. A list of writers and reviewers can be found at the end of this manual. In particular, I must mention Mr. Muneer Ahmed, Subject Specialist (DCTE) who was the co-ordinator of this process and Ms. Pamela Baxter (UNESCO). It is to these people that our heartfelt thanks and gratitude are extended. It is our hope that through using this manual to train our teachers, that we can rebuild our education system to achieve the quality towards which we are always aspiring.

Mrs. Razia Rashid
Director
Directorate of Curriculum and Teacher Education, NWFP Abbottabad.

Session 1: Overview of natural disasters (specifically earthquakes) and their effects on people.

What causes earthquakes?

There are two interlinking causes of earthquakes; the pressure from deep inside the earth (from the core and mantle) pushes against the earth's crust and forces 'fault lines' (cracks in the crust). These fault lines become weaker and so earthquakes may be felt more readily at these lines. When the pressure breaks through at weak points, we have volcanoes (openings in the earth where the liquid rock escapes through the surface. When this happens repeatedly, it forms a volcanic mountain.

The second cause is the movement of tectonic plates – enormous "plates" of rock that cover the surface of the earth. These plates meet each other at the plate boundaries. When the plates are under pressure they are pushed towards each other and it is at the plate boundary that they meet and crush: what we would call an earthquake.



This diagram shows two plates colliding. The result of this destructive force is obvious to all of us. The force is sufficient to destroy any man-made structure. It may also cause changes to the topography (the earth's surface): rivers change course, mountains collapse and new landscapes are created.



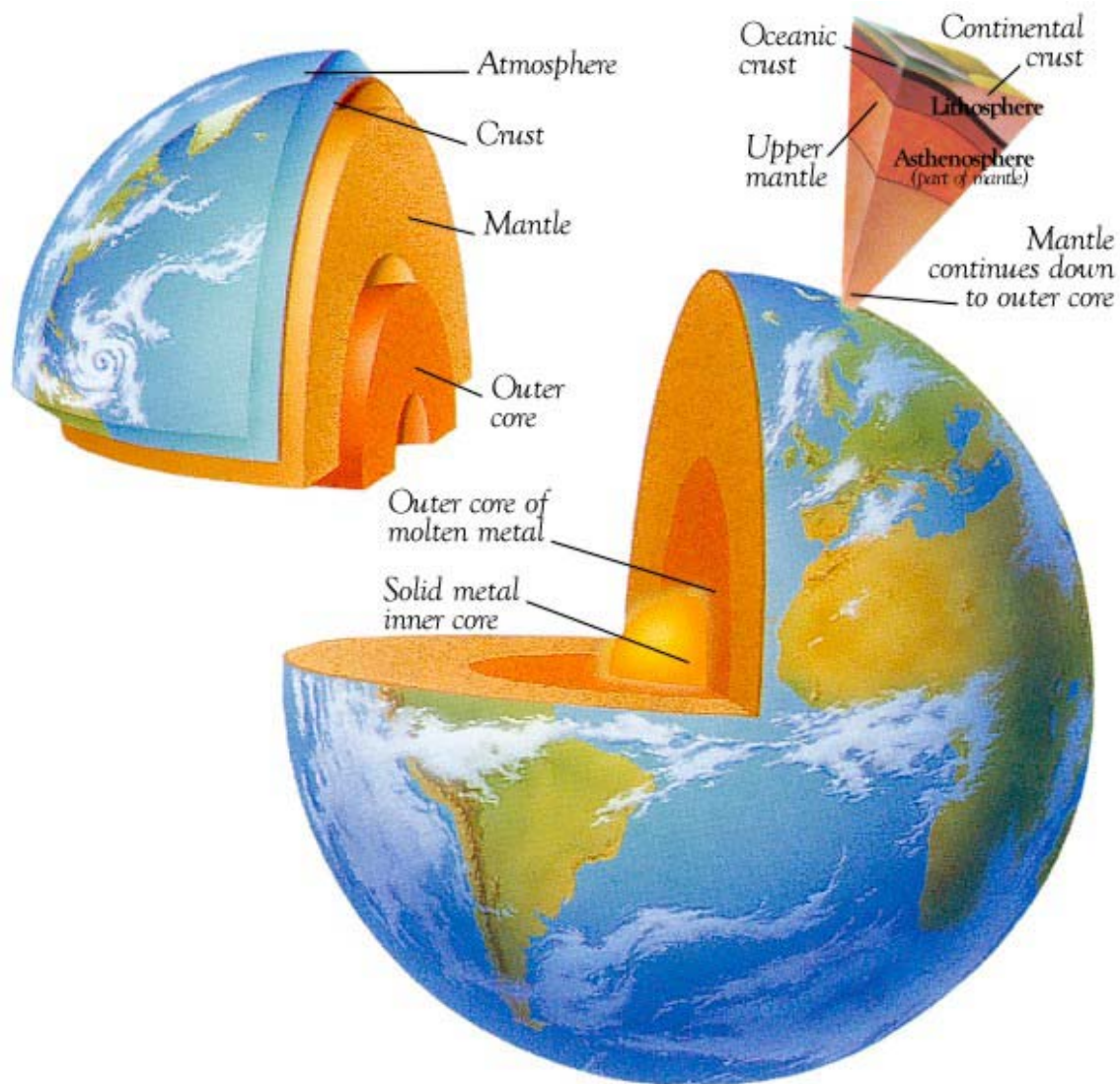
This diagram shows what happens when one plate (usually an oceanic plate) slides underneath another plate. This is the sort of collision that caused the Tsunami in December 2004 that affected so many countries.

Background on the structure of the earth

The earth is not a solid ball floating in space. It is a complex mixture of elements that is constantly changing. Most of the time we don't notice these changes, but volcanoes, tsunamis and earthquakes are rapid violent changes that affect us immediately.

The earth has several layers:

- The atmosphere: the air we breathe, the weather that allows us rain and sunshine, the atmosphere that protects us from the harmful rays of the sun.
- The crust: this is the soil and rocks that we call 'earth'. The crust has two parts: the continental crust (dry land) and the oceanic crust (under the oceans). These are of different thickness, which is why so much drilling for oil happens underwater (the crust is thinner there).
- The mantle: this is the biggest part of the earth. While it is mostly rock and minerals; the rock is not always solid, and waves travel more quickly through liquid rock than they do in solid rock. Think of an apple: if the skin of apple is the crust, the flesh of the apple (the part we eat) would be the mantle.
- The core: It is thought by scientists that this is in two parts; inner and outer. The inner core is thought to be solid while the outer is thought to be liquid. It is the interaction between these two parts that begins the pressure waves up through the mantle and into the crust and that we call an earthquake.



Effects of an earthquake

- Changes in the earth's surface; rivers may change course, mountains may collapse, hills appear where there were no hills before.
- Destruction of man-made structures; buildings are destroyed or severely damaged, roads and bridges are destroyed, crops and livestock may be destroyed or severely damaged.
- Psychological damage to human beings; when people die suddenly and in traumatic conditions (such as an earthquake), the families suffer much more than just the normal grieving process. When whole groups of people die suddenly the psychological impact is enormous. Return to normalcy is not easy when infrastructures are destroyed.
- For the education system in particular, the loss of teachers and students, the loss of buildings and records, the movement of people (to find shelter elsewhere), the rebuilding which takes time and energy; all these things make it very difficult to reinstate education programmes, even though we know how much they are needed to help the psychological recovery.

Conclusion

The earthquake has changed our lives. By the mercy of Allah, we have an opportunity to learn from the experience and to understand what we should do in the future. This course should help us to do that.

Session 2: Survival techniques during an earthquake

Building description

The most common construction in the urban areas of Pakistan is concrete structures and walls made out of stabilized concrete blocks. In the rural areas the most common technique is to use mud and stones.



If you are in a multi-story building you can be reasonably certain that the building materials are concrete blocks. Keep in mind that in a few cases some mud houses have two stories:

Simple view

Look at the walls outside and inside; if the walls are brown (mud brown) and look similar to those of dry mud sometimes mixed with natural fibres, it means that you are in a mud house.



Thickness

If you cannot immediately recognise which materials have been used, check the thickness of the walls, by looking at the window or door surrounds. The walls of a mud house are a lot thicker than the walls of a block made wall.



Humidity

Because mud bricks retain moisture, they present an uneven “wavy” surface, unlike cement bricks which have a uniform surface. The humidity also causes ‘bubbles’ under the plaster which then falls away from the wall.

Identify the structure

The structure of a building is the skeleton of the construction and is made out of both vertical elements (columns) and horizontal elements (beams). In some cases the structure of the roof may also have diagonal elements. Generally, the more vertical structural elements in the building, the stronger it will be. Often the walls themselves are the vertical structural elements without any added structure:

Mud houses

In a mud house the vertical elements are the walls. The whole wall is a structural element which means that the walls are holding the weight of the roof through horizontal elements (the beams). Beams in mud houses are usually made out of bamboo, wood or metal.



Concrete-block houses

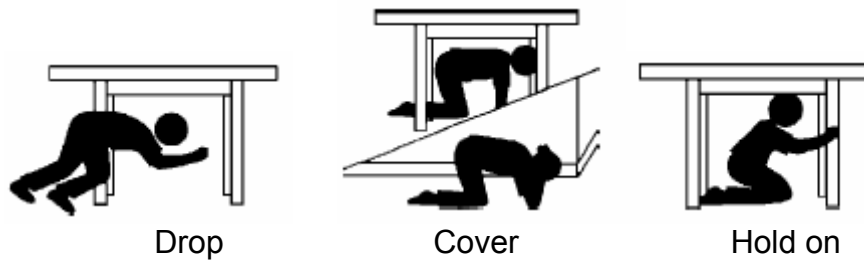
In a concrete-block house the vertical elements are the columns. The more vertical elements and the stronger the material, the more likely they are to withstand the shocks.



What to do?

A) *If you are in a concrete-block house...*

Drop, Cover and Hold on! To do so, reduces the likelihood of serious injury from falling debris.



In many cases, the door frames are safer as they are structural. Standing in the door frame is an alternative to being under furniture. If you have the door under control it may also protect you from other falling objects.

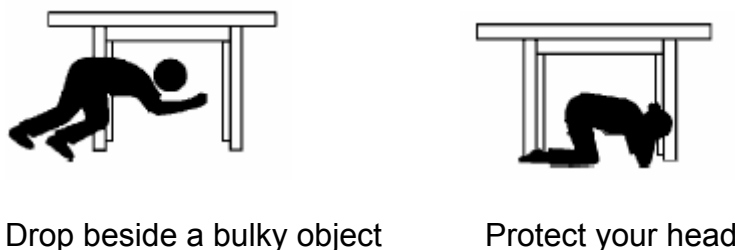
Never go to the stairs. The stairs have a different "moment of frequency" (they swing separately from the main part of the building). Even if the building doesn't collapse, make sure that the stairs are checked for safety before use.

If you are near the doors and you can get outside you should do so. Move well away from any buildings, power lines, trees and hillsides if possible.

B) *If you are in a mud house...*

If a mud house collapses, the weight of the ceiling falling upon the objects or furniture inside, crushes these objects, leaving a space or void next to them. The larger and stronger the object, the less it compacts and so the larger the space that is created.

Get next to a large, heavy, bulky object, like a sofa, that will compress slightly but leave a void next to it. Adopt the foetal position and cover your head.



Session 3: Effects of the earthquake on human behaviour

Because the disaster affected entire communities and the environment in extreme ways, the child may feel that there is nothing that is stable: homes, schools, families, recreation – everything is changed or destroyed. As a result of the trauma suffered by children who lived through the earthquake, they may panic if and when there are aftershocks. They may hide under desks, shake uncontrollably or scream hysterically.

These responses are a normal response. The children (and others who suffered during the earthquake) are responding to the original trauma that is triggered by the secondary event. Children do not have the emotional maturity to cope with such dramatic and extreme change and so often respond with destructive physical or emotional behaviours.

Several studies have been undertaken of children post-disaster (Gregorian 1992; Powell 2004). These studies show:

- separation anxiety that intensified during the evening, school avoidance, refusal to be alone, conduct disorders, sleep disturbances, nightmares, frequent awakenings, regressive behaviors, hyperactivity, concentration impairment, and somatic complaints (Kalayjian, 1995). The observations that were made approximately one year after the disaster.
- Young children re-enact parts of the disaster in their play.
- Preschoolers tend to personify the disaster in some way. The earthquake may become like an evil person in their eyes.
- Children generally feel more anxiety than their parents are aware of. Increasing physical complaints (headaches, stomach aches) may be caused by stress and anxiety.
- Academic performance suffers; falling grades, disruptiveness in class, rudeness and falling asleep in class contribute to academic problems.
- After severe disasters, even children as young as 7 and 8 have attempted suicide.
- Children, as well as adults, may be sad and long for "the way life used to be." Some children withdraw from life.
- They may become upset easily or hide their distress to protect other family members.
- Boys tend to have more difficulty talking about their losses and showing their feelings. They may act out instead.
- The intensity of a child's reaction depends on a variety of factors: amount of loss and threat to life, the family's reaction, stress or a troubled home before the disaster, and violence in the home. Any kind of marked change in behavior may indicate a strong need for mental health consultation. Extreme behavior also signals a need for intervention. Destructive acts toward property, harming pets or people, frequent panic attacks, or substance abuse call for immediate action on the child's behalf.
- Children also develop in character. Many show insight and increasing concern for others.

Common problems observed during and after a disaster

Reaction to disasters varies both between individuals and over time. It is important to note that these phases do not always occur in a sequential fashion and children and families may have cycles of the same phases.

| Stage | Reactions |
|---|---|
| Stage 1 During and immediately after a disaster | Disbelief: “this cannot be happening” Denial: “this cannot be true” Anxiety: “what is happening?” Fear: physical reactions; pounding heart, sweating, nausea, hysteria Relief: “I am alive”; “My family is alive” |
| Stage 2 Generally a few days to a few weeks (but these behaviours may persist or reoccur) | Clinginess: the child does not want to ‘lose’ the people who are left. ‘Babyish’ behaviour: bed wetting, thumb sucking, (regressive behaviour) Physical symptoms: headaches, stomach pains, sleeplessness or sleeping all the time (psycho-somatic complaints) Hostility or aggression: irritability defiance, lack of respect for elders Sadness and withdrawal: no eye contact, limited speech, apathy Pessimism, hopelessness: “there is nothing to live for” ; I have no future” |
| Stage 3 Months or years | Reconstruction: where regular activities are resumed, children begin to play, concentration returns, rebuilding of lives begins. Depression (clinical depression), anxiety attacks and hostility may all occur or reoccur on occasions. |

Grief and mourning

The death of a family member or loved one, through a disaster (that is, sudden and unexpected death) is considered to possibly result in the most severe trauma. The destruction of the familiar surroundings can also cause the child to grieve. Where children are able to express this grief and sadness, they should be encouraged to do so (that is, they should not be told to “grow up” or “act like a man” or told to be quiet). The intensity of the grief reaction will usually be at its peak immediately after the disaster and decrease during the next few weeks. However, anniversaries may trigger renewed mourning and a recurrence of symptoms. While some people suffer a loss of faith in religion many other people find renewed faith and comfort in their religion.

Disruption of normal patterns

The key effect of a disaster on children and adolescents is the disruption of their lives, whether through injury, death, or destruction (of home, school, or community). This leads to a loss of reliability, unity, and predictability, which affects children of all ages. Very young children (2 – 4 years) usually respond with increased dependency. School-age children, (6 – 12 years) show evidence of the trauma through behaviour such as talk and play about the trauma, hostility to peers and family members, and avoidance of previously enjoyable activities. Adolescents, (13 – 19) may withdraw, have decreased interests, fatigue, hypertension, and hostility. For all age groups, sleep disturbances, such as sleeplessness, refusal to sleep alone, early rising, or excessive sleep, are extremely common.

Psycho-somatic symptoms

These are when there is a physical problem which arises from a mental or emotional state. Problems such as headaches, abdominal pain, and chest pain are commonly

observed in children in the weeks following a disaster but they do not generally persist. If these complaints begin to interfere with the child's life, then the child and family should be referred for mental health counselling.

Guilt

It is a human response to blame somebody or something when things go wrong. After a natural disaster, there is no one to blame, and sometimes people turn the idea of blame on themselves. Very young children, who do not understand causal relationships may see a connection between their "bad" behaviour and the disaster and so blame themselves. Older children and adolescents will often ask "why did I survive when so many others died?" This feeling of unworthiness often translates into feeling guilty for being alive. This is often followed by depression. Children may also feel guilty about their inability to help in rebuilding communities and cannot see the connection between the help expected in the household and the 'heroic' helping of the large issues

Aggressive/defiant behaviour

Aggressive behaviours may take the form of hitting, biting, or pinching by very young children, while older school-age children may fight and argue with friends. Adolescents may respond by openly rebelling against authority. While parents and carers (including teachers) need to set the boundaries to ensure that this behaviour is not seen as acceptable, it also needs to be remembered that the behaviour is considered unacceptable; not the child. Listening to the child, helping them to identify their loss and channelling their energy into constructive activities such as helping others in the community (the elderly, the very young) can help the healing process. Social group activities that provide a "safe space" emotionally, so that children can talk through the issues that affect them are very important. Some of these "safe spaces" can be provided in the context of school.

Repetitious behaviour

This is most common in toddlers and preschoolers after a disaster. Children will rebuild crucial details of a disaster as a coping mechanism. For example, the end result of a child's "game" about the disaster may be different from the actual disaster or the child may portray himself or a family member as a hero. The play and/or re-enactments are a necessity for the child although there is no evident joy or reduction of distress. It is not play in the usual sense. Parents and teachers should be reassured that this play may be healing and can help recovery. There are other repetitive behaviours which do not aid the healing process, including recurrent nightmares, frequent trauma-specific flashbacks, and distress with reminders of the event. These intrusions can affect concentration and may be very frightening. Posttraumatic play and re-enactments show that the child is still very much involved with the disaster. This behaviour requires emotional support and acceptance from the teacher and parent.

Regressive behaviour

This is where children go back to an earlier stage of development (“acting like a baby”). Symptoms such as thumb-sucking, loss of acquired speech increased clinging and whining, bed-wetting and fear of darkness are very common. When the child’s world is destroyed, they often sub-consciously want to ‘revert’ to a time when things were ‘safe’: that is, when they were younger. Generally these symptoms do not last very long, provided the parent and teacher accepts the behaviour without fuss and does not punish or shame the child (which can often prolong the situation). In the older child and adolescent, regression may take the form of competing for parental attention with other siblings, decline in previously responsible behaviours, and extreme dependency.

Anxiety

Anxiety occurs in all age groups. It may be expressed in any of the behaviours outlined above. The teacher should not minimize discourage or dismiss the expression of anxiety and, if the child is willing to talk, should encourage discussions about the fears and anxieties. Many times the child is the mirror for parental and/or siblings’ anxieties and ‘acts out’ in response to the anxieties of others. Teachers should be prepared to recommend family counselling in this situation.

Depression

A sense of sadness is natural after a disaster. If the child was previously troubled or particularly sensitive, then the disaster may exacerbate it. Depression is not the same as sadness; depression is a persistent disorder where the individual ceases to care about themselves and others. A lack of interest in eating or a decreased appetite, sleep disturbances, constant sadness, hopelessness and irritability that continue for weeks or months signal that specialist help is needed. Older children may have suicidal thoughts or gestures, especially if a close relative has died.

Session 4: Quranic verses and natural disasters

With regard to testing

Al Quran says

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ
وَالشَّمَرَاتِ وَبَشِيرِ الصَّابِرِينَ الَّذِينَ إِذَا أَصَابَتْهُمُ مُصِيبَةٌ قَالُوا إِنَّا لِلَّهِ وَإِنَّا
إِلَيْهِ رَاغِبُونَ ○ (البقره: ١٥٥-١٥٦)

And surely we shall try you with something of fear and hunger, and loss of wealth and life and crops but give glad tidings to the steadfast. Who says, when a misfortune striketh them: Lo! We are Allah's and lo! Unto him we are returning.

Man is tested not only through troubles and fears but also his gratefulness is tested in happiness and blessings.

كُلُّ نَفْسٍ ذَائِقَةُ الْمَوْتِ وَنَبْلُواكُمْ بِالضَّرِّ وَالْخَيْرِ فَنَنْوِي وَإِنَّا لَرٰجِعُونَ ○ (الانباء: ٢٥)

Every soul must taste of death and we try you with evil and with good, for ordeal. And unto us you will be returned.

إِنَّا جَعَلْنَا مَا عَلَى الْأَرْضِ زِينَةً لَّهَا لِنَبْلُوَهُمْ أَيُّهُمْ أَحْسَنُ عَمَلًا ○ وَإِنَّا لَجَاعِلُونَ مَا عَلَيْهَا
صُعْبَةً جُرُزًا ○ (كهف: ٨٧)

Lo! We have placed all that is in the earth as an ornament thereof that we may try them: [to see] which of them is best in conduct. And Lo! We shall make all that is therein a barren mound.

فَلَوْلَا إِذْ جَاءَهُمْ بَأْسُنَا تَضَرَّعُوا وَلَكِنْ قَسَتْ قُلُوبُهُمْ وَزَيَّنَ لَهُمُ الشَّيْطَانُ
مَا كَانُوا يَعْمَلُونَ ○ (انعام: ٢٣)

If only, when disaster came upon them, they had been humbled! But their hearts were hardened and the devil made all that they used to do seem fair unto them.

Although the earthquake has a geophysical cause, it is clear, that as Allah is the Creator of all things, so He is also the Creator of the geophysics of the Earth.

As Muslims we need to heed the warnings of the Prophets and the warnings in the Quran as well as those demonstrated through natural disasters.

With regard to forgiveness

Allah loves people more than their parents.

إِنَّ رَحْمَتِي سَبَقَتْ عَلَىٰ غَضَبِي (حديث قدسي)

Allah says my mercy outweighs my wrath.

وَأَنِيبُوا إِلَىٰ رَبِّكُمْ وَأَسْلِمُوا لَهُ، مِنْ قَبْلِ أَنْ يَأْتِيَكُمُ الْعَذَابُ ثُمَّ لَا تُنصَرُونَ ﴿٥٣﴾ (زمر: ٥٣)

Turn unto Him and repent, and surrender unto Him, before there doom comes unto you for then you cannot be helped.

In order to achieve salutation and success, everybody should confess and ask Allah for pardon for his sins.

وَتُوبُوا إِلَى اللَّهِ جَمِيعًا أَيُّهُ الْمُؤْمِنُونَ لَعَلَّكُمْ تُفْلِحُونَ (نور: ٣١)

Oh believers! Ask pardon from Allah, so that you may succeed.

فَقُلْتُ اسْتَغْفِرُوا رَبِّيَ إِنَّهُ كَانَ غَفَّارًا ۖ يُرْسِلِ السَّمَاءَ عَلَيْكُمْ مِدْرَارًا ۖ وَيُمْدِدْكُمْ بِأَمْوَالٍ وَيُنِينَ وَيَجْعَلْ لَكُمْ جَنَّاتٍ وَيَجْعَلْ لَكُمْ أَنْهَارًا ۝ (نوح : ١٢٤)

And I (Noah) have said: seek pardon of your Lord. Lo! He was ever forgiving. He will let loose the sky for you in plenteous rain, and will help you with wealth and sons, and will assign unto you gardens and will assign unto you rivers.

Allah has unfolded all the guidance to help human beings in this life and hereafter. By acting upon this guidance man can enjoy the favour of Allah.

With regard to following the dictates of Islam in the time of suffering

Remembrance of Allah

It is essential to subdue hardships through spiritual satisfaction. This is only possible when one remembers Allah in abundance.

فَاذْكُرُونِي أَذْكَرُكُمْ وَأَشْكُرُوا لِي وَلَا تَكْفُرُوا ۝ (بقره : ١٥٢)

Therefore, remember Me, I will remember you. Give thanks to Me, and reject not Me.

آلَا يَذْكُرُ اللَّهُ تَطْمَئِنُّ الْقُلُوبُ ۝ (رعد : ٢٨)

Verily in the remembrance of Allah do hearts find rest.

To follow virtue and oppose vice

Quran says:

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ الْمُنْكَرِ ۚ وَأُولَٰئِكَ هُمُ الْمُفْلِحُونَ ؕ (ال عمران ١٠٤)

And let there be from you a nation who invite to goodness, and enjoin right conduct and forbid indecency. Such are they who are successful.

Recitation of Quran and to follow its commandments

Ibn-e-Abbas (May Allah be pleased with Him) says that Hazrat Jabrail (Gabril) informed the Holy Prophet (PBUH) that numerous pugnacities (wild works) would appear. The Prophet asked how to avoid these? Jabrail replied, "To follow the Quranic Way".

To initiate good deeds:

One should take every opportunity to initiate good deeds. These opportunities should never be wasted. The Prophet (PBUH) said, "be quick in good deeds lest you become entrapped in misery like the darkness of night" (Trimzi)

Charity and propitiation

Propitiation (to appease for sins) is the most effective recipe against sufferings and hardships. Holy Prophet (PBUH) said, "Hurry up in dispersing propitiation so that disaster may not occur from it." (Mishkat)

Application of these teachings with regard to the earthquake

To sympathize with the living, to care for the injured; to meet their needs, to arrange shelter for the displaced, and to encourage them so that they are not left alone in these trying times, is a religious and national responsibility for each one of us.

Those who died in the earthquake, deserve our prayers. We can be optimistic for their absolution from Almighty Allah as they have been accorded the status of martyrs. According to the Tradition of Abu Daud, a high degree is recorded in the account of a person in recognition of his patience, in response to the hardships suffered and the testing of Allah.

According to Trimazi:

“One who solves the problems and difficulties of others; Allah will help him and avoid his sufferings on doomsday.”

According to Muaaraf-ul-Hadis.

If a Muslim gives clothes to his naked fellow believer; Allah will bestow upon him green dress in Paradise. If a believer feeds another believer who is hungry or starving, Allah will feed him with the fruits of Paradise. If a believer quenches the thirst of another believer, Allah will provide him pure wine (non toxic) with divine stamp.

Session 5: Religious and social values and disasters

Recourse towards Allah:

It is the glory of a Muslim that in the moments of trouble and testing, instead of showing impatience, instead he/she should beseech help from Allah in a humble manner. He/she needs to ask for forgiveness from the core of his heart. He/she thinks of Allah everywhere and every time. A Muslim knows that it is Allah, who takes care of troubles. The believer promises Allah to avoid all major and minor sins in future and to avoid misdeeds. To attain favour of (Almighty) Allah he will abide by all religious duties and commandments of Allah.

Patience and Firmness:

Sudden separation of near and dear ones and the loss of material possessions (house, animals, money) is a great shock. However, Muslims are commanded to adopt forbearance. There is no doubt that Allah appreciates those who adopt patience. There is good news for those who are steadfast. It is essential to undertake noble deeds as well as showing patience.

Selflessness:

To meet the demands and needs of others when you are needy yourself, is the sign of a true religious value. Islamic history is full of such golden examples. To act like this during natural disaster is the symbol of real faith.

Contentment:

In ordinary times, very often man is greedy, covetous and selfish. In situations of disaster and loss, it is especially important to resist these negative behaviours. Only by following the values of the Quran can this be possible.

Respect for Humanity:

All those created by Allah are equal and honourable. In the moment of great shock every one is self-centred. In this scenario many examples of the disgrace of humanity have been observed. Good Muslims always respect humanity, whatever the situation.

Mutual Cooperation:

Mutual cooperation is often observed during cheer and pleasure. This is not difficult to do. But the importance of cooperation in times of need, disaster and sorrow is multiplied. Troubles are minimised when support is offered.

Discipline:

Mandatory worship in Islam demonstrates exemplary discipline and can act as training for other disciplined actions and behaviours. "Namaz" (Pray five times a day) is perfect example of discipline. Undisciplined behaviour in day to day life deprives others from their rights, which is cruelty. Discipline is a key to solve the problems.

Optimism/Hopefulness:

Despair and indifference out of severe shock is natural to human beings. However, we are told that despair and indifference is a sin in Islam. One should always link hopes with Allah, and should never become disappointed about His blessings.

To avoid accumulation of wealth and hoarding:

In Islam, this accumulation of wealth is always discouraged and is considered sin even in normal times. But when everyone has suffered loss and deprivation, when everyone is needy, when the immediate needs of others are not met; then to plunder, accumulate possessions and hoard is extreme wrong-doing. This is exploitation of others.

Gratefulness:

We are creatures of Allah: our life, property, wealth all have been bestowed by Allah. If He takes these back, that is not a reason to wail and weep. It is essential for the Muslim to remain grateful to Allah whatever the situation.

Self Help:

In hours of trouble instead of relying upon others, we must have trust in Allah and in ourselves. We must try to solve our problems by courage and will power. It needs determination and practical approach.

Session 6: Psycho-social well-being

Inter-personal relationships are the core of the teaching/learning process and so of the schools and education system. In a post-earthquake situation, where so many are traumatised, rebuilding relationships is a way of rebuilding the emotional life of the child.

The essentials elements to establishing and developing relationships are

| | |
|--|---|
| 1. Setting of clear standards of behaviour (understanding the reasons for any negative behaviour, but seeking positive and constructive behaviour). | 2. Expecting the best for the child and of the child, keeping in mind what the child has suffered. But high expectations help the child to strive rather than become depressed. |
| 3. Paying attention to the child and listening carefully to what is said and also what is not said. | 4. Personalizing recognition: each time a child is responded to the use of name and the specific knowledge about the child should be part of the conversation. |
| 5. Telling the stories: allow the child to tell the stories (over and over again if necessary) and actively listening to these stories as this helps to develop trust and the healing process. | 6. Celebrating together: Sharing joys helps to develop trust and build relationships. When someone else is truly happy for you, there is a strong positive feeling for that person. |
| 7. Setting an example in terms of constructive positive behaviour gives the child a role model for their own behaviour. | 8. Caring for others is a way to help the healing as well as reinforcing the application of religious values. |

Many authors have developed techniques for establishing a constructive relationship to support psychosocial well-being. Some of these are summarised here:

Individual attention

A system of individual coaching and daily interactive problem solving sessions in schools at all levels provides the student with the stability and support needed for the child's well-being. For this the commitment of teachers and educational leaders is of great importance.

Transformation of Communication Skills

Advanced communication skills to transfer and share ideas and concepts are a vital tool in psycho-social work. Effective listening, clear, open and unbiased communication as well as empathy and establishing trust are the basic tools for establishing relationships.

Co-operation

In a culture of change, especially due to a natural disaster, emotions and anxieties are very high. Working together in a co-operative manner helps at a series of levels: to think about others in a meaningful way is therapy at a basic level. When analysis (of the other person's needs) is required together with self awareness, social responsibility, problem solving, flexibility, impulse control, and stress management, the individual's focus shifts to a greater good. The feedback received from actively co-operating is also healing for all concerned.

Co-ordination

To establish a relationship for psychosocial well being and rehabilitation of schools and teaching learning process there must be a careful coordination among teachers, students and community. Teachers need to play the role of leader to carry out the partnership of information and resources with the community.

Regular meetings

Educational leaders and instructional experts need to interact with each other on a regular basis and focus attention on the implementation of instructional practices, student performances, visits and other forums of interaction.

Tracking Individual Development

By tracking a student's progress, we can create a blueprint for student success. Such a blueprint can help to identify and correct the teaching/learning problems, staff development, peer coaching, careful monitoring of students achievements at classroom, school and at district level.

Capacity Building

It is necessary to build the capacity of youth and children to help them understand the benefits of education long term. "Delayed gratification" is an understanding that short term rewards or gains are not worth the long term sacrifices and that to wait for the long term gains is more worthwhile (for example: staying at school to get a better education which means a better job is preferable to leaving school early for immediate money because there will never be a chance to advance.)

Possible strategies for responding to particular problems in the classroom

| | |
|---|---|
| Withdrawal from activities | Don't insist that the child be part of the class activities but provide quiet time for the child to draw or write and encourage face to face time to talk if and when the child is ready. The face to face does not have to be with the teacher; sometimes an older child can relate more easily to the child if they are willing. |
| Aggression in the classroom or playground | Establish a "time out" zone. This does not involve punishment, but it removes the child from the aggressive interaction. The removal to "time out" (a chair or a table near the teacher and away from the rest of the class) must happen immediately the child begins to be aggressive. The time spent in "time out" should be one minute for every year of the child's life: a 6 year old spends 6 minutes; a 10 year old spends 10 minutes and so on. At the end of the time, the child is brought back to the group. Nothing should be said about the behaviour and no apologies should be asked for (at least at the beginning). The removal to "time out" must be consistent. Time out allows the child to regain control of their emotions without adding negative emotions such as anger and resentment to the hurt the child already has. |

| | |
|---------------------------------------|--|
| Physical illness | <p>Provide time in the class for acting, drawing or writing (or discussion groups for older children). These times should start with thinking about the times before the earthquake; the good things, the special celebrations. Then ask the children to visualize what they will do when they grow up and have their own children. Ask if they will talk and play and have special times with their children. As the children become more able to face their emotions, ask those children who feel ready to draw or write or act out what happened during the earthquake. Explain that while memories can be painful they can be beautiful too and that no-one is gone forever while they are remembered. This requires many sessions and should be done in a calm, quiet environment. Singing favourite songs and playing “relaxation games” can also help. Relaxation games can be very simple: Tell the children; “sit or lie back and close your eyes. Feel your toes. Scrunch up your toes tightly, now let them go. Now feel your feet; stretch them hard, then let them go ... softly, softly as if they are resting on clouds. Now your knees ...” and so on through arms and shoulders and heads. Ask the children to imagine resting on a fluffy cloud completely weightless. Let them relax for a short time and then ask them to slowly “wake up like a flower: to stretch and grow and blossom”. Doing this several times a week can make a great difference to the tension in a child. All children (and the teacher) will benefit.</p> |
| Child hiding anxiety from the parents | <p>Talk to the parents, reminding them if necessary that they while they grieve for the children they have lost, they still have a child and for this they should be grateful to Allah. Explain, very gently, that if Allah has taken some and left some, there is a good reason for this, but because we are only human we cannot always understand Allah’s will. However, the Quran does tell us very clearly how to treasure the gifts of Allah including our children. Explain that it is difficult when suffering your self to reach out and help others, but that this is what is required of us.</p> <p>As well as talking to the parents, make sure that in the classroom the child’s good behaviour and good work is consistently recognised. Ask the child to perhaps befriend another child who is suffering so that the compassion the child feels can be used to help somebody else.</p> <p>Generally ‘partnering’ children who need to give with those who need to receive will be of benefit to both children.</p> |

Session 7: Emotional adjustment among children and how to achieve it.

Emotional Memory Management

The human mind is a wonderfully complex thing and the more we understand of the workings, the more we understand how truly great Allah is.

In the brain there are chemicals and chemical reactions happening all the time. But the chemistry happens because we think certain things that create a particular response (we are all familiar with the fight or flight response – even when we don't fight or run away, still we can feel the results in our body: faster heart rate, 'shaky legs' and panting breath: all because we thought something bad was going to happen. If our thoughts then can control how we feel, can we change our moods and emotions?

Apparently yes, we can. If we smile, not because we are happy, but just because we smile – then we become happy. In fact the research shows that we laugh, not because we are happy, but we are happy because we laugh.

Equally, if we frown and scowl, then we will be angry or dissatisfied. Think of your own situation: smile now ... and keep smiling. How do you feel?

If we concentrate on sad or bad thoughts we will feel sad. Our bodies become 'sad'. We slump, drag our feet, look down at the ground and move slowly. If we change these actions and these thoughts we can feel more positive. Walk straight and tall, breathe deeply, look around at the beauty of the world that the Merciful Allah has given us and be thankful: soon you will feel more positive.

Our brain is like a filing system. All of our memories are stored there safely even those things we think we have forgotten. Some memories have bright and colourful tags – memories that make us feel happy just to remember them. Some memories have sombre black tags – memories that make us feel angry or frustrated or sad. Managing our memory is as simple as deciding which files we keep out and which ones we put away.

In a situation such as the earthquake, there are many, many memories with sombre black tags. It is not proper to pack away these memories; not yet. But we can 'unpack' some of the memories with bright colourful tags: memories of doing things together with loved ones; memories of good times. In addition, especially for children; adults, teachers and parents have a responsibility to try to create new memories with and for the children so that they can balance their sad or angry memories with positive ones.

In trauma situations, the brain memorizes everything about the event, including the emotions - but adds the surroundings as well. This means that for many people, especially children everything they see and experience after the earthquake may be associated with the earthquake itself. Because of the immensity of the trauma, the brain in this case cannot find any "bright files". Sometimes helping children (and others) in this situation is to create some "bright files" for the mind to reference. Comfort, play, structured activities to help the child achieve normalcy are all ways of helping.

Role of the teacher/school in emotional adjustment among students and community:

As a teacher, remember that children look to you and learn from you. Even when you don't want to be, you are still a role model. In a situation such as ours – attempting to recover from the earthquake, you as a teacher have an extra responsibility. Dealing with your own grief and pain you are also needed by the children in your class to help them deal with theirs. This is a difficult role but a very honourable one.

It is frightening for traumatized children to sense that the people caring for them are responding in a disorganized, confused and/or anxious manner. If you feel yourself becoming overwhelmed, irritable or anxious, it is best to simply help the child understand why. Communicate what you are feeling, that these reactions are normal, and will pass.

The school and teachers can play a major role in the emotional adjustment of the students and the preservation and promotion of the mental health of the children.

What are some ways to help children cope with disaster?

- **Talk.** Provide children with age-appropriate information. Speak about your thoughts and feelings. Honesty and openness will help the child develop trust.
- **Listen.** Listening (while being careful not to avoid or over-react) and providing comfort will have a critical, long-lasting positive effect on the child.
- **Discuss.** Encourage children to speak with you, and with one another, about their thoughts and feelings. This helps reduce their confusion and anxiety related to the trauma. Respond to questions in terms they can comprehend.
- **Provide a consistent, predictable pattern as much as possible.** It is helpful to try and keep regular schedules for activities in school as well as eating, playing and going to bed to help restore a sense of security and normalcy for children. Make sure the child knows the pattern. When the day includes new or different activities, tell the child beforehand and explain why this day's pattern is different.
- **Provide play experiences to help relieve tension.** Younger children in particular may find it easier to share their ideas and feelings about the event through non-verbal activities such as drawing.
- **Physical exercise.** There should be a regular programme of physical exercise in school for both girls and boys. Physical exercise helps to maintain a sort of psycho-physical balance. Exercise tones both the nervous system and the muscular system. The chemical reactions that take place in the body after physical exercise act as "happy drug": except of course that it is perfectly natural. Given the grieving and sadness many of our children are suffering, physical exercise helps to lift the spirits and bring the child into balance.
- **Protect.** Do not hesitate to interrupt or stop activities which are upsetting or re-traumatizing for the child. If you observe increased symptoms in a child that occur in a certain situation or following exposure to certain movies, activities and so forth, avoid these activities. Try to restructure or limit activities that cause escalation of symptoms in the traumatized child.

- **Support.** Reassure children repeatedly that you care about them and that you understand their fears and concerns. Give the child choices and some sense of control. Providing hugs, kisses and other physical comfort is very important (within an appropriate context).
- **Observe.** Watch children closely for signs of re-enactment (e.g., in play, drawing, behaviours), avoidance (e.g., being withdrawn, daydreaming, avoiding other children) and physiological hyper-reactivity (e.g., anxiety, sleep problems, behavioural impulsivity). Try to comfort and be tolerant of the child's emotional and behavioural problems (which will probably wax and wane, sometimes for no apparent reason). You might consider keeping a record of the behaviours and emotions in a log or journal and try to identify patterns in the behaviour. By identifying triggers, you may be able to help your child develop self-soothing abilities.
- **Take care of yourself.** By remembering to take care of yourself (remember the airlines' advice to put on your own oxygen mask before you try to help another), you will be better equipped to help your loved ones and they will learn from and be comforted by your example. This is not an act of selfishness, especially if it allows you to continue to love and care for your family in healthy, positive ways.

Adjustment Programmes in the School:

- Providing suitable educational and other experiences in accord with individual needs & capacities
- Use of a variety of instructional methods
- Individual or group remedial work
- Safety exercises such as fire and earthquake drills so that children know how to respond appropriately
- Student participation in school management
- Individual interviewing & counselling
- Develop a 'buddy system' so that children can support each other in healing and also act as security
- Organization of a rich co-curricular program
- Communication of educational & occupational information
- Parent's cooperation and education.
- School-community co-ordination.

Requirements of the teacher to ensure healing for the students

- **Patience:** A teacher has to deal with a large number of students of different abilities, so a teacher should possess the patience to make them understand gradually. Good habits are not formed over night. It requires time and patience to inculcate virtues in the student.
- **Consistency:** The inconsistent behaviour of the teacher disturbs the mental attitude of the child. In helping children to recover from trauma; consistency in the expectations of behaviour are absolutely vital. Without this the child feels there is no structure or pattern and this makes adjustment very difficult.
- **Democratic attitude:** A teacher cannot afford to be an autocrat. A teacher must develop a democratic attitude. The teacher's role is that of a friend, counsellor, manager, mentor, support and guide; not a policeman.
- **Impartiality:** The teacher should not show undue favour to any student. All should be treated equally. Undue favour to some students will lead to frustration among others.
- **Respect for the individuality of the child:** A child should not be treated just like a drum driven cattle. Children have their own individuality. Keeping in mind the rights of the child, the child has the right to be treated with respect, protected and supported. "*The secret of education lies in respecting the pupils*". (Emerson)
- **Close pupil-teacher contacts:** The teacher is expected to observe the child carefully, in and outside the class and also to know the home environment. This will enable the teacher to better understand the child.
- **Healthy home and school environment:** As well as a clean and hygienic home and school environment for physical health, the child also needs an emotionally healthy environment. After the earthquake, this may not be easy. The school can support the parents by helping them to understand that the child's "abnormal" behaviour is a response to an abnormal event. The child should not be punished for this behaviour but gently helped towards recovery.
- **Intellectual environment of the school:** Sound methods of teaching-learning suited to the individual needs of the students should be adopted e.g. child-centred, inter-active and exploratory learning should be used by teachers and encouraged and supported by education authorities.
- **Freedom and self discipline:** A child who breathes in the environment of freedom develops courage and initiative. Punishment should be used as a last resort, it should be avoided.
- **Proper level of aspiration:** Goals for children's learning, healing and behaviour change must be realistic. Too high and the children are frustrated and hopeless (which makes any trauma worse); too low and they lack validity and will not motivate the child. If unsure it is better to aim a little low and gradually make the goals more difficult.
- **Moral Education:** A comprehensive programme of moral education (ethics) helps the child to see the constructive patterns in society and helps them to grow constructively and peacefully.

Session 8: Child Rights and education

Convention on the Rights of the Child (Summary)

| | |
|---|---|
| The Convention defines a child as a person under 18 unless national law recognises that the age of majority is reached earlier. (Article 1) | All the rights laid down in the Convention are to be enjoyed by children regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. (Article 2) |
| All sections concerning the child should be in his/her best interests. (Article 3) | The State's obligation to translate the rights of the Convention into reality. (Article 4) |
| The State should respect the rights and responsibilities of parents to provide guidance appropriate to the child's capacities. (Article 5) | The right to life. (Article 6) |
| The right to a name and a nationality and, as far as possible, the right to know and be cared for by his/her parents. (Article 7) | The right to protection of his/her identity by the State. (Article 8) |
| The right, if desired, to maintain personal relationships and direct contact with both parents if separated from one or both. (Article 9) | The right to leave and enter his/her own country, and other countries, for purposes of reunion with parents and maintaining the child-parent relationship. (Article 10) |
| The right to protection by the State if unlawfully taken or kept abroad by a parent. (Article 11) | The right to freely express an opinion in all matters affecting him/her and to have that opinion taken into account. (Article 12) |
| The right to express views, and obtain and transmit ideas and information regardless of frontiers. (Article 13) | The right to freedom of thought, conscience and religion, subject to appropriate parental guidance. (Article 14) |
| The right to meet together with other children and join and form associations. (Article 15) | The right to protection from arbitrary and unlawful interference with privacy, family, home and correspondence, and from libel and slander. (Article 16) |
| The right to access to information and materials from a diversity of sources and of protection from harmful materials. (Article 17) | The right to benefit from child-rearing assistance and child-care services and facilities provided to parents/guardians by the State. (Article 18) |
| The right to protection from maltreatment by parents or others responsible for his/her care. (Article 19) | The right to special protection if s/he is temporarily or permanently deprived of her/his family environment, due regard being paid to her/his cultural background. (Article 20) |
| The right, in countries where adoption is allowed, to have it ensured that an adoption is carried out in her/his best interests. (Article 21) | The right, if a refugee, to special protection. (Article 22) |
| The right, if disabled, to special care, education and training to help her/him enjoy a full life in conditions which ensure dignity, promote self-reliance and a full and active life in society. (Article 23) | The right to the highest standard of health and medical care attainable. (Article 24) |
| The right, if placed by the State for purposes of care, protection or treatment, to have all aspects of that placement regularly evaluated. (Article 25) | The right to benefit from social security. (Article 26) |
| The right to a standard of living adequate for his/her physical, mental, spiritual, moral and social development. (Article 27) | The right to an education, including free primary education. Discipline to be consistent with a child's human dignity. (Article 28) |

| | |
|---|---|
| <p>The right to an education which prepares him/her for an active, responsible life as an adult in a free society which respects other and the environment. (Article 29)</p> | <p>The right, if a member of a minority community or indigenous people, to enjoy his/her own culture, to practice her/his own religion and use her/his own language. (Article 30)</p> |
| <p>The right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities. (Article 31)</p> | <p>The right to protection from economic exploitation and work that is hazardous, interferes with his/her education or harms his/her health or physical, mental, spiritual, moral and social development. (Article 32)</p> |
| <p>The right to protection from narcotic drugs and from being involved in their production or distribution. (Article 33)</p> | <p>The right to protection from sex exploitation and abuse. (Article 34)</p> |
| <p>The right to protection from being abducted, sold or trafficked. (Article 35)</p> | <p>The right to protection from all other forms of exploitation. (Article 36)</p> |
| <p>The right not to be subjected to torture or degrading treatment. If detained, not to be kept with adults, sentenced to death nor imprisoned for life without the possibility of release. The right to legal assistance and contact with family. (Article 37)</p> | <p>The right, if below 15 years of age not to be recruited into armed forces, nor to engage in direct hostilities. (Article 38)</p> |
| <p>The right, if the victim of armed conflict, torture, neglect, maltreatment or exploitation, to receive appropriate treatment for her/his physical and psychological recovery and reintegration into society. (Article 39)</p> | <p>The right, if accused or guilty of committing an offence, to age-appropriate treatment likely to promote his/her sense of dignity and work and his/her reintegration as a constructive member of society. (Article 40)</p> |
| <p>The right to be informed of these principles and provisions by the state in which s/he lives. (Article 42)</p> | <p>Note: The Convention has 54 Articles in all. Articles 41 to 54 are concerned with its implementation and entry into force.</p> |

The Convention on the Rights of the Child was adopted by the United Nations General Assembly on the 20th November 1989.

This summary is written by SCF and UNICEF

Rights-based education Pamela Baxter (UNHCR 2004)

Rights-based education is an education programme that embodies the principles of Human Rights (and CRC) into the planning, curriculum and implementation of an education programme.

Education, as a school system, has a two-fold (and somewhat paradoxical) role. It is one of the institutions of socialisation and it is designed to give students knowledge and skills to enable them to be economically independent. In the holistic sense, these two need not be paradoxical, as skills for living should ideally include both economic and social skills. In practice however, the economic needs (skills for employment; or at least further education which in turn leads to employment opportunities) have overtaken the socialisation aspect (which is often part only of the 'hidden curriculum'). In addition, there is a further paradox: schooling is designed to both reinforce the values of a society which generally means to "look back" to what has been and, at the same time, prepare students for a future which is likely to be radically different and to provide the appropriate knowledge, skills and values. These goals are often mutually exclusive.

Rights-based education is an attempt to bring these aims into alignment. All education processes can be broken down into at least two components: content and methodology, it is not possible, however, to provide a rights-based approach unless these mutually reinforce each other. A rights-based approach is one where the process is more emphasised so that the content may be learned more effectively.

Methodology

There are two levels to the methodology – the system level and the individual teacher. Ultimately neither can be truly effective without the other, although there is benefit in good quality teaching even where the entire system is not rights-based.

A rights-based methodology requires a **proactive** involvement of all the school community in inclusive decision-making. [e.g. if the parents of the school are intimidated or shy or uninterested and so do not attend meetings, then the school/system needs to ensure that it can reach out to the community: home visits, other community meetings, open days etc.]. The school/system also needs to ensure that the message to the community being portrayed by the teachers, administrators and officials is one that is also proactive towards inclusion.

All members of the school community: officials, administrators, teachers, parents and students have the right to be treated with dignity and respect. This alone should be the over-riding principle. If this principle is truly implemented then it is not possible to use corporal punishment on a child as this is not treating them with dignity and respect. Equally, to keep parents in ignorance of what their child is learning, or to keep them waiting or to make them feel unwelcome in the school is contrary to the principle as this denies them respect. Similarly, the principle means that it is not appropriate for a child to abuse a teacher or another child as this denies the respect and dignity of each individual. In short it is not possible to 'play the power games' (so often seen in school systems) and be consistent with the principle of respect and dignity.

The implementation of this principle in the school system must be consistent and must occur at every level:

- **School management** – a clear understanding and democratic approach to the rights, roles and responsibilities of each member of the staff. Open staff meetings, small faculty discussion groups for particular focus discussions and democratic consensus decision by the school staff: all these will help to create a positive and constructive school environment.
- **School rules** – decided on the basis of rights but more importantly decided in conjunction with all concerned. [For example: “Everybody has the right to be listened to. What happens when everybody talks? What sort of rule should we have to make sure that each person’s right to be listened to is respected?] This also has a sound pedagogical base as when the students have psychological ownership of the rules, then they will ‘police’ themselves – this is constructive classroom management, which enables the teacher to concentrate on teaching rather than on disciplining the class.
- **Syllabus** – some school systems (and at some levels) allow the students choice of subjects, others (especially in basic education) do not. However, even within the set subject, the student may be allowed some choice of topic and method of study. This requires the teacher to be well-prepared and committed to the rights-based approach (it is more difficult to mark a series of individual assignments than it is to mark a convergent-thinking test paper), but it also allows the student full motivation to study a particular topic. Again this is good pedagogy and classroom management as well as being rights-based.
- **Teacher training** – many teachers teach as they were taught; usually by very didactic methods. To help the teachers use inter-active methodology, there needs to be training that incorporates the methodology in the training: lecturing about participation is of no use. Questioning skills, participatory classroom management and the ability to handle group work are essential. Training should be in shorter sessions with ‘practice time’ to help the teachers become confident in the new methods. Training needs also to include developmental psychology so that teachers understand the level of the student and what can realistically be expected. This concerns not just the cognitive and affective domains but also the hierarchy of ethical development. It is the role of the teacher to help the child move through the levels to the best of their ability.

Within the classroom and at the level of the individual teacher, the implementation of the rights-based approach can be very comprehensively implemented. It does, however, require the teacher to be trained in constructive classroom management techniques and to have had the chance to internalise the concept of rights and constructive skills and attitudes for themselves.

- **Class management** – “What are our rules?” is a start here as the students commit themselves through the discussion of the rules to keep them. Class management relies heavily on the interest of the student and the planning of the teacher. Teachers who spend a disproportionate amount of time talking or disciplining students create boredom in the class with further disruptive behaviour as a result.

- **Teaching methodology** – open discussion by the students is very often a teacher’s greatest fear. This is often because the teacher has very limited knowledge and skills and cannot afford a situation where they may lose dignity and respect. As a result, they will control the lesson and the teaching by not allowing any discussion. Many teachers, even now, are trained to believe that a silent classroom is a ‘good’ classroom. For these teachers, there is no difference between ‘working noise’ (where small groups are discussing the work together) and ‘disruptive noise’ (where students are simply talking and disrupting others). Group work encourages analysis, critical thinking, co-operation, negotiation and inclusion; but these need to be planned in the group work. When the teacher preparation focuses on these elements then ‘working noise’ can be seen as truly productive. However, poor preparation (or if teachers have not been appropriately trained) there will be negative results because unstructured group work may encourage exclusion, discrimination, laziness and exploitation. Group work is not just a matter of seating arrangement; it is a management skill that requires preparation (skill) from the teacher.
- According to the CRC, children have the right to an education, which develops their personality, talents, mental and physical abilities¹. This is often reduced to mental abilities only and in extreme situations, reduced even further to a particular output (examination results) not individual potential. To provide an education programme for developing the full potential of each child requires the use of a variety of approaches to give each child an opportunity to utilise their preferred learning style. It also requires a classroom free of fear as it is not possible to develop a constructive personality in a state of constant fear. The practical classroom implementation of article 29 includes
 - The provision of a range of activities with a range of groupings for the students (individual work, small groups, larger groups), research, role plays,² art, games and activities to demonstrate a teaching point;
 - Inter-active teaching and learning to respect the right to be listened to and to promote the higher level cognitive and affective skills; with open questioning and building on the responses by the students to move towards the teaching point of the lesson. Discussions are generally very difficult for many teachers (and students) as the discussion must be structured (by the teacher) but the students have to feel confident that they can say what they think and feel.
 - Good questioning skills by the teacher with a mix of open and closed (but structured) questions, including questions that concentrate on the levels of analysis and synthesis (not just knowledge and comprehension). This style can be summed up as “ask don’t tell”.
 - A sound psychological environment is provided both by the teacher and the system. This is one where the student feels that there is a positive learning environment, where the student feels safe: physically, mentally, emotionally and socially. The environment creates an atmosphere of trust, where the teacher consistently helps the students to find solutions and where learning is a constructive, pleasurable activity.

¹ Convention on the Rights of the Child (CRC) Article 29

² Unscripted dramas developed on a theme by the students themselves

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

Session 9: Conducive learning environment

The key element in a conducive learning environment is you, the teacher. It is your job to create an atmosphere where children are willing and able to learn. Corporal punishment (beating children or other physical punishment) can never be part of a conducive learning environment.

Manner

- Be warm, friendly and enthusiastic. If you enjoy yourself while teaching, the students probably will as well.
- Do not use a stick or pointer; it can easily turn into a weapon.
- Never set yourself up as the master. Nobody is infallible and children will try to “trip up” a teacher and look for any mistakes the teacher may make.
- Know the names of your students.
- Be genuinely interested in what the children in your class have to say; if you need clarification or more explanation ask for it, gently and with a smile. Remember, you are not an examiner.
- Listen to what the children say, really listen. Don't stop listening part way through to formulate your response. Nobody minds if you think for a few moments before answering.
- Listen also when children talk to each other in group work; many children feel too shy to speak from their heart to a teacher, but they will to their classmates.

Eye contact and voice

- Make frequent eye contact, not staring (which intimidates children) but look at all the children.
- Use your peripheral vision (looking out of the corner of your eye) so you notice all the children in the class, especially if they want to speak.
- When you move around the room, stand beside students you wish to speak to, not in front of them as this is often seen as very aggressive (especially if you lean over the desk).
- Speak clearly and not too fast, but loud enough for all the class to hear and speak with expression (a monotone will put your class to sleep).
- Use the level of language your students need. Simple language does not mean simple concepts.

Posture

- Stand straight; slumping makes you look tired, as if you would rather not be there.
- Move for a reason: to make a point, to talk to a particular group, to check if students need your help.

Creating a conducive environment also includes the students. Make sure that they feel psychologically comfortable in the classroom. *Never* make a fool of a child (calling them names or belittling them). If it should happen unintentionally, apologize. Make sure you are courteous and your students will also be courteous.

Session 10: Multi-grade classes

Techniques for teaching multi-grade classes:

1. A comprehensive package should be prepared for multi-grade teaching. These should include time management, seating arrangements, improving teaching skills, preparation and organization of the teaching/learning material.
2. Timetable must remain flexible as far as possible. This in turn, would enable teachers to spend more time on a particular subject or practice work depending on need. Thus, freedom to reprioritize classes should be part of the multi grade system.
3. Older, more disciplined, students could be designated as monthly monitors. Different groups of students in the class could be assigned to the monitors who would assist the teacher.
4. Teaching aids prepared by teachers and children should be kept systematically in a learning corner, to be used whenever required.
5. The teacher should chart out a weekly lesson plan. This would enable him/ her to organize the subject matter in the best possible way to meet the special requirements of a multi grade class.
6. A student diary may be a useful tool for the teacher to understand any gaps in the teaching/learning process and enable the teacher to understand the needs of the students more effectively.
7. Performance report cards may be used to record the performance of the students, and if required, the teacher or the monitor can then give them remedial education.
8. To reduce the time spent on taking attendance, a self attendance card may be used where each student marks his attendance in the card; the monitor can write down the total number of students present in the last period and hand over the attendance card to the teacher at the end of the day.

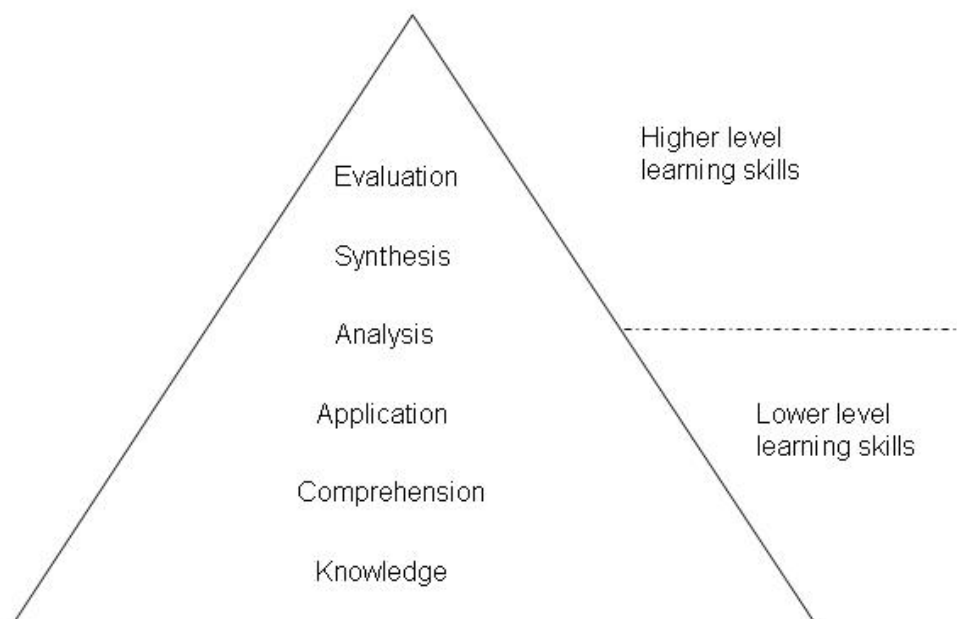
In the current situation, post-earthquake, the usual forms of revision are not generally available. It is not reasonable to ask a child who has lost everything and is living in a tent to complete homework of the usual kind.

There are some alternatives which may be more effective than traditional homework:

1. Observation: Students may be directed to observation of issues relevant to the topic being studied. They may present information on next day before the class.
2. To meet experts: The experiences of local experts may be utilized. Student can meet doctors, educationist, carpenters, farmers and other experts to get required information.
3. Media: Students should be encouraged to seek information and study by using news papers, TV and radio etc.
4. Local resources: Projects involving craft that can be made from local materials that express information learned is very useful and demonstrates higher order learning skills.
5. Peer groups: Topics for discussion may be given to the students living in the same area. They may be directed to have a meeting as to discuss the topic after school time.

Alternative Session 10: Higher level thinking skills

Higher Level Thinking Skills³



This is a representation of the cognitive domain of Bloom's Taxonomy of learning⁴. The taxonomy is usually drawn as a triangle to indicate the amount of time and effort required of each area required when learning. In other words, we need a set of knowledge or information in order to practise comprehension, good comprehension of a new topic before application, etc.

In many subjects in school we rely on just giving children knowledge and we hope that they will apply it. Rote learning is the most basic way of providing knowledge. Sometimes application of the knowledge happens automatically because of the way the curriculum is organized. People learn to read and then they practise reading by getting knowledge for other subjects or for pleasure; they don't read just to practise reading. But if this is the only way we teach, then learners can never respond to a new situation; they must always return to a solution or to knowledge that they have learned. In short, they cannot think for themselves. When this happens, people can easily be manipulated.

Often we see children fail because they have not understood how to apply knowledge or that they are supposed to apply it. In other cases, they have the knowledge (that is, they can answer the exam questions) but they do not understand what they are doing. When this happens, people forget the knowledge very quickly because it does not make sense to them.

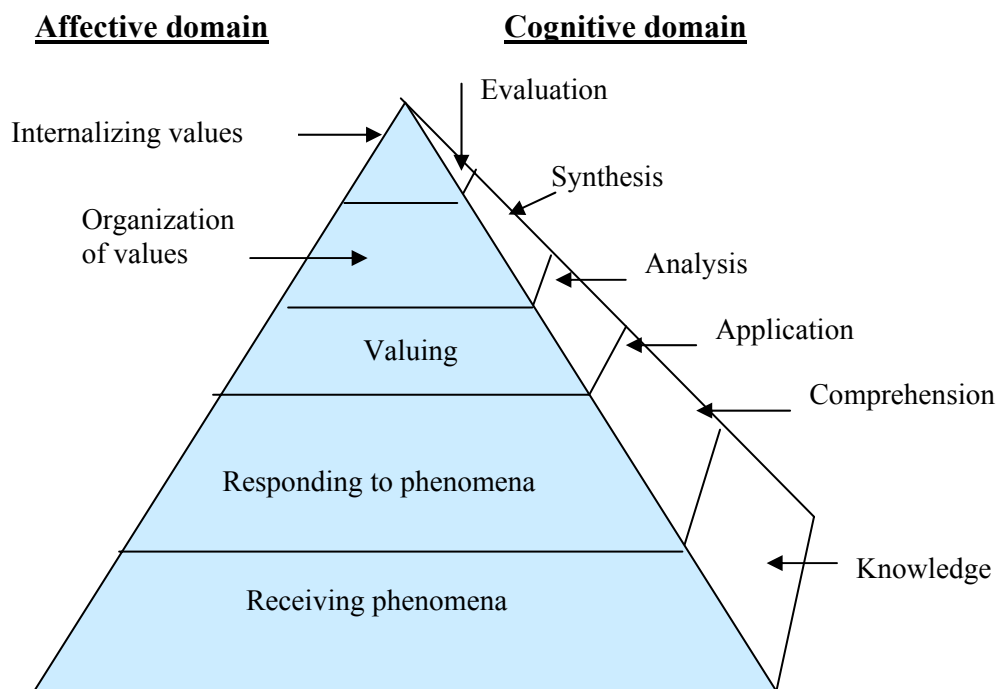
Teaching is not the same as learning. You can teach, but you do not know if the child has learned. Learning results when the student can comprehend (understand) the

³ This material has been taken from the UNESCO/UNHCR/INEE Peace Education Programme 2005. Used with permission.

⁴ B. S. Bloom, (ed.) *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain*. New York /Toronto, Longmans, Green, 1956.

information, apply the knowledge and use it in everyday life, and analyse and synthesize the information to create new ideas.

Another taxonomy which Bloom developed describes emotional development. This is called the Affective Domain. This helps us to understand the process of emotional and social (affective) development. As this is often how moral development is displayed, it is important to see how these interconnect in the overall development of the learner.



Often as teachers we are passing on knowledge. We assume that the learners are receiving it. Bloom says that it is a matter of emotional commitment, part of the affective domain that makes us decide to receive information. This is why people who have a bias against somebody simply do not hear, because they choose not to hear (or listen).

| | |
|-------------------------|--|
| Receiving phenomena | Receives information willingly (wants to learn). The information does not have to be transmitted formally. |
| Responding to phenomena | Interacts with the information through reasoned discussion and questions, to build new information. |
| Valuing | Can explain the new information and justify it, and associate other related knowledge to make a valid value judgment through sensitive and aware attitudes. Shows an ability to solve interpersonal problems and displays empathy. |
| Organization of values | Makes links between different pieces of knowledge and associated values and prioritizes the new information together with previous information. Understands that there is a balance between different values. Can solve conflicts. |
| Internalising values | Recognizes value-laden information (and manipulation) and applies new value-information in behaviour. Has a value system that controls behaviour and is self-reliant (i.e. does not need external controls). |

Responding to phenomena is when we begin intellectually to understand an idea such as inclusion or tolerance, in order to find constructive solutions to problems. Then we decide how important it is (valuing) and then we prioritize, before we make the values our own. Internalizing means that they are with us always. This is why it is difficult to change the values that we learned as a child, because these have been internalized.

| Affective → Cognitive ↓ | Receiving phenomena | Response to phenomena | Valuing | Organization of values | Internalizing of values |
|--|--|---|---|--|--|
| Knowledge | Knowledge is heard intelligently and willingly | Questions associated with the knowledge area and associated values | Can explain (and logically justify) the knowledge area with interest | Makes links between different pieces of knowledge and associated values | Recognizes simple value-loaded behavioural norms and concepts |
| Comprehension | Superficial understanding with willingness | Can contribute to a real discussion with interest | Can synthesize these two to exhibit empathy | Understands and accepts responsibility for beliefs and values | Understands simple value-loaded behavioural norms and concepts |
| Application | Uses knowledge to build to the next level and makes the effort to link the knowledge to the next stage | In discussions can draw on disparate illustrations or viewpoints | Can make a value judgement through applying all components of the knowledge | Can prioritize issues and associated values (sees shades of grey rather than black and white) | Applies newly found norms and concepts to situations according to newly developed attitudes (but not automatically) |
| Analysis | Can listen with discrimination and recognize manipulation and bias | In discussions can draw on disparate illustrations or new points to support a reasoned analysis | Can make a valid value judgement through applying all components of the knowledge (using emotional honesty) | Can really prioritize issues and associated values | Understands complex value-loaded behavioural norms and concepts and their applicability, and applies them sometimes |
| Synthesis | Can listen and relate to associated pieces of knowledge | Can meld disparate points into a cohesive whole in discussions (the team builder/player) | Can create a new value-related point ('the intuitive leap') through application of the previous levels | Can verify the new value-loaded thought against other associated points of view (without bias) | After verification in terms of content and values, the process of internalizing proceeds through creative application in diverse circumstances |
| Evaluation | Has an opinion about what is listened to, an opinion based on all the facts | Asks perceptive questions about what is heard, to verify points | Matches what is listened to with existing value system | Accepts the ethics of new points and incorporates them into personal value system | Internalizes new and valid points into value system and alters attitudes and behaviours as a result |

Session 11: Health and hygiene

- 1 Washing hands before meals and after using the toilet
- 2 Brushing teeth daily, even cleaning with a cloth and salt will maintain dental health
- 3 Daily bathing
- 4 Covering nose and mouth when sneezing or coughing
- 5 Suppression of habits such as spitting or nose-picking
- 6 Not touching faeces (toilet)
- 7 Covering food with clean coverings (dishes or cloths)
- 8 Use of purified or boiled water and keep water covered
- 9 Cleaning of food preparation areas and equipment and cover with clean cloth
- 10 Thoroughly wash fruits and vegetables before preparation and avoid using decaying food.
- 11 Proper drainage of dirty water to prevent mosquitoes breeding. (use waste water to water plants or trees)
- 12 Safe disposal of waste/refuse: burying garbage, covering toilets

Session 12: The role of the school committees

What school committees can do to help:

| Needs | Assistance |
|--|---|
| Children not attending school | PTAs/SMCs can advocate in the community and support families to send their children to school through provision of scholarships especially their girl children |
| Insufficient number of teachers | PTAs/SMCs can look for people in the community who could act as teaching assistants for the available teachers and advocate to the authorities for female teachers |
| Not enough materials/teaching aids | PTAs/SMCs can organise the community to make teaching aids from local materials as well as raise money for buying materials. |
| Traumatised children | PTAs/SMCs can organise community members to listen to children, to organise recreation activities and offer support to individuals |
| Overburdened teachers | PTAs/SMCs can take some responsibility for playground duty, cleaning of school premises, financial management, duty rosters, collection of administrative data, needs assessments etc. PTAs/SMCs can also organise field visits and excursions and help to supervise these. |
| Girls out of school | PTAs/SMCs can be trained and then advocate in the community to get girls into school as well as offering counselling and support structures for the girls if required |
| The high attrition of girls (girls leaving school early) | PTAs/SMCs should advocate in the community and the education system to keep girls in school to complete their education. |
| Insufficient recreation and/or co-curricular activities | PTAs/SMCs can organise and supervise a range of co-curricular activities for both girls and boys |
| Lack of careers advice and further study advice for students | PTAs/SMCs can invite speakers from various professions and universities and organise seminars and meetings with the students |

Structure of PTAs (Government of NWFP)

- The principal (secretary)
- Four representatives of parents to be elected by parents
- Members of union council nominated by Nazim of the union council concerned
- Retired government servant to be selected by 4 representatives of the parents
- One village elder/Malik to be selected by 4 representatives of the parents

Terms of Reference of PTA

- Motivate parents to send their children to school with a view to improve literacy and enrolment
- Help in reducing drop-outs and bringing children back to school
- Monitor teacher absenteeism and attitude towards students and report to the District Education Authority for taking appropriate measures
- To provide support in the maintenance of school buildings and other day-to-day requirements of the school
- Make suggestions to Tehsil/District level education authorities for improvement of access and quality of education
- Generate school funds through community contributions in addition of Government funds for meeting non-salary expenditure such as institutional material and classroom consumable items etc.
- The chairperson of the PTA will be elected by members of PTA from amongst the 4 parent members. The secretary of the PTA will have no vote in this regard
- The tenure of the PTA will be for 3 years. The parent members will be substituted by other parents as soon as possible as soon as his/her son/daughter graduate from the school. No parent can be a member of the PTA if his/her son/daughter is not studying in the concerned school.
- The quorum for holding PTA meetings will be 5 members.
- The chairperson and the secretary of the PTA will be co-signatories of the PTA bank account and other monetary transactions.
- Any other special task assigned in the interest of the school.

Responsibilities of PTA

Physical facilities

- Construction and repair of school building
- Provision and repair of school furniture
- Improvement of existing facilities and availability of new
- To protect school buildings, equipment from misuse and illegal operations
- To help in purchasing furniture, science equipment and other things for necessary use.
- Availability of basic facilities in school

Teachers

- To provide protection to teachers, particularly female teachers
- To ensure teachers' attendance
- To inform the higher authorities for continuous absence and poor performance of teacher
- To provide free accommodation facilities for non-local teachers, particularly female
- To hire extra teachers (to be paid by the community)
- To make alternative arrangements for teachers on long leave.

Students

- To get financial assistance for poor students
- To ensure education for all children of the community especially girls' education
- To increase enrolment in school
- To reduce the drop out rate
- To work for character building of children.
- To provide financial help to the poor and talented students
- To provide financial help to poor and talented students
- To arrange scholarships for talented students
- To provide books and uniforms for students
- To arrange religious, academic and national days to promote the importance of education for students' encouragement and appreciation
- To find solutions for students' problems in time.

Management related affairs

- Conduct PTA monthly meeting regularly
- To communicate to the district administration and education department and to inform them of school problems
- To maintain record of PTA meetings and to send one copy to the EDO.
- To open PTA bank account, to maintain fair income and expenditure record and submit a copy of these statements to the EDO office at the end of the year.
- To decide about expenditure and other affairs of PTA through general concurrence
- To eliminate improper interference of political the 'well-off' and authorities.

List of contributors

| | | |
|---|---|--|
| Patron in Chief | Mrs. Razia Rashid Director DCTE, NWFP, Abbottabad | |
| Co-ordinator | Mr. Muneer Ahmed Subject Specialist, DCTE Abbottabad | |
| Writers | Mr. Zafar Arbab Abbasi Deputy Director, DCTE Abbottabad Mr. Abdussalam Subject Specialist DCTE, NWFP, Abbottabad Mr. Abdul Hameed Afghani Senior Subject Specialist CRDC, Muzaffarabad Ms. Saima Afzal ISCOS Islamabad Mr. Baakhtiar Ahmad Instructor, RITE (M) Peshawar Mr. Ashraf Ali Instructor, PITE, Peshawar | Mr. Muhammed Afzal Baig Senior Subject Specialist Directorate of Education Extension Muzaffarabad Ms. Lina Beltran, ISCOS, Islamabad Mr Riasat Khan Instructor, RITE (M) Haripur Dr. Abdur Rehman Assistant Professor Gomal University DI Khan Mr. Khalid Shah Deputy Director, DCTE Islamabad Ms. Pilar Robledo ISCOS Islamabad |
| Reviewers | Mr. Zafar Arbab Abbasi Mr. Abdussalam Mr. Abdul Hameed Afghani Mr. Baakhtiar Ahmad Mr. Muneer Ahmad Mr. Muhammad Akram | Ms. Sayma Ehsan Raja Muhammad Qadeer Khan Dr. Mumtaz Mangloori Ms. Pilar Robledo Dr. Abdur Rehman Mr. Jamshad Khan Tanoli |
| Materials Development and editor | Ms. Pamela Baxter Education Consultant UNESCO Islamabad | |
| Translators in Urdu (for original materials) | Ms. Farkhanda Akhtar Subject Specialist DCTE, NWFP Abbottabad Ms. Nasib-un-Nisa Alvi Subject Specialist DCTE, NWFP Abbottabad Mr. Amin Dad Subject Specialist DCTE, NWFP Abbottabad | Ms. Shahida Parveen Subject Specialist DCTE, NWFP Abbottabad Ms. Farkhanda Yasmin Subject Specialist DCTE, NWFP Abbottabad |
| Composition/ layout | Mr. Muhammad Farooq DCTE, NWFP Abbottabad (original materials) | Ms. Pamela Baxter Education Consultant UNESCO Islamabad (final materials) |
| Guidance and support | Mr. Hassan A. Keynan UNESCO Islamabad Mr. Arshad Saeed Khan UNESCO Islamabad | Ms. Eli Waerum Rognerud UNESCO Islamabad |

Select Technical Review Committee

| | |
|--|---|
| Mr. Zafar Arbab Abbasi , Deputy Director, DC & TE Abbottabad | Ms. Sara Lim , Education Manager, Save the Children. |
| Mr. Muneer Ahmed , Subject Specialist DCTE Abbottabad | Ms. Shagufta Naz , Training Advisor, ISCOS |
| Ms. Saima Ahsan , Assistant Prof: Foundation University, College of Liberal Arts & Science, Rawalpindi. | Dr. Seema Pervez Prof National Institute of Psychology, Quaid Azam University, Islamabad |
| Mr. Muhammad Zulfiqar Ali , Teacher Training Consultant, ESDP GTZ, Peshawar | Mr. Jawaid Rashid , Senior Research Officer, Curriculum Wing, M/O Education, Islamabad |
| Dr. Qabla Ayyaz , Dean, Islamic Centre, Peshawar | Ms. Pilar Robledo , International Advisor, ISCOS. |
| Dr. Zafar Iqbal , Prof: AIOU, Islamabad | Dr. Rahat Sajjad , Associate Prof: Psychology Deptt: University of Peshawar, Peshawar. |
| Dr. Mumtaz Fatima Jafari , Prof: COMSATS Institute of Information and Technology, Rawalpindi. | Ms. Alina Bushra Saleem , Community Mobilizer, ISCOS |
| Ms. Humaira Jalali , IRC/FEP, Peshawar | Ms. Hosay Zadrán , IRC/FEP, Peshawar |



This material was produced in collaboration with and with the support of UNESCO Islamabad, ISCOS and UNICEF.