

Workshop for Managers

Educational Planning and Management in the Earthquake Affected Areas



Quality Educational Response



Directorate of Education Extension, AJK



United Nations
Educational, Scientific and
Cultural Organization

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

WORKBOOK

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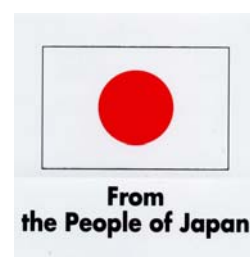


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Timetable

Day 1

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

Day 2

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

Day 3

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

Day 4

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

Day 5

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

Session 1: Dealing with disasters

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

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

A disaster is more about the effects on the society than just the natural effects.

Disaster management is concerned with identifying potential hazards for a given area and then identifying the probability or likelihood that the hazard will occur and, through this, the likely effects on the social situation. The vulnerability of an individual, community, sub-group, structure, service or geographical area all need to be taken into account and planned for.

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

Space for your notes

Weaknesses	Capacities	What else do we need?

You have 30 minutes for this activity.

Session 2: Training of teachers in earthquake affected areas: summary of content

Summary of session	Practical support
<p>Overview of natural disasters and their effects on people Knowledge on the causes of earthquakes and perceptions of the causes of the earthquake</p>	
<p>Survival techniques during an earthquake How to minimise risks during an earthquake</p>	
<p>Effects of the earthquake on human behaviour Outline of types of behaviours that could be demonstrated and how to deal with them in the classroom</p>	
<p>Quranic teachings and natural disasters An analysis of the teachings and how to model constructive behaviour in the classroom</p>	
<p>Religious and social values What values are held in an Islamic society and how do we translate these into the classroom</p>	

<p>Psycho-social well-being Definitions of trauma and behaviours associated with trauma. How do we respond to these in the classroom (case studies)?</p>	
<p>Emotional adjustment Defining well-adjusted behaviour and developing strategies to develop it</p>	
<p>Child rights and education Looking at the rights of children under international law and the precepts of Islam and analysing how to encourage these in the education system</p>	
<p>Providing a conducive learning environment Defining a conducive learning environment and the teaching style most appropriate for this conducive learning environment</p>	
<p>Managing multi-grade classes How to conduct multi-grade classes effectively</p>	

<p>Higher level thinking skills (secondary teachers) Background on higher level thinking skills (cognitive development) and questioning skills (to encourage higher level thinking skills)</p>	
<p>Health and hygiene Principles of hygiene, strategies to teach hygiene in school Prevention and minimisation of disease</p>	
<p>The role of school committees The role of school committees and how they can help in the post-earthquake situation</p>	

You have 30 minutes for this activity

Space for your notes

Session 3: Introduction to SWOT analysis

Activity 2

Group 1	Supervision of teachers
Group 2	Effective record keeping and analysis
Group 3	Re-establishment of effective SMCs
Group 4	Access to education
Group 5	Increasing quality of education

Internal to the system	Strengths	Weaknesses

External to the system (environment)	Opportunities	Threats

You have 20 minutes for this part of the activity.

Strategies to develop the strengths and opportunities and to minimise the weaknesses and threats.

You have 20 minutes for this part of the activity

Session 4: The learning system

Space for your notes

The learner

The interaction of teaching and learning

The education sector

The environment

Space for your notes

Session 5: Quranic teachings and natural disasters

Read the teachings and then complete the activity

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 ○ (البقرة: 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 وَنَلُوَاكُمْ بِالضَّرِّ وَالْخَيْرِ فَمَنْ رَجَعُونَ ○ (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 لِّهَا لِنَبْلُوَهُمْ أَيُّهُمْ أَحْسَنُ عَمَلًا ○ وَإِنَّا لَجَاعِلُونَ مَا عَلَيْهَا
ضَعِينًا جُرُزًا ○ (كهف: ٨٠٧)

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.

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.

Space for your notes

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.

وَإِنِّي أُوَدُّ إِلَىٰ رِبِّكُمْ وَأَسْلِمُ لَهُ، مِنْ قَبْلِ أَنْ يَأْتِيَكُمُ الْعَذَابُ ثُمَّ لَا تُنصَرُونَ ۝ (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 ۝ وَيُمِدُّكُمْ بِأَمْوَالٍ وَأَبْنَاءٍ وَيَجْعَلُ لَكُمْ جَنَّاتٍ وَيَجْعَلُ 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.

Space for your notes

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 أَذْكَرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُوا ۝ (بقره : ١٥٢)

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

الْأَبْدَانُ لِلَّهِ 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
وَأُولَئِكَ 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)

Space for your notes

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.

Activity

	Possible responses	Explanation
Warning		
Forgiveness		
Application of teachings		

Space for your notes

Session 6: Religious and social values

Activity 2

Value	Behaviour
1	
2	
3	
4	
5	

You have 10 minutes for this task.

Now search your heart and think about any destructive behaviour that you may have demonstrated during the disaster. You are not asked to share these with anyone – they are between you and Allah.

There is space however, if you wish to write these down.

Space for your notes

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

Space for your notes

Background Reading: Session 6

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 7: Child rights

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

Activity 1

What are the international and national legal instruments that provide for children?

What does Islamic law say about the protection, care and education of children?

Complete the table by writing in what you can do to support the rights listed.

CRC article	Rights based approach	What you can do
2, 18, 28, 30	Inclusion (non-discrimination based on sex, religion, status, ethnic/tribal group etc.)	
Preamble, 12 & 13	Respect	
8, 12 & 13	Learning according to potential	
16, 32, 33, 34	Protection	
2	Equal opportunity	
19, 34, 37	Safety	

Ref.	Rights of Children in Islam	What you can do
Al Hadith	In accordance with Islamic precept “children” means both male and female “Acquisition of knowledge is obligatory for all true believers”	
	Right to be brought up properly, looked after and provided for and educated	
Al Quran 66:6	Right to religious, moral, ethical guidance, provided with an understanding of right and wrong	
Al Quran 52.51	Children are given in trust to their parents – who will be held accountable. “Everyone of you is a caretaker and everyone of you is answerable for his subjects”	
Abu Bakr RAA	Justice and equality: Inequality is injustice (forbidden in Islam)	
Al Quran	“He dieth not who takes to learning, to treat children affectionately and to kiss them are charitable acts”	
Al Hadith	“It is a child’s right that his father should teach him how to read, write ...”	
Abu Daud	“Whoever has a girl under his guardianship...[and does not] treat her with contempt, nor gives preference to his sons over her, Allah will admit him to paradise”	

You have 20 minutes for this exercise.

Activity 2

Brainstorm in your group a list of others who are also responsible for upholding the rights of children.

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

Who else is responsible?	What should they do?

You have 20 minutes for this exercise.

Background Readings: Session 7: Child Rights

Convention on the Rights of the Child (Summary)

<p>The Convention defines a child as a person under 18 unless national law recognises that the age of majority is reached earlier. (Article 1)</p>	<p>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)</p>
<p>All sections concerning the child should be in his/her best interests. (Article 3)</p>	<p>The State's obligation to translate the rights of the Convention into reality. (Article 4)</p>
<p>The State should respect the rights and responsibilities of parents to provide guidance appropriate to the child's capacities. (Article 5)</p>	<p>The right to life. (Article 6)</p>
<p>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)</p>	<p>The right to protection of his/her identity by the State. (Article 8)</p>
<p>The right, if desired, to maintain personal relationships and direct contact with both parents if separated from one or both. (Article 9)</p>	<p>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)</p>
<p>The right to protection by the State if unlawfully taken or kept abroad by a parent. (Article 11)</p>	<p>The right to freely express an opinion in all matters affecting him/her and to have that opinion taken into account. (Article 12)</p>
<p>The right to express views, and obtain and transmit ideas and information regardless of frontiers. (Article 13)</p>	<p>The right to freedom of thought, conscience and religion, subject to appropriate parental guidance. (Article 14)</p>
<p>The right to meet together with other children and join and form associations. (Article 15)</p>	<p>The right to protection from arbitrary and unlawful interference with privacy, family, home and correspondence, and from libel and slander. (Article 16)</p>
<p>The right to access to information and materials from a diversity of sources and of protection from harmful materials. (Article 17)</p>	<p>The right to benefit from child-rearing assistance and child-care services and facilities provided to parents/guardians by the State. (Article 18)</p>
<p>The right to protection from maltreatment by parents or others responsible for his/her care. (Article 19)</p>	<p>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)</p>
<p>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)</p>	<p>The right, if a refugee, to special protection. (Article 22)</p>

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)
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)	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)
The right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities. (Article 31)	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)
The right to protection from narcotic drugs and from being involved in their production or distribution. (Article 33)	The right to protection from sex exploitation and abuse. (Article 34)
The right to protection from being abducted, sold or trafficked. (Article 35)	The right to protection from all other forms of exploitation. (Article 36)
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)	The right, if below 15 years of age not to be recruited into armed forces, nor to engage in direct hostilities. (Article 38)
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)	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)
The right to be informed of these principles and provisions by the state in which s/he lives. (Article 42)	Note: The Convention has 54 Articles in all. Articles 41 to 54 are concerned with its implementation and entry into force.

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

Session 8: A rights-based approach to education

Activity 1

	Quality Education Components	Situation post-earthquake	Programme Responses
1	Seeks out learners	<p>Enrolments decrease and/or dropout increases:</p> <ul style="list-style-type: none"> ▪ Family income reduced and diverted and education becomes relatively more expensive in real and opportunity costs ▪ Increased family responsibilities and child-headed households requiring learners to work at home and beyond ▪ Orphans receiving fewer educational opportunities from their foster parents ▪ Family scepticism increases regarding the value and relevance of education ▪ Increased number of vulnerable and marginalized children and adolescents including street and working children ▪ Increased absenteeism among affected learners 	
2	Acknowledges what the learner brings	<p>Knowledge and skills are probably higher among earthquake-affected children in the following areas:</p> <ul style="list-style-type: none"> ▪ How to run a household ▪ Job experience ▪ Resilience and ability to cope ▪ How to care for those who are ill or disabled <p>Children may experience higher levels of:</p> <ul style="list-style-type: none"> ▪ Sickness ▪ Trauma from experiences and death of family and friends ▪ Reduced parental care and protection ▪ Hopelessness, fatalism ▪ Malnourishment as a result of reduced family income as well as food insecurity in general ▪ Discrimination 	

	Quality Education Components	Situation post-earthquake	Programme Responses
3	Considers the content of formal and non-formal learning	<ul style="list-style-type: none"> ▪ Parents, teachers and school administrators are unsure of the relevance of the curriculum post-earthquake ▪ Lack of attention to life skills topics ▪ Deficient treatment of human rights and principles of gender equality and equity in curricula ▪ Fewer traditional and indigenous skills and less knowledge are imparted due to parental illness and death ▪ Teachers are less prepared/up-to-date, and learning materials non-existent or not appropriate 	
4	Enhances learning processes	<ul style="list-style-type: none"> ▪ Inadequacy of teacher knowledge and confidence in teaching in a human rights framework ▪ Disturbed continuity of teaching and learning due to reduced productivity and increased absenteeism of teachers who are undertaking family obligations, and through death of teachers 	
5	Provides a conducive learning environment	<ul style="list-style-type: none"> ▪ Stigma, discrimination, exclusion, bullying and other forms of violence ▪ Lack of safety during the journey to and from school, and just outside of school ▪ Lack of school buildings ▪ Unhealthy schools that lack good sanitation 	

	Quality Education Components	Situation Post-earthquake	Programme Responses
6	Structures management and administration to support learning	<ul style="list-style-type: none"> ▪ Reduced administrative and managerial capacity due to reduced productivity and increased absenteeism of administrators who are undertaking family obligations, and through death of administrators ▪ Lack of reliable information on the number of educational personnel making management more difficult ▪ Lack of monitoring mechanisms 	
7	Implements relevant and appropriate policies	<ul style="list-style-type: none"> ▪ Gap between policy and implementation ▪ Gap between research findings/evidence and policy 	
8	Enacts legislation supportive to learning	<ul style="list-style-type: none"> ▪ Lack of a legal framework for EFA or lack of attention paid to the legal framework 	

	Quality Education Components	Situation Post-earthquake	Programme Responses
9	Restructures resources for learning	<ul style="list-style-type: none"> ▪ Reduced availability of funds due to reduced tax revenue because of reduced income at individual level, and increased expenditure for care and support ▪ Repeated investment in training of teachers ▪ High replacement costs ▪ Fragmented financing approaches 	
10	Measures learning outcomes	<ul style="list-style-type: none"> ▪ Inadequate indicators to measure challenges ▪ Lack of reliable data and evidence 	

You have 30 minutes for this activity.

Background reading: Session 8: Rights-based Education

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.

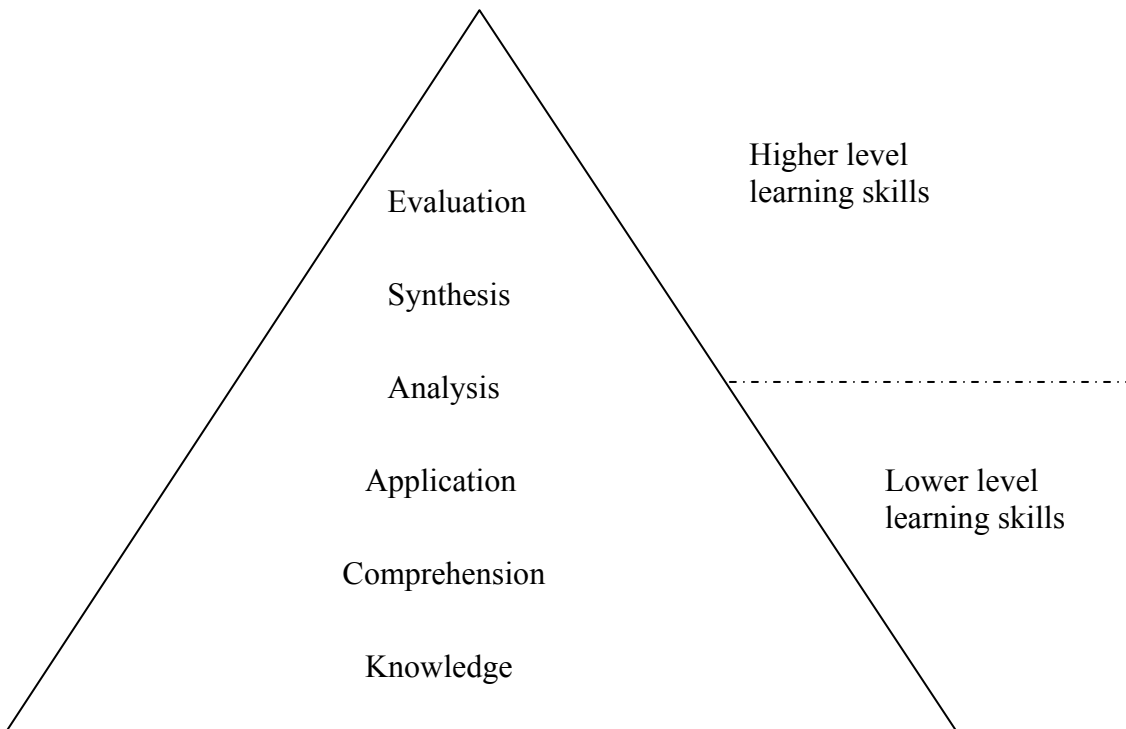
¹ Convention on the Rights of the Child (CRC) Article 29

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.)	Observation skills, small (and changing) groups, questioning 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)	2 28 30 18
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	Proactive access to school/learning centres, (no exclusion on the basis of school fees) 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.	2
Safety	<i>In loco parentis</i> (in place of the parent) – giving care and taking responsibility for well-being of the learner. No corporal punishment of any kind	19, 34, 37

Session 9: Higher level thinking skills

Activity 1: What is cognitive development?



Level	Definition
Knowledge:	
Comprehension:	
Application:	
Analysis:	
Synthesis:	
Evaluation:	

Space for your notes

Activity 2: Open and closed questions

	Advantages	Disadvantages
Closed questions		
Open questions		

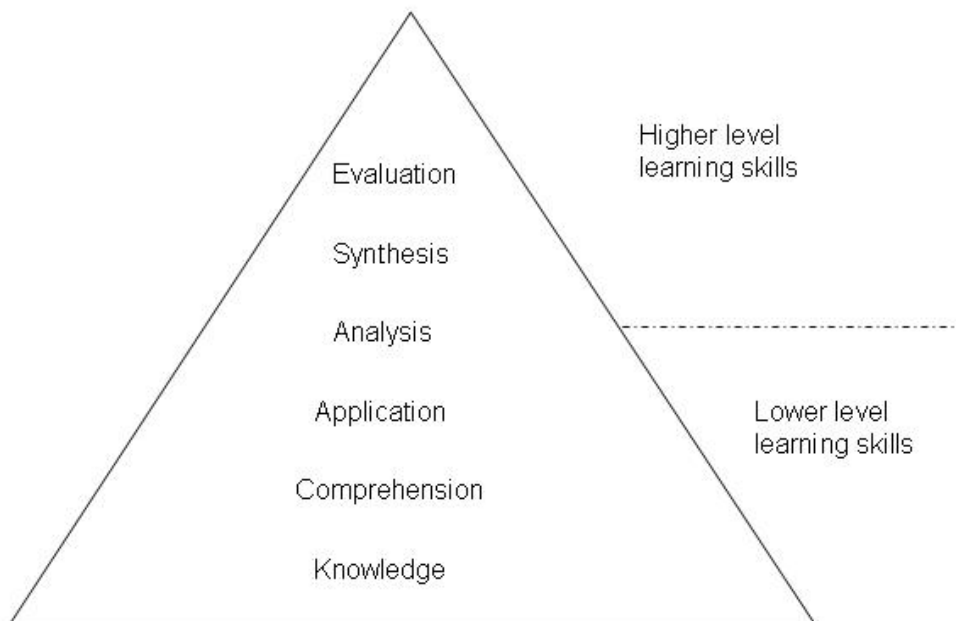
Activity 3: Questioning Skills

Knowledge (Answers can be found in the story)	1. 2.
Comprehension (Shows an understanding of the story)	1. 2.
Application (Can use the information in a different context)	1. 2.
Analysis (Can 'take the information apart' to see the principles)	1. 2.
Synthesis (Use the information to come to new conclusions)	1. 2.
Evaluation (Judging the information)	1. 2.

Activity 4: How do we support teachers?

Space for your notes

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.

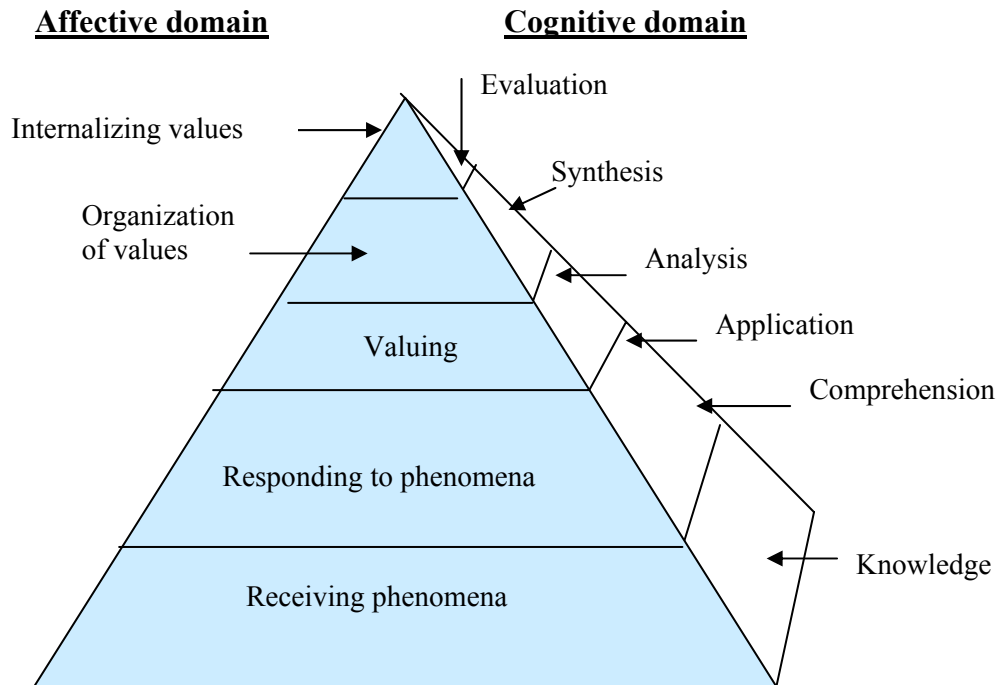
Often we see children fail because they have not understood how to apply knowledge or that they are supposed to apply it. In other cases, they have the knowledge (that is, they can answer the exam questions) but they do not understand what they are doing. When this happens, people forget the knowledge 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 information, apply the knowledge and use it in everyday life, and analyse and synthesize the information to create new ideas.

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.

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

Space for your notes

Session 11: Conducive learning environment

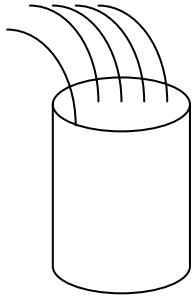
Activity 1: What is a conducive learning environment?

Brainstorm

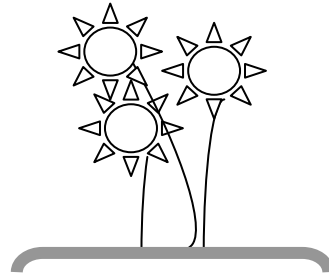
Physical elements	Psychological elements

Activity 2

Look at the two pictures. Each of them represents a teaching style.
List the characteristics of each teaching style.



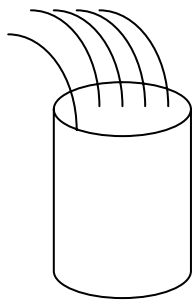
Filling the water pot



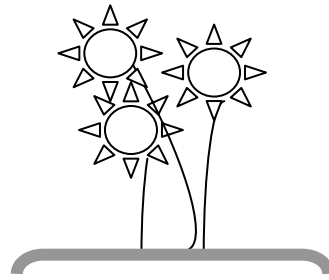
Helping the flowers to grow

You have 10 minutes for this activity.

Combined list of four participants



Filling the water pot



Helping the flowers to grow

You are to copy this combined list onto a flip sheet.

You have 15 minutes for this discussion.

Conclusion

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

Space for your notes

Background Reading: Session 11: Providing a 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 12: Providing a conducive educational environment

Brainstorm on the qualities of a good manager

Space for your notes

A good manager provides balance!



Session 13: Learning styles

Space for your notes

Session 14: SWOT analysis

Problem identified: _____

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

Activity 2: Strategies

Strategies to address problem identified	Strengths and opportunities to utilise	Weaknesses and threats to address

Session 15: The role of school committees (SMCs/PTAs)

In Pakistan, the concept of SMCs/PTAs is relatively new. In addition, school communities are also deeply affected by the earthquake, and their professional, financial, emotional and other resources may be overburdened.

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

Activity 1

Debate preparation

A) "School committees cannot help"	B) "School committees can help"

You have 15 minutes to prepare for this exercise.

Activity 2

List 5 needs (not rebuilding or teacher training) and then decide what assistance can be provided by the SMCs.

Needs	Assistance

You have 20 minutes for this exercise.

Conclusion

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

Space for your notes

Evaluation form

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

Check (✓) the most appropriate box.

Please rate the following categories on a scale of 1 – 4, where 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

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

Content

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

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

Method

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

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

Did you feel comfortable expressing your views during the course?

Why or why not?

Please give any other comments/suggestions.

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