HEART
HEALTH & EDUCATION ADVICE & RESOURCE TEAM

Helpdesk Report: Improving teacher training methodologies to encourage child-friendly learning

Date: 23rd August, 2013

Query: What is the evidence about how civil-service trained teachers can best be encouraged to adapt their approach to teaching to be more child-friendly and more focused on and inclusive of the varied learning levels and needs of children in their schools?

Enquirer: DFID Ghana

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1. Overview

All social systems and agencies which affect children should be based on the principles of the Convention on the Rights of the Child. This is particularly true for schools which, despite disparities in access across much of the world, serve a large percentage of children of primary school age (UNICEF, 2012).

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

- It is a child-seeking school — actively identifying excluded children to get them enrolled in school and included in learning, treating children as subjects with rights and State as duty-bearers with obligations to fulfil these rights, and demonstrating, promoting, and helping to monitor the rights and well-being of all children in the community.
- It is a child-centred school — acting in the best interests of the child, leading to the realisation of the child's full potential, and concerned both about the "whole" child (including her health, nutritional status, and well-being) and about what happens to children — in their families and communities - before they enter school and after they leave it (UNICEF, 2012).

Teachers are the single most important factor in creating an effective and inclusive classroom. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs (UNICEF, 2012).

Teacher training is a central part of encouraging a child friendly and inclusive school environment. Almost all primary schools are far from being ready to serve the needs of children with disabilities and, until recently, teacher training institutions were not providing courses in special needs education. As a result, senior teachers, who represent the great majority of the teaching force, do not have the necessary orientation and skills to deal with disabled children. Classrooms, latrines and desks, as well as the behaviours of teachers, peers and the community at large, do not seem welcoming for children with special needs (UNICEF Ethiopia, 2010).

There is also a need to encourage established teachers to reconsider their perceptions of children coming from rural and remote communities. Analysis of episodes from classroom observations conducted in a rural Indian primary school revealed the tensions experienced by one teacher in handing over greater classroom control to pupils. An in-depth analysis of teachers' perspectives of their students revealed strong deficit assumptions about their learners. The rural child was often constructed as 'uneducated' and uncivilised, exposing the deeply stratified social order regulating the Karnataka school communities in which the study took place (Sriprakash, 2010).

The more teachers believe they are able to implement inclusive practices on a concrete and pragmatic level, the more positive their attitudes towards inclusion are. Research findings nevertheless suggest that attitudes may be changed gradually by offering newly trained teachers more concrete tools to meet diverse needs in their classrooms (Savolainena, 2012).

Evidence from ongoing programmes suggests that teacher attitudes towards child friendly and inclusive education can be altered with training and support. A programme in Nepal found that teachers request regular training and follow-up update sessions. Conducting follow-up sessions in schools would allow more teachers to participate and good practice lessons to be demonstrated. Teachers also suggested that parents should be invited to some sessions on the training programmes or special sessions run to explain to parents about the new techniques and what the teachers are trying to achieve in order to increase support within the community (Chance, 2013).

2. Background

The need to engage with teacher training processes to promote inclusive education

Child friendly schools

25 May 2012
http://www.unicef.org/lifeskills/index_7260.html

UNICEF has developed a framework for rights-based, child-friendly educational systems and schools that are characterised as "inclusive, healthy and protective for all children, effective with children, and involved with families and communities - and children". A Child-Friendly School (CFS) recognises that children have rights and works to fulfil them. This holistic approach, which is detailed below, addresses the challenges of educational access, quality and management through advocacy, capacity development, service delivery and partnerships.

- **Rights Based School:** CFS proactively seeks out-of-school children and encourages them to enrol, irrespective of gender, race, ability, social status, etc.
- **Gender Sensitive School:** CFS promotes equality and equity in enrolment and achievement among girls and boys.
- **Safe and Protective School:** CFS ensures that all children can learn in a safe and inclusive environment.
- **Community Engaged School:** CFS encourages partnership among schools, communities, parents and children in all aspects of the education process.
- **Academically Effective School**: CFS provides children with relevant knowledge and skills for surviving and thriving in life.
- **Health Promoting School:** CFS promotes the physical and emotional health of children by meeting key nutritional and health care needs within schools.

Teachers are the single most important factor in creating an effective and inclusive classroom. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs.

To be effective for learning, a child friendly school:

- Promotes good quality teaching and learning processes with individualised instruction appropriate to each child's developmental level, abilities, and learning style and with active, cooperative, and democratic learning methods.
- Provides structured content and good quality materials and resources.
- Enhances teacher capacity, morale, commitment, status, and income — and their own recognition of child rights.
- Promotes quality learning outcomes by defining and helping children learn what they need to learn and teaching them how to learn.

Experience is now showing that a framework of rights-based, child-friendly schools can be a powerful tool for both helping to fulfill the rights of children and providing them an education of good quality. At the national level, for ministries, development agencies, and civil society organisations, the framework can be used as a normative goal for policies and programmes leading to child-friendly systems and environments, as a focus for collaborative programming leading to greater resource allocations for education, and as a component of staff training. At the community level, for school staff, parents, and other community members, the framework can serve as both a goal and a tool of quality improvement through localised self-assessment, planning, and management and as a means for mobilising the community around education and child rights.

UNICEF'S child friendly schools: Ethiopia case study
UNICEF Ethiopia, May 2010, Addis Ababa, Ethiopia
http://www.unicef.org/french/education/files/CFS_Case_Study_Ethiopia_2010.pdf

The failure of schools in Ethiopia to address children's right to quality education was highlighted by the scores of the National Learning Assessments conducted in 2000, 2004 and 2008. In 2008, only 13.9 per cent of students scored more than 51 per cent – the standard to pass the national examination – 24 per cent of students scored 51 per cent, and the majority, 62.1 per cent, scored below 51 per cent. The key factors attributed to low student achievement included:
- poor school organisation and management;
- inadequate teacher training on subject mastery and pedagogic skills;

- inadequate school facilities.

High drop-out rates across the system and the low completion rate in primary education also persist. Factors leading to non-enrolment and dropout include:
- seasonal and household child labour;
- indirect and forgone opportunity costs;
- socio-economic and cultural barriers to girls' education;
- ill health;
- hunger in drought-prone areas;
- parental dissatisfaction with children's learning achievement.

Since 2007, UNICEF Ethiopia has been assisting the establishment of child-friendly schools (CFS) in Ethiopia, covering all nine regional states and the two city administrations in the country. The CFS intervention focused on improving school facilities and participation and included renovation or construction of classrooms, pedagogic centres, libraries, early childhood development (ECD) centres, water points and teachers' residences; provision of furniture, science kits, mini-media equipment, computers, printers, duplicating machines, supplementary reading materials, indoor and outdoor games, and tutorial classes for girls; support for capacity building and incentives to encourage best performance; and supply of uniforms and school supplies as appropriate.

In spite of the efforts made, child-friendly schools did not show progress in reducing drop-out and repetition rates over the programme years. Reasons for dropping out mentioned by students include:
- sickness;
- family problems and the need for child labour;
- lack of parental support;
- poverty;
- hunger.

Forty percent of students indicated dissatisfaction with the teaching-learning process in the classroom, implying that there is a long way to go to reach a CFS level of student-centred, active learning and teaching practice. More capacity-building programmes for principals, teachers and PTAs on micro-planning techniques are needed to enhance existing enrolment mechanisms. Close follow-up, mentoring services, monitoring and evaluation of training outcomes and impacts are also required to help implementers internalise and institutionalise capacity gains from the intervention.

There is an urgent need to develop a sound national and regional policy on minimum standards and indicators that provide a framework for CFS operation. The MoE, Regional Education Bureaus (REBs) and Woreda Education Offices (WEOs) need to ensure that the CFS framework is included throughout education sector development plans and budget exercises. REBs and WEOs also need to ensure the quality of teachers and adequate supplies of textbooks and supplementary curriculum materials. Training teachers and parents in non-violent, child-based strategies for dealing with disciplinary issues is also required to ensure quality, and school clubs could have a significant role in promoting this aspect of school life.

Almost all primary schools are far from being ready to serve the needs of children with disabilities. Until recently, teacher training institutions were not providing courses in special needs education. As a result, senior teachers, who represent the great majority of the teaching force, do not have the necessary orientation and skills to deal with disabled children. Classrooms, latrines and desks, as well as the behaviours of teachers, peers and the community at large, do not seem welcoming for children with special needs. Since their inception, child-friendly schools have made attempts to be inclusive of all children and have achieved notable progress in enrolment of girls and disadvantaged children; the gains recorded were found to be highly satisfactory as rated by teachers and supervisors.

All schools have been provided with a well-articulated code of conduct to be observed by teachers, students and the school community at large. School principals and teachers claimed to have adhered to these policies. Students' responses, however, indicated the existence of physical punishment (63 per cent) and verbal harassment (53 per cent). This was further confirmed by warnings and disciplinary hearings taking place in the schools (69 per cent). PTAs also asserted that some teachers and guards apply traditional ways of disciplining students and said that it did not help much to simply replace those 'unwanted characters', indicating the need to look for a more constructive, system-wide approach to dealing with negative behaviours.

Teacher attitudes and resistance to change

Management strategies utilized by headteachers to promote child-friendly public primary schools in Embakasi district Nairobi, Kenya
Maina, J.N. 2012. University of Nairobi, Kenya, Thesis submission
 http://erepository.uonbi.ac.ke:8080/xmlui/handle/123456789/6677

This thesis examines the efforts of head teachers in Kenya to implement a child friendly teaching package developed by UNICEF and the Ministry of Education. The toolkit provides a framework for policy makers and educational practitioners at all levels on how to promote CFS in the country. The purpose of this study was to investigate the management strategies utilised by head teachers to promote child-friendly public primary schools in Embakasi District, Nairobi County.

The findings of the study revealed that majority of the head teachers had done fairly well to promote child-friendly public primary schools in Embakasi District. They had put in place several strategies to enhance promotion of child friendly schools in their respective institutions. These strategies included support and preparation for the teacher, parent and community involvement, mobilisation of infrastructure and provision of security which had contributed to promotion of child-friendly public primary schools. However the researcher noted that some head teachers had not done much to make their schools child-friendly hence, head teachers needed to spearhead the initiative by putting in proper strategies and ensuring proper supervision is carried out at the school level. Based on the findings of the study, the researcher noted that promotion of child friendly public primary schools by the head teachers was facing a number of challenges such as resistance to change mostly among the teachers, inadequate sensitisation among teachers and parents, uncooperative parents, low funding, and hostile school neighbouring communities.

Child-centred education and the promise of democratic learning: Pedagogic messages in rural Indian primary schools
Sriprakash, A. International Journal of Educational Development, 2010, 30 (3), 297–304.
http://www.sciencedirect.com/science/article/pii/S0738059309001539

Global and national agendas to achieve universal primary education and improve the 'quality' of school provision in developing countries have identified the need to reform classroom pedagogy. Since the 1990s, child-centred ideas in particular have been utilised in teacher-training programmes and school reforms across many parts of Africa and Asia with the intention of creating more child-friendly, democratic learning environments.

Analysis of episodes from classroom observations conducted in a rural Indian primary school reveals the tensions experienced by one teacher in handing over greater classroom control to pupils. An in-depth analysis of teachers' perspectives of their students revealed strong deficit assumptions about their learners. The rural child was often constructed as 'uneducated' and uncivilised, exposing the

deeply stratified social order regulating the Karnataka school communities in which the study took place.

Development agendas continue to draw on the promise of child-centred education with child-friendly, democratic language to reform school processes in the name of 'quality' education for all. However, this paper has shown how child-centred models do not always seek to hand-over greater control to children in the instructional aspects of pedagogy, despite reform language which suggests otherwise. The processes of the teacher's interpretation and practice of such a pedagogic model can reinforce social messages of control and hierarchy relayed to children, particularly as teachers grapple with the tensions involved in weakening the framing of pedagogic interaction. This suggests the relationship between child-centred education, democratisation, and 'quality' improvement in education is not unequivocal and would benefit from further inspection. The discussions go some way in developing an understanding of the teacher's central role in implementing classroom reforms, exposing the challenge ahead for achieving a democratic and socially just education.

3. In-service training

Preparing teachers for inclusive education: some reflections from the Netherlands
Pijl, S.J. Journal of Research in Special Educational Needs, 2010, 10 (s1), 197–201.
http://onlinelibrary.wiley.com/doi/10.1111/j.1471-3802.2010.01165.x/abstract

Although this paper is an example from the West, it addresses the difficulties inherent with retraining established teachers to be more inclusive in their approach. This paper examines the attitudes of teachers in the Netherlands towards inclusive education. Teachers in the Netherlands hesitate to accept responsibility for students with special needs in regular education. They generally do not have positive attitudes towards inclusive education, citing a lack of personal knowledge and skill for teaching students with special needs, an area that was not sufficiently covered in their basic teacher training. Changing pre-service teacher training is an option, but it takes many years for the effects to be noticeable.

The author discusses three examples of training in-service teachers for inclusive education, and notes that the effects and outcomes of additional training are difficult to predict. Additional special needs training may lead to a new form of specialist status within the school team. By observing the student in the classroom and by gathering data, the specialist teacher reinforces the idea that this student is in some way special. This is likely to result in an increase of identified special education needs, which then becomes a barrier to inclusion.

A second example is based on the experience of special needs training for regular education teachers in the Netherlands. In order to end the growing number of referrals to special schools in the 1980s, the Dutch government set up a large-scale, in-service training for existing teachers aimed at screening, diagnosing and drawing up individual education plans for students with special needs. The effect was disappointing: Teachers used their newly acquired skills to detect students with special needs even earlier and still referred these to special schools.

A third example is based on a large-scale Regular Education Initiative (REI) that was funded in the USA in the 1980s. Teachers in each of the REI projects could choose the additional training they felt was needed (e.g., managing behaviour problems, curriculum-based measurement or mastery learning) in order prepare for participation in the programme. The wide range of topics for additional training suggests that it is not only the content of the training that is important for teaching in inclusive

settings, but that it is also important to support an increase in self-confidence. The teachers felt that they were well prepared for the new task and able to teach students with mild learning difficulties.

These examples show that 'additional training' can have quite unexpected outcomes. Simply providing additional training will not necessarily prepare teachers for inclusive education. In fact, it may have undesired effects.

Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education
Savolainena, H., Engelbrechtb, P., Nelcand, M., Malinen, O.P. European Journal of Special Needs Education, 2012, 27 (1), 51–68.
http://www.tandfonline.com/doi/abs/10.1080/08856257.2011.613603#.UhdPLD-yOSo

This paper reports on results from a comparative study of in-service teachers' attitudes and self-efficacy in implementing inclusive practices in South Africa and Finland and its implications for teacher education in these countries. A comparative analysis indicated that whereas the overall sentiments towards disabilities were positive in both countries, teachers had many concerns about the consequences of including children with disabilities in their classrooms.

In South Africa, continuous campaigns and workshops have been conducted to train in-service teachers in inclusive education. Consequently, it is assumed that all teachers have knowledge about what inclusive education entails. However, teachers still report that they are not adequately trained to support learners who experience barriers to learning.

While the most positive aspect of self-efficacy among the South African teachers was their self-efficacy in managing behaviour, the Finnish teachers saw this as their weakest point. Self-efficacy, in particular efficacy in collaboration, was clearly related to overall attitudes towards inclusion.

One implication for both contexts of these findings is that there is much to be done in teacher education to introduce principles and practical implementation strategies of inclusive education for future teachers. At a general level teachers seem to have positive sentiments towards persons with disabilities but are more critical towards teaching children with disabilities in mainstream schools. Pre-service and in-service teacher education efforts in South Africa have focused in recent years on the development of classroom skills, with specific reference to skills in behaviour management in classrooms with diverse groups of students. The results, therefore, seem to indicate that teachers now in general have a stronger belief in their ability to manage diverse needs and behaviours in their classrooms. The relatively low belief in self-efficacy to collaborate successfully, however, has clear implications for teacher education.

The more teachers believe they are able to implement inclusive practices on a concrete and pragmatic level, the more positive their attitudes towards inclusion are. Although the present study showed only modest correlations, the findings nevertheless suggest that attitudes may be changed gradually by offering newly trained teachers more concrete tools to meet diverse needs in their classrooms.

Effectiveness of C-in-Ed Course for Inclusive Education: Viewpoint of In-service Primary Teachers in Southern Bangladesh
Das, A., and Ochiai, T., 2012, Electronic Journal for Inclusive Education, 2 (10).
http://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1145&context=ejie

The study was conducted to examine primary school teachers' views on effectiveness of Certificate in Education (C-in-Ed) course in terms of teaching in inclusive classroom in Bangladesh. A number of one

hundred forty two in-service teachers from fifty six mainstream primary schools in four southern districts participated in this study. Semi-structured interview and focus group discussion were carried out for data collection. The data were analysed using descriptive statistics and general inductive analysis to synthesise into some key themes that are associated with present teacher education program. The major findings of the study revealed that lack of content on special educational needs, inadequate resource support, shortage of trainers, large class size in training hall, insufficient knowledge of trainers are the main impediments to be competent for teaching in inclusive classroom in Bangladesh .

Using teachers' prior knowledge, attitudes and beliefs to develop in-service teacher education courses for inclusion
Simoni Symeonidou, S and Phitiaka, H, 2009, Teaching and Teacher Education, 25 (4), 543-550.
http://www.sciencedirect.com/science/article/pii/S0742051X09000328

This paper examines one important dimension of inclusive education: the development of in-service teacher education courses. Using an example from Cyprus, it discusses the issue of contextualising teacher training courses to suit teachers' prior knowledge, attitudes and beliefs about inclusion. The paper considers some of the findings of a survey about issues relating to inclusion. The findings suggest that teachers' conceptualisations of inclusion are problematic. According to the findings, teachers tend to think on the basis of a medical and charity model and they favour special schooling for specific groups of children.

In Cyprus, like many other countries, the primary school teacher is supposed to have the main responsibility for facilitating differentiated education in class in order to maximise inclusion. This statement, however, remains only a theoretical acknowledgement. Consequently, the majority of teachers form a superficial view of inclusive education and they seem reluctant to respond to their new role.

According to the research findings reported in this paper, teachers' initial education and in-service training for inclusion was inadequate to equip them with inclusive attitudes and thus, there is an expressed need for in-service training. Furthermore, teachers' beliefs for the education of children with special needs reflect their attachment to the assumptions of the medical and charity models. In particular, teachers strongly believe in the education of some categories of children with special needs in special schools, they believe that specialists know better, they agree with fund-raising initiatives for children with special needs and they clearly state that the main goal of educating children with special needs alongside children without special needs is socialisation.

It has already been pointed out that teachers' sense of professional development is connected with being exposed to practical strategies and solutions. However, academics would argue that practice will never be improved unless teachers are convinced about the significance of inclusion, the dominance of oppressive assumptions about disability that need to be deconstructed and the centrality of their role (and not that of 'others').

Given the findings, teachers reproduce segregating, medical and charity assumptions about disability. As a result, they express conflicting views about disabled children's place in an inclusive education system and they are not confident about their own role in this project. Thus, although teachers' emphasis on the practical should be respected, the place of the theoretical part in such a course should not be overlooked.

Training, understanding, and the attitudes of primary school teachers regarding inclusive education in Hong Kong

Inclusive education is one of the most important issues in education in Hong Kong, China. Because the role of teachers is critical to the success of inclusive education, this study investigated some of the elements that determine the success of implementing inclusive education. Teachers' perceived definition of inclusive education, the opportunities for teachers to receive training in inclusive education, and the attitude of teachers were examined through responses to questionnaires. The sample consisted of 51 primary school teachers from two schools participating in the 'New Funding Mode'.

Nearly half (45.1%) of the respondents had received professional support for inclusive education from the schools. Many of them had attended talks (43%) and workshops or training (34.8%). Results indicate that only approximately half of the respondents received any professional support from the schools. This ratio indicates an insufficient level of support to teachers, since all teachers in the schools encounter students with special educational needs in one way or another, making it necessary to provide support to all teachers and even to the entire school staff. In addition, more than half of respondents reported never having received support from parents.

Less than half of the respondents (39.2%) reported in-service training separate from their normal daily work. Of the respondents who reported having received training, most were trained through workshops, talks, and courses, which accounted for 45.0%, 40.0%, and 35.0% of total reported training, respectively. In addition, respondents received training through conferences, sharing, and school meetings. Most of the respondents lacked in-depth knowledge about inclusive education, as measured in the first question. This may be explained by the short duration of training activities, which prevents the lecturer or professional from introducing the topic in more depth. Under such circumstances, teachers are less likely to achieve a deeper understanding of inclusive education.

Nevertheless, 56.9% of the respondents believed that they needed training in order to perform their job more effectively. Many of the respondents identified a need for training in the areas of managing the classroom (34%) and better ways to teach (31.0%). Others reported that they needed to gain knowledge about all special needs. In addition, some respondents identified specific types of special education needs that they wanted to understand more.

In response to the question of whether all schools should provide inclusive education, a large number of participants (74.5%) reported a negative stance. Only 5.9% supported the idea entirely and 3.9% felt that mainstream schools could be inclusive only for some students. The response rate to this question was 84.31%. More than half of the respondents (51.2%) expressed concerns about students' learning progress, while 32.6% believed that this would have a negative effect on teachers. These responses included fear of greater pressure due to the adoption of new systems, as well as increased difficulty in managing the classroom environment. Other concerns leading to opposition to 'full' inclusion included the insufficiency of schools' resources and limited support from the government. These fears may originate from a lack of understanding of inclusive education.

Finally, inertia and reluctance to change leads practitioners to exhibit a certain degree of opposition to the application of inclusive education in all schools. On the other hand, the length of teaching experience strongly correlated with teachers' attitudes toward teaching students with special needs. Those teachers with more than ten years of experience were more likely to derive satisfaction from being educators, which may lead them to be more patient than those with less teaching experience.

Chance: Education for Nepal.
Child friendly Teacher Training Project
Monitoring and Evaluation Report Phase One: Feb 5th2013
http://www.educationfornepal.org/wp-content/uploads/Child-Friendly-Training-Phase-One-Report.pdf

Chance works in Nepal to raise the quality and standard of education offered to children attending local Government and Community Schools through the implementation of a child-friendly teacher-training programme. Local Nepali teachers from 64 government and community-managed schools in Kaski District, Central Nepal have been trained in child-centred education and methodology. Each group of teachers received a week's intensive training, provided by a retired educator/Resource Person from the District Education Office. Follow-up sessions are provided for teachers unable to participate in the 5-day programme, and monthly Mobile Support Meetings are timetabled to be held on rotation in each cluster of schools. Four programme schools and one out-of-programme school were visited to review the progress made from the initial round of teacher training and monthly mobile support meetings.

The quality of pupil/teacher interaction was very high in all lessons observed by teachers who had completed the training and clear evidence of support and commitment amongst the teachers interviewed towards child-friendly, child-centred teaching methods was noted. The most evidence of a child-friendly, child-centred approach was seen in Early Childhood Education and Development, Nursery or Lower Kindergarten classes.

All School Management Committee members interviewed reported positive changes in the way their children were being taught and felt the overall ethos and approach of their particular school had improved and the teachers reported high levels of satisfaction with the training provided and were extremely grateful for the opportunity to take part in it. This was reinforced within all Head Teachers interviews.

In terms of the training, teachers requested more regular training and updates, and suggested that this could be arranged by shortening the initial 5 day training period to 2/3 days. Conducting follow-up sessions in schools to allow more teachers to participate and good practice lessons to be demonstrated was also suggested. Teachers requested training on how to use basic interactive resources in the classroom and for a handbook of key techniques and resources to be supplied during the initial training.

Both teachers and the schools' Management Committees asked for assistance with the outside-school community. There is a general lack of support/negative impressions held about government/community schools by parents and the community which is felt by the schools to be restricting progress. The teachers suggested that parents should be invited to some sessions on the training programmes or special sessions run to explain to parents about the new techniques and what the teachers are trying to achieve in order to increase support within the community.

Interim Report on the UNICEF-COL Child Friendly Schools Project
http://www.col.org/progServ/programmes/education/teachEd/Documents/Interim-Report_UNICEF-COL_Aug2012.pdf

UNICEF seeks to mainstream Child Friendly Schools or similar models throughout the education systems in all 154 countries in which it operates. UNICEF and the Commonwealth of Learning (COL)

have been working in partnership since 2008 to mainstream CFS models and approaches into the pre-service and in-service teacher education curricula in ten countries (Botswana, Lesotho, Malawi, Nigeria, Rwanda, South Africa, Sri Lanka, Swaziland, Trinidad and Tobago, and Zambia). The programme has also sought to "strengthen and cultivate capacity for CFS of teachers and other education actors, such as Teacher Resource Centre managers, school heads, and other education personnel".

Feedback from the programme indicated general satisfaction with the programme and that the training had enabled them to acquire new skills and knowledge and made an impact on their perceptions and professional practice:

"It makes me reflect back on the way I do things, in assisting teachers and in offering quality education." (Teacher Educator in Lesotho).

"*The CFS training was a good step in responding to the needs of the child. It exposes the teacher to the other needs of the child that need to be addressed."* (Deputy Principal, Francistown College of Education).

"We now have better and more qualitative training materials and better insight into how they can be implemented. We were part of the process of developing these materials and have had our skills in module writing improved tremendously." (Teacher Educator in South Africa).

Successful mainstreaming of CFS to a considerable extent depends on timely and continuous consultations with the partner ministries and institutions, the extent to which the partners have been involved in the development of the Work Plans and the degree of freedom the partners had in modifying them. The greater the level of perceived relevance of the CFS project and its harmony with the institutions' and ministries' priorities, the more support there was for the CFS project and the more effective COL and the partners were in achieving the project's outcomes. It is often more effective to have an autonomous teacher training institution rather than a ministry of education as the key partner for the implementation of the CFS project.

The successful implementation of the CFS project requires the early identification of a local CFS champion who will serve as the focal point throughout the duration of the project. The "CFS champion"/focal point played crucial roles in ensuring good communication, effect coordination of CFS activities and sustaining strong staff motivation. There is huge potential to reach and impact tens of thousands of teachers and student teachers using the project's materials and trained teacher educators. It is estimated that the 718 nomadic teachers trained under this project would reach more than 13,000 nomadic children.

Although Teacher Resource Centres (TRCs) exist in various forms and with different nomenclature in almost all the countries, it was found that they were not playing the roles they were expected to play. Contrary to the assumptions made in the UNICEF-COL PCA, they were neither centres of innovation nor were they found to be supporting teachers and school heads. TRCs were found to be underfunded with very few learning resources. In addition, staff morale appeared to be very low. Consequently, the TRCs were not capable of providing adequate support to teachers and schools.

The TRC managers and staff who were trained under this project need to be supported by the ministries of Education, UNICEF headquarters and particularly the UNICEF country offices to conduct the follow up CFS training of all TRC personnel. UNICEF offices need to advocate the revitalisation of the TRCs among policy makers and decision makers in the MOEs and national governments.

Continued support should be provided to partner institutions and ministries for effective and sustained mainstreaming of CFS. Such support could be in the form of advice, encouragement,

visiting the institutions and ministries, discussing with the partners on what plans they have made or intend to make to train more teachers, teacher educators, and other education personnel.

Child-friendly approach delivers soaring exam pass rates
31st March, 2008
http://plan-international.org/what-we-do/education/child-friendly-approach-delivers-soaring-exam-pass-rates/

In collaboration with KAPE (Kampuchean Action for Primary Education), Plan trained 40 primary school teachers to improve teaching quality, motivation and morale. Before Plan's work, children in Dambae were forced to walk 3 kilometres to school each day. Poor teacher training and learning environments also contributed to low student motivation and high drop out rates.

Teachers learned new ways to make their classrooms child-friendly – such as abandoning corporal punishment and allowing children to sit in groups, instead of the traditional row formation. Teachers were also introduced to a 'student centered' teaching approach, which encourages children to do more study and explore on their own through small surveys, group discussion and group presentations – helping them to socialise and build a team spirit.

School attendance is being boosted by school enrolment campaign groups which travel directly into villages and urge families to send their children to school. The groups – comprising students, parents, teachers, Buddhist monks and commune councillors – have posted child-friendly billboards at numerous village gathering areas to promote the school term.

School exam pass rates have increased from 5% to 97% over the last 2 years in Dambae district, Cambodia.

Inclusion – an Agent for Change and Development in Lembata
EENET ASIA Newsletter, 9th ISSUE
http://www.idp-europe.org/docs/EENET_Asia_9_EN.pdf

IDPN Indonesia and Plan Indonesia started implementing awareness programmes on inclusive education in Lembata District, East Nusa Tenggara in eastern Indonesia in 2009. More than 50 headmasters, teachers and school supervisors from the 6 primary schools as well as local education officials from 8 sub-districts in Lembata joined the training. Participants were involved in an awareness-raising workshop; a follow-up evaluation visit was conducted two years later.

The purpose of the awareness workshop was to introduce the participants to the idea of inclusive and child-friendly education, to discuss their needs and listen to their views on how they feel they can change and improve the quality of education in their schools. From the discussion with the teachers, the authors found that corporal punishment was common in the schools and that a high level of violence was common both from teachers towards the children as well as among the children themselves. The teachers told reported that they did not hesitate to spank or pinch the children as they believed this would "motivate" the children to study harder and learn their lessons properly.

The programme involved active use of discussion groups consisting of headmasters, teachers, school supervisors and local education authority. In groups they could explore and share experiences and discuss the many challenges they faced in school with few resources and children with diverse backgrounds and abilities. Participants also joined in role-plays where they would simulate being a child with special needs (e.g. visually impaired, hearing impaired and hyperactive). This simulation gave them an idea on how an impairment would affect their access to school facilities and

participation in activities of daily living unless the barriers were addressed effectively in order to meet their individual needs. The role-play was as an eye opener for the participants and a good lesson in empathy. It also provided motivation for the participants to start reducing the many barriers to learning, development and participation that exists in their schools and communities.

Many changes could be observed in the two years that had passed since the initial awareness programme. Many schools had been renovated and developed to become more child-friendly. The DPRD (local parliament) now fully supported the initiative and had requested and received funding support from the Provincial Education Authority for the implementation of other trainings in order to develop inclusive and child-friendly education in their districts and sub-districts. Lembata has made a leap forward toward inclusion – a clear sign that the seed of inclusive and child-friendly education that had been planted in 2009 had grown and thrived on fertile ground in schools and communities throughout the islands of Eastern Indonesia.

5. Additional information

Author

This query response was prepared by Geraldine Foster and Stephen Thompson**.**

About Helpdesk reports: The HEART Helpdesk is funded by the DFID Human Development Group. Helpdesk reports are based on 2 days of desk-based research per query and are designed to provide a brief overview of the key issues, and a summary of some of the best literature available. Experts may be contacted during the course of the research, and those able to provide input within the short time-frame are acknowledged.

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