



AIMING  
CHANGE FOR  
TOMORROW

# Pilot Rollout of LSBE National Guidelines



# Teacher

TRAINING MODULE

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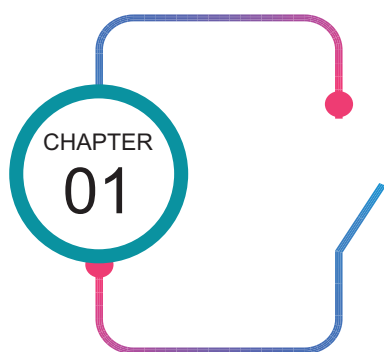
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II

## Table of Contents

<b>1. Introduction to the Teachers' Orientation Module .....</b>	<b>1</b>
1.1 About the Module .....	3
1.2 Important Tips for Trainer .....	3
1.3 Selection Criteria for Trainer .....	4
1.4 Selection Criteria for Teachers .....	<b>5</b>
<b>2. Session: Qualities of an Effective Teacher .....</b>	<b>6</b>
<b>3. Session: Participation of Parents and Community in Child's Educational Activities.....</b>	<b>13</b>
<b>4. Session: Role of Teacher in Inclusive Education.....</b>	<b>17</b>
<b>5. Pre and Post Evaluation Test for Teachers .....</b>	<b>22</b>
<b>6. SLIDES.....</b>	<b>23</b>



## Introduction to the Teachers' Orientation Module

The module about LSBE touches all aspects of Life skills required to be taught in schools as an inclusive approach. Thus; it is necessary that the capacity building of teachers is ensured for effective deliverance on the topic. Therefore, teachers training module are set to prepared that will not alone build teachers knowledge and understanding of LSBE but develop their clarity about how to deliver LSBE effectively keeping in mind the social barriers and societal acceptance. The module touches the national guidelines be designed to set parameters to enable teachers, develop/ refine the skills needed to select, modify or design learning resources and task/activities. This shall also facilitate the teachers develop an attitude for effective engagement of students in a meaningful learning. The module refers to the fact that LSBE is intended to stimulate students' curiosity and motivate them towards learning the basic skills. As children are naturally inquisitive, curious and have innate abilities to explore the world around them, they take great interest in the things around them and learn naturally if given opportunities for exploration, discovery and manipulation of objects—the pedagogical approaches can comprehensibly be used to deliver LSBE effectively.

The module covers Learner-centered" approach a perspective focuses on the learners' experiences, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners.

Whereas, the teacher-centered learning is considered a passive approach as student's learning is minimal and the information a student receives is less, the only emphasis remains on knowledge acquisition which hinders in student's personal growth.

Therefore, the module emphasizes the student-centered approach so that students take ownership of the learning process and which will help student in making right decisions whereas teachers play the role of facilitator to help student achieve their goals.

Thus, the module aims at building understanding of the teachers about:

- **Learning is not all merely "head" learning** (conscious, rational, "left-brained," and verbal) but involves the whole body/ mind with all its emotions, senses and receptors.

- **Learning happens when a learner integrates new knowledge and skills** into their own existing structure. Learning is a matter of creating new meaning, new neural networks, and new patterns of electro/ chemical interactions within one's total brain/body system.
- **Effective learning has a social base.** We often learn more by interacting with peers than we learn by any other means. Competition between learners slows the learning process while cooperation among learners speeds it fast.
- **Positive Emotions Greatly Improve Learning.** Feelings determine both the quality and quantity of one's learning. Negative feelings inhibit learning. Positive feelings accelerate it.
  - The most effective teachers have optimistic attitudes** about teaching and students. They make themselves available for students, communicate with students about their progress, give praise and recognition and apply such strategies that bring about the positivity in students towards learning.
  - **Hold High Expectations:**
  - The most effective teachers set no limits on students** and believe everyone can be successful. They build students confidence, teach them to believe in themselves and constantly challenge students to do at their best.

Thus the teachers training module is designed to provide face-to-face training mode. The training module shall sensitize the teachers about the following themes:

- Elements such as respect, importance of family, justice, compromising and adjusting, helping others, respecting difference of religions and cultures, honesty, patience, sharing, manners, ethics and morals, theft, importance of law and justice, love for education and harmonious society building are few of the factors that LSBE explains. Teachers manual should include all of these factors for personality building of teachers so that teachers can be the best specimen and role models for students to follow.
- inclusion of various teaching practices and methodologies and focus should be on the best experimented practices around the world for successful deliverance
- insight about learning opportunities designed for teachers
- Inclusion of group activities that illustrate the topic in a way which makes it interesting and ends with an appropriate conclusion.

Thus, the one day training module of teachers' training shall serve as a sensitization forum for the teachers to understand and conceptualize the need and importance of LSBE and take into account during the education process for the personality building of children who we call *our future!*.

## SECTION

## 1.1

## About the Module

This module has been formulated for professionals involved in the capacity building of teachers, parents and children at community level in the area of life skills based education. This module includes session plans which describes the details about the sessions' objectives, instructional material for carrying out activities, time allocation for each topic, details of group activities, material required etc. It is a complete step by step process for delivering the contents to facilitate the trainers in delivering training. It also includes the PowerPoint Presentations for use during the sessions, and reading material for participants and the trainer.

## SECTION

## 1.2

## Important Tips for Trainer

- The trainer who will deliver the training should consider few important points provided below for the conduct of trainings of such nature;
- Make sure that the trainees are involved in the discussions. A facilitator has to ensure that participants take the ownership of learning process and it often happens when the brainstorming takes place and the participants take lead in the group discussion and share their valuable opinion and experiences.
- Don't discourage anyone even if you don't find a participant's response much worthy.
- Don't ask direct questions or point out at any individual to respond to some question. They should not feel that a trainer is testing their knowledge. Rather they should be given a feeling that whoever shares knowledge would be valued but who doesn't wouldn't be at loss. Asking for voluntary responses is always better in such cases
- Don't separate yourself from the trainees during lunches or tea breaks rather use lunch and tea break as an informal forum for feedback. Many people who don't speak in a formal session often gives their opinion during lunches and teas.

- Listen to participants carefully if they are sharing some personal matter. Show your interest and encourage them to speak further.
- Always summarize one point before going to the next especially when it is about LSBE. Concluding one point requires getting feedback of the participants for judging their level of understanding about the subject
- Try to explain by giving examples for each difficult topic or competency; often a simple example may help people to learn effectively rather than sharing long handouts
- It is important to develop an environment of trust and mutual respect where people/trainees share their personal experiences in a confident manner. Listen to their experiences to help them build up a new concept. Often the concept of freeze, defreeze and refreeze refers to such brainstorming opportunities where people empty the full glass of knowledge and then they give space to absorb new concepts.

SECTION

1.3

## Selection Criteria for Trainer

- The facilitator needs to have deeper understanding of life skills and LSBE.
- Must be familiar with life skills that are relevant to LSBE
- Have knowledge of delivering training at community level
- Has familiarity with area where training is being delivered
- Be able to connect with participants at their level
- Has the ability to engage participants in course activities
- Is able to communicate clearly in a language spoken or understood by participants
- Does not have any preconceived notions and prejudices regarding training and the participants



SECTION

1.4

## Selection Criteria for Teachers

- Willing to learn and absorb knowledge related to Life Skills Based Education;
  - Is a local of the area where sessions are going to be delivered and has knowledge about the local culture and norms
  - Possess facilitation required for delivery of sessions
  - Positive and friendly attitude towards students and parents;
  - Flexible in terms of adapting new and fresh methodologies, and enabled to engage with new ideas and knowledge;
  - Capacity to adapt and disseminate LSBE relevant knowledge based on best practices;
  - Have high aspiration towards the knowledge enhancement of students regarding LSBE;
  - Interested to learn creative ideas
  - Engage with students at their level;
  - Good reputation at school and community level
-

CHAPTER  
**02**

**SESSION PLAN**

Qualities of an Effective Teacher




**Key Learning Objective**

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

- Discuss the educational scenario of Pakistan
- Identify the difference between child centered versus teacher centered method of teaching
- Tell the important characteristics of an effective teacher



**DURATION**  
**90MINUTES**

	Subtopic	Methodology	Material Re-quired
2.1	Situation of education sector in Pakistan	Lecture, Q&As, Brainstorming	Flipcharts, markers, Power Point Presentation      
2.2	child centered versus teacher centered method of teaching	Lecture, Power Point Presentation	
2.3	Characteristics of an effective teacher: <b>Developing competence</b>	Lecture, Power Point Presentation	
2.4	Characteristics of an effective teacher: <b>Planning and preparing for lesson delivery in classroom</b>	Lecture, Power Point Presentation	
2.5	Characteristics of an effective teacher: <b>Positive attitude</b>	Lecture, Q&As	
2.6	Characteristics of an effective teacher: <b>Hold high expectations from students</b>	Lecture, Q&As	
2.7	Characteristics of an effective teacher: <b>Creative thinking</b>	Lecture, Q&As, PowerPoint Presentation	
2.8	Characteristics of an effective teacher: <b>Respect the students</b>	Lecture, Q&As	
2.9	Characteristics of an effective teacher: <b>Help the students in resolving their issues</b>	Lecture, Q&As	

handouts, five A4 size papers

## Handouts

Handout 1: Characteristics of an effective teacher

Handout 2: Situation of Education Sector in Pakistan



### Advance Preparation

Trainer should review all the topics in the session

### The Process

<b>2.1</b>	<b>Situation of education sector in Pakistan</b>	<b>Lecture, Q&amp;As, Brainstorming</b>
i	Start the session with the topic, problems in education sector of Pakistan. Explain that Pakistan is facing greater difficulties in field of education especially in rural and semi urban areas. Say that teachers in these areas don't have any understanding about the curriculum and text books. It is because of this reason that delivery of knowledge to children is not in the manner the way it should be	
ii	Ask the participants that what do they think are the reasons for teachers' lack of basic knowledge about curriculum and syllabus?	
iii	Have a discussion on the reasons identified by the participants. Then explain that the major reason is that many teachers in such areas are not trained, so much so that many of the teachers hardly understand the essence of the curriculum it offers for delivery. Because of this lack of knowledge, teachers do not deliver what curriculum intends too	
iv	Ask participants that in this situation who suffers the most?	
v	Then tell that it is the children/students who suffers the most and because of this reason they are not able to achieve their objectives for being successful	
vi	Tell that giving training to the teachers can improve this situation	
vii	Say that for effective delivery of curriculum, teachers are expected to develop some skills in themselves. Say that we will discuss these skills in the upcoming topics	
<b>2.2</b>	<b>Child centered versus teacher centered method of teaching</b>	<b>Lecture, PowerPoint Presentation</b>
i	Ask the participants that are they aware about the method of teaching whose entire focus is on children?	
ii	After participants have expressed their views, show slide 1.1 <input type="checkbox"/> and explain it	
iii	Say that in the second approach, teacher is the center of attention, which is not an effective method. Further say that it is passive because students learning is minimal and the information which students receive is less, which hinders students personal growth	
<b>2.3</b>	<b>Characteristics of an effective teacher: Developing Competence</b>	<b>Lecture, PowerPoint Presentation</b>
i	Tell that now we will talk about various characteristics of an effective teacher. Say that in this regard, we will first talk about the teacher's competence. Ask that as a teacher what do they think that what competency should be developed in them?	
ii	After listening their opinions say that teachers should have knowledge about the new trends in teaching and they should learn, monitor and analyze such information	
iii	Talking about the competency of teacher, say that teacher is such a facilitator who introduces a child to various activities through teaching and learning process. It requires teachers to make decisions in the classroom by combining their knowledge of child development with an understanding of the individual child to achieve desired and meaningful outcomes	
iv	Say that teacher has to know about some basic rules of learning. For explaining rules of learning, present slide 1.2 <input type="checkbox"/>	

<b>2.4</b>	<b>Characteristics of an effective teacher: Planning and preparing for lesson delivery in classroom</b>	<b>Lecture, PowerPoint Presentation</b>
i	Ask what is the benefit of planning and preparing for a lesson in advance?	
ii	Taking participants views forward, say that planning and preparing a lesson in advance helps in teaching it in an effective and organized manner	
iii	Moreover, a good lesson plan helps to build a sequence in the mind of students through which they become aware in advance about the course of their syllabus	
<b>2.5</b>	<b>Characteristics of an effective teacher: Positive Attitude</b>	<b>Lecture, PowerPoint Presentation</b>
i	Explain that negative attitude and negative thought is like a big wall which can trap you in it and does not let you achieve your professional and personal objectives and neither lets you move forward in life	
ii	Say that in contrast to this, positive attitude gives the message of hope, generosity and passion for excitement. Teacher's attitude directly affects students' performance, therefore a teacher's positive attitude enhances students' life and performance. Ask participants to share their views on this	
iii	Present slide 1.3 <input type="checkbox"/> to elaborate on positive attitude of teacher	
iv	Further say that one of the biggest signs of positive thinking is that a person accepts his/her mistakes upon realizing that it was his/her own mistake. Same goes for teachers, if they feels that they are the ones who are at fault, then they should also immediately accept it. This will bring students closer to them. Students will have more respect for teachers. This can raise their status in the community	
<b>2.6</b>	<b>Characteristics of an effective teacher: High Hopes from Students</b>	<b>Lecture, Q&amp;As</b>
i	Ask the participants about their thoughts regarding keeping high expectations from students	
ii	Thank them for sharing their thoughts, and then say that keeping high expectations from students portrays that effective teachers don't set any learning limit for their students because they are off the opinion that everyone can succeed	
iii	To do this, they give equal opportunities to all students and also gives them opportunity to succeed according to their learning speed. Increase students confidence and teach them to believe in their self	
iv	Further explain that because of keeping high expectations from students, teachers always challenge the students so that latter should keep on working hard to give best results. For example, if a student gives correct answer to the question asked by teacher, then the teacher instead of saying that answer is correct, should say that can you repeat the answer quickly so that you are able to tell it fluently or teacher instead of telling whether the answer is right or wrong, can tell students to comment on each other's answers	
v	Say that this method is called 'high demand teaching'. Explain that using this method creates a challenging situation between the students, which teacher has to handle carefully	

<b>2.7</b>	<b>Characteristics of an effective teacher: Creative Thinking</b>	<b>Lecture, Q&amp;As</b>
i	Inform that creative thinking is that skill which can enable a teacher to invent new methods of teaching. Teachers with creative minds have large reserves of knowledge from which they develop creative activities for students	
ii	Present slide 1.4 <input type="checkbox"/> for explanation of creative thinking	
iii	Tell that such teachers effectively make use of the technology in the classroom.	
iv	Ask about what kind of technology can be used in classrooms and then explain that tablets, cell phones and mix media are the tools of this age which are being used in classrooms, but yes definitely it depends upon the resources.	
v	Ask participants, that have they ever done anything during teaching which reflected their creativity?	
vi	Listen to their responses carefully and give your opinion	
vii	Say that in this age of internet, there is lot of material available on internet about creative thinking/skills. Explain that such material contains lot of activities which can be used in classrooms for bringing out creative skills of the students. Inform that handout 1also has names of some of the websites for creative thinking activities which can be used in classrooms for bringing out students' creativity	
<b>2.8</b>	<b>Characteristics of an effective teacher: Respect the Students</b>	<b>Lecture, Q&amp;As</b>
i	Ask the participants that being a teacher, what do they consider respecting students as generally we think that it's the other way round as students are expected to respect their teachers	
ii	After they have answered, explain that a good teachers never embarrass the students, they respect the dignity of students and are very sensitive about such situations which can be a source of embarrassment for students	
iii	Such teachers regularly have discussions with students about their behavior and attitude. This enables teachers to get to know why a student is behaving in such a manner, or the reason for student's falling grades etc.	
iv	Based upon their experiences, ask the participants if they have any examples to share which relates to such a matter	
v	Appreciate their responses and acknowledge their efforts	
<b>2.9</b>	<b>Characteristics of an effective teacher: Helps the students in resolving their issues</b>	<b>Lecture, Q&amp;As</b>
i	Ask the participants that apart from problems related to education, do they also assist the students in their domestic or personal issues?	
ii	Appreciate their responses and say that as a teacher they need to worry about their students' problems.	
iii	Say that students do not share their personal matters or problems until the teacher has a personal connection or relation with them	
iv	Ask what can a teacher do to develop such a relation or link?	
v	Explain that to create such a connection with students, teachers should link the teaching process with games and activities. This can make the teaching process interesting and will serve as an incentive for children to happily get involved in the process and their relation with the teacher also starts to develop	
vi	Thank the participants and close the session	

## Handout 1: Characteristics of an Effective Teachers

### Developing Competence:

Teachers need to keep themselves abreast of recent trends in teaching and learning. They need to learn, analyze, and appraise, new developments in this field. The teacher is an active facilitator who helps the child to understand the meaning of the various activities and interactions encountered through the teaching-learning process. It requires teachers to make decisions in the classroom by combining their knowledge of child development with an understanding of the individual child to achieve desired and meaningful outcomes. Teachers ought to value the basic principles of active learning; some of these are:

- ~ Learning is not all merely “head” learning (conscious, rational, “left-brained,” and verbal) but involves the whole body/ mind with all its emotions, senses and receptors.
- ~ Learning happens when a learner integrates new knowledge and skills into their own existing structure. Learning is a matter of creating new meaning, new natural networks, and new patterns of electro/ chemical interactions within one’s total brain/body system.
- ~ Good learning has a social base. We often learn more by interacting with peers than we learn by any other means. Competition between learners slows learning. Cooperation among learners speeds it.
- ~ Learning is not a matter of absorbing one thing at a time in a linear fashion but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and Para conscious, mental and physical). The brain, after all, is not a sequential, but a parallel processor and thrives when it is challenged to do many things at once.
- ~ Learning from Doing the Work Itself (With Feedback). People learn best in context. Things learned in isolation are hard to remember and quick to evaporate. We learn how to swim by swimming, how to manage by managing, how to sing by singing, and how to sell by selling.
- ~ Positive Emotions Greatly Improve Learning. Feelings determine both the quality and quantity of one’s learning. Negative feelings inhibit learning. Positive feelings accelerate it.
- ~ The Image Brain Absorbs Information Instantly and Automatically

### In advance Instructional/Lesson Planning and Preparedness:

The most effective teachers come to class each day and are ready to teach. Teachers are expected to be prepared. Planning a lesson in advance helps a teacher to conduct her lesson in an orderly and effective manner. A good lesson plans helps to build a sequence in the mind of the students whereby they are aware in advance about the course of their syllabus. It builds confidence in the teacher as they are able to understand that their teacher is putting in a lot of hard work for their wellbeing. Systematic planning helps to reduce frustration and reduces time delay in lesson execution.

### Positive Attitude:

The most effective teachers have optimistic attitudes about teaching and students. They make themselves available for students, communicate students about their progress, give praise and recognition and apply such strategies that bring about the positivity in students towards learning.

**Hold High Expectations:**

The most effective teachers set no limits on students and believe everyone can be successful. They build students confidence, teaches them to believe in themselves and constantly challenge students to do at their best.

**Creative Thinking:**

The most effective teachers are resourceful and inventive in how they teach their classes. They celebrate students' academic goals, utilize technology effectively in class etc. Approaches such as VARK model (visual, auditory, read and write, kinesthetic) should be used.

**Fair and Justice:**

The most effective teachers handle students and grading fairly. They allow all students an equal opportunity to learn and experience. They allow every student to succeed at their own pace of understanding and learning

**Display a Personal Touch:**

The most effective teachers are approachable. They connect with students personally, share their experiences with their class and take personal interest in students to learn about them more.

**Cultivate a Sense of Belonging:**

The most effective teachers have a way of making students feel welcome and comfortable in their classrooms.

**Compassionate:**

The most effective teachers are concerned about students' problems and can relate to them and their problems. Numerous stories established how the sensitivity and compassion of caring teachers affected them in profound and lasting ways.

**Built Connection:**

The most effective teachers make learning fun by building connections with students through humor.

**Respect Students:**

The most effective teachers do not deliberately embarrass students. They respect student's privacy, speaks to students about their conduct and are sensitive to situations that would unease or embarrass students.

**Forgiving:**

The most effective teachers do not hold grudges. They forgive students for their inappropriate behaviors. They understand that forgiving is essential to reach out the difficult students.

**Admit Mistakes:**

The most effective teachers are quick to admit being wrong.

## Handout 2: Situation of Education Sector in Pakistan

Pakistan is facing tough challenges in education especially when it comes to deliverance of knowledge to students in rural or sub-urban areas. The teachers of such areas are not well equipped with the basic understanding of textbooks and the curriculum, they are not trained to deliver, so much so, many teachers of these areas hardly understand the essence of the curriculum it offers to deliver. In such scenario, the students suffer the most, because of lack of knowledge teachers do not deliver what curriculum intends too, hence, students who are expected to be the future of the country grows inept and incompetent to achieve goals. To target the effective implementation to students, the mediators; teachers are required to be trained. Teacher are expected to develop following characteristics in themselves in precedence to deliver with patience.

### Understanding of Teacher-Centered vs. Learner-Centered Teaching Style

Learner-centered" is the perspective which focuses on the learners' experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners (McCombs & Whisler, 1997, p. 9).

In addition, among the good characteristics of the teachers, one is defined to be a specimen for students. This type of teacher or instructor touches the lives of the students which ultimately effects the career goals of students.

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## Participation of Parents and Community in Child's Educational SESSION PLAN

### Participation of Parents and Community in Child's Educational Activities

#### Key Learning Objective

By the end of this session, participants will be:

- Understand the role of parents in the development of a child
- Explain the importance of interaction between parents and teachers
- Identify the tools for doing and maintaining engagement with parents



**DURATION**  
40 MINUTES

	Subtopic	Methodology	Material Re-quired
3.1	Role of parents in child's development	Lecture, Q&As, Brainstorming	Flipcharts, markers, Power Point Presentation
3.2	How to maintain communication/ engagement with parents?	Lecture, PowerPoint Presentation, Q&As	

handouts, five A4 size papers



#### Handouts

Handout 3: Means for Contacting Parents

#### Advance Preparation

Trainer should review in detail the contents of session

## The Process

3.1	Role of parents in child's development	Lecture, Q&As, Brainstorming
i	Start the session by asking the question about the role of parents and community in the development of a child. Ask them to explain the important points about the role of both stakeholders	
ii	Have a discussion on the identified points. During the discussion say that there is no doubt about the importance of the role played by parents and community in child's development. But this is also the responsibility of teachers that they maintain communication and engagement with parents and community as well as to get the information about the situation of children at home and within community related to life skills	
iii	Since LSBE is fairly a new concept for parents and community therefore it is necessary to educate them about it so that they get informed on this matter	
iv	Explain to them that participation of parents and community in child's education results in the form of positive changes within the classrooms	
v	For describing these changes, present slide 2.1 <input type="checkbox"/>	

3.2	How to maintain communication/engagement with parents?	Lecture, Q&As, PowerPoint Presentations
i	Say that we have just talked about the benefits of parents participation in their child's education and learned that there are many benefits of this participation	
ii	But the question here is that how can teachers maintain engagement and communication with parents? Ask the participants to share their views about this	
iii	Listen attentively to their responses and provide your input	
iv	Explain that apart from the ones identified by participants, there are some other methods for maintaining communication with parents, which we will discuss now	
v	Present slide 2.2 <input type="checkbox"/> to discuss these methods	
vi	For explaining slide 2.2 please review the handout 3 in advance	
vii	Discuss the points given in the handout	
viii	Have consensus with the participants on these points	
ix	With this topic, conclude the session	

### Handout 3: Means for Contacting Parents

The Single National Curriculum is going to be implemented in all types of schools, Madrassahs etc. across Pakistan. For seamless execution of the LSBE-aligned curriculum and to nurture the Life Skills needs, it is instrumental to involve and engage the parents and community.

When parents are engaged in their children's school lives, students have the home support, confidence and knowledge they need to not only finish their assignments, but also to develop a lifelong love to learning, a fundamental characteristic for Life Skills.

The LSBE, being a relatively newer concept for many parents & community elements, calls for close coordination with all the stakeholders to establish a conducive environment for students, inside schools as well as in homes and the community at large. Focusing on parental engagement often

results in profound changes in the classrooms. Parental engagement by schools in children's education should not be seen as a mere common courtesy. Rather, there should be a structured engagement of the parents and community in sharing the responsibility of children's character building and meeting educational goals.

Parent engagement happens when teachers involve parents in school meetings or events, and parents volunteer their support at home and at school. In this way, they make a commitment. Parents commit to prioritizing their child's educational goals, and teachers commit to listening and providing a space for collaboration with parents. Schools should provide opportunities for parents to connect with the school. Different methods can be adopted to engage parents & community. For instance, volunteer shifts, class activities, or parent-teacher committees are all great engagement opportunities. Teachers should share classroom goals or expectations with reference to Life Skills openly with parents, and ask them to do the same. Schools

administration and teachers should connect with parents' in-person as much as possible.

Different schools can use different tools to engage parents and community. For instance, in urban centers modern schools use social media, web links, online meetings etc. However, this might not be possible in remote rural areas and slums where parents and community do not enjoy the liberty of having modern connectivity tools. Therefore selection of the methods of engaging parents and community will vary from area to area and will be influenced by different factors such as types of schools, type of school faculty and parent fraternity, education & awareness level of the community, local cultural sensitivities and so on. However, a range of activities & engagement tools are being proposed here for parents and community, and the schools can adopt one or more of these methods that suit them the most.

- i. One time structured meetings/sessions/workshops with the parents and representatives of community and civil society for orientation on LSBE, its importance in the current context, and the Student Learning Outcomes of the SLB-aligned curriculum;
- ii. In person individual meetings with parents for more personalized conversation on sensitive topics such as adolescence & puberty issues, hygiene education, socializing & other networking issues;
- iii. Periodic Parent Teacher Meetings (PTMs) which can be held monthly or bimonthly or quarterly basis. Schools should organize refresher sessions for parents in the PTMs on all aspects of child development;



**Children with engaged parents are more likely to:**

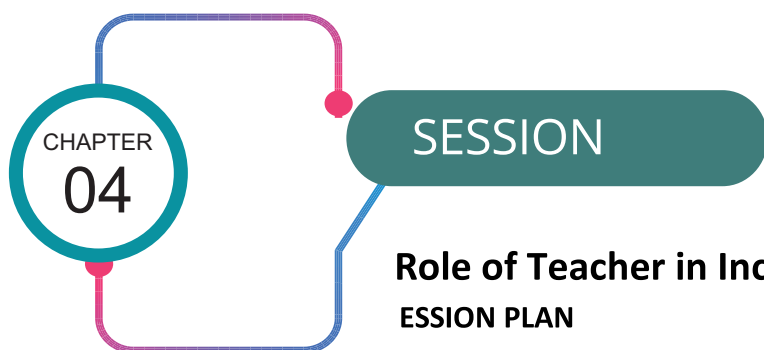
- Earn higher grades or cognitive skills
- Complete higher secondary school education and go for higher studies;
- Develop self-confidence and motivation in the classroom;
- Have better social skills and classroom behavior.

**They are also less likely to:**

- Have low self-esteem;
- Need redirection in the classroom;
- Develop behavioral issues

- iv. Use of information communication tools such as developing pamphlets, brochures, and other informative material for parents and community with regards to children’s physical, emotional, social, cognitive and intellectual development and the role of parents and community in this regard;
- v. Special/purpose-specific gatherings/seminars/conferences in the context of national emergencies & important events, pandemics/epidemics to discuss the issues of children’s safety & security under special circumstances and to sensitize parents and community to shoulder the responsibilities of schools;
- vi. Use of electronic media such as FM Radios and TV channels to educate masses on the Life Skills and to dispel the misconceptions and fears of community associated with LSBE-aligned education and Reproductive Health;
- vii. Use of Communication Apps – *such as Mobile Phones, Tablets, WhatsApp, or other tools with advanced-school-wide features* – for faster & easy communication with parents;
- viii. Use of Voice Tools for home-school communication where voice messages are disseminated among targeted groups of parents and other community representatives;
- ix. Use of Social Media as many parents in the urban centers use a range of social media tools to interact on daily basis;
- x. Use of Email Newsletters to interact with parents who frequently use emails;
- xi. Observing “Annual Parents Days” and “Special Person’s Days” to highlight importance of Life Skills and the need of parents-teachers collaboration in this regard;
- xii. Home visits and/or phone calls where needed to discuss child-specific behavioral issues
- xiii. Use of school calendars, school websites and student’s diaries to convey messages to parents and community alike;
- xiv. Student Led Meetings (SLMs) and Student Led Conferences (SLCs) can be held to allow students to reflect to their parents on their academic progress. Besides giving students confidence, this will also allow them to understand and evaluate their own mistakes and come up with solutions to improve themselves.
- xv. Organizing an event called ‘Parents School for LSBE’ to help guide parents to build better equipped children.

Schools can pick and choose one or more of these tools connect with parent’s community. The agenda of such interactions should be carefully drafted, especially when purpose of the meeting is to discuss sensitive adolescence and behavioral issues, in keeping with cultural sensitivities and religious teachings. School administration may wish to seek advice from religious scholars on these issues to have enough information backed by religious teachings to engage the parents on certain Life Skills and education on Hygiene and Health Rights.



**DURATION**  
40 MINUTES

### Key Learning Objective

By the end of session, participants will be:

- Define what is inclusive education and what are its benefits
- Learn about the situation of inclusive education in Pakistan
- Learn about the important points of the new education policy of Pakistan
- Reflect on the education policy’s strategy for Children with Special Needs

	Subtopic	Methodology	Material Re-quired
4.1	What is inclusive education and why it is important?	PowerPoint Presentation, Q&As	Flipcharts, markers, Power Point Presentation
4.2	Situation of inclusive education in Pakistan	PowerPoint Presentation, Brainstorming	
4.3	Important points of new education policy regarding special children	PowerPoint Presentation, Discussion	
4.4	How to make a classroom inclusive for special children?	PowerPoint Presentation	
4.5	What is inclusive education and why it is important?	PowerPoint Presentation, Q&As	



Handouts, five A4 size papers



#### Handouts 📄

Handout 4: Inclusive Education

Handout 5: Situation of inclusive education in Pakistan

#### Advance Preparation

Trainer should review the entire contents of the session

## The Process

4.1	What is inclusive education and why it is important?	Lecture, Q&As, PowerPoint Presentations
i	Welcome the participants into the new situation and tell them that in this session we will discuss inclusive education particularly for such children who have some kind of learning or physical disability.	
ii	Say that such children are either called special children or Children With Disabilities (CWDs)	
iii	Explain that we are going to discuss special children they will be the stakeholders along with other children in the process of getting education	
	Present slide 3.1 <input type="checkbox"/> and explain that word inclusion is a term which expresses the commitment of stakeholders to provide quality education in mainstream schools for every child regardless of their physical, mental and cognitive abilities, as well as race, class, color, gender to the maximum extent possible	
	To explain the importance of inclusive education, present slide 3.2 <input type="checkbox"/>	
4.2	Situation of Inclusive Education in Pakistan	Lecture, Q&As, PowerPoint Presentations
i	Say that according to some studies, more than 90 percent of children with disabilities in developing countries including Pakistan, do not attend school, and that 30 percent are deprived or living on the streets. Further explain that only three percent of adults with disabilities are literate and in some countries only one percent of the disabled girls attend school	
ii	Explain that in Pakistan, inclusive education has gained importance in the last few years	
iii	Further say that one of the greatest mile stones is the government of Pakistan's commitment reflected in National Education Policy which has endorsed Child Friendly Inclusive Education	
4.3	Situation of Inclusive Education in Pakistan	Lecture, Q&As, PowerPoint Presentations
i	Explain that because of this education policy, children with special needs will also go to mainstream schools, whereas schools will be prepared to get ready for meeting the requirements of these children	
ii	Ask what special preparations can be done in a school for such a purpose?	
iii	Thank the participants for their responses. If all the points have been covered then move ahead, otherwise present slide 3.3 <input type="checkbox"/>	
iv	Inform that in majority of public schools, teachers are not trained to provide education to CWD, that is why the new education policy has stressed emphatically on teachers capacity building and training	

4.4	How to make a classroom inclusive for special children?	Lecture, Q&As, PowerPoint Presentations
i	Explain that we have discussed about the facilities for CWD in schools, now we will discuss how a classroom can be inclusive for providing education to them	
ii	Say that since disability has different types therefore the special requirements will also vary with them for instance for physically disabled children need help and instruments for moving	
iii	Tell that we need a holistic approach to make an ordinary classroom truly inclusive	
iv	Explain that this approach is focused on provision of basic facilities which have been discussed before like ramp for wheelchair, toilets, learning aids etc.	
v	It is important to see that CWDs are being provided what type of support. It is imperative for these children to learn about independence. They should be supported to the extent that they could succeed on their own rather. If too much support has been provided to them then they will start depending on others for their basic needs	
vi	It is the responsibility of teachers to ensure that the disability of these children is not ridiculed and for that they need to create awareness in the community and school it but this won't be possible until the teachers are not being trained. That is why it has been stated in the education policy that a comprehensive training package needs to be developed for teachers, children and parents through which they can learn about creating a conducive environment and for living a good life, children should be supported in their physical, emotional, cognitive, financial and spiritual development	
vii	Close the session with these comments: Situation within education sector of Pakistan can improve significantly if education policy is implemented in its true spirit. This policy has been formulated keeping in view all the stakeholders and is expected to benefit all	

#### Handout 4: Inclusive Education

Inclusive Education is aimed at inducing a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.

#### Importance of Inclusive Education

Inclusion is a term which expresses the commitment of stakeholders to provide quality education in mainstream schools for every child regardless of their physical, mental, and cognitive abilities, as well as race, class, color, gender to the maximum extent possible. It involves bringing support services to the 'differently abled child', rather than moving the child to the support services, and means that the child will benefit from being in class. Full inclusion means that all students, regardless of any distinguishing characteristic, will be in a regular classroom/ program full time. All services must be provided for the child in that setting Inclusive education (when practiced well & in letter and spirit) is very important because: All children are able to become part of their community and develop a sense of belonging and Life Skills to become better prepared for life in the community as children and adults. It provides better opportunities for learning. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms.

However, providing inclusive education in mainstream schools calls for concerted efforts at policy level to

### Benefits of Inclusion

The benefits of inclusion are numerous, not only for children with special needs and their families, but for all children. When all children are included in the educational programs, they learn acceptance of other people, and that each person has unique abilities. Children learn from each other. With inclusion in place, children with special needs are provided equal opportunity to participate in the same types of programs and activities as children without special needs.

Some of the benefits of inclusion for children with (or without) disabilities are friendship skills, peer models, problem solving skills, positive self-image, and respect for others (religions, minorities and sects etc.). This can trickle down to their families as well, teaching parents and families to be more accepting of differences. Since parents are a child's first teacher and know their child best, it is important to have good communication with families that have differently abled, creating consistency between home and school. Working together and creating a partnership with families of special children is an important part of inclusion, and can help children reach their developmental potential.

### Handout 5: Situation of inclusive Education in Pakistan

Some studies<sup>10</sup> reveal that more than 90 percent of children with disabilities in developing countries, including Pakistan<sup>11</sup>, do not attend school, and that 30 percent are deprived or living on the streets. Furthermore, only three percent of adults with disabilities are literate, and in some countries only one percent of disabled girls attend school. In Pakistan, inclusive education has gained importance in last few years. One of the greatest milestones is the

Government of Pakistan's recent commitment reflected in the *National Education Policy*, which has endorsed Child Friendly Inclusive Education. This new policy reflects the impact of advocacy carried out by Sightsavers and other like-minded organizations.

The provision of Inclusive Education in Pakistan is aligned with the Universal Design for Learning (UDL), a framework that guides the design of learning experiences to proactively meet the needs of all learners. The framework helps treating that barriers to learning are in the design of the environment, not in the student.

During the development of SNC, the NCC involved relevant experts from government and non government organizations and constituted a committee

in 2020. The report's recommendations have been incorporated and, therefore, the inclusive education is part of SNC. The salient recommendations were:

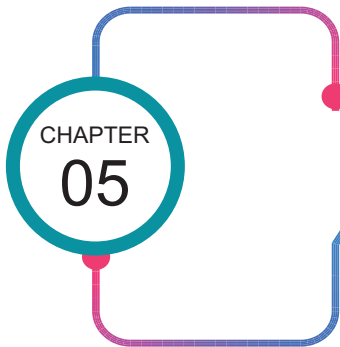
Special schools are part of the SNC as this is part of the SDGs, Special children in normal school and normal schools are capacitated to cater the special needs of special children.



The action plan for the new education policy identifies the need to provide training in inclusive strategies for pre-service and in-service teachers. This is because inclusive education cannot become a reality unless teachers are equipped with the necessary skills and knowledge. This becomes even more important when inclusive education is aligned with the Life Skill Based Education where teachers require special techniques to develop Life Skills in differently abled children.

There are some other challenges as well, particularly around sensitizing parents, teachers, school management, parent teacher associations and local communities towards the enrollment of children with disabilities in mainstream schools. Convincing all these stakeholders that Life Skills are more important for disabled/differently abled children than the normal children is critical. The special children when educated and life skills, they can cope better with the surroundings and can handle themselves as an independent and responsible citizens.

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## Pre and Post Evaluation Test for Teachers

Instruction: Please briefly answer the following questions

1. What is a child centered teaching?

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2. What are the qualities of an effective teacher? Mention the names of few such qualities

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3. What is creative thinking?

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4. What are the modern means of communication for contacting parents and community?  
Which of these have you used?

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5. Which modern methods of teaching do you use in the classroom?

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**Instruction: Mark the correct answer**

1. Do you know about the important points of the new education policy?

No

Yes

2. Have you incorporated life skills in your teaching?

No

Yes

3. Do you think that maintaining personal relations with children can help in their educational development?

No

Yes

4. Do you know about Life Skills Basic Education (LSBE)?

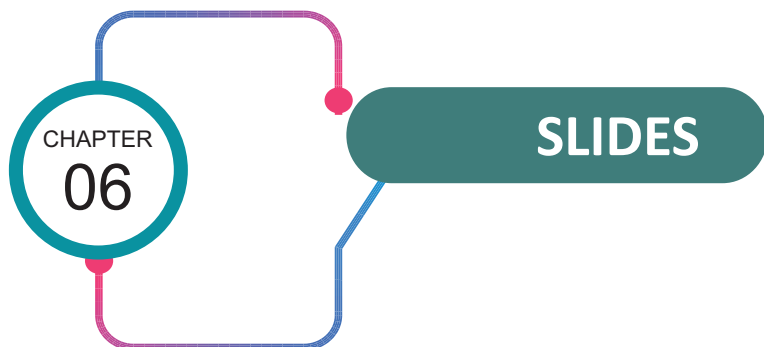
No

Yes

5. For educational development of children, do you undertake Parents Teacher Meeting (PTM) every month with their parents?

No

Yes



**Slide 1.1**  **Child Centered Learning**

The perspective of this teaching approach focuses on children’s experience, background, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest level of motivation, learning and achievement for all learners (McCombs & Whisler, 1997, p.9)

**Slide 1.2**  **Basic Principals of Learning**

- A learner learns when s/he integrates new knowledge and skills into his/her existing system
- Real learning is to learn many things at the same time, not just learning one thing at one time
- People can learn more effectively when they receive feedback on their performance. It is difficult to recall information which a person has learned alone
- Positive thoughts and emotions brings much improvement in learning process whereas negative ones halts this process

**Slide 1.3**  **What is Creative Thinking for a Teacher?**

- Creative learning generates those thoughts and ideas which are appropriate and beneficial, for example teachers need to appreciate children’s different ways of thinking
- This approach gives multiple answers for one question from different angels
- Teachers when giving instructions for work, can use the following words for bringing out creativity in students
- Create.....
- Invent.....
- Think that if this .....
- Imagine if .....

**Slide 1.4**  **Benefits of Parents Participation in Children’s Education**

***Children with engaged parents are much likely to:***

- Earn higher grades or cognitive skills
- Complete higher secondary school education and go for higher studies
- Develop self-confidence and motivates the classroom
- Have better social skills and classroom behavior

***They are also less likely to:***

- Have low self esteem
- Need redirection in the classroom
- Develops behavioral issues

**Slide 2.1 ☐ The benefits of parental involvement in children's education**

**Parents who accompany their children in reading and extracurricular activities usually have:**

- ~ Get good grades in information and reading
- ~ After completing higher secondary school, they study further.
- ~ Build self-confidence and motivation to move forward in class.
- ~ Good at social skills and classroom behavior.

**In such children:**

- ~ There is no lack of self-confidence.
- ~ You don't have to repeat the same direction in class.
- ~ Misconduct is not an issue.

**Slide 2.2 ☐ Teachers Means for Maintaining Contact with Parents**

- ~ Invite parents to participate in school meetings and functions
- ~ Include parents in classroom activities
- ~ Share classroom's learning objectives with parents
- ~ Organize a meeting for parents, community and social welfare organizations
- ~ Once or twice a month or on quarterly basis, have a parent teacher meeting (PTM)
- ~ Use modern means of communication like cell phones, tablets, social media, whatsapp etc.
- ~ Send voice messages to relevant parents in their representative groups
- ~ Organize parents annual day and special people's day for creating awareness regarding the importance of parents and community inclusion in children's education
- ~ School calendar, school website, student's diary can be used for sending message to parents

**Slide 3.1 ☐ What is Inclusive Education?**

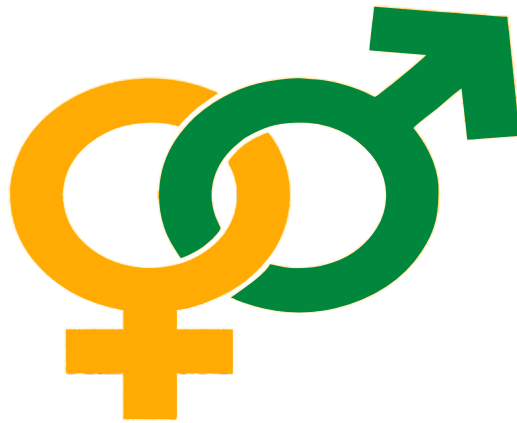
Providing quality education to children in mainstream schools without discriminating on the basis of their physical, mental, cognitive abilities, race, color, ethnicity, gender is called inclusive education. Full inclusion means that all students regardless of any distinguishing characteristics will be in a regular classroom full time

**Slide 3.2 ☐ Why is Inclusive Education Important?**

Inclusive education is important because all the children are able to become part of their community and develop a sense of belonging and life skills to become better prepared for life in the community as children and adults

**Slide 3.3 ☐ School Facilities for Special Children**

- ~ Purpose built school building
- ~ Clean drinking water supply
- ~ Availability of special toilet
- ~ Playing space
- ~ Ramp for wheelchair
- ~ Audio/Video facilities



AIMING  
CHANGE FOR  
TOMORROW



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