

MAINSTREAMING INCLUSIVE EDUCATION: SHARING GOOD PRACTICES

ANNEXES



Save the Children

ANNEX ONE: BANGLADESH

CBR CARD AND TRACKING SHEET FOR CHILDREN

ইউনিয়ন প্রতিবন্ধী সেবা কেন্দ্র

পুনর্বাসন সেবা কার্ড

হোপ প্রকল্প

রেজিস্ট্রেশন নং:	ইউনিয়ন:
উপজেলা:	জেলা:

সেবা গ্রহীতার নাম	:	-----
প্রতিবন্ধিতার ধরণ	:	-----
পিতার নাম	:	-----
মাতার নাম	:	-----
জন্ম নিবন্ধন নং	:	----- বয়স: -----
ঠিকানা	:	----- -----
যোগাযোগের নম্বর	:	-----
কার্ড ইস্যুর তারিখ	:	-----



Save the Children

[illegible]

সেবা গ্রহীতার অভিভাবকদের প্রতি অনুরোধ

- ⇒ নির্দিষ্ট দিন এবং সময়ে সেন্টারে আসবেন।
- ⇒ যেসব ব্যায়াম শিখিয়ে দেয়া হবে তা নিয়মিত করাবেন। ব্যায়াম শেখানোর সময় খুব মনোযোগ দিয়ে শিখবেন। মনে রাখবেন ভুল ব্যায়াম আপনার শিশুর জন্য ক্ষতিকর হতে পারে।
- ⇒ কোন অসুবিধা হলে সাথে সাথে সেবাদানকারীর সাথে যোগাযোগ করবেন।
- ⇒ অন্যান্য শিশুর তুলনায় এই শিশুটির বেশি যত্ন নিবেন। মনে রাখবেন আপনার সহযোগিতা এবং উৎসাহ পেলে শিশু অন্যান্য শিশুর মত লেখাপড়া এবং অন্যান্য কাজ করতে পারবে।
- ⇒ শিশুদের অবহেলা না করে তাদের কথা শোনার চেষ্টা করবেন।
- ⇒ শিশুর সাথে ছোট ছোট বাক্যে কথা বলবেন। শিশুকে আপনার চোখের দিকে তাকিয়ে কথা বলতে উৎসাহিত করবেন।
- ⇒ শিশুকে ছোট ছোট কাজের মাধ্যমে দৈনন্দিন কাজ করতে উৎসাহিত করবেন।
- ⇒ শিশুর সামনে কখনোই তার প্রতিবন্ধিতা সম্পর্কে আলোচনা বা কটুক্তি করবেন না।
- ⇒ শিশুকে সবসময় পরিষ্কার পরিচ্ছন্ন রাখবেন। তাকে পরিষ্কার পরিচ্ছন্নতা শেখাবেন।

Organization:

HOPE Project, Save the Children

Union Disability Service Center Client Tracking Sheet

[illegible]

ANNEX TWO: CAMBODIA

SCHOOL VISIT AND CHANGE MONITORING TOOL

School-visit & change observation monitoring tool

Name school:

Date:

Project staff visiting:

How long supported by SC:

Ask and observe during each school visit

1. Ask (deputy) school principal: what changes have occurred since last visit linked to the project objectives?

E.g. Have there been Technical Teacher Meetings (TTM)? Did teachers discuss teaching difficulties or learning problems of certain children? How is it being followed up? Are experienced teachers demonstrating good teaching practices to colleague teachers?

2. Classroom observation (attach classroom observation report) Write down 2 or 3 HIGHLIGHTs

1.

2.

3.

3. Ask teacher: Can I please see your lesson plan for the lesson I observed? Look for whether the lesson plan mentions and addresses learners with individual/special learning needs / disabilities or whether the teacher has planned different learning activities responding to different learning needs? Any group, pair or peer-to-peer learning activities planned in the lesson plan?

4. Ask teacher: Since the start of this project, have you learned any new teaching strategies? Have you tried out some of those new methods? Have these helped you to teach and support different children – including those with different disabilities – learn better? Any experiences/examples you would like to share?

5. Talk with some children about their education experience: E.g. What do they like about their school; What would they like to see changed; Which children need more support; How can children help each other; etc.

6. Major change since last visit (your own reflections based on conversations with (deputy) principal, teacher(s) and children):

Reported by

Name: _____

Title: _____

Copy to:

CLASSROOM OBSERVATION: good teaching is good teaching for all children¹

Name of observer:

Class/grade observed:

Time at beginning of observation:

Time at end of observation:

Teacher (please circle) Female / Male

(Officially) enrolled children:

Children present during observation:

Children with disabilities²: YES / NO

For each question, circle the answer option that best describes the classroom environment³

1. Which of the following statements best describes the size of the classroom space?

- A) Classroom is not big enough for children and adults to move around easily.
- B) Classroom is large enough for children to move around somewhat, but teacher cannot easily move around the room (Example: teacher cannot easily walk to the back of the classroom).
- C) Classroom is large enough for children and adults to move around easily – also for those with different disabilities (E.g. wheelchairs; crutches; visual impairment).

2. Which of the following statements best describes the furniture in the classroom?

- A) Classroom does not have enough furniture for all children. (Example: too many children on one bench or children sharing seats)
- B) Classroom has enough furniture for all children, but the size is not appropriate. (Example: seats or desks that are too big)
- C) Classroom has enough furniture for all children which is appropriate – also for children with different disabilities (E.g. physical impairments; Cerebral Palsy)

3. Which of the following statements best describes the seating arrangement in the classroom?

- A) All desks are in rows; no space to change around the seats/desks
- B) All chairs face forward, there are some open spaces (e.g. for group activities)
- C) Chairs placed around tables to facilitate interaction, comfortable areas for learning, including multiple “activity centres” (e.g. reading corner; math corner; science corner) – also accessible for children with different disabilities

¹ Based on/adapted from IDELA classroom observation template (2017) and *What to look for in a classroom* (www.alfiekohn.org)

² If children with disabilities/special education needs are enrolled/attending, please, note their disability or learning difficulty

³ The project team developed an Excel-sheet to record the answers each quarter

4. What can be seen on the classroom wall?

- A) Nothing or only some commercial posters
- B) Students' assignments displayed, but they are (a) suspiciously flawless, (b) only from "the best" students, or (c) very much alike
- C) Covered with different students' work – including from those with disabilities – also demonstrating student collaboration

5. Which of the following statements best describes the reading environment in the classroom?

- A) There are no children's books in the classroom or they are not freely accessible to children. (Example: kept in a locked closet)
- B) A few (approx. 5) different age-appropriate books are accessible to children. (This does not include multiple copies of the same book)
- C) Many (more than 5) age-appropriate books for different levels of reading are accessible to children (class for example has a reading corner or reading shelf) – including big print books for children with mild/moderate vision problems (or maybe Braille books)

6. From where does the teacher teach during the observed lesson and/or is peer teaching taking place?

- A) The teacher is at the front of the classroom where the blackboard is, all or most of the time. Only the teacher is teaching.
- B) The teacher uses the blackboard but also walks around to be close to every student to identify individual support needs
- C) The teacher uses the blackboard, but also continuously walks around, supporting each student and observing peer teaching

7. Which of the following statements best describes the activities children are engaged with?

- A) All students are usually doing the same thing, most of the time working individually
- B) Students are doing different activities/tasks during the same time
- C) Students are doing different activities/tasks often in pairs or small groups

8. Which of the following statements best describes how the teacher encourages children to voice their ideas during class?

- A) Teacher does not (often) encourage children to verbally share their ideas or opinions. Children do not ask questions spontaneously. The teacher's voice is the loudest or most often heard.
- B) Teacher encourages some children to share ideas at some points but does not respond to their opinions.
- C) Teacher encourages different children – **also those with different disabilities** - to share ideas and responds to their opinions. (Example: teacher asks: "Who wants to share what they liked about this activity" and then asks: "Why did you enjoy it?")

9. Which of the following statements best describes how the teacher supports communication between children?

- A) Children are expected to remain quiet and teacher does not encourage talking during activities.
- B) Children are allowed to talk amongst themselves during specific times or activities.
- C) Teacher encourages children to share thoughts/ideas with one another in large and small groups, **also actively engaging children with different disabilities**.

10. Which of the following statements best describes the teacher use of classroom management skills?

- A) Teacher controls children with severe methods (E.g.: spanking, yelling). There are no classroom rules/code of conduct displayed in the classroom
- B) Teacher does not use physical punishment but occasionally yells to control children and rarely demonstrates positive/effective classroom management techniques. Classroom rules/code of conduct is displayed in the classroom but has been developed by the teacher only.
- C) Teacher frequently uses positive classroom and behavior techniques to effectively maintain order in the classroom. (Example: praising positive behavior, gentle correction of inappropriate behavior). Classroom rules are displayed on the classroom wall and have been developed together with children.

11. Which of the following statements best describes how the teacher interacts with children?

- A) Teacher usually responds to children with annoyance or in a negative manner. (Example: yells for attention or raises voice; irritable)
- B) Teacher sometimes yells/raises voice and sometimes responds to children in warm, supportive way (Example: cheerful voice, smiling)
- C) Teacher shows warmth and respect for children during interactions – **also for children with different disabilities** - and responds sympathetically when they are upset (Example: listens attentively and responds to children's needs)

12. Which of the following statements best describes how the teacher helps children resolve their conflicts positively?

- A) Teacher provides little or no guidance for positive conflict resolution. (Example: teacher does not help children resolve arguments)
- B) Teacher stops negative interactions but does not explain or model positive behavior. (Example: breaks up a fight but does not talk to children about why it started)
- C) Teacher helps children develop positive social interactions – [also actively involving children with different disabilities](#). (Example: helps children talk about their arguments; help them understand differences and how to cooperate)

13. Which of the following statements best describes how the teacher supports group work?

- A) There is little or no small group or pair work during the observed lesson.
- B) Teacher breaks children into small groups or pairs but does not define activity clearly or activity participate to support learning.
- C) Teacher breaks children into small groups or pairs and actively monitors/supports learning during task, [making sure children with different disabilities also benefit](#).

14. Which of the following statements best describes how engaged children are in the lesson-topic?

- A) Most children are distracted, not “on task” or look bored
- B) Some children are distracted or not on task throughout the lesson, but others are participating in activities. (Example: children in the front half of the room are following along with teacher but children in the back rows are not)
- C) Most children –[including those with different disabilities](#) - are on task and actively participating throughout the observed lesson. (Example: raising hand, volunteering information, engaged and enthusiastic faces)

15. Which of the following statements best describes how the teacher connects lessons to children’s life experiences?

- A) Teacher never or rarely connects lessons to children’s life experiences. (Example: in a lesson about vegetables, teacher only gives examples from the book)
- B) Teacher makes some connections between lesson material and children’s life experiences. (Example: in a lesson about vegetables, teacher uses local foods as examples)
- C) Teacher asks different children – including those with disabilities - about their life experiences to provide material for the lesson. (Example: in a lesson about vegetables, teacher asks children about their favorite vegetables that they eat at home)

16. Which of the following statements best describes how the teacher engages with boys and girls in the class?

- A) Teacher often or always calls on children of only one gender to participate or makes statements that favor one gender. (Example: Makes statements like, 'Boys are naturally better at math than girls.')
- B) Teacher allows both boys and girls to participate or answer questions, but does not make an extra effort to engage children of both genders.
- C) Teacher makes an effort to engage boys and girls equally in activities and makes positive comments about children from both genders – **including boys or girls with disabilities**. (Example: Encourages/helps girls to participate even if they don't volunteer)

17. Which of the following statements best describes how the teacher involves different children in the class? ⁴

- A) Teacher often or always focuses on engaging one group of children or makes comments that reinforce negative stereotypes towards certain groups.
- B) Teacher allows different children to participate or answer questions, but does not make an extra effort to engage all groups.
- C) Teacher makes an effort to engage all children equally in activities; makes positive/inclusive comments about all. (E.g. encourages/helps struggling learners participate in activities)

⁴ E.g. children from different cultural, ethnic or language populations or from socio-economic (poor) disadvantaged groups

ANNEX THREE: CHINA
QUALITY INDICATORS FOR MONITORING
INCLUSIVE PRACTICE

Quality Indicators for Monitoring Inclusive Practice

School: _____

Date: _____

Evaluator:

Domain 1: School Leadership	<i>IE PRACTICE IS...</i>				Evidence of rating
	NE	IP	PI	FI	
I1. School administrators clearly support and actively participate in providing leadership, guidance and policies consistent with an inclusive philosophy					
I2. School administrators identify and articulate teachers' needs and develop incentives and support strategies to promote teacher acceptance and use of inclusive education practices					
I3. School administrators promote collaborative planning and problem solving structures across the school teams					
I4. School administrators and planning teams use data to identify school needs, and to monitor and evaluate school and individual student progress					
I5. School has regular professional development activities that always include applications for students with disabilities					
I6. The school administrator designs schedules for teachers based on school-wide needs, with adequate opportunity for collaborative planning					

Domain 2: Access and full participation	<i>IE PRACTICE IS...</i>				Evidence of rating
	NE	IP	PI	FI	
I7. All students with disabilities who reside within the school's jurisdiction attend the school unless parents opt to other school for practical reasons.					
I8. Schools use a student-centered planning process to plan for the inclusion of students who have significant behavioral or learning challenges.					
I9. All students are assigned to the age-appropriate grade					
I10. Classrooms reflect the natural proportion of students with disabilities (e.g., not to exceed 10% in any given class)					
I11. Students with disabilities access the same physical locations for instruction and non-instructional activities as students without disabilities					
I12. Students without disabilities consider students with disabilities to be members of their class					

I13. Students with disabilities receive most, if not all, of their special education and related services within the general education classroom, based on their Individual Education Program (IEP)					
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Domain 3: Instructional Practices	<i>IE PRACTICE IS...</i>				Evidence of rating
	NE	IP	PI	FI	
I14. All students receive instruction within an age-appropriate general education curricular framework					
I15. All students receive materials and resources required for the general education curriculum					
I16. Teachers differentiate instruction for a variety of learners' needs by incorporating visual, tactile, and kinesthetic materials and experiences					
I17. Instruction is provided in multiple formats such as individual, pairs, small groups and whole class					
I18. Teachers group and re-group students for instruction on the basis of learning styles, abilities, interests, and curricular focus, and not on the basis of ability alone					
I19. Teachers plan accommodations for students with disabilities, based on their IEP, and incorporate those accommodations into lesson plans and everyday instruction.					
I20. Teachers plan modifications to curriculum goals and classroom instruction for students with disabilities who need it, using the same or similar, age-appropriate materials for assignments,					
I21. Teachers provide direct instruction on IEP goals, infused across subject areas within the general education curriculum					
I22. Students use Assistive Technology in classrooms as needed for meaningful participation in instructional activities					
I23. All students receive positive behavior support					
I24. Teachers interact with students in ways that allow for positive peer relationships and personal dignity					

Domain 4: Individual Student Supports	<i>IE PRACTICE IS...</i>				Evidence of rating
	NE	IP	PI	FI	
I25. Teachers use evidence-based instructional practices that are based on individual student learning styles and needs					
I26. Schools use student data to identify and plan for meeting the behavioral needs of students who are at risk for office referral, suspension or expulsion due to their behavior.					
I27. Schools use positive behavior support strategies to improve student behavior and school participation					
I28. Individual student planning teams meet to design instructional modifications for students who take the modified or alternative assessment					
I29. Individual student planning teams meet to conduct functional behavior assessments and design individual behavior plans for students who need them					
I30. Non-special educators (e.g., peers, cafeteria workers, office personnel, volunteers) naturally support students with disabilities in the class and school					
I31. Students with disabilities have access to and are encouraged to participate in the same extracurricular activities as their peers					

Domain 5: Family Participation and IEP Development	<i>IE PRACTICE IS...</i>				Evidence of rating
	NE	IP	PI	FI	
I32. The school encourages families to visit the school and to communicate regularly with school staff on topics important to both the family and the school					
I33. The school assists families in accessing informal support networks and community resources					
I34. Families are included in advisory, decision-making and advocacy activities in the school					

I35. There is active family involvement in assessing student needs and designing the IEP					
I36. IEPs include objectives that emphasize the learning of decision or choice making skills					
I37. IEPs include objectives to develop peer interaction, communication, or other social skills					

Domain 6: Ongoing Authentic Assessment	IE PRACTICE IS...				Evidence of rating
	NE	IP	PI	FI	
I38. Assessment reports reflect the student's abilities and needs rather than deficits and weaknesses 评估报告体现了学生能力和需求，而不是只有不足和弱势					
I39. If the student has difficulty communicating, assessment tools and strategies are chosen accordingly.					
I40. Teachers and related service providers use ongoing dynamic assessments instead of discrete, one-time assessment tools.					

* **NE** (non-existence)=0; **IP** (in progress)=1; **PI** (partial implemented)=2; **FI** (fully implemented)=3

This tool was developed on the basis of several evidence-based practice tools and resources as follows.

California State Department of Education and WestEd (2007). *California Least Restrictive Environment Self-assessment and Continuous Improvement Activities Tool-School Site Level*. California Least Restrictive Environment Resources Project.

Jorgensen, C., McSheehan, M., & Sonnenmeier, R. (2005). *School-Wide Inclusive Education Best Practice Indicators*. University of New Hampshire University Affiliated Program, Durham, New Hampshire.

Maryland State Department of Education and Maryland Coalition for Inclusive Education (2006). *Quality Indicators of Inclusive Schools*. Maryland Coalition for Inclusive Education; Hanover, MD.

McGregor, G. and Brinkley, J. (2007). *Supports for Inclusive Practices: An Evidence Based Self-Assessment*. Pennsylvania Training and Technical Assistance Network.

New Jersey Council on Developmental Disabilities and New Jersey Coalition for Inclusive Education (2009). *Quality Indicators for Effective Inclusive Education Guidebook*. East Brunswick, NJ.

ANNEX FOUR: INDONESIA

DISABILITY CHEAT-SHEET

A DISABILITY “CHEAT-SHEET”¹

A brief on common impairments,² health conditions³ and the inclusive/respectful language we should use.



¹ Developed by Save the Children advisers in consultation with country teams, translated into national languages, including **Bahasa**, for use with CBR workers, government and non-government partners, teachers and the general public – August, 2017

² See also: “Understanding and Responding to children’s needs in Inclusive Classrooms” (UNESCO) – pg. 38 – Unit 2 “Assessing needs” <http://unesdoc.unesco.org/images/0012/001243/124394e.pdf>

³ E.g. children who do not speak the language of instruction of the school; children affected by HIV & AIDS, children with other health problems e.g. helminth infestation/asthma

Important NOTES to remember

1. We need to consider and respond to the needs of the whole child (inclusive pedagogy) and not just to his/her impairment. Children have multiple identities and having an impairment is only one of those identities.
2. Never assume that a child has (additional) disabilities. Only a proper assessment conducted by a trained professional can tell.
3. Many children are unable to sit still, focus, finish tasks or plan ahead; it does not mean they have Attention-Deficit/Hyperactive Disorder (ADHD)
4. Children living in poverty may come to school hungry and/or malnourished. Such a condition makes learning more difficult for a child as the child may feel weak and tired. Teachers should not label such children as 'slow learners' or as having 'an intellectual disability'.
5. Children may experience socio-emotional and/or behavioral problems as the result of a traumatic event (e.g. victim of violence, death in the family). This is NOT a disability.
6. 90% of all disabilities are NOT visible and most disabilities are mild or moderate (not severe).
7. Children with the same type of impairment do not experience the disability the same way and often have different support needs.
8. Children who have received the assistive devices or other necessary adaptations they need to learn like their peers, should no longer be labeled as having "special needs"
9. Children may have additional needs primarily of one type/category, which then impacts other categories to some degree. Needs may be interlinked and need to be considered together.
10. If a school or a teacher wants to know and learn more about a specific disability and how to support such learners, the best strategy is to link up with a local disability organization or movement.

CATEGORIES, EXAMPLES and COMMENTS

Category	Examples	Comments
1. Physical and/or mobility impairments/disabilities	<ul style="list-style-type: none"> • Cerebral Palsy (CP) • Deformed limbs • Loss of limbs (e.g. due to accident) • Paralysis (loss of muscle function) • Cleft palate • Club foot 	<p>-A child with Cerebral Palsy (CP) <i>may</i> additionally have a speech impairment or epilepsy or a sensory impairment, but this should be properly assessed first.</p> <p>-Children with physical and/or mobility disabilities usually have <u>no</u> specific or specialized learning needs – they just need to have physical access to school, classrooms, toilets etc. This can be arranged by removing physical barriers through construction or by providing assistive devices for the individual child.</p> <p>-Children may be born with a cleft palate or with a club foot. This does not affect a child's cognitive abilities and both conditions can be repaired with surgery, preferably as early as possible, when the child is still young (e.g. below 5)</p>
2. Visual (sensory) impairments ⁴	<ul style="list-style-type: none"> • Nearsightedness or farsightedness • Low vision • Blindness 	<p>-Children with mild or moderate visual impairments are often helped adequately when receiving glasses, by better positioning (seating) the child in the classroom and/or by providing materials in large print (e.g. Arial 14)</p> <p>-Peer to peer support (buddy system) is important to include the child; other children may read the texts aloud to the child</p>
3. Hearing (sensory) impairments ⁵	<ul style="list-style-type: none"> • Mild hearing impairment (HI) • Moderate HI • Deafness 	<p>-Mild hearing loss is much more common in school populations than severe hearing loss. Children with hearing loss may participate better if placed close to the teacher (seating/positioning).</p> <p>-Visual cues such as holding up a certain object can be useful to signal specific messages such as time for lunch or time for going home.</p> <p>-Children with hearing impairments may need someone to take notes for them in class as they may not be able to focus on hearing and lip-reading and at the same time taking notes.</p>

⁴ Children with a vision impairment may have additional hearing problems and children with a hearing impairment may have additional vision problems. Deaf-blind learners are nearly never totally deaf or totally blind. These children, when not progressing, are often labeled as having an intellectual disability, which is not the case.

⁵ See above

		-Some children who are unable to speak at all may benefit from the use of pictures or word-boards
4. Speech- and communications impairments	<ul style="list-style-type: none"> • Speech disorders • Stuttering • Muteness 	<p>-some children who have difficulties speaking or are unable to speak at all may benefit from the use of pictures or word-boards ⁶or using signs or sign language</p> <p>-always be patient when children with speech and communication impairments try to say something. Interrupting them or finishing their sentences for them is usually not helpful.</p>
5. Social-emotional impairments	<ul style="list-style-type: none"> • Anxiety disorders • Behavioral disorders • Mental illness 	<p>-the child's learning is negatively affected by feelings of anxiety/fears (associated with personal or school problems)</p> <p>-the child <u>frequently</u> demonstrates inappropriate behaviors or feelings under normal circumstances (e.g. get out of their seat, disturb peers, hit others, ignore the teacher, destroy property, do not respond to teacher corrections, on task 60% or less of the time)</p> <p>-behavior is often a form of communication for children – there is always a reason for their behavior (usually to avoid something unpleasant or to gain something pleasant). It is important for adults to identify and address the cause of the behavior, rather than punishing the child.</p> <p>-let the child help in the classroom for which it is allowed to move around</p>
6. Intellectual or developmental impairments	<ul style="list-style-type: none"> • Down Syndrome • Developmental delays (e.g. due to stunting) 	<p>-An intellectual disability affects all aspects of a child's development. The children are slower to develop physically, acquire language, learn to look after themselves and in mastering academic skills. They tend to have a below average IQ. With support, children with development delays often 'catch up' and achieve at typical IQ levels like their peers.</p> <p>-85% of children with intellectual disabilities have a <u>mild</u> intellectual disability!</p> <p><u>Mild</u>: IQ 50 to 70, slower development than typical in all developmental areas, no unusual physical characteristics, able to learn practical life skills, attains reading & math skills up to grade levels 3 to 6, able to blend in socially, functions in daily life</p>

⁶ Word or picture boards are a form of Augmentative and Alternative Communication (AAC) that can enable a child to express him or herself through pointing at different items/words on a chart (or sometimes in a book or binder). Higher-tech versions of these include a computer voice that actually speaks the words the child selects, but lower-tech versions – essentially a matrix with key pictures, words, or pictures and words in each box – can be just as effective, and easy to produce locally. These can also be useful for children with intellectual impairments!

		<p>Moderate: IQ 35 to 49, noticeable developmental delay (e.g. speech, motor skills), can communicate in basic, simple ways, able to learn basic health and safety skills, can complete self-care activities, can travel alone to nearby, familiar places</p>
7. Other neurodevelopment disorders	<ul style="list-style-type: none"> • Attention Deficit & Hyperactivity Disorder (ADHD) • Autism Spectrum Disorder (ASD) 	<p>-Children with ADHD need to move around a lot and tend to use extra body movements with everything they do. They are impulsive, interrupt others and find it difficult to take turns and control their emotions. Planning, organizing tasks and thinking ahead are problematic for children with ADHD.</p> <p>NOTE: It is completely normal for children to be active and lively, and thus many children will display behaviors as described above. Especially boys are generally more active and lively than girls. This is not the same as ADHD, which can only be diagnosed by a trained professional. Only 2-5% of children in UK/US have ADHD.</p> <p>-Being a spectrum disorder, ASD can show very different symptoms in different children.</p> <p>-Children with <u>severe</u> ASD may appear remote, isolated in their own world and often show repetitive body movements. They find it difficult to connect emotionally with other people.</p> <p>-Unexpected disruptions to routines or overstimulation (e.g. too much light, noise, touching) often have a negative impact on their social/emotional wellbeing and behavior.</p> <p>Children with <u>milder</u> Autism Spectrum Disorder may appear awkward in social interactions, have difficulty getting started on tasks and/or struggle with overall organization.</p> <p>Some children with ASD have a <u>high</u> IQ, especially in specific areas.</p>
8. Learning disability	<ul style="list-style-type: none"> • Dyslexia • Dyscalculia 	<p>-A learning disability is different from an intellectual disability. A learning disability is a weakness in certain academic skills e.g. reading, writing or math while an intellectual disability affects <u>all</u> areas of cognitive learning.</p> <p>-Children with learning disabilities generally have average or above average IQ; it is the way they process information and tasks that causes them to struggle, <u>not</u> a lower cognitive capacity to do well.</p>
9. Other health impairments	<ul style="list-style-type: none"> • Epilepsy • Spina Bifida 	<p>-Epilepsy is not caused by supernatural spirits (as is believed in some cultures or societies). It has a physical cause and can be controlled with medication</p> <p>-Encourage parents to seek medical advice</p>

(DISABILITY) LANGUAGE & TERMINOLOGY: When talking about disabilities, it is very important to always use words or phrases that are inclusive and respectful. And if you are not sure, ASK the person how he or she wants to be called.

The use of language and words describing persons with disability has changed over time. It is important that we are aware of the meaning behind the words we use and that these words are not hurtful or offensive. Disrespectful language will make a person feel excluded and will create barriers to full participation.

Always call a child by his or her name and do not refer to his/her disability

SAY/USE:	DO <u>NOT</u> SAY/USE:
<ul style="list-style-type: none"> *All children should be called 'children' *Call children by their name (do not label!) *If making a distinction say: children with - and without disabilities 	Children with disabilities and 'normal' children
Children with (Intellectual) Disability / Persons with Disability ⁷	CWD / CWID / PWD; handicapped, special child, 'special ed' child, gifted child, miracle child
Call the child by his or her name (do not label!) ⁸	Slow learner, mental retardation, retarded, dumb, idiot, child with problem
Call the child by his or her name (do not label!)	Dwarf, midget,
Child/person with hearing impairment or child/person who is deaf	Deaf-and-Dumb
Child/person with Speech or communication disability	Dumb
A child/person with epilepsy	(An) epileptic
Seizures	Fits; attacks
A child/person with cerebral palsy	A spastic
A child/person with a physical disability	A cripple; crippled; lame

⁷ We should not make real people into acronyms, we would not like that for ourselves, so let's not do this for persons with disabilities either

⁸ Some children learn fast, others learn slow, this is human diversity and does not require judgmental labels

ANNEX FIVE: MYANMAR

KINDERGARTEN QUALITY FRAMEWORK

Kindergarten Quality Framework MYANMAR

Pilar 2: Teacher's capacity	Pilar 3: Parental Engagement	Pilar 4: Safe and Supportive KG Environment	Pilar 5: Education Management for KG
Source of Information KG teachers/ Head teachers and children	Source of Information Parents and teachers	Source of Information Teachers/ Children/ parents	Source of Information TEOs/ Head teachers and teachers
Standard: KG teachers demonstrate good teaching practices	Standard: Parents engaging in the children's learning process in KG on a regular basis	Standard: a) KG classes provide safe and inclusive facilities b) KG classes provide a psycho-social supportive environment for all KG-aged children	Standard: Adequate and regular support to KG by HT and TEO
4. Exceeded <ol style="list-style-type: none"> More than three learning corners actively used (<i>Obv -19</i>) Teacher uses creative, positive methods for disciplining children (<i>Obv -5</i>)(<i>Teacher-9,10,11</i>) (<i>Chil-7</i>) (<i>HT-3,4</i>) Children actively engaged in activities thereby demonstrating confidence (<i>Obv -9,10,14</i>) Teacher has identified individual learning needs and adapts teaching (<i>Obv -5,6,7,8,9,11,12</i>) (<i>Teacher-4,5,6,7,8</i>) Teacher encourages collaboration between children (<i>Obv -8,9</i>) (<i>Teacher -2</i>) <i>Methods 1)</i> Teacher creates additional TLM (<i>Obv -3</i>) (<i>Teacher-2</i>) 	4. Exceeded <ol style="list-style-type: none"> All parents(100%)meet KG teachers atleast once every quarter to talk about children's progress (<i>Teacher-12,13</i>)(<i>parent-1,2,3,4,5</i>) Parents regularly ask their children about activities they have done in school (<i>Teacher -12,13</i>) (<i>Parent-6</i>) (<i>child-5</i>) Parents support KG teachers as needed (TLM preparation, class maintenance, safety, water, school events and so on) (<i>Teacher-14</i>) (<i>parent-1,5,7</i>) (<i>child-4</i>)(<i>HT-1,2</i>) 	4. Exceeded <ul style="list-style-type: none"> Classroom spacious enough to accomodate children with disabilities, toilets accesible, ramps available <ol style="list-style-type: none"> KG classroom is big enough for the number of children, clean and well organized (<i>Obv- 17, 18, 22</i>) (<i>T-3</i>) KG classroom is physically safe (classroom and outdoor play area) (<i>Obv- 17, 18, 21, 22</i>) (<i>parent-6</i>) 3.Toilets and hand washing facilities are accessible, functional and clean (<i>Obv- 17, 18, 22</i>) 4.Access to safe drinking water (<i>Obv -19</i>) Children feel positively connected to the teacher No indication of corporal punishment and humilitation (<i>Obv-23</i>)(<i>Chil-1,2,7</i>) (<i>Parent -6</i>)(<i>T-10,11</i>)(<i>HT-3,4</i>) 	4. Exceeded <ol style="list-style-type: none"> ATEO visits more than two times a year and provdes professional support to KG teacher (<i>HT-11,12</i>)(<i>T-17</i>) (<i>TEO-1,2,3,4,5,6</i>) Head teacher provides professional support to KG teachers atleast once a quarter (<i>HT-8,9,10</i>) (<i>T- 15,16</i>) Headteacher allocates resources (as needed) to the KG teacher/classroom (<i>T-15,16</i>)(<i>HT-10</i>)

7. Teacher clearly explains and sums up the purpose of the activities (at the beginning and end) (<i>Obv – 1,2,13</i>)		6. Children treat each other respectfully (overall positive environment) (<i>Obv-23</i>)(<i>Teach- 4,5</i>)(<i>HT- 5,6,7</i>) (<i>Children 6</i>) 7. Children are happy in KG classroom (<i>Obv-22,23</i>) (<i>Chil-1,2,3</i>) (<i>Parent- 6</i>) 8. No sign of discrimination (no child excluded or treated differently) (<i>Chil-6</i>)(<i>Par-8</i>)(<i>Teach-4,5</i>) (<i>HT- 6,6,7</i>) 9. Activities and materials adapted to individual needs (b) (<i>Obv-10,16,17,18,20,21</i>) (<i>T- 2,3,5,8</i>)(<i>HT-6</i>)(<i>Child-6</i>)	
3. Achieved 1. Three learning corners actively used (<i>Obv -19</i>) 2. No indication of corporal punishment and humiliation (<i>Obv -5</i>)(<i>Teacher-9,10,11</i>) (<i>Child-7</i>) (<i>HT-3,4</i>) 3. Children actively engaged in activities thereby demonstrating confidence (<i>Obv -9,10,14</i>) 4. Teacher interacts positively with each child (<i>Obv – 5,6,7,8,9,11,12</i>) 5. Teacher encourages collaboration between children (<i>Obv -8,9</i>) (<i>Teacher -2</i>) 6. Teacher uses TLMs & activity based methods (<i>Obv -3</i>)(<i>Teacher 2</i>)	3. Achieved 1. 75% of parents meet KG teachers atleast once every quarter to talk about children's progress (<i>Teacher-12,13</i>)(<i>parent-1,2,3,4,5</i>) 2. Parents regularly ask their children about activities they have done in school (<i>Teacher -12,13</i>) (<i>Parent-6</i>) (<i>child-5</i>)	3. Achieved 1. KG classroom is big enough for the number of children, clean and well organized (<i>Obv- 17, 18, 22</i>) (<i>T-3</i>) 2. KG classroom is physically safe (classroom and outdoor play area) (<i>Obv- 17, 18, 21, 22</i>) (<i>parent-6</i>) 3. Toilets and hand washing facilities are accessible, functional and clean (<i>Obv- 17, 18, 22</i>) 4. Access to safe drinking water (<i>Obv -19</i>) 5. No indication of corporal punishment and humiliation (<i>Obv-23</i>)(<i>Chil-1,2,7</i>) (<i>Parent -6</i>)(<i>T-10,11</i>)(<i>HT-3,4</i>) (<i>Qus – Discipline- all</i>) 6. Children treat each other respectfully (overall positive environment) (<i>Obv-23</i>)(<i>Teach- 4,5</i>)(<i>HT- 5,6,7</i>) (<i>Children 6</i>) (<i>Inclusiveness</i>)	3. Achieved 1. ATEO visits the school twice a year and discuss head teacher and KG teacher (<i>HT-11,12</i>)(<i>T-17</i>) (<i>TEO-1,2,3,4,5,6</i>) (<i>TEO visit and support –all except 5,6</i>) 4. Cluster head convenes quarterly meeting (discussions with KG counterparts) (<i>TEO-5,6</i>) (<i>TEO visit and support –5,6</i>) (2.3) Head teacher visits KG classroom atleast once every month (<i>HT-8,9</i>)(<i>T-15,16</i>) (<i>support – 4,10 and the next one qus</i>)

		<p>7. Children are happy in KG classroom (Obv-22,23) (Chil-1,2,3) (Parent-6)(Psychosocial –all)</p> <p>8.No sign of discrimination (no child excluded or treated differently) (Chil-6)(Par-8)(Teach-4,5) (HT- 6,6,7) (Inclusiveness –all)</p>	
<p>2: Partially achieved</p> <ol style="list-style-type: none"> 1. Less than 3 learning corners are used actively. (Obv -19) 2. Teacher uses threatening gestures (warns of consequences), shouts (Obv -5)(Teacher-9,10,11) (Child-6) (HT-3,4) 3. A few children actively participate in activities (Obv -9,10,14) 4. Teacher only Interacts with few students (Obv – 5,6,7,8,9,11,12) 	<p>2: Partially achieved</p> <ol style="list-style-type: none"> 1. less than 50 % of parents meet KG teachers atleast once every quarter to talk about children’s progress (Teacher-12,13)(parent-1,2,3,4,5) 2. Parents rarely ask their children about activities at school. (Teacher -12,13) (Parent-6) (child-5) 	<p>2: Partially achieved</p> <ol style="list-style-type: none"> (1)Overcrowded classroom with limited space for movement (Obv-17, 18, 22) (T-3) (3) Limited access (far, not clean, not enough for all students) to toilets and hand washing (Obv-17, 18, 22) (5) Teacher uses threatening gestures (warns of consequences), shouts (Obv-23)(Chil-1,2,7) (Parent -6)(T-10,11)(HT-3,4) 	<p>2: Partially achieved</p> <p>(1,4)- ATEO/cluster heads visits school once a year but does not provide professional support (HT-11,12) (TEO-1,2,3,4,5,6)</p> <p>(1,4) -ATEO/ cluster heads visits twice a year but does not visit KG classroom or discuss with KG teacher (T-17) (TEO-1,2,3,4,5,6)</p> <p>(2) Head teacher has limited interest in KG (HT-8,9)(T-15,16)</p>
<p>1: Not achieved</p> <ol style="list-style-type: none"> 1. Learning corners not set and/or not used by children (Obv -19) 2. Teacher uses violence, disrespectful and discriminating behaviour (Obv -5)(Teacher-9,10,11) (Child-7) (HT-3,4) 3. Very few children are actively participating in activities (Obv - 9,10,14) 	<p>1: Not achieved</p> <ol style="list-style-type: none"> 1. less than 25 % of parents meet KG teachers atleast once every quarter to talk about children’s progress. (Teacher-12,13)(parent-1,2,3,4,5) 2. Parents never ask children about their day at school. (Teacher -12,13) (Parent-6) (child-5) 	<p>1: Not achieved</p> <ol style="list-style-type: none"> 1. Unsafe classroom and surroundings (inside, outdoor, access) (Obv- 17, 18, 22) (T-3) (4)No functional toilet, no hand washing facility, no drinking water (Obv- 17, 18, 22) (5)Adults use violence, disrespectful and discriminating behaviour (Obv-23)(Chil-1,2,7) (Parent -6)(T-10,11)(HT-3,4) (6)Violent behavior among children 	<p>1: Not achieved</p> <ol style="list-style-type: none"> 1. ATEO has not visited the school and/or KG classes (HT-11,12)(T-17) (TEO-1,2,3,4,5,6) 2. Head teacher does not support or prioritize KG (HT-8,9)(T-15,16)

		(Obv-22,23) (Chil-1,2,3) (Parent- 6)	
--	--	---------------------------------------	--

1. Children's Learning and Development

2. Teachers' Capacity

KG teachers demonstrate good teaching practices

KG teachers

1. How many years of service as a teacher?
2. How many years of teaching in KG class?
3. What is your highest level of academic qualification?
4. Do you have any teaching professional certification (or) certificate in teaching?
5. Do you have any supplementary training during in services?
6. Which ethnic group are you from?
7. What is your first language?
8. What languages can you speak fluently?
9. Which language do you use in the classroom?
10. Which language is used by most of children in the classroom?
11. Which language is used by few children in the classroom?
12. What KG methods (Learnt from KG training) are you using? Why? What are you not using? Why? 2
13. How do you manage your class? 2
14. Do you have children with disabilities or speaking different languages in your classroom? 2,4
15. How do you ensure that these children learn? 2
16. What are the approaches you use to maintain discipline? 2
17. Do you ever use corporal punishment? 2, 4
18. Do you know how to identify individual learning needs? What do you do about it? 2,4
19. Do you assess whether children learn? How do you assess? 2
20. What you did after assessing whether children learn? In term of lesson planning? TLMs development? Etc. 2
21. Have you had any frequent support from head teachers? 5
22. Have you had any support from TEO (ATEO/DTEO) cluster heads? What kind of support? 5
23. How many times have you met parents of KG children? 3
24. What is the rough estimate (25%, 50%, 75%, 100%) of parents who come and talk to you regularly (Once a quarter)? 3
25. What are the challenges?
26. How do teachers treat students when they misbehave /violate the school rules and regulations? T
27. Have you received training on positive child disciplining methods? T

28. In the absence of separate classroom, how do you ensure children are doing all activities prescribed for KG?
29. Have parents supported you in any way? What ways?

Parents engaging in children's learning process

1. Do you discuss issues related to the learning of your child(ren)?
2. Do you meet KG teachers? How often?
3. Do you think children are happy and enjoy learning in KG?
4. In your opinion, do you feel your children are safe in school? Why?
5. Do you ask your children about what they learnt in KG? What are their answers?
6. What is the rough estimate (25%, 50%, 75%, 100%) of parents who go and talk to KG teachers regularly (Once a quarter)? 3
7. Are there any parents who never engage with teachers? How many and why?
8. In your school do you have any other ways to communicate regularly with parents?
 - ☐ Developmental records ☐ Open days ☐ Inviting the parents of absent students
 - ☐ Other (.....)
9. Are KG parents represented in PTA?
10. How do you feel about children with disabilities in the same class with your children?

4. Safe and supportive KG Environment

Indicators

- Number of KG classes that provide safe and inclusive facilities
- Number of KG classes that provide psychosocial supportive environment for all KG children

Head Teachers

1. How do teachers treat students when they misbehave /violate the school rules and regulations? T
2. Have you received training on positive child disciplining methods? T
3. Do you have eligible children data from the school catchment area? How many are children with disability? How many CWD are in school?
4. How often do you observe the KG class?
5. Do you ever hear learners or teachers use angry voices, insult or intimidate each other?
 - ☐ Yes, often ☐ Yes, but not so much ☐ Very rarely or never
6. Are KG parents represented in PTA?
7. Have you received training on inclusive/child centred teaching methods?
8. Have you ever heard teachers be disrespectful to children in relation to their ethnicity, religion, disability, background or gender?

5. Education management system for KG (Township)

Indicator - Adequate and regular supports to KG

School Head

1. Did TEO/DTEO/ATEO/cluster heads visit your school at least twice during last year? Did they visit the KG class?
2. What kind of support did they provide for KG? Did you get the support you needed?
3. How do parents engage in KG?

TEOs

1. How often do you visit the KG classes?
2. What kind of support do you provide to KG?
3. Do you always visited KG classes when you visit schools?
4. Do you think KG should be compulsory?
5. How many clusters are there in your township? How are they functioning?
6. Are KG teachers meeting at the cluster level?

Children

1. What makes you happy in school? What makes you unhappy in school?
2. Do you have homework? What do your parents ask about your school when you return home after school?
3. Is there any child in your class with whom no one wants to play?
4. What do your teachers do when you make a mistake or do something wrong?

ANNEX SIX: THE PHILIPPINES
INCLUSIVE MODEL SCHOOL CRITERIA MATRIX

KASALI Inclusive Education Model School Criteria

Indicators Ratings	1 = Almost Achieved	2 = Achieved	3 = Exceeded Project/Program Objectives or Expectations (fulfills lower rankings plus the following criteria)
1. Presence of Children with Disability			
	LEVEL 1	LEVEL 2	LEVEL 3
1.1 Enrollment Item Score: 1 2 3	- Children with disability are assisted to be redirected to school with Special Education (SPED) programs.	- Children with disability are always accepted for enrollment.	- School conducts activities to map out and encourage enrollment of children with disability.
1.2 Placement in Programs Item Score: 1 2 3	- All children with disability are placed in a SPED program.	- Children are carefully assessed for placement in SPED program or in general education program.	- There is an effective referral system for identification and placement of children with disability.
1.3 Ratio of Children with Disability Item Score: 1 2 3	- There are currently enrolled children with disability in the school.	- There are identified children with disability in every grade level.	- Observes the Department of Education (DepEd) standard of 2 children with mild disability in a general education classroom.
2. School Management			
2.1 School size Item Score: 1 2 3	- 50:1 student-teacher ratio or greater	- Majority of class size at 45 – 49. students.	- Majority of class size is at 40 – 44 students.
2.2 System for Information Sharing and Collaboration Item Score: 1 2 3	- Teacher initiates activities and events for information sharing	- Learning Action Cell (LAC) systems are in place and effective. - Trained teachers are pro-active in sharing information FOR ECCD, teachers are willing to be lead sharers in learning clusters	- LAC systems are being used to disseminate IE training lessons - Trained teachers conduct school-wide awareness raising in school and mentor teachers of children with disability. - School uses team teaching/collaboration to address the needs of each child

2.3 Participation of Principals/ School Heads and Master Teacher in Meetings and Trainings Item Score: 1 2 3	- Principals or master teachers attend trainings and meetings held by Save the Children on Inclusive Education (IE)	- Principals or master teacher actively participate in trainings and meetings held by Save the Children on IE - Principals or master teachers are receptive to suggestions and recommendations on making their schools Inclusive	- Principals or master teachers exceed basic inclusive school planning outputs in training. - Principals or master teachers seek additional learning or mentorship from Save the Children on IE
2.4 Inclusive Leadership Item Score: 1 2 3	- Principals/master teachers develop parts of inclusive school improvement plan.	- Principals implement/follow through with the inclusive school improvement plan	- Principals consistently practice the activities in the school improvement plan - Focal persons on inclusive school development have been selected by the school administration.
2.5 Effectiveness of SPED Program Item Score: 1 2 3	- There is an existing SPED program in the school	- There is an existing SPED program with effective life skills and transition program.	The school develops activities outside the SPED program geared towards inclusion.
3. Teaching – Learning Practices			
3.1 Differentiated Instruction and Materials Item Score: 1 2 3 4	- Quality Learning Environment (QLE) results indicate children with disabilities are encouraged to participate in learning activities.	- QLE results indicate materials, instruction and assessment for children with disability are modified to suit needs. (multi-sensorial materials are used, large print are utilized when needed,	- QLE results indicated utilization of new-age and developmentally appropriate strategies for learning in the classroom. .
3.2 Utilization of STC-Provided Learning Aids Item Score: 1 2 3	- There is evidence that the learning aids have been used by the children for learning activities.	- Learning aids are incorporated in daily routines and in lesson plans.	- Learning aids have been modified and further developed for purposeful learning.
3.3 Participation of Teachers in Trainings Item Score: 1 2 3	- All teacher invited by Save the Children attended all IE and Child Protection (CP) trainings.	- All teachers have submitted quality output for each training. (differentiated lesson plan, Disaster Risk Reduction (DRR) plans) - Teacher who have been mentored and monitored have progressed to “initiating” or “practicing.”	- Teachers seek further information or mentoring from Save the Children.

4. School Environment			
Presence of Modified Physical Learning Spaces for Diverse Needs of Children Item Score: 1 2 3	Trained teachers have knowledge on Convention on the Rights of the Child (CRC).	Trained teachers readily accept children with disabilities in their classes.	Trained teachers influence their co-teachers on accepting children with disabilities in their class.
Attitude of Trained Teaching Staff towards Disability Item Score: 1 2 3	Trained teachers have knowledge on Convention on the Rights of the Child (CRC).	Trained teachers readily accept children with disabilities in their classes.	Trained teachers influence their co-teachers on accepting children with disabilities in their class.
4.3 Utilization of Save the Children provided IECs (CP, DRR, Referral Mechanisms) Item Score: 1 2 3	Information, Education and Communication (IEC) Materials are visible.	Children are aware on how to use IEC Materials.	IECs are incorporated in the daily routines.
4.4 Presence of DRR Initiatives Item Score: 1 2 3	Teachers are aware on disability inclusive DRR.	Schools have existing DRR Plans.	Schools have existing disability inclusive DRR Plans.
5. Child Protection			
5.1 Positive Discipline in Everyday Teaching Item Score: 1 2 3	Teacher interacts with all learners in a positive and respectful manner.	-Teacher uses calm, moderate, and encouraging voice. -No child is humiliated in any manner. -No child is physically punished.	-Teachers provide warmth: ensures that all students feel emotionally and physically safe, respects students' developmental levels and views, has empathy with students' feelings, shows students care -Teacher provides structure: gives clear information and explanations, is a positive role model, gives students a change to fix their mistakes, encourages students' own thoughts and ideas, problem solves together with students
5.2 Presence and Functionality of Referral Mechanisms	Teachers are aware on child protection policy.	A child safeguarding policy and/or code of conduct ensuring the safety,	Teachers are trained in psychosocial support to detect cases of abuse or

Item Score: 1 2 3		health and well-being of children with disabilities are in place (School-Based Child Protection Policy).	trauma among their students and provide support.
6. Community Support			
6.1 Local Government Support Item Score: 1 2 3	Local Government Unit (LGU) members are trained in disability sensitization and CRC.	<ul style="list-style-type: none"> - Parents and community members are provided with training and capacity building to support children with disability (CWD) development and education. - There is functional Persons with Disability Affairs Office (PDAO) in the city supporting the school -There are existing link to PDAO, Health Centers. -There is a functional Barangay Council for the Protection of Children (BCPC). 	<ul style="list-style-type: none"> - LGUs have passed resolutions/ ordinances in support KASALI initiatives.
6.2 Collaboration and Involvement of Parents of Children with Disability Item Score: 1 2 3	-Attendance of parents in Parent Education Session (PES) trainings.	<ul style="list-style-type: none"> -Teachers and parents collaborate on key issues affecting CWDs. -A Parent Teacher Association exists. 	<ul style="list-style-type: none"> -Teachers actively engage parents in on-going communication and collaboration to assess, plan and implement activities with children. -There is an organized group of parents CWDs. -There is an Management Information System (MIS) for CWDs

ANNEX SEVEN: ROMANIA
SUMMER KINDERGARTEN GOOD PRACTICE
GUIDE CONTENT

**The Summer Kindergarten –
a model for the educational integration
of children from disadvantaged
communities, in particular Roma**

*Best practice guide for the early education
of children 3-5/6 years of age*

Bucharest, 2015

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ANNEX EIGHT: VIETNAM

SAMPLE POSTER (THU DUC DISTRICT)
TO SIGN FOR ENDING VIOLENCE AND
EXAMPLE OF SCHOOL DIALOGUE AGENDA

UBND QUẬN THỦ ĐỨC



Save the Children

DỰ ÁN: TRƯỜNG HỌC THÂN THIỆN VÀ BẢO VỆ TRẺ EM DỄ BỊ TỒN THƯƠNG

CHẤM DỨT XÂM HẠI VÀ BẠO LỰC TRẺ EM

Trường: _____

Lớp: _____

Roi
vọt
không
làm
trẻ
nên
người

Yêu
thương
mạnh
hơn
lời
quát
mắng



ĐƯỜNG DÂY NÓNG BẢO VỆ TRẺ EM:

TỔNG ĐÀI QUỐC GIA 111 - TRUNG TÂM CTXH TRẺ EM TP.HCM: 1900 545559

SCHOOL DIALOGUE BETWEEN CHILDREN, PARENTS AND TEACHERS

AGENDA

1. Objective:

- To create the opportunities for children to express their opinions, to raise their voices on the protection, education and care of children at home and in the community to the school management, teachers and parents
- To enhance participation of children and parents in improving the child-friendliness of the learning environment and quality education.
- To propose ideas and make recommendations to the school management and teachers on building a child friendly learning environment with child participation

2. Participants: 120 people (incl. children, teachers and parents)

1. District official representatives from Dept. of Education & Training
2. Local official representatives from local child protection board at commune/ward level
3. Parent representatives from school's Parents' Association and parents from each class (1-2 parents per class)
4. Student representatives from each class (1-2 students per class)
5. School managers and teachers

3. Agenda:

Time	Activity	Methodology	Preparations
8.00 – 8.15	- Welcome - Opening announcement and participation introduction		
8.15 – 8.20	Updates on advantages and challenges of teaching and learning outcomes of past school-year	Presentation	School-board
8.20 – 8:30	Importance of participation of children and parents in building a child friendly learning environment	Presentation	- School-board/ core teachers. - Powerpoint

8:30 – 8:40	<p>Expression of expectations of teachers, children and parents:</p> <p>(1) Children: What are your expectations from your teachers and parents?</p> <p>(2) Teachers: What are your expectations from your students and their parents?</p> <p>(3) Parents: What are your expectations from your children and their school managers and teachers?</p>	<p>Distribute colourful notes to all participants to write down their expectations and then collect their opinions from each team. Notes are anonymously filled with messages by participants. The notes are then stuck to a big board for viewing.</p>	<p>- A pack of expectation cards (3 different colours for 3 groups, each participant has 1 card).</p> <p>- Pen for participants.</p> <p>- Big board.</p> <p>- Sellotape.</p>
8:40 – 8:45	Refreshment/ Teabreak		
8:45 – 9:10	Group discussion and sharing expectations between students, parents and school (30 minutes)	Facilitator shares the expectations to audience	
9:10 – 9:30	<p>Discussions for solutions/ recommendations:</p> <p>(1) For students: What would you do if you were the school manager and/ your parents?</p> <p>(2) For parents: What would you do if you were the school managers and/or your children's teachers?</p> <p>(3) For teachers: What would you do if you were the parents of your students?</p>	<p>- Group discussion</p> <p>- Presentation</p> <p>- Role swap of 3 groups.</p>	<p>- Prepare classrooms for group discussion.</p> <p>- Teacher as group facilitator support during discussions</p> <p>- Questions for discussions.</p> <p>- A0 paper, markers.</p>

9:30 – 9:50	Discuss suggestions	<ul style="list-style-type: none"> - Group presentation - Facilitator starts dialogue with the groups to achieve a mutually agreed agenda to be submitted to the school managers for addressing. 	
9:50 – 10:00	<ul style="list-style-type: none"> - Explanations and accountability provided by school manager - Concluding points of dialogue from Department of Education and Training - Opinions/ recommendations recorded in minute - Dialogue closing 		<ul style="list-style-type: none"> - School managers - Department of Education and Training School-board.

Do you still have questions?

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