

# Book 1:

## Becoming an Inclusive, Learning-Friendly Environment (ILFE)



United Nations  
Educational, Scientific and  
Cultural Organization



## TOOL GUIDE

Booklet 1 describes what an inclusive, learning-friendly environment (ILFE) is and what the benefits are for teachers, children, parents, and communities. It will also help you to identify in which ways your school may already be inclusive and learning-friendly, as well as those areas that may need more improvement. It will provide you with ideas about how to plan for these improvements, as well as how to monitor and evaluate your progress.

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## Tool 1.1

### What is an ILFE and Why is It Important?

Inclusion is about practical changes we can make so that all children, including those with diverse backgrounds and abilities, can succeed with their education and enjoy learning. These changes will not merely benefit the children we often single out as children with special educational needs, but all children and their parents, all teachers and school administrators, and everyone from the community who works with the school.

### WHAT DO WE MEAN BY “INCLUSIVE” AND “LEARNING-FRIENDLY”?

#### What is “Inclusive”?

Over the years, the term “inclusive” has often come to mean “including children with disabilities” in “regular” classrooms for children without disabilities. In this Toolkit, “inclusive” means much more.

“Inclusive” does include children with disabilities such as children who have difficulties in seeing or hearing, who cannot walk, or who are slower to learn. HOWEVER, “inclusive” also means including ALL children who are left out or excluded from school.

*An inclusive and child-friendly education system ensures that all children have equal access to quality education regardless of their gender, age, abilities, disabilities/impairments, health conditions, circumstances, as well as socio-economic, religious, ethnic, and language backgrounds.*

*Afghan Ministry of Education Definition of Inclusive Education*

This is the list of children most vulnerable to exclusion from and within education according to key Afghan stakeholders (education planners, headmasters, teachers and education activists) when they were asked to identify which groups of children were most vulnerable in Afghanistan (listed alphabetically):

1. Children affected by conflict and war
2. Children affected by drugs
3. Children from ethnic, language, social and religious minorities
4. Children from poor economic backgrounds
5. Children in conflict with the law / Children in incarceration (prison)
6. Children living far away from school - in villages where there are no schools
7. Children suffering from neglect, abandonment and abuse
8. Children who are over-aged
9. Children with disabilities and disabling health conditions
10. Girls
11. Nomadic (Kuchi) Children
12. Street and Working Children

“Inclusive” means that as teachers, we have the responsibility to seek out all available support (from school authorities, the community, families, children, educational institutions, health services, community leaders, and so on) to finding children who are out of school and facilitating ALL children to learn.

Moreover, in some communities, all children may be **enrolled in school**, but some children still may be excluded from **participating and learning in the classroom**. For instance, they may be children;

- who get lessons and have to read textbook in a language that is not their first language (mother tongue);
- who are never asked to contribute;
- who never offer to contribute;
- who can't see the blackboard or a textbook or can't hear the teacher;
- who can't hear well;
- who have difficulties with speech (speech impairment or "stuttering"), or;
- children who are not learning well and no attempts are being made to help them.

These children may be sitting at the back of the classroom and may soon leave altogether (drop out). As teachers, we are responsible for creating a learning environment where ALL children can learn, ALL children want to learn, and ALL children feel welcome and included in our classrooms and schools.

### What is "Learning-Friendly"?

Many schools are working to become "child-friendly," where children have the right to learn to their fullest potential within a safe and welcoming environment. The aim is to improve each child's participation and learning in school, rather than concentrating on the subject matter and examinations. Being "child-friendly" is very important, but it is not enough.

Children come to school to learn, but as teachers, we are always learning, too. We learn new things about the world to teach our students. We learn to teach more effectively—and enjoyably—so that all students learn how to read or do mathematics, and we learn new things from our students as well. This Toolkit is one step in this direction.

A "learning-friendly" environment is "child-friendly" and "teacher-friendly." It stresses the importance of students and teachers working together as a learning community. It places children at the centre of learning and encourages their active participation in learning. It also fulfils our needs and interests as teachers. It enables us and encourages us to give all children the best education possible.

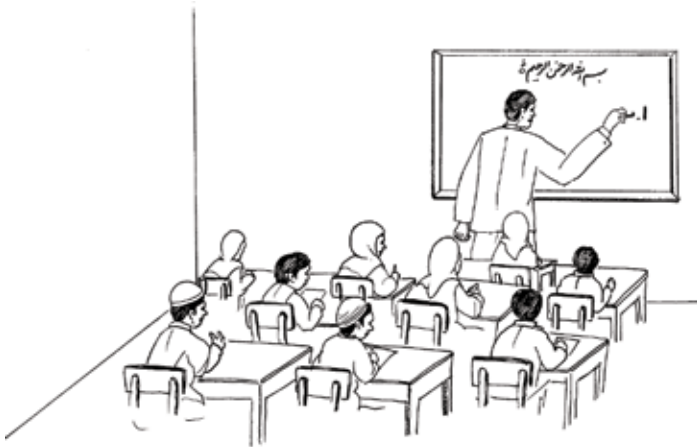
Child-friendly schools (CFS) will look different from country to country, district to district, and from school to school, but they are all based on the same six principles or dimensions:

1. Rights-based, inclusive and child seeking
2. Effective - Focusing on the intellectual, social, emotional and physical development of all children
3. Healthy, safe and protective
4. Gender responsive
5. Community based and family focused
6. Child-friendly systems and policies - Child-friendly assessment and evaluation systems, curricula and support systems

It is important to understand that no school can be child-friendly unless it is inclusive, no school can be inclusive unless it is child-friendly, and that no school can offer quality education unless it is inclusive and child-friendly.

**Action Activity: Understanding Inclusive, Learning-Friendly Classrooms**

Which classroom below do you think is inclusive and learning-friendly?

**Classroom A.**

Sixty children are crowding together on benches behind desks with their exercise books open and pens in their hands. The teacher is writing mathematic questions on the blackboard from the Grade 3 textbook. She makes sure that she writes it exactly as it is written in the textbook. The children, who are sitting on the right side of the room, copy what the teacher has written on the blackboard into their exercise books. While the children, who are sitting on the left side of the room have to wait for the teacher to move out of their sight so that they can see what she has written before they can copy it into their exercise books. As she writes, the teacher asks: "Are you copying the questions I am writing?" Everyone answers: "Yes, teacher."

**Classroom B.**

The children are sitting on the floor in small circles. The Grade 3 teacher is teaching shapes to the children. In one group, the children are talking about geometrical circles. The teacher has shown them some common, round, objects, like balls, bangles and even pees that she had asked the children to bring from home. The children handle the objects and then work together to make a list of other objects that are circular in shape. In another group, some of the children are holding rolled up wooden twigs and sticks. The children place their sticks on the floor in the centre to begin forming a square. One child with hearing difficulties adds her stick to form a triangle and smiles at the teacher. The teacher smiles back and says "very good," making sure that the child can see her lips as she speaks. The older sister of one of the children in the class who has volunteered to be a classroom helper for a week, pats her on the arm, and then turns to assist a student who is a bit confused about where to place her stick in order to form a new shape.

Now, answer the following questions :

- Which one of these two classrooms do you believe is inclusive and learning-friendly?
- In what ways is it inclusive and learning-friendly? Please fill in the table below.

**Characteristics of Inclusive, Learning-Friendly Classrooms (Table 1.A)**

	Traditional classroom	Inclusive, learning-friendly classroom
<b>Relationships between the teacher, classroom helper and the children</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>Who is in the classroom?</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>Seating arrangement</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

You will find how we filled in our table at the end of the Booklet.

Compare your table with one of your colleagues. The characteristics are very different in the two classrooms, and they tell us what kind of learning environment it is in these two examples.

The table above presents some of the characteristics of a learning-friendly classroom. You may think of many others. Particularly important is the "Relationships" section. In an inclusive classroom, we as



teachers need to form close relationships with our children and support them as much as we can, so that each child can learn as much as possible.

### Reflection Activity: What's My Situation?

Think about the elements of an inclusive, learning-friendly classroom mentioned in the table above, and ask yourself the following questions?

- What type of classroom do I work in?
- What changes can I introduce to make my classroom to make it more inclusive and learning-friendly?
- How can I make the topics I teach more interesting for my children so they will want to learn about them?
- How can I arrange my classroom so that ALL of the children are learning together?
- Who can help me to create an ILFE (for example, the Principal, other teachers, my students, parents, and community leaders)?
- Who can help me in the class, what other teaching-learning resources are available in the community (adults and children)

## WHAT ARE THE IMPORTANT ELEMENTS OF AN ILFE?

**ALL** children have the right to learn, as set forth in the Convention on the Rights of the Child (CRC) which is ratified by virtually all governments in the world, as well as the Afghan Constitution (2004) and the Afghan Education Law (2008). Moreover, all children can learn, without regard to their physical, intellectual, social, emotional, linguistic, or other conditions. This includes children with disabilities; street and working children; children of remote or nomadic populations; children from linguistic, ethnic, or cultural minorities; children affected by HIV; and children from other disadvantaged or marginalised areas or groups.<sup>1</sup> Furthermore, while all children can learn, they may not all learn the same things at the same time, at the same pace, and with the same results, but this is completely normal and acceptable and should not lead to children having to repeat classes or be expelled from school!

With so many individual differences, children need to learn in a variety of ways, not just by copying information from the blackboard onto a slate or into a notebook. Copying from the blackboard is probably one of the least effective ways for children to learn. We will learn more about this in Booklet 4 of this Toolkit on creating inclusive, learning-friendly classrooms.

Teaching children with diverse backgrounds and abilities is often a challenge, so we need to understand **how** to teach these children. We will not learn everything we need to know in teacher training. Therefore, we also need to learn by observing and talking to experienced teachers, by going to workshops, by reading books, and by exploring other resources such as this Toolkit. We then need to practice what we have learned in our classrooms. An ILFE is therefore important, not only for the development of **ALL** of our children, but also for our own professional development as teachers.

In an ILFE, everyone shares a common vision of how children should work and play together. They believe that **education needs to be inclusive, gender-responsive and fair - girls should have the same rights and opportunities as boys, and non-discriminatory, sensitive to all cultures, religions, as well as relevant to the daily lives of children and their families.** Teachers,

<sup>1</sup> UNESCO (1994) The Framework for Action on Special Needs Education, p. 6.

administrators, and students should respect and embrace their different languages, cultural backgrounds, circumstances, and abilities.

**An ILFE teaches children life skills and healthy lifestyles so that they can make informed decisions and protect themselves from illness and harm. Moreover, in an ILFE there is no verbal abuse (no name-calling, abusive language, teasing or ridicule), no physical punishment (no pinching, slapping, caning or other forms of corporal punishment), in other words, there is no child abuse.**

An ILFE encourages teachers and school administrators, children, families, and communities to help children to learn inside and outside the classroom. In the classroom, children - and not just teachers - are responsible for their learning and actively participate in it. In an ILFE learning is linked to what children want to be in life (their aspirations), and it is meaningful for their daily lives. It is understood that learning helps children to develop new aspirations as their knowledge grows, and they can work towards a living future life that is better than the one they are living, and better than the lives their parents have lived.

An ILFE also considers the needs, interests, and desires of us as teachers. It gives us opportunities to learn how to teach better; it provides the best resources possible for teaching; and it celebrates our successes through appropriate rewards and recognition.

#### **Action Activity: What is an ILFE?**

Discuss with your colleagues what you think are the important elements of an inclusive, learning-friendly environment, an ILFE classroom, school, or another place where children learn.

- Draw a tree with roots on a large writing surface (such as a blackboard or poster paper).
- Ask your colleagues to write down one or two characteristics that they feel are most important in an ILFE on the different branches of the tree - See illustration below (1.B).
- Compare your tree with the one at the end of the Booklet (Illustration 1.B.i) and see if any characteristics are missing?
- Then ask yourselves, which characteristics do our school or classrooms have, and which do we need to work more towards? How can we improve our school or classroom to become an ILFE? List the "missing" characteristics on the different roots of the tree - See example at the end of the Booklet (Illustration 1.B.ii).

**Remember:** Changing from a traditional school or classroom to one that is inclusive and learning-friendly is a process, not an event. It does not happen overnight. It takes time and teamwork.

## **WHAT ARE THE BENEFITS OF AN ILFE?**

### **Benefits for Children**

Through an ILFE children will among others learn how to;

- become more self-confident;
- develop greater self-esteem;
- take pride in themselves and their achievements;
- learn independently both inside and outside of school;
- ask good questions;
- be good observers;
- be more creative;
- improve their communication and interpersonal skills;

- improve the way they learn;
- understand and apply what they learn in school to their everyday lives (such as in their play and in their homes);
- interact actively, productively and joyfully with their classmates and teachers;
- value their native language (mother tongue);
- gain or regain self-respect as they learn to respect others;
- appreciate different cultures and traditions;
- embrace diversity of abilities and backgrounds;
- enjoy being with others who are different from themselves, including how to be sensitive to and adapt to these differences, and;
- how to learn together and value their relationships, regardless of the backgrounds and abilities of their friends and classmates.

### **Benefits for Teachers**

Teachers also receive important benefits from teaching in an ILFE. They will;

- have more opportunities to learn new ways to teach different kinds of students;
- learn how to explore new ideas by communicating more often with teacher colleagues from within and outside their school through school clusters or teacher networks;
- receive valuable input and assistance from parents and community members;
- gain new knowledge, such as the different ways children learn and can be taught;
- learn how to find solutions and overcome challenges, instead of just seeing problems and obstacles;
- develop more positive attitudes and approaches towards children (and their families) as well as challenging situations;
- get more positive feedback from their students by applying these new ideas;
- experience a higher sense of accomplishment when ALL their students are succeeding in school to the best of their abilities;
- have more volunteers working and helping in their classrooms (which will reduce their workload) because parents, older siblings and other members of the community will be more likely to help when they understand that what the children learn in the classroom is important for the of children themselves, their families and the development of the community, and;
- they will discover (or rediscover) that teaching is a joy and a privilege, not a chore.

However, remember that "ALL children succeeding" does not necessarily mean that all children successfully pass a written examination. It means accepting diversity in the different ways children learn as well as how they show their success in learning; for instance, when they can successfully explain and apply a concept to the teacher or to the class, instead of answering questions about it on an examination.

### **Benefits for Parents**

Through an ILFE, parents will;

- learn more about how their children are being educated;
- learn how they can become personally involved in and feel a greater sense of importance in helping their children to learn;
- learn how to share their experiences when teachers ask them for their opinions about children;
- feel valued and consider themselves as partners in providing quality learning opportunities for children;
- learn how to assist their children better at home by using some of the techniques that the teachers use in school;

- learn how to interact with others in the community;
- learn how to understand and help solve each other's problems, and;
- most importantly, they will know that their children are receiving a quality education.

### Benefits for Communities

An ILFE can offer many benefits to the community, too. The community;

- develops a sense of pride as more children go to school and learn;
- discover that children are being prepared to become responsible future community leaders, which will help the community to develop and prosper;
- sees that potential social problems, such as petty crimes or adolescent problems, may be reduced; and,
- becomes more involved in the school, creating better relations between the school and the community.

### Action Activity: Challenges to Becoming an ILFE?

With all these benefits, why don't all schools have inclusive, learning-friendly environments? Below is a short list of some of the obstacles (barriers) to becoming an IFLE that may affect some schools. For each obstacle, identify some ways to overcome it within your school.

1. Change takes energy, openness, and willingness. If teachers have too many domestic responsibilities or many non-teaching administrative duties at school, such as attending frequent meetings, they may feel that they don't have the time or the energy to implement change.

#### Ways to Overcome this Obstacle:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Teachers do not understand what an ILFE is, or think that they do not have the resources, that are needed to become an ILFE.

#### Ways to Overcome this Obstacle:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Parents and even teachers may not understand the benefits of an ILFE and are concerned that including all kinds of children in the school will affect their children negatively.

**Ways to Overcome this Obstacle:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. Parents and even teachers may not understand the benefits of an ILFE and are concerned that including all kinds of children in the school will affect their children negatively.

**Ways to Overcome this Obstacle:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Learning From Experience: Including Children with Disabilities (Case from one of the pilot schools for inclusive education in Kabul)**

I want to tell you a little bit about a child in my class. He is 12 years old and he is Deaf. When he came to my class he didn't really have any proper language to communicate with, just a few family signs, which is not enough to communicate with others outside his family. Last year he joined to our programme. In the beginning his family was not quite sure if it was right to send a Deaf child in to school. They were afraid that the other children would tease him. They didn't know how he could possibly understand the teacher since he couldn't hear so they refused to bring him to school. But our team talked a lot with his family, especially with his father. He had the idea that his son would become a tailor and he didn't think there was any need for any formal education. He was saying: "What is the purpose of sending him to school? What can he possibly learn? He needs to learn some vocational skills, that is enough. I am not educated and I have survived, and he will do the same."

After much convincing, he finally agreed to send his Deaf son to school, but he did not want to participate in any training for parents as he said he was much too old, and if his wife would go it would be a shame for his family. However, his older son volunteered to come to the training instead of his parents. He is in grade 7 in the same school. He started to support his brother by coming to the training for parents. He soon wanted to learn more about different ways of communicating with his brother and he wants to learn Sign language. Now he freely communicates with his brother and is helping him with his sessions. He doesn't know all the official signs but he has found a way how to communicate with his younger Deaf brother anyway.

In the beginning the young Deaf boy was very afraid of the other children and of the new environment. He felt ashamed when he used signs or asked some for support. He didn't know anything about rules and regulation in the school and would sometimes behave a bit "naughty." However, he quickly learned. He now feels self confident, and he is interested in learning new and different things. He is doing all the tasks that are given to him by his teacher. He is participating in all the different events in school, and he now knows how to read and write.

He is coming to school every day, even when he is sick, because he believes that going to school is the best way for him to change his life. He says that: "Now I have friends, and I am responsible for some work at home and in the class because I am the oldest students in my class. Now I have a role to play in my family, and they respect me, and I have learned to respect them. Although they don't know signs but they change their attitude toward me. I am happy to be Deaf, I hope all the other parents think positively about their Deaf children and try to support them. I hope one day I can finish school and get a good job."

His family is now very happy and they encourage him in everything he does.

"Now they respect me ..."

From an article by Karima Ysoofi  
EENET Asia Newsletter, Issue No. 6  
<http://www.idp-europe.org/eenet/>

## Tool 1.2

### Where are We Now?

#### IS OUR SCHOOL ALREADY AN ILFE?

Many schools may be on their way to becoming inclusive and learning-friendly, and they are seeing the benefits of doing so for their teachers, children, parents, and communities. In creating an ILFE, the first step is to determine to what extent your school is already inclusive and learning-friendly. Thereafter, you will know what further steps your school still needs to take to become fully inclusive and learning-friendly. The checklist below will help you to assess your school. Fill it out as honestly as possible. Place a checkmark beside each of the items that your school is already doing. Don't worry if many of the items are not checked. Through this Toolkit, we can work on these together. After completing this assessment, you will have information to begin with planning and implementing an ILFE in your school. You will learn how to do this in the next Tool in this Booklet.

#### WHY DO WE NEED TO CHANGE?

We need to change our education system and practices because;

- millions of children are still out-of-school (in Afghanistan more than 6 million children remain out of school);
- millions of children are in school but not learning to the best of their abilities;
- millions of children are being bullied, teased, being discriminated against, and are unhappy in school (excluded within education);
- millions of children are unable to complete their primary education;
- millions of children may complete primary education but are unable to make the transition into secondary education;
- today's schools do not respond properly to needs of children, families and communities;
- today's schools do not fully facilitate the cognitive, emotional, social and physical development of children, and;
- because today's schools do not prepare children properly to succeed in life;

#### Action Activity: ILFE Self-Assessment

What is your school already doing to create an inclusive, learning-friendly environment?

#### School Policies and Administrative Support

Your school:

- \_\_\_\_\_ has a mission and/or vision statement and policies about inclusive, learning-friendly education, including a policy against discrimination;
- \_\_\_\_\_ has a master list of all children in the community, whether they are enrolled or not, and has individual records of why children have not enrolled or have dropped out;
- \_\_\_\_\_ conducts regular campaigns to encourage parents to enrol their children, emphasising that ALL children should be enrolled and are welcome;
- \_\_\_\_\_ has access to copies of conventions, laws and policies that address issues related to inclusive education for children with diverse backgrounds and abilities;
- \_\_\_\_\_ knows which professional organisations, advocacy groups, and community based organisations offer support and resources for inclusive education;
- \_\_\_\_\_ shows in specific ways that school administrators and teachers understand the nature and importance of inclusive education;

- \_\_\_\_\_ has prepared a list of barriers that prevent the school from fully developing an ILFE and a list of ways to overcome these barriers;
- \_\_\_\_\_ is aware of and is changing school policies and practices - such as costs and daily schedules - that prevent some girls and boys from receiving a quality education;
- \_\_\_\_\_ provides flexibility to teachers to pursue innovative teaching methods for helping all children to learn;
- \_\_\_\_\_ has close links with the community, is responsive to the needs of the community, and provides opportunities for exchanging ideas with the community to bring about positive changes in inclusive practices;
- \_\_\_\_\_ responds to needs of the staff and is not exploitative;
- \_\_\_\_\_ has effective support, supervision, and monitoring mechanisms in which everyone participates in learning about and documenting changes in inclusive practices, as well as in making future decisions.

### **School Environment**

Your school:

- \_\_\_\_\_ has facilities that meet the needs of all students, such as separate toilets for girls and boys (if you have co-education in your school), and ramps (not stairs) for students with physical disabilities;
- \_\_\_\_\_ has a welcoming, healthy, and clean environment;
- \_\_\_\_\_ has a steady supply of clean, safe drinking water;
- \_\_\_\_\_ promotes healthy and nutritious food among students and their families;
- \_\_\_\_\_ has (or has a plan to hire) a school staff with diverse backgrounds (women and men with different backgrounds in race, ethnicity, physical ability, religion, language, socioeconomic status, etc.);
- \_\_\_\_\_ has staff, such as resource teachers, counsellors and bilingual teachers, who can identify and help with the students' individual learning needs;
- \_\_\_\_\_ focuses on teamwork among teachers and students;
- \_\_\_\_\_ has links with health authorities who provide periodic health examinations for children.

### **Teachers' Skills, Knowledge, and Attitudes**

Teachers:

- \_\_\_\_\_ can explain the meaning of "inclusive" and "learning-friendly" education and can give examples of ILFEs;
- \_\_\_\_\_ believe that all children - girls, poor or wealthy children, language and ethnic minority children, as well as those with disabilities - can learn, and should go to school together;
- \_\_\_\_\_ are involved in finding school-age children who are out-of-school and try to enrol them into school;
- \_\_\_\_\_ know about diseases that cause physical, emotional, and learning disabilities; and can help students with poor health to get proper care;
- \_\_\_\_\_ receive annual medical examinations, along with other school staff;
- \_\_\_\_\_ have high, but realistic expectations for ALL children and encourage them to complete school;
- \_\_\_\_\_ are aware of resources that are available to assist children with special educational needs;
- \_\_\_\_\_ can identify culture and gender bias in teaching materials, the school environment, and in their own teaching, and can correct this bias;
- \_\_\_\_\_ help students learn to identify gender and culture bias in learning materials and correct it in a culturally sensitive manner;
- \_\_\_\_\_ adapt curricula, lessons, and school activities to the needs of children with diverse backgrounds and abilities;



- \_\_\_\_\_ use content, language, and strategies in their teaching that help all students to learn;
- \_\_\_\_\_ can assess children's learning in ways that are appropriate to the children's abilities and needs;
- \_\_\_\_\_ are open to learning, adapting, experimenting, and changing;
- \_\_\_\_\_ are able to work as a team with other teachers, children, parents and community members, as well as education authorities;
- \_\_\_\_\_ are allowed to implement new and innovative ideas;
- \_\_\_\_\_ are permitted to use other (additional and complimentary) learning resource than the standard textbooks in the classroom

### Teacher Development

#### Teachers;

- \_\_\_\_\_ have access to programmes inside the school or in school clusters where they can learn new things (training)
- \_\_\_\_\_ attend workshops or classes on developing an ILFE classroom and school, receiving advanced professional training on a regular basis;
- \_\_\_\_\_ give presentations to other teachers, parents, and community members on developing an ILFE classroom;
- \_\_\_\_\_ receive regular support for improving their understanding of subject matter content (such as mathematics, science, and language);
- \_\_\_\_\_ receive regular support for developing teaching and learning materials related to ILFE;
- \_\_\_\_\_ receive regular support from school administrators through scheduled observation, monitoring and supervisory plans;
- \_\_\_\_\_ have a work area or lounge where they can prepare lesson materials and share ideas;
- \_\_\_\_\_ can visit "model" ILFE schools.

#### Students

- \_\_\_\_\_ ALL school-age children in the community attend school regularly.
- \_\_\_\_\_ ALL students have textbooks and learning materials that match their learning needs (including books in Braille for children with visual impairment).
- \_\_\_\_\_ ALL students receive regular assessment and information about their performance to help them monitor their progress.
- \_\_\_\_\_ Children with diverse backgrounds and abilities have equal opportunities to learn and to express themselves in the classroom and at school.
- \_\_\_\_\_ ALL children have equal opportunities to participate in all school activities.
- \_\_\_\_\_ ALL children enjoy the school activities (including your teaching).
- \_\_\_\_\_ ALL activities are adjusted to the needs and situations of different communities and therefore relevant for the lives of ALL children.
- \_\_\_\_\_ ALL children come to school
- \_\_\_\_\_ ALL children are followed up if their attendance is irregular and corrective actions are taken.
- \_\_\_\_\_ ALL students help to develop guidelines and rules in the classroom and in the school regarding inclusion, non-discrimination, violence, and abuse.

### Academic Content and Assessment

- \_\_\_\_\_ The curriculum allows for different teaching methods, such as discussion and role-play, to respond to different learning styles and paces, particularly for children with special educational needs.
- \_\_\_\_\_ The content of the curriculum relates to the everyday experiences and lives of ALL children in the school whatever their backgrounds or abilities may be.
- \_\_\_\_\_ The curriculum integrates literacy, numeracy and life skills into all subject matters.
- \_\_\_\_\_ Teachers use locally available resources to help children learn and to relate new knowledge to what they already know and have learned before string school (appreciate, value and build on existing knowledge).
- \_\_\_\_\_ Curriculum materials include positive images, pictures, examples and information about many different kinds of people, including girls and women, ethnic minorities, people of different social and economic backgrounds, as well as persons with disabilities.
- \_\_\_\_\_ Children who experience learning difficulties have opportunities to benefit from modified lessons, receive additional tutoring, and be given additional time when sitting for exams (i.e. additional time is given to children with dyslexia, children who read and write Braille as well as for children who use Sign language for communication).
- \_\_\_\_\_ Curricula and learning materials are in the languages children use in and out of school (mother tongue based education).
- \_\_\_\_\_ Curricula promote positive values such as respect, tolerance, and knowledge about the different cultural, ethnic, language and religious backgrounds represented in the local community (preventing discrimination and stigmatisation of minority groups).
- \_\_\_\_\_ Teachers have different assessment tools to measure the knowledge, skills, and attitudes of their students (including student self-assessment), rather than only depending upon examination scores.

### Special Subject Areas / Extra-curricular Activities

- \_\_\_\_\_ Children with physical impairment have opportunities for physical play adjusted to their individual abilities and needs.
- \_\_\_\_\_ Children with visual impairment have opportunities to learn orientation and mobility (O&M), activities of daily living (ADL) and for physical play adjusted to their individual abilities and needs.
- \_\_\_\_\_ Girls have the same access to and opportunities for physical play (such as equal time on the football field), and other extracurricular activities as boys.
- \_\_\_\_\_ All children have opportunities to read, write, and learn in their own language (mother-tongue based education) when they first enter school and, if possible, continuing thereafter.
- \_\_\_\_\_ The school shows respect for children of with different religious background; children have opportunities to learn about their own religious traditions, as well as the religious traditions of other children, as appropriate, during the school day.

### Community

- \_\_\_\_\_ Parents and community groups know about ILFE and are able to help the school become an ILFE.
- \_\_\_\_\_ The community helps the school reach out to ALL children who have been excluded from school.
- \_\_\_\_\_ Parents and community groups offer ideas and resources about the implementation of ILFE.
- \_\_\_\_\_ Parents receive information from the school about their children's attendance and achievement.

This self-assessment checklist will help you and your colleagues to begin planning and creating an ILFE in your school. The next Tool in this Booklet will guide you in how to do this, so don't forget this checklist! Remember also that implementing an ILFE is a continuous process. You, your colleagues, parents, and community members will want to review this checklist at different times of the year to monitor whether you are moving at an acceptable pace toward becoming an ILFE.

## HOW CAN OUR SCHOOL BECOME AN ILFE?

How would you answer a teacher from another school who asks, "What do we need to do to become a school that has an Inclusive, Learning-Friendly Environment?" Reading and discussing the text below will provide you with ideas for answering this teacher.

### Becoming an ILFE in an Afghan School

Abdul Ghafor Nadeem School is located in the centre of the business district of Kabul. The principal of the school has developed a number of excellent programmes to improve the quality of education in the school.

In 1386 (2008) the Ministry of Education introduced the principal to the idea of inclusive education. 10 teachers were selected to participate in workshop, and the school was later selected to be one of the first pilot schools for inclusive education in Afghanistan. This programme has helped him to implement his plans, and improve the access to quality of education for all his students.

He started by promoting a sense of trust between teachers and students. To strengthen the capacity of his teachers he organised seminars twice every month. He personally monitored and supervised these seminars. These seminars had a positive impact on the teaching methods used by the teachers, as well as on the way they communicated and interacted with their students. Another aim of these seminars was to give the teachers a forum where they could share experiences with each other and improve their knowledge. As a consequence the principal and teachers were trying to optimise the use of existing resources, as well as finding ways to get access to additional resources from government and non-government partners.

In 1387 (2009) the school started to enrol children with disabilities and other special educational needs. There was a construction site near the school and many of the workers brought along their children to help them at work. The Principal noticed that these children did not go to school, so he asked their fathers, if their children could work one shift and attend school during another shift. Many of the fathers accepted his suggestion and enrolled their children in school.

Abdul Ghafor Nadeem School has established all the seven committees that schools in Afghanistan have to have, but in this school these committees are active and help with school affairs (in many other schools these committees exist on paper only). These committees work closely together with students, parents, community leaders and influential personalities, and play a significant role in the management of the school.

Here are some of the results of the work these committees have done:

- Two new hand pumps were donated by the community and installed in school
- A small health centre was established within the school
- People living around the school used to dump their garbage behind the school, with support of the principal and the school committees they initiated an environment project, where students and parents cleaned up the area and made it into a football and sports field for the children

- Waste water from the neighbourhood Mosque is now being used to water the trees and plants on the school grounds to improve the environment and reduce the dust that previously bothered the children when they played outside
- Vegetables are now cultivated on the school grounds as part of science projects
- Posters have been placed on the toilet doors to improve hygiene
- Senior members of the community (among others a commissioner in the election commission, a medical doctor in a hospital, a senior officer at the attorney general's office, as well as a carpenter) are now advising the school in the management committee - they have also provided much needed donations for new furniture for the classrooms in the school
- Talent competitions are being organised (among others in; poetry, calligraphy, music, and theatre)
- Courses on Al-Quran for teachers and student have been organised after school hours by volunteers
- Seminars on first-aid have been organised for over 20 students by volunteers from outside the school

The hard work of the teachers, principal, parents and children in the school has resulted in:

- Increased confidence among students
- Improved learning and understanding
- Increased acceptance of children with diverse abilities and backgrounds
- Better communication and interpersonal skills
- More teamwork
- Improved results in academics

## HOW TO CREATE AND SUSTAIN CHANGE

The points below are important in bringing about lasting change in schools. Think about and discuss with your teacher-colleagues how these points can be promoted and implemented in your school.

**1. Leadership** for change is essential; without it, nothing will change. Someone with a certain authority in your school - the principal, headmaster, or the teacher who is most interested and committed to change - needs to be the "change agent." She or he will be the one who is responsible for leading the way and encouraging others to follow to develop an ILFE in the school.

**2. Workshops and other learning opportunities** for teachers that are participatory and activity-based are needed to introduce and sustain change. For example, begin with Staff Development Days that allow teachers to experience child-centred teaching. Give them opportunities to discuss openly their questions and concerns about an ILFE. Encourage teachers to observe each other and give constructive feedback.

As children with different needs are enrolled in the school, hold additional workshops that help teachers;

- a) to understand how these children learn;
- b) to learn new ways of teaching, and;
- c) to identify changes that should be made within the classroom and school that will help these children to learn better.

Be sure to follow up on the workshops in terms of how well they have helped teachers, what areas need additional support to promote changes in teaching and learning, and what future workshops should be held. It is important that teachers feel that their need for knowledge is being met during the process of change, and that they feel that their voices are heard. This change will never work if it is done in a top-down approach, it must be felt and owned by each individual teacher.

- 3. Improving teaching and learning in the classroom** is the main focus of change in becoming an ILFE. Remember that the school itself is also a classroom. But while the school represents the overall environment, you and your classroom are the closest to the children. You see the children every day, you work with them most closely, and your teaching methods have the greatest impact on their learning.
- 4. Information** collected in the school and community, as well as information about ILFE need to be used to manage and make positive decisions in moving forward. We'll look at some of the ways to collect and analyse this information later in this Toolkit.
- 5. Resources** need to be mobilised and used effectively. Families and communities can be especially important here, as we will learn in Booklet 2 on working with families and communities to create an ILFE.
- 6. Planning is crucial.** A flexible, long-term plan (3-5 years) can serve as a guide for step-by-step change. It should allow teachers, the school staff, and the community time to change from old to new beliefs and practices. Teachers and parents should participate in setting objectives. The more all key stakeholders are involved from the beginning, the better.
- 7. A collaborative, team approach** to the process of change is needed. "Everyone participates; everyone is a learner; everyone is a winner." It is important that everyone feel that this is "their" process, and that, as a team, they together are responsible for the planning and implementation. This attitude will foster creativity, confidence and commitment, and it will promote the sharing of duties and responsibilities.
- 8. The mission, vision, and culture** of the school needs to be developed around the key characteristics of an ILFE as discussed in the first Tool in this Booklet. Everyone - teachers, administrators, children, parents, and community leaders - should be involved in developing the school's mission and vision.
- 9. Continuous contact and communication** with parents and community leaders is necessary to gain their confidence, to make sure that ALL children are in school and learning to the best of their abilities, as well as to increase the sense of ownership in the community, and the sharing of resources between the community and the school.

**Action Activity: Dealing with Resistance**

Not everyone will initially want to change, and some people may actually resist changing their long-standing beliefs and practices. Discuss with your colleagues some of the major reasons why schools - maybe even your own school - may resist becoming an ILFE. List these below. What are some of the ways this resistance can be overcome?

1. Point of Resistance: \_\_\_\_\_

Ways to Overcome It: \_\_\_\_\_

\_\_\_\_\_

2. Point of Resistance: \_\_\_\_\_

Ways to Overcome It: \_\_\_\_\_

\_\_\_\_\_

3. Point of Resistance: \_\_\_\_\_

Ways to Overcome It: \_\_\_\_\_

\_\_\_\_\_

4. Point of Resistance: \_\_\_\_\_

Ways to Overcome It: \_\_\_\_\_

\_\_\_\_\_

5. Point of Resistance: \_\_\_\_\_

Ways to Overcome It: \_\_\_\_\_

\_\_\_\_\_

## Tool 1.3

### Steps to Becoming an ILFE

#### HOW TO PLAN ON BECOMING AN ILFE

After assessing where your school is on the journey to becoming an ILFE, and recognising how the process of change takes place, you need to decide what steps to take to create a more inclusive and learning-friendly environment, in your classroom or in your entire school. Below are suggestions for steps to plan and implement an ILFE.<sup>2</sup> These steps do not have to be sequential. You can work towards developing these steps according to what you see as appropriate in terms of your time, situation and priorities.

#### Step 1: Set Up an ILFE Team

**Identify the people who will play a role in planning and implementing an ILFE and set up a Coordinating Group.**

1. The ILFE Team may include a few teachers, the head teacher, and two or three parents, or it may be larger.
2. The ILFE Coordinating Group may include teachers, administrators, and other school staff members; educators and health care providers; people from groups vulnerable to exclusion from and within education (i.e. persons with disabilities, and people with minority backgrounds); children (elected among the students); parents; members of the community; and local organisations.

#### Step 2: Identify Needs

**What do people already know and what do they need to learn?**

1. Explore the knowledge of ILFE among the member of the Coordinating Group. What do the ILFE Team members already know about the characteristics and benefits of an ILFE? What do they need to learn and how will they learn it (i.e. inviting guest speakers, visiting resource persons, resource centres, or other schools that have developed an ILFE)?
2. Explore the knowledge of students, staff, parents, caregivers, and members of the local community. Once the coordinating group is knowledgeable about an ILFE, decide what questions to ask others. This may involve simple individual interviews or group conversations, or you may design a short questionnaire.

**Learn about the school and the community's children.**

1. Review (or complete) the ILFE self-assessment checklist included at the beginning of the previous Tool on "Where are We Now." Make a list of what your school is doing already and what still needs to be done to become an ILFE.
2. Find out which children in the community are not coming to school, and why. Tools for doing this are presented in Booklet 3 on "Getting All Children in School and Learning."
3. The ILFE Team should identify the educational needs of the students, and the needs of those who are excluded in your community (children who are still out of school) so that they can make good classroom and school plans for including these children. The team may need to complete an evaluation of the individual learning needs of all the students if this has not been completed already. Parents and siblings can give the team helpful information about their children.

<sup>2</sup> The steps in this section were adapted from The All Children Belong Project, [www.uni.edu/coe/inclusion/decision\\_making/planning\\_steps.html](http://www.uni.edu/coe/inclusion/decision_making/planning_steps.html), and from Booth T, Ainscow M, et al. (2000) *Index for Inclusion: Developing learning and participation in schools* (Bristol, CSIE).

4. Identify existing resources in your school and community. List all support and services required for children with various backgrounds and abilities. These may include government services, NGOs, health clinics, and private agencies.
5. Describe the current education programme and the school environment. This description should clarify what facilities, furniture, and materials currently are available and in use. Are these accessible by ALL children? If not, how can they be made more accessible?
6. Identify and describe teaching and learning processes in classrooms. Visit classrooms and describe exactly what you see teachers and students doing. Are the classrooms inclusive and learning-friendly? Why, or why not?

Analyse this information. Describe the changes that need to be made to make classrooms more inclusive and learning-friendly. Consider class size, instructional strategies, teaching styles, teacher-student relationships, classroom helpers (volunteers), and materials used.

Collect further information. The information you have gathered may raise new or additional questions. Gather additional information so that you can make your decisions based on all the relevant information, not on opinions or ideas only.

### **Step 3: Create a Vision**

Describe your desired classroom environment, or even your ideal "Dream Classroom." When you and your children walk inside the classroom, what should it look like? What kind of furniture should it have? What should the teacher be doing? What should the students be doing? What should be on the walls? Consider girls and boys; those who do not speak the dominant language (those who have a different mother tongue than most of the student); those who have a disability (visual, hearing, physical or developmental impairments); children of different cultural, social, language, ethnic and religious backgrounds - ALL children. If all school-age children in the community are in school, what will their different learning needs be, and how should these be met? Write down as specifically as you can your "vision" of a "dream classroom," which will serve as your long term goal in creating an ILFE.

Next, to reach your "dream," think about what kind of support you would need from the community, from local government, and from education officials? How can you get this support? Who can help you to realise your "vision."

### **Step 4: Produce an ILFE School Development Plan**

Develop a schedule of activities for creating and implementing your ILFE. You will need to describe in detail the changes that will be needed and when they will be implemented. You should also list materials and services, people responsible for providing these services, and any other resources that are needed. If these are not available in your community, you need to make a plan for how you can implement ILFE without much support and services (this will be the case in many Afghan schools). Your schedule should include realistic dates for implementing changes. It should have solid targets, but it should also be flexible to meet changing needs and conditions.

Provide for additional resources as needed. Prepare in advance to add needed resources (such as developing a peer tutoring system, or establishing a special parent-teacher committee for low cost resource development).

Consider minds and hearts. Developing education so that it encourages the learning and participation of ALL children takes place in two ways: through detailed analysis and planning, and through changes in people's hearts and minds. You can use the ILFE self-assessment checklist and these guidelines to



do the detailed analysis. What will you do to try to bring about change in people's hearts and minds? How about starting by increasing the participation of parents, older siblings and community members in your classroom? In this way, they can learn for themselves about the benefits of an ILFE, and they can help you more in your teaching and the children with their learning. Booklet 2 on "Working with Families and Communities to Create an ILFE" will give you more ideas on what to try.

### **Step 5: Implement Your Plan**

Provide technical assistance as needed. Is technical assistance needed, such as workshops on special topics that are given by experienced persons? If so, what type of assistance is needed and who will provide it? How it will be implemented, and how often will it be provided?

Train school staff (teaching and non-teaching) and students as needed. Training topics can cover children's rights and their implications for education, gender related issues, awareness about the rights of minorities, issues related to working children, disability awareness, clarification of personnel responsibilities, team-teaching, subject integration, and so forth.

Promote active parental involvement. The planning team should develop a system for parent/teacher communication. Who will be responsible for regularly communicating with parents? Parental input should be encouraged and seriously considered throughout the planning and implementation process.

Plan how you will deal with resistance. If possible change should be implemented at the pace with which all key stakeholders are comfortable. Use the information from the activity at the end of Tool 1.1 (Activity on Challenges to Becoming an ILFE) to identify what possible resistance may arise and the ways to overcome it.

### **Step 6: Evaluate Your Plan and Celebrate Your Success**

Monitor the progress and modify your plan when needed. The ILFE team is a continuous resource to be used throughout the school year. Prepare a schedule of follow-up meetings. Decide how monitoring will be done, and who will do it. Observe how the existing programme is going; decide if existing supports are adequate or need to be improved or eliminated.

**Celebrate Your Successes!** Achieving significant changes in an education programme deserves to be celebrated! Since you have hopefully involved the community every step of the way, invite the community to celebrate the changes in your school by holding a fair, a festival, or an "Open School Day" for parents, community members, and government officials. Representative work from ALL children should be displayed along with new teaching materials (developed from waste or low cost material); teachers demonstrate their new skills of assessment and teaching; and children of all abilities demonstrate what they have learned.

## **HOW TO MONITOR OUR PROGRESS**

What differences are we making? Are our classrooms and schools becoming more inclusive and learning-friendly? To find out whether you are successfully developing an Inclusive, Learning-Friendly Environment, you will want to ask three key questions:

1. Are we "inclusive and learning-friendly" in the ways we planned to be?
2. How can we improve on what we have done?
3. What difference have we made, especially in improving how ALL children learn and thrive in school?

You can evaluate the process and the outcomes of an ILFE both informally and formally. You and others inside the school can conduct informal evaluations, and then use the information you collect to shape or make changes in the programme. In addition to an informal evaluation, it is wise to have trusted outsiders come in on a regular basis to conduct a formal evaluation. This evaluation may be part of a school accreditation visit, or just as a way to view the school through "fresh eyes." During Open School Days, parents could fill out questionnaires to evaluate the performance, and the children's learning, as well as to recommend any improvements. You will get many good ideas this way. Remember that children are also good monitors and evaluators, and we need to ask them what they think too!

The ILFE self-assessment checklist that was given earlier in this Booklet can be used as a monitoring tool so that you can follow your school's progress towards becoming an ILFE over the course of one year, two years, several years, or even a decade or more.

In addition to the checklist, here are five ways to gather information in order to find out whether the school is moving towards becoming an ILFE.

**1. Keep diaries and records.** You and your fellow teachers can keep a short diary each month of what you have achieved in developing an ILFE. This will include keeping records of activities, and of meetings in the school and the community. Class monitors or other pupils can also keep a simple diary of what has taken place and can discuss it with their teachers each month. Community leaders or parents can visit regularly and keep records.

**2. Talk to other people.** Much of this is done informally as your ILFE programme develops, but sometimes you need to plan special occasions when you look for answers. You can do this by using a list of questions and recording answers. Talk to students, parents, and other teachers either individually or in groups. It is important for you to ask questions in a way that bring out their opinions, rather than the answers that they think you want to hear.

**3. Assess knowledge and skills through essays.** What do you and other teachers know about the diverse student population in the school? You may want to ask other teachers to write an essay about what they know, and to list the questions about what they think they still need to know. This is also a good activity for students to do.

**4. Observation.** Whom and what do we observe? Headmasters need to observe teachers' instruction in classrooms as part of overall professional development. Keep records of how often the headmaster visits the classroom and what the discussion is about. Peer observation is also useful particularly as part of team teaching. Teachers from one class can observe students from other classes. Keep records of these observations and comments, and discuss them periodically in groups consisting of the headmaster and teacher-colleagues.

Look at the buildings and the surroundings. Has your ILFE activities made an impact on the appearance of the school? Is it "barrier free"? How are the sanitation facilities? Are they well protected from outsiders? Do girls and boys with and without disabilities have equal access to the playgrounds and sport fields?

Observe changes in the way students act and behave. Do they help each other in ways they did not use to before ILFE was introduced?

**5. Documents.** Examine various school documents, such as letters to parents, progress reports, and lesson plans. Do the written documents from your school reflect the inclusive learning environment you are trying to become? Do lesson plans and the curriculum syllabi reflect the ILFE of your school?

## Tool 1.4

### What Have We Learned?

You have come to the end of this Booklet, but you still have one more activity to do. Let's start by finding out what you have learned about ILFE from this Booklet? Can you complete the following tasks?

1. What is an ILFE? Explain what it means and describe what it looks like in a classroom (such as considering seating arrangements, learning materials, and relationships).
2. List five characteristics of an ILFE.
3. List two benefits of an ILFE for each of these groups: children, teachers, parents, and other members of the community.
4. Why might some of these groups resist the change to becoming an ILFE?
5. List the important steps for introducing and maintaining change in schools. Describe the ways in which you have observed these steps in the process of change going on at your school.
6. What are the five major Programme Planning Steps for developing an ILFE? At what point in the change process is your school? What have you already done to become ILFE? Since it is a continuous process, what do you still need and want to do?

Developing an ILFE is the only way to go if we are serious about achieving the goal of Education for All (EFA)! It requires commitment, hard work, and the openness to learn many new things; and it brings with it the satisfaction of seeing all children learn - children who have been in school learn things from children newly enrolled in school who have been excluded, and the children who were excluded come to know the joy of learning.

This Booklet has asked you to think about the ways your school operate, to what extent it is inclusive and learning-friendly, and has helped you to explore different ways your school can become more inclusive and learning-friendly.

Learning-Friendly Classrooms (Table 1.A)

	<b>Traditional classroom</b>	<b>Inclusive, learning-friendly classroom</b>
<b>Relationships between the teacher, classroom helper and the children</b>	<ul style="list-style-type: none"> <li>• Distant</li> <li>• The teacher addresses students with her back towards them</li> <li>• She doesn't consider the needs of all her students as she blocks the view for many of them</li> </ul>	<ul style="list-style-type: none"> <li>• Friendly and warm</li> <li>• The teacher sits next to the children</li> <li>• She smiles at the child with a hearing impairment</li> <li>• The helper praises this child and assists other children</li> </ul>
<b>Who is in the classroom?</b>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Students with relatively similar backgrounds and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Classroom helper (volunteers, parents or older sibling - brothers or sister)</li> <li>• Students with a wide range of backgrounds and abilities</li> </ul>
<b>Seating arrangement</b>	<ul style="list-style-type: none"> <li>• Rigid seating arrangements in every classroom (all the children seated on benches at desks in rows)</li> <li>• Children in the back are looking into the back of the heads of the children in front - limits child-to-child interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible seating arrangements</li> <li>• Children sitting together on the floor in circles facing each other - facilitates child-to-child interaction</li> </ul>
<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• Textbook (Mathematics)</li> <li>• Exercise book</li> <li>• Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of materials for all subjects such as math materials made from low cost or waste material</li> <li>• Common household objects are used as learning materials</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• No additional teaching resources</li> </ul>	<ul style="list-style-type: none"> <li>• Combining common household goods and objects that are well known to the children with mathematical theory</li> <li>• Involving the community by using classroom helpers</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Standard written examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic assessment; Observations; Samples of children's work over time such as portfolios (see Booklet 4)</li> </ul>