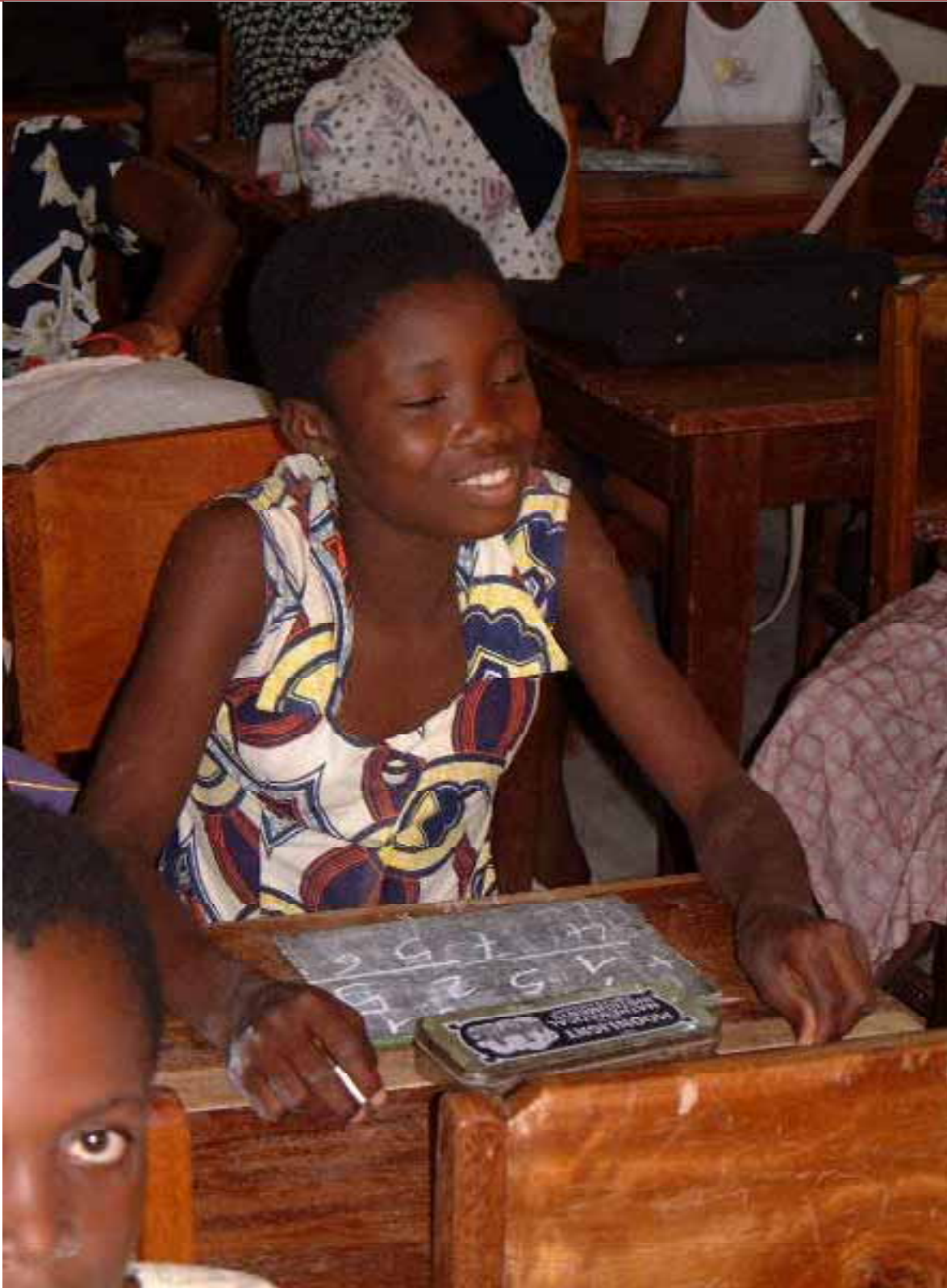


Working through **T**eachers
to Impact the **Q**uality of Basic Education
A Book of Experiences



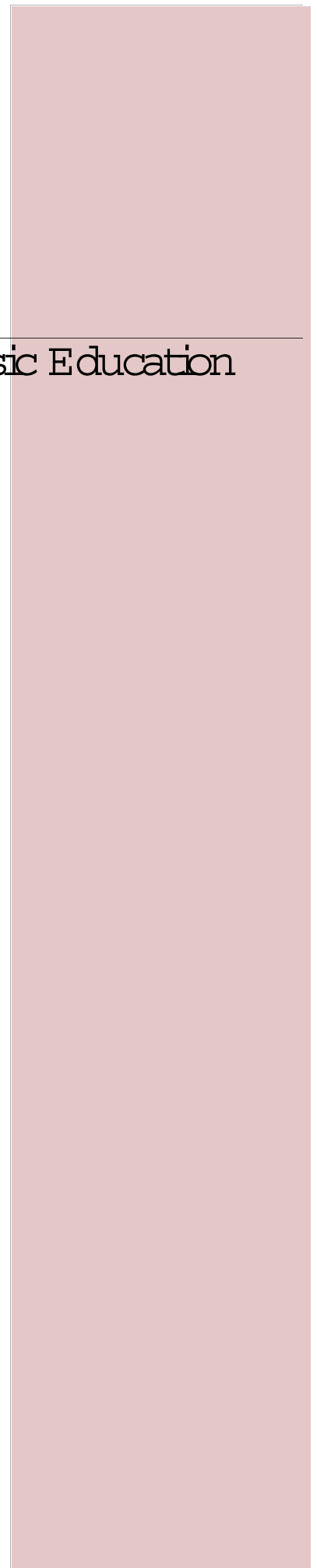
Education for All (EFA) may prove to be the most revolutionary idea of the 20th century. However, governments alone, regardless of their good intentions or the resources available to them, cannot bring about all the changes needed to assure every learner an education of good quality. Non-governmental organizations (NGO) and other civil society organizations (CSO) will be essential in achieving that goal. Their ability to work through and with teachers in ways that governments cannot is already having a significant impact on access to and quality of the education systems in developing countries.

An education of good quality has not historically been meant for all learners, especially in developing countries. Schooling has until recently been a process of selecting those who appeared to be more capable of academic achievement and weeding out those who were not. Some students were prepared for economic success or service to the nation and others were left behind. In fact, one of the most pervasive definitions of a quality education system has been the degree to which it is exclusionary.

If a good quality education is to be achieved for all, it will take more than abundant resources, appropriate policies, and well-trained educators. It will require fundamental changes at all levels of society, including the household, community, school, and systems of governance. New ways of thinking and interacting among teachers and the education system will have to emerge from grassroots experiences. Old relationships based on power and authority must be replaced with relationships that are inclusive and participatory. NGOs are uniquely positioned to work with and through teachers to bring about these changes.

In order to support NGOs and civil society involvement in the education sector, this book first offers a conceptual framework for understanding quality education and the actors who make it happen. Second, it offers real-life stories of how teachers, with the support of NGOs, have addressed the quality of education. Finally it suggests how one might evaluate the efforts of NGOs and their interactions with teachers.

Working through **Teachers**
to Impact the **Quality** of Basic Education
A Book of Experiences



Acknowledgment

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Jane Benbow - Director, CARE USA Basic and Girls' Education Unit

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Measuring the Outcomes of NGOs Working through Teachers

Introduction

If all learners are to receive an education of good quality, the commitment and involvement of teachers is essential. Governments, donors and communities can mobilize the needed resources, but teachers will always be at the heart of how those resources are deployed. Teachers bring together the multitude of processes that must work in harmony to successfully carry out global and national educational policies. Finally, without the involvement and support of teachers, there will be no sustainability of outcomes.

Preparing teachers requires more than just training and certification programs. Their role goes beyond the classroom, lesson plans and achievement tests. They must be engaged in and committed to the whole child and the whole learning process. Thus, they must become involved wherever learning occurs and with all of the systems and processes that affect the delivery of educational services.

NGOs and other civil society organizations have not traditionally played an active role in the support or preparation of teachers. This has instead been seen as the government's responsibility. If NGOs had a role, it was in the nonformal sectors of literacy or adult learning. However, since the World Conference of "Education for All" in Jomtien and more recently in Dakar, when 116 nations pledged that every child would have an education of good quality by 2015, NGOs are making an extraordinary contribution to help achieve this goal. They deliver in-service teacher training to address issues of children-centered and gender-sensitive teaching methods and develop local support and supervision systems. Most importantly, they work with teachers to build skills in participation, empowerment, problem analysis, planning and action taking, which are critical to the development of teaching as a profession. NGOs are proving their role in the education sector is just as vital as it is in other development endeavors.

Empowered with knowledge and skills, teachers are working with a variety of stakeholders to address multiple dimensions of educational systems that were never designed to meet the learning needs of all. NGOs and teachers, as instruments of a strong and effective civil society, are working together to improve the quality of education by supporting government efforts, while holding it accountable for the delivery of services.

The experiences in this book are told from the perspective of the teacher as the primary social actor. However, teachers as a group do not become social actors spontaneously or in isolation. "Working through Teachers" implies the involvement of change agents, within and outside of the teaching profession, whom we teachers to action. In the experiences shared here, most of the change agents are NGOs and/or other CSOs that have worked extensively with teachers and educational personnel to raise awareness, provide information for informed decision-making, and develop skills in participatory action processes.

Conceptual Framework

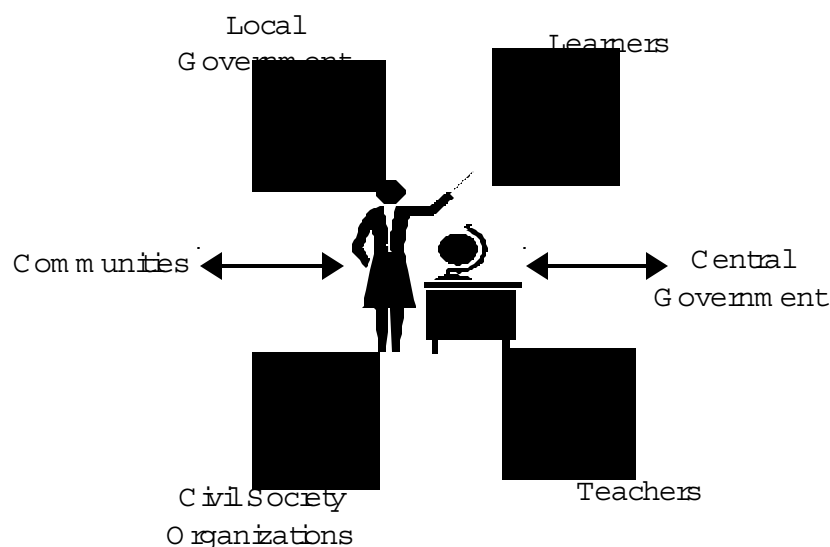
The Multiple Relationships through Which Teachers Act to Address the Quality of Education

The stories told in this book take place within a complex web of interactions among stakeholders and NGO-supported programs. Each story highlights the relationship between teachers and a single other actor, within the local context and within the broad educational system. They explore six specific relationships:

- Teacher and Community
- Teacher and Teacher
- Teacher and Student
- Teacher and Local Government
- Teacher and Central Government
- Teacher and Civil Society Organizations

In many stories, teachers act in concert with or support the other actors. In other cases their action is a form of advocacy, demanding that others be accountable for effectively carrying out their roles and responsibilities. Both kinds of action are appropriate and necessary to achieve EFA.

The stories show teachers supporting and changing how communities engage in the education of their children, how learners engage in the learning process and contribute to learning outcomes, and how teachers themselves perceive and participate in the process of education. The stories also show teachers reaching out to the government at both central and decentralized levels, and to the NGOs and other CSOs who work with them, to demand support in their efforts to address the educational needs of children.



Dimensions of Educational Quality through Which Teachers Can Work to Achieve Quality Education

Defining educational quality has proven elusive. Even when people can agree that the desired outcome is learner performance, they still have difficulty deciding how to measure quality. However, several general principles have emerged. First, efforts to address quality must include participation of a wide range of actors or stakeholders. Second, action must focus on the learning experience of students within the classroom. Finally, the concept of quality education must evolve within a specific country context and its communities and cultures.

The experiences in this book do not define quality as much as they look at four dimensions within which teachers can become stakeholders in the dialogue about quality. Those four dimensions are resources, processes, content, and equity.

► Acquiring and Utilizing Resources to Impact the Quality of Education

Resources or "inputs" to a system play a vital role in improving educational quality. Resources refer to much more than just money. They include materials, such as textbooks and other teaching and learning aids; facilities such as classrooms or latrines; equipment such as desks, floor mats, chairs or chalkboards; and personnel such as teachers and supervisors. Resources also include the condition of facilities and personnel, e.g., clean, well lighted, and comfortable classrooms, or well-trained teachers who are fairly paid, committed and motivated. Finally, there must be efficient and effective use of resources, such as care and maintenance of the books, learning materials, equipment and facilities. Resources can also refer to services, such as the availability of clean drinking water, health care or tutoring for students with special learning needs.

The quality of resources is also a factor. Teachers must be trained to effectively use resources. There must be good sources of knowledge and information available to support and inform the teaching and learning process. Teaching geography or history from a ten-year-old textbook is mis-education. Children learn best when the learning task mirrors real life. Math is far easier if a child can touch and move objects that represent the calculation he or she is trying to learn. Pictures and illustrations help children learn about things that are not part of their everyday experience.

Research shows that a school's size, age and general physical characteristics are not directly correlated with achievement. However, a good working environment, and facilities and equipment that allow for interactive teaching methods affect the pride that students, communities and teachers take in their school and therefore the commitment and motivation of the learner and the teacher. In developing countries where centralized resources and distribution systems are beyond the means of government, teachers and NGOs are finding creative ways to make resources available so that children receive quality education.

▶ Establishing and Implementing Processes to Ensure the Quality of Education

Abundant resources have little impact without processes to assure their effective use. These processes must be in place from the central government down to the student level, especially when resources are scarce. Processes affect every aspect of schooling and the educational system, including:

- Classroom management and teaching methodologies;
- Criteria for student enrollment and under what conditions they can remain in;
- Budget allocation and management;
- Which schools have resources, what those resources are, and how they are used;
- If and when teachers receive their salaries; and,
- Functioning Parent Teacher Associations and School Management Committees.

Even with a sufficient supply of trained teachers, recruitment and placement processes must match local realities, especially for poor, isolated or minority communities. Schools need to assure that sufficient time is devoted to each learning objective, and this involves discipline, lesson planning and homework processes. And when policies implemented with the best of intentions go awry, there must be processes for communication and feedback so that adjustments can be made.

Teachers, with the support of the NGOs who work with them, are using direct action and advocacy to address ineffective or nonexistent processes. In so doing they are finding solutions that government alone could never imagine. In fact, it is often at the teacher and classroom level where the most effective processes take place.

▶ Incorporating Content to Enhance the Quality of Education

Content refers to what and how students are taught, and what and how they learn. It encompasses knowledge, information, facts, skills, attitudes, and values. There is also a "hidden curriculum," which refers to attitudes and beliefs transferred to students unconsciously by teachers, parents or the community at large. These might include beliefs that girls are not as smart as boys, that it is wrong to say that one doesn't understand what is in the textbook, or that real knowledge is found only in textbooks.

Content is inextricably linked to resources and processes. Resources such as textbooks provide much of the content to be taught. National examination processes impact teachers' ability to address what may be the real learning needs of their students. Content encompasses issues such as:

- Language – What language(s) does the teacher speak and what language is he or she expected to teach in? What language does the learner speak and what language is he or she expected to learn in? What are the advantages or disadvantages of speaking or learning in one language as opposed to another?
- Teaching methodologies – Does the teacher use child-centered, interactive approaches or teacher-centered, lecture-based methods? Are teachers trained and comfortable in the approaches they are expected to use? Do the

infrastructure and teaching and learning resources available support the teaching approach?

- Classroom or Learning Environment – Are students valued, do they feel safe and affirmed? Or is the atmosphere one where discipline and order make students afraid to participate?

For content to enhance the quality of education for all, curriculum (overt and hidden), teaching approaches (learner-centered and relevant) and atmosphere (safe and valuing) must be examined and then changed if necessary. Empowered and informed teachers can be gatekeepers and change agents, roles that government could not accomplish alone, even with the best of policies and intentions.

► Practicing and Ensuring Equity to Improve the Quality of Education

Quality education does not exist wherever groups or individuals are singled out for exclusion. Teachers must understand who is being excluded, why they are being excluded, and how the conditions that led to their exclusion can be overcome. Only then can equity be achieved and quality education for all become a possibility.

The exclusion of particular individuals or groups varies from country to country, region to region and even from one historical time period to another. The basis may be race, class, gender, age, health status, disability, ethnicity, language, caste, religion or education. Within already marginalized groups, girls and women often carry a double burden when gender inequities are added to other types of discrimination.

Inequity goes beyond the issue of access. The curriculum may contain information, attitudes and values through which inequity is perpetuated. Decision-making processes within the school may favor one group or type of student over another.

It will never be sufficient to leave the goal of equity to government. It must be achieved in the classroom, in the home and family, and most importantly, in the community and society at large. Teachers have proven again and again that with support and guidance, they are able and willing to address the cultural norms and values that lie at the root of discrimination. They are able to find solutions to the complex issues that are an integral part of their own engrained attitudes, relationships of power and privilege, and history.

Teachers' Experiences with Communities

"Going to School Every day in Our Holiday Best:

Aquiring and Utilizing Resources

In Bangladesh, children must wear a school uniform. For girls being well covered and in proper attire is imperative. However, uniforms are a relatively large expense and children outgrow them quickly. This adds to poor families' burden as they struggle to provide school fees, books and materials. In addition, they have to release their children from household chores and income-earning activities. As a result, poor parents may decide to send only their sons to school.

An NGO was running a school for working children in a city slum. The children were not required to wear uniforms, as the school did not want to create any financial barriers to enrollment. However, the children wanted uniforms, which allowed them to look like students from more affluent families. A teacher came up with a unique solution.

Children in Bangladesh receive a new set of clothes from their parents each year during Eid-ul-Fitr, the most important Muslim religious festival. Eid is a time for all parents to bring special joy to their children. For girls, the new clothes are very fancy and are worn only on special occasions.

The teacher wondered, "Why not ask each family to buy or make a school uniform during Eid, instead of fancy clothes?" She visited all the parents and explained that their children really wanted to be dressed like children in other schools. Parents said they too wanted their children to look like everyone else. It had never occurred to them that the clothing bought for Eid could also be worn to school.

The following Eid, several families bought their daughters school uniforms. This encouraged other families to do the same the next year. It did not take long for this new custom to catch on and soon poor working children were dressed as smartly for school as their counterparts in other schools. The joy on the girls' faces in their bright new uniforms was all the reward the teacher needed for coming up with a good idea that would not jeopardize traditional customs or tax limited family resources.

Bangladesh

Establishing and Implementing Processes

“Visiting, Seeing, Caring, Acting: School-based Training of PTAs and SM Cs”

Tanzania has undergone many education reform efforts to improve the quality of basic education, including the establishment of Parent Teacher Associations (PTA) and School Management Committees (SM C). However, head teachers in primary schools in disadvantaged urban areas of Dar es Salaam quickly realized that the new school committee members and other stakeholders did not have the capacity to shoulder their new responsibilities. They contacted a local NGO and asked if they could work with the new PTAs and SM Cs.

The NGO agreed to carry out training activities and began by collecting information on roles and responsibilities, as spelled out in the education reform package. The head teachers took on the logistics issues and primary school teachers agreed to help with the hospitality costs. Topics in the training package included leadership and management, lobbying and advocacy, gender issues, roles and responsibilities, and planning for impact.

After the initial training, community members were asked to visit school facilities. They were shocked to see the very poor conditions of their children's schools, especially the toilets. They began to raise questions about the effectiveness of individuals who had traditionally been elected to serve on school committees. Teachers stressed the importance of having a dynamic SM C that would respond to the educational reform movement.

The results of the community involvement have been impressive:

- Noticeable improvement in school infrastructure, including new classrooms, desks and chairs in good condition, and new clean toilets.
- Deep wells for clean drinking water.
- Landscaping in the schoolyard so children can play in a clean and safe environment.
- Improved relationships between parents and teachers.
- An invigorated SM C, elected by the community and responsible for carrying out action plans developed by the PTA and other community members.



Tanzania

India

"Girls Going to Camp: Increasing Parental and Community Support for Girls in School"

In India, a large percentage of adolescent girls are not in school. They have either dropped out of primary school or never enrolled because they were needed to perform chores at home. If a formal school is far from home, there are concerns about safety and security, as well as social taboos restricting mobility of girls. Having once "missed the bus," these girls shy away from attending small community schools because they are older than everyone else. Also, many get married at age 12 or 13 and their families or in-laws don't see the relevance of education to their duties as wives and mothers.

To address this problem an NGO started Udaan - a one-year residential program designed to give adolescent girls the equivalent of a primary school education in an accelerated, camp-like atmosphere. However, the risk of getting married during the course and then withdrawing still remains high. Additionally, the curriculum is likely to bring about real behavioral changes. Girls become more articulate and able to state their opinions; they also become more mobile (e.g., they learn to cycle), more self-assured and able to make decisions for themselves. All of these changes run counter to the traditional stereotypes for women. Parents have to be able to accept these changes and support their daughters in dealing with the resulting societal pressures. Without partnerships with parents, nothing can be achieved.

In order to build this partnership with parents, teachers and village development workers visit parents to encourage them to enroll their daughters in the camp. Once

parents have agreed, a three-day introductory camp session is held to prepare parents and children. At the end of the three days, parents meet with teachers to talk about the teaching methodology and approach, the philosophy behind a "social learning" curriculum, and expectations from parents. Parents may raise their concerns about enrolling their daughters in the camp. In small groups, parents and teachers discuss re-division of labor at home when girls are no longer available to do household chores.

This is only the beginning. Every two months, teachers hold community seminars, where girls present what they have learned. Teachers provide details on the girls' progress. The discussion often leads to passionate debates,

such as whether children of "higher" castes should eat with those of "lower" castes, or whether girls should clean their own toilets- this being taboo in some castes.

These exchanges question beliefs that promote inequities in society and help parents develop more progressive attitudes. They also prepare parents to accept the fact that



their daughters are individuals, that their priorities might change, and they might want to continue their education. Teachers share information about schools close to the village, and tell them how girls can get admitted, putting some of their fears and apprehensions to rest.

Parents' concerns about girls becoming alienated from their parents and no longer wanting to help at home are integrated into the curriculum. Teachers talk with girls about their continuing duties at home and how to negotiate with their parents to gain their support and understanding. By working with the community and the parents, teachers give their daughters an opportunity to "get back on the bus" and continue their educations.



Honduras

"Communication, Collaboration and Commitment: Teachers and Communities Stopping School Dropout"

When a teacher establishes good communication with the community, problems get resolved and education improves. In a small rural community in Honduras, the inhabitants are poor and farm for a living. When the school year started, the teacher enrolled 70 children in multiple grades, but after several months, many had dropped out. The teacher talked with town officials and some of the parents. She found that children were dropping out because of the school hours. School started too early for children to help out at home. Parents complained that the school wasn't offering a snack during the day, there were no books, and no place to play outside. Because children were missing so much school, they weren't learning much anyway and the teacher often cancelled classes.

The teacher organized a meeting for all the parents and the local authorities, where these problems were addressed one by one. The community developed a work plan and each person took on certain commitments. Parents and children committed to building a kitchen and installing water. The community president committed to getting snacks and books from the State Education Administration. The teacher changed school hours and committed to holding class every day and giving children extra help.



When the school year came to an end, not one child had dropped out and all had passed to the next grade. The parents were happy and the entire community thanked the teacher.

Incorporating Content

"Where the Elephant Re-appeared: Reducing Absenteeism with Learner-Friendly Classroom and Community Involvement"

A rural school in Tanzania, called Mbogoyola or "where the elephant disappeared," had such low student performance scores that school administrators became alarmed. A quick survey revealed massive absenteeism. A new Head Teacher was brought in and he started by visiting nearby communities to discover the reasons for the absenteeism. He learned that the distance to the school meant that children had to leave very early in the morning and return home late, often not eating a meal all day. Parents also felt their children were treated too harshly by teachers. Most importantly parents saw no real value to school. Children were of greater use to the family by making baskets to be sold in the market or helping their mothers fetch water.

Armed with this information, the Head Teacher and his colleagues started making some changes.

- Parents were asked to become part of the school curriculum by teaching mat and basket weaving, as well as pottery.
- An evening class was set up to help parents learn good marketing strategies for selling their traditional handicrafts such as baskets, brooms and pottery.
- Village elders were invited to teach local history, such as the story of the lost elephant. They also taught children about traditional medicine, and the history of surrounding villages.
- Teachers agreed to start school half an hour later to allow time for those who lived far away to walk to school.
- Teachers helped plant a garden of cassava and lentils, from which meals were provided to children at least twice a week.
- Teachers also agreed not to punish students or use abusive language with them. The development of a rules and discipline code was turned over to the students themselves.

As a result, parents have become actively involved in the life of the school. When school records were checked a year later, truancy and absenteeism were greatly reduced.



Tanzania

Tajikistan

"Overcoming Barriers to a Relevant Curriculum"

In rural southern Tajikistan, there is a severe problem of low enrollment and attendance of girls in senior grades. Education is obligatory up to grade ten, but interest falls off dramatically after grade seven and sometimes even earlier. Various investigations have revealed that parents believe what is taught in upper grades is useless to students with no intention of going to college. Therefore, they take their children, especially the girls, out of school when they lose interest.

An NGO came up with the idea of providing life skills to students through non-formal education classes. The project found teachers and community members with practical skills who were willing to hold classes for both boys and girls. Among the skills offered were electronics and farming, sewing and tailoring, cooking and candy making, handicrafts, carpentry, welding, radio-TV repair, and tractor and automobile repair. Schools, teachers, communities and the NGO made basic tools and materials available.



As a result of the success of the non-formal classes, a group of teachers suggested providing life-skills for students in grades eight to ten. The school principal agreed to offer them as electives, so as not to violate formal curriculum requirements. One very creative teacher came up with a way to integrate basic academic subjects with life skills. For example, if electrical skills are integrated with physics and mathematics, this increases students' interest in science and math. Economics can be integrated with small business management, marketing and advertising skills.

These activities have increased attendance, enrollment, and student interest in required classes. Teachers are more satisfied with their work and many of the best teachers have been asked to help neighboring communities set up their own programs integrating life skills with the academic curriculum.

Practicing Equity

“Out from Under Denial: Dialogue to Defuse Muslim-Christian Tensions”

No community is 100 percent tolerant and accepting of others. In Egypt, much conflict stems from ignorance and misinformation about “the others,” who are the minority Coptic Orthodox Christians. Emergency laws have prevailed there for the past 20 years and the media tend to suppress information about conflict. Events are often unreported, or the government denies stories of conflict. People are either not informed or hear news on international news networks.

One of the country’s worst clashes between Muslims and Christians occurred in the Sohag governorates. Hundreds died and thousands were injured during the violence. The events were reported in newspapers but only for a couple of days and then never mentioned again. Not even the trials and their outcomes were reported to the public.

Five teachers from an NGO-supported community school project felt it was wrong to keep quiet about their experiences. Three were Muslim and two were Christian; all were women. They decided to have an open dialogue with the children about what had happened to them. One could hardly find a child who had not suffered during the tragedy. Some lost family members, others witnessed scenes of burning houses and dead bodies. All were forced to stay indoors during imposed curfews.

Teachers received assistance from Islamic and Christian religious leaders, who came to the classrooms to explain the similarities and differences between the two religions. Then they asked children to talk about the trauma they had experienced, in a way their own parents could not. Children also were helped by local doctors, who knew something about treating trauma even if they were not trained psychologists.

The teachers initially met with resistance and skepticism when they announced their decision, but in the end they achieved what the government could not— a sense of healing within the community.

Egypt

Tanzania

"Reducing the Impact of Initiation and Early Marriage on Girls' Education"

The number of girls completing primary school in Ilala District, Tanzania was very low. The ratio of girls and boys was 50 to 50 at entry in Standard I, but the percentage of girls steadily decreased as they entered upper grades and girls never seemed to qualify to enter public secondary school. Teachers presented the problem to the school committee and the village government agreed to address the issue.

Teachers identified two root causes to the problem. First, participation in initiation rituals made girls feel ready for marriage and discouraged them from continuing "childish" pursuits like primary education. In fact, at the end of the initiation rituals, most of the girls were actually getting married. Second, girls had less time than boys to do their homework or study at home because of chores.

After a number of community meetings, the following decisions were made:

- Girls' initiation rituals would be held only during school holidays.
- The duration of the initiation rituals was reduced to three or four weeks.
- Marriages in the immediate aftermath of initiation were restricted.
- Parents would provide ample time for girls to do their homework and do private study at home.



A year after following these new directives, the rate of girls completing primary education had already increased. One girl qualified and was selected to attend a public secondary school. The next two years, three and then five girls passed the qualifying exam and entered secondary school. The whole community was excited about the girls' achievements, especially the women. Celebrations were held to honor both teachers and students. Even the girls who did not make it into secondary school joined in the celebrations.

“School for Parents: Questioning the Old Ways”

Traditionally, women and girls in rural El Salvador are loaded down with household chores and excluded from decision-making and much of community life. Teachers at the Caserío El Mójón school wanted to discuss these inequities in class, but parents were firmly attached to stereotyped roles for males and females. They decided to use the School for Parents as a forum. This was a tool already in place, a monthly meeting held Saturday mornings at every school in the country, where parents and teachers discussed topics related to their children.

For an entire year, teachers addressed issues around gender equity, using poster presentations, talks, photographs, drawings, discussions and even plays presented by the children. Sensitization began with a series of questions, such as:

- Why do boys and girls play separately?
- Why can't boys cry and express their feelings?
- Why do only girls carry wood or fetch water?
- Why can't girls continue studying and go to college?
- Why do only boys play soccer?
- Why does housework fall solely on the shoulders of girls and women?

As fathers and mothers reflected, it became clear that some were already questioning the old customs that separated the sexes. For example, many Salvadoran women had immigrated to the United States to work and support their families left behind. This profoundly changed the cultural perception of women's place in society. However, this was the first time adults had been able to talk publicly about how the changes related to their children and schooling.

The growing process is still on-going, but the El Mójón community is more open to equity. Boys and girls now play together and help each other with work. More fathers are attending the School for Parents. Most important, families are giving education the attention it deserves, especially for their daughters.

El Salvador

Teachers' Experiences with Learners

India

Acquiring and Utilizing Resources

"Going Beyond Textbooks: Constructing Hands-on Learning Experiences"

Children can construct their own knowledge through meaningful hands-on experiences. Even when traditional classroom materials are limited, teachers can bring in resources from the outside to meet curricular objectives. In a Community School in India, teachers and students, ages 6-14 with diverse social and educational backgrounds, have developed a Learning Corner that the children manage themselves.

The Learning Corner contains about 30-40 children's books, and other materials such as poems, stories, newspapers, pictures, and clay figures made by the children. It also includes material collected from around the village, such as twigs, colored seeds, and pebbles, which can be used for making patterns and village maps or doing math activities.



Students are responsible for managing the Learning Corner. Each morning, the teacher identifies the materials required for the day. Students take them out of the secure box where they are stored and put them back at the end of the day.

Throughout the day, children work on their own or in groups, using the materials required for specific activities or assignments. Teachers do not have to worry that an expensive textbook will be torn and they will be held accountable. Children can manipulate the materials freely. Once a month, teachers and students spend a couple of hours on maintenance or repairs, and replenish whatever is required.

These Learning Corners have now become an established feature in over 120 community schools.

"School Newspapers: Learning by Doing"

Udaan is a residential program designed to meet the primary education needs of adolescent girls using an accelerated schooling model. A significant challenge to such a program is making learning relevant to an adolescent age group. The experiential learning model used by the program also poses a challenge in terms of accessing appropriate teaching and learning materials. A student-run newspaper project has proven to be an effective way to add both relevance and hands-on experience to the learning process.

Local, regional and national newspapers are collected by students and teachers so they can study the form of newspapers, explore what makes news, identify who the news is about, and learn how news is divided into sections or "themes." Once students understand the "who," "what," "where," "when" and "why" concepts from studying existing newspapers, they are ready to create their own.

Students write articles and edit each other's work. The articles are laid out on blank chart paper, with illustrations and pictures added if available. The finished newspaper is posted on a wall where everyone can read it. A new edition is produced each week.

The newspaper has become both a tool for learning how to collect, analyze and present information, and an educational resource for teaching language and writing skills, cooperation and compromise, and reading comprehension. An added value is that the local language is used to report stories of local interest.



Establishing and Implementing Processes

"Read and Write as I Talk: Learning How to Use
Local Languages in the Classroom"

Peru

Teachers in indigenous Quechua communities in Peru were generally not prepared to teach their students in Quechua. Even though they spoke the language themselves, they could not read or write it, and thought it would be too difficult to learn. Nevertheless, they understood the importance of children being able to learn through their mother tongue in early grades. They were therefore willing to dedicate the time to attend training sessions being sponsored by an NGO working in the area.

A group of teachers from twenty schools met once a week to practice reading and writing Quechua. As Quechua is written almost exactly as it is spoken, the teachers were able to very quickly learn to write and read. To their surprise, they found that writing in their own language was actually easy; their writing was freer and more creative. Teachers realized that the same teaching methods that had been so successfully used with them would also work for their students.

The enthusiasm generated in the weekly meetings led some teachers to use three vacation days in the middle of the school year to participate in a writing workshop. They selected stories, letters, poems, riddles, recipes and word games from their region and wrote them down in both Quechua and Spanish. The material was published as a resource book at the end of the year. The teachers now use the resource book along with their new teaching skills to work with Quechua-speaking children in their classrooms.

In addition to improving their teaching methodologies, teachers increased their self-confidence and trust in each other, and learned to value their own knowledge and culture.

“Using Learner Groups to Improve Classroom Instruction and Management”

Teachers in the New School Project in Upper Egypt are using group work to help students learn both content and interpersonal skills. Through group work, students get to participate actively in classroom dynamics and learn to make their own decisions under the supervision of the teacher. An NGO working closely with the government provides training and supervision to assure effective use of the approach.

The process for establishing groups involves the following steps:

- Work with school management to ensure their support for a group approach to learning.
- Delegate responsibility to the group and to individuals within the group.
- Show students how to review their work both individually and as a group.
- Have learners participate in cross-group discussions.
- Have learners present their work to the rest of the class.

Involving student groups in management of the classroom environment and instructional content improves performance. It is an excellent way to make sure slow learners get extra time and support in mastering the learning task. In one school, the teacher placed a slow worker in a group that she knew could help the student learn more quickly. It also allows the teacher more time to grade homework, construct learning aids, or give special attention to students who need it.



Incorporating Content

Peru

"My Daughter Could Be President!: Breaking Traditional Roles and Stereotypes"

Teachers often reinforce traditional gender roles without realizing it. An assessment of classroom participation in the community of Papanaca, Peru, revealed low participation rates of girls. An NGO implementing a project designed to increase girls' enrollment worked with teachers to figure out how school could become more interesting to girls and increase their desire to stay in school once enrolled.

Teachers in one community created a Committee of Girl Leaders, which would help girls develop skills in oral expression, communication, and leadership. The girls met once a week and defined the structure, objectives and activities of their committee. Teachers helped them learn how to hold a democratic campaign to elect officers.

Two candidates for president of the committee came forward. The girls enthusiastically designed posters and fliers. One chose a flower as her campaign symbol and "We are the sweetest and the best" for her slogan. The other chose a tree and her slogan was "We are the ones who produce the most fruits." Both candidates based their electoral campaigns on organizing trips to places they had never visited, such as Yanganugo Lagoon and Huiraz, the capital of the department. Almost no one had been to these places, even though they were relatively close. Each candidate proposed strategies for raising money, such as food sales to tourists visiting Papanaca.

Regardless of how won the election, all the girls developed new leadership skills and increased their self-esteem. They also gained recognition in their new leadership roles from teachers and community leaders. Even the president of the community commented, "Today I realized that my daughter could be president."



“Creativity Doesn’t Just Happen, Teachers Make It Happen”

The Udaan residential program aims to enable adolescent girls to determine their own lives. To that end, it encourages creativity, problem-solving skills and reflection. While the curriculum was developed by an NGO, it is up to the teacher to convert it into actual classroom experiences.

Teachers usually brainstorm to come up with ideas, then turn them into full-blown learning activities then with the Udaan coordinator and NGO trainers. To be included in the curriculum, the activity must have the potential to:

- Evoke inquiry and dialogue
- Help students learn rational thinking and problem-solving
- Rely on open-ended reflective questioning processes.
- Develop hypotheses they can test by acquiring relevant information
- Sort and categorize information
- Understand relationships and make logical linkages
- Make meaning

Some of the activities are as follows:

Drama: Children prepare short plays on interesting topics, and help the class discuss the meaning of the play.

My Own Environment Book: Children write about their villages, family members, their behavior and relationships, the names of literate people in the village, the oldest trees and what people do beneath those trees, and so on. This develops both language skills and observation skills.

Scale Map: Children make rough maps of the classroom and the camp surroundings, and learn the positions of different things in the camp. When they have better mathematical abilities, they learn about proportional representation.

Camp Records: Children investigate all sorts of demographic and ethnographic facts about themselves, such as who knows the most languages, who dances the most, who is the fattest, tallest or oldest, and who takes the longest to wake up in the morning.

Kitchen Maths: This involves observing the functioning of the large camp kitchen and documenting various kinds of mathematical applications taking place, such as measurement, proportions, shapes, estimation, and so on.

Exploration comes naturally to children, but providing opportunities is critical. Creativity is an attitude, not just fantasy. One can enhance creativity and critical thinking in both hypothetical and real-life situations.

India

Egypt

Addressing Equity

"Taking Time to Work with Students with Special Needs"

Children with physical and mental disabilities, hearing impairments, serious illnesses or learning disabilities, need special attention to thrive in a classroom. The New School Project in Egypt has developed training manuals and in-service training to build the capacity of teachers in single- and multi-grade schools to respond to the learning needs of these children.

During training workshops, teachers shared their experiences with each other and identified a variety of ways they could support learners with special needs. For example, in one class there was a girl with hearing difficulties. The teacher conveyed a strong message to the other students about the need to be inclusive and supportive of each other, and then she and the students developed a simple sign language to assure that the girl could participate in interactive learning activities.

In another case, a teacher paired a slow learner with a physically disabled classmate, encouraging them to learn together and understand the other's challenges. The disabled student was very intelligent and helped the slow learner improve her academic performance. The students appreciated the experience and ended up becoming very close friends.



“Empowered Female Teachers Use Their Experience to Empower Girls”

Improving opportunities for girls and women not only enables them to achieve academically, but also allows them to develop leadership skills. Small Schools (community schools) in Egypt realized they were not doing enough to encourage girls' leadership potential.

Classroom “facilitators,” who were graduates freshly out of high school, were often struggling with their own lives in addition to figuring out how to teach. Although they received special training for working in Small Schools, they still had doubts about their own potential for success. They got support from EdNet, a network of community members who work together to solve education problems in their communities. By participating in EdNet, the facilitators were able to participate in monthly exchange visits between schools, sharing experiences and collectively solving problems. They gained so much from this experience that they decided a similar experience would benefit the young girls they taught. EdNet agreed to support them and students now plan and manage their own cross visits between schools in nearby communities.

Students have also formed their own version of EdNet. They hold quarterly feedback sessions, during which they express common concerns, plan activities, and identify future endeavors. Students even drafted their own internal by-laws regarding elections, attendance, and membership criteria.

Each quarter they try to come up with timely issues and creative activities. Some issues for discussion have been the start and end times of schooldays, and seasonal vacations for children who work in cotton fields. Activities have also included academic competitions and sports events. Children are responsible for making the schedules, inviting participants, and choosing prizes for the winners of the competitions. They finance activities from their own pocket money. Membership on the executive team is rotational. When one executive committee hands over responsibility to the next one, a full accounting of debits and credits is presented.

These endeavors have empowered girls, increased their sense of responsibility, and enhanced their planning and leadership skills.



Egypt

Teachers' Experiences with Teachers

Egypt

Acquiring and Utilizing Resources

"Seeds, Nails, Cups and Stones: Using Locally Available Teacher-made Materials"

The New Schools project in Egypt uses peer training for on-going professional development and enhancement. Teachers are trained in groups, during which individuals demonstrating high motivation and interest are identified as potential trainers.

Peer trainers help train and motivate all the other teachers in their schools to overcome the lack of teaching and learning aids. These strategies are aimed at helping teachers develop their own skills and gain a sense of pride in their accomplishments. With effective monitoring and evaluation, they have proven to be extremely effective.

Teachers meet one day every three weeks for "refresher training" on creating teaching and learning resources. They bring with them locally available materials, such as seeds, wood, nails, cups, newspapers and stones. Examples of teaching aids created by teachers include:

- Question Bank: Questions on a variety of subjects are written on cards and placed in a decorated cardboard box. As children draw a card from the box, they read the question aloud to the class to see who can give the correct answer. This can be done in either large or small groups. Instead of a cardboard box, teachers could make a wall hanging with pockets where questions are placed.
- Puppets: Teachers make puppets from old clothes, paper bags, packaging materials, and scraps of cloth to help students learn stories or act out behavioral norms. Children can also make their own puppets.

The training focuses on making teaching aids and using them appropriately in relation to the objectives, content and educational level of the lesson. Teachers work in pairs or small groups to develop materials that can be shared among teachers in different subject matters. They also participate in cross-visits between single-grade and multi-grade schools, helping each other learn to use locally available teaching materials.

"Cluster and Lead: Linking Schools and Teachers for Support and Supervision"

Many rural schools in Sri Lanka are forced to use uncertified teachers. While these teachers are often dedicated and motivated, lack of classroom experience and understanding of curriculum content greatly hampers their effectiveness.

Limited financial resources, cumbersome bureaucratic processes, and the remoteness of the schools make it impossible for the Ministry of Education to provide adequate supervision. They did take steps to improve rural education by organizing schools into clusters, known as PasalPaula. Since the clusters needed some means of management, the government established School Societies or PTAs for this purpose.

In the meantime, school principals, teachers and parents addressed the problem of inadequate support for teachers from their end. They designated a group of teachers as "lead teachers" who could supervise and support their less experienced colleagues within the PasalPaula. They are trained to be supervisors and peer trainers, and must develop a plan of action for working within their cluster to support untrained teachers.

Honduras

Establishing and Implementing Processes

"Teachers Helping Other Teachers Understand the Need for Treating Students with Respect"

A group of teachers in eastern Honduras, who were working with an NGO, were disturbed by the low levels of motivation among students and other teachers in the school. Teachers were falling behind with their lesson planning and most were failing to complete the required curriculum by the end of the school year. The group of teachers realized that much of the problem was related to the very negative relationship between teachers and students. Instead of encouraging students for their efforts, teachers constantly criticized them and rejected what they said was inferior work. This attitude was destroying any interest students might have had in learning. The concerned teachers agreed that this was an issue they wanted work on and that if the NGO would provide the training, they would convince their fellow teachers to attend a workshop.

The following exercises were used to help teachers understand the effects of their behavior on student motivation. Groups of four were formed for a role-play exercise, with one person playing the teacher and the other three playing students. The "students" were told there would be a drawing contest and the winner would receive the highest grade, as well as a prize. Each group had a piece of paper and three crayons, with thirty minutes to complete its drawing.

Once "students" finished their assignment, all drawings were hung in front of the classroom. Each group expected to win, because their "teacher" would vote for them. However, the "teachers" had been told to vehemently criticize and denigrate the drawings in a loud voice. "Students" were absolutely prohibited from speaking during the judging.

"Teachers" criticisms went something like this:

"What dirty students! They only have heads in order to carry hair and lice."

"What stupid, ugly drawings! What horrible colors they've used!"

"This drawing has nothing to do with what we asked for!"

"This drawing should be thrown in the trash."

"Students" were deeply upset and began to protest, even though they had been told they could not talk. They also really believed their drawings were good.

Their comments were:

"Stupid teachers! What do they know about drawing anyway?"

"These are the dumbest teachers!"

In the end, "students" were stomping on the floor, banging on the tables, throwing crayons in the trash and tearing up the papers. When none of the drawings was selected, the "teachers" asked the "students" if they wanted to try again in order to have a winner. "Students" cried out in unison, "NOOOO!" They said the same thing would happen, the "teachers" knew nothing about drawing, and the whole exercise was a waste of time.

A few days, each "student" talked about how he or she had felt when the drawings were being criticized. They said they felt discouraged and had no desire to continue any kind of work with those particular teachers.

As a result of this and other training exercises, the teachers developed a contract with each other, in which they agreed to:

- Actively look for ways to give students positive feedback both individually and collectively;
- Refrain from blaming students as a group or criticizing them publicly;
- Give students a chance to express their opinions without being criticized; and,
- Involve students in decision making about what they wanted to study.

The teachers have, of course, had other training sessions. They have also had follow up and supervision to help reinforce their own behavior change. There is evidence that students are happier, and that the new approaches have enabled teachers to complete curriculum content with greater success than was previously possible.



Honduras

"Sharing Our Strength: Intra-Collegial In-Service Teacher Training"

The director of a rural primary school in Honduras noticed a high rate of repetition among students in certain subjects, especially mathematics and Spanish, so he met with teachers to analyze probable causes. The teachers confessed that they did not feel sufficiently comfortable with parts of the mathematics curriculum (geometry and fractions) and were unsure how to give examples related to daily life. They also had difficulty understanding some of the Spanish texts and grammar. However, they had no problems in other subjects. What they needed was in-service training in very specific areas.

With the support of an NGO, a participatory problem-solving meeting was organized. It resulted in a plan for annual in-service training and on-going monitoring that would include classroom visits and assistance at least once each trimester. The NGO also helped teachers prepare a request to the district Ministry of Education authorities, which was accepted. Teachers identified their specific training needs and then selected colleagues who could offer assistance. If there was no one suitable on the school staff, they asked the local education authority to identify someone from another school.



As the new in-service training process was set in motion, academic achievement of students began to improve. Teachers learned to overcome their own pedagogical difficulties by relying on each other. This sharing process was more sustainable and far less costly than traditional, government-led training. Other schools are now beginning to emulate this school's experience in intra-collegial training.

Incorporating Content

"Learning Life Skills Makes School Fun and Relevant"

When the formal school curriculum is developed centrally and/or focused on passing national exams, meaningful life skills have to be acquired outside of the school setting. However, children spend so much time in school, there is little time left over to learn life skills at home and in the community.

Teachers in Small Schools in Egypt found themselves in a double bind. First, they were struggling to teach the formal curriculum, which they found very limiting. Also, the teachers were not certified, since it is virtually impossible to attract qualified teachers to such remote areas. They were women from the community with a secondary education plus great enthusiasm and potential. Second, the Ministry of Education was pushing schools to include "vocational training." In reality this meant teaching girls how to make marmalade and sew, and giving boys limited carpentry skills. The teachers saw their students as having greater capacities and brighter futures.

The NGO supporting the Small Schools helped the teachers organize a workshop to develop more relevant curriculum materials. Teachers, education experts, NGOs working in education, and even children were involved. Together they designed a series of learning modules on primary health, reproductive health, nutrition, micro-enterprise management, water and sanitation, first aid, civic affairs, and an introduction to political systems. This content is presented as extra-curricular activities, so the MOE will accept it.



Egypt

El Salvador

"Child to Child: Decentralizing Curriculum and Teaching Methodologies"

For many years, El Salvador's Department of Education has centrally dictated the national curriculum, corresponding activities, and the national school calendar. However, since educational reform, teachers have proposed that curriculum be decentralized to allow regions and even individual schools to decide on curriculum and teaching methodologies.

After working with an NGO on a Child-to-Child health project, four rural schools in the townships of San Martín and Santa Elena wanted to incorporate that approach into their curriculum. The Child-to-Child approach is a flexible way to cover the curriculum and allows teachers to:

- Identify the student's learning priorities;
- Cluster objectives from different subjects and teach them together;
- Integrate parents into the learning process;
- Focus on participatory learning by children, rather than teacher-centered instruction;
- Use inexpensive, easily available educational materials; and,
- Incorporate community knowledge and experiences as educational capital.

The local Department of Education officials were very impressed with the results of this health project and thought the methodology could be used in other schools and subject areas. Although the project was severely interrupted when two major earthquakes hit the country in early 2001, the following November the Child-to-Child methodology was introduced in 125 schools throughout the country. Teachers from the first four schools acted as trainers during statewide, day-long training sessions. They shared their experiences and lessons learned with fellow teachers.

Now other schools are interested in adopting Child-to-Child, as teachers have found it helps them cover the curriculum with greater ease and that by clustering subjects and objectives, they save up to a third of the time it normally took.

Practicing Equity

"Peer Learning for Sex Workers"

In Bangladesh commercial sex workers are ostracized and treated inhumanely by the so-called "bhadralok" or "ladies and gentlemen" of society. They are considered a very low group that should stay in "red light areas" and not mix with "normal" people. In fact, they must go barefoot in public to declare their status to all those around them.

An NGO working with commercial sex workers for prevention of HIV/AIDS uses peer educators, who are sex workers themselves, to do education and outreach. They work part-time for the NGO to relay messages about safe sex practices. The project has gradually evolved toward empowering the women to find their own place, voice and worth in society. It helps women build the capacity to negotiate, demand and obtain their rights. Peer support is the main strategy to promote change and action. To gain more bargaining power, the women have formed their own associations, which are registered with the government as legal entities.

A few of the peer educators decided they wanted to learn to read and write and suggested that a similar process of peer learning could be used to help them and their sisters accomplish their goal. Everyone understood that books and curriculum used in mainstream adult literacy classes clearly would not work in this context. A whole new approach, methodology and materials would be required. For most sex workers, education has little to do with their income-earning capacity. It would be absolutely essential to avoid a judgmental or moralistic stance. On the other hand, women needed to find self-esteem and pride as human beings, and overcome feelings of guilt and worthlessness. They also did not need teachers telling them what to do. Therefore, facilitators and peer educators have created "Literacy Clubs" where sex workers are free to drop in, have a sense of belonging, and learn reading and writing for pleasure.

Peer educators and facilitators from the NGO have designed many entertaining activities around which learning takes place. One such activity is "My Day," when a woman tells her life story and the group helps her make a poster showing important dates in her life, her village, her favorite color, song, film, food, etc. These posters are placed on the clubhouse walls and become the text for literacy lessons. Making posters involves writing, reading, drawing and communicating—the basic skills of any literacy program—however the content is of real value to participants.

Bangladesh

Teachers' Experiences with Local Government

Ghana

Acquiring and Utilizing Resources

"Communities Demand Accountability from Local Government for Teaching and Learning Materials"

In spite of the impressive education reform undertaken by the government of Ghana, many district-level schools have not effectively implemented them. Wassa West, a district in western Ghana, is endowed with abundant natural resources and is the site of lucrative mining operations, providing many employment opportunities. However, the solid economic base has not translated into academic achievement for its children. The district has some of the lowest educational outcomes in the nation. Years of poor performance on national exams had led to a great deal of mistrust and bad feelings among teachers, local government and communities.



A group of Wassa West teachers and an NGO undertook an analysis of the probable causes of the school district's low performance. The teachers' first impulse was to point the finger at parents, citing their lack of interest in education. Some of the head teachers quickly realized that blaming parents would not lead to a solution, so they used a more empirical approach. Using Participatory Learning Appraisal (PLA), they identified the lack of textbooks and other teaching/learning materials as the number one concern, and traced the root cause to insufficient budget allocations to local schools and poor distribution systems.

Using their research findings, teachers developed an action plan that would help them hold local government and educational authorities accountable to communities in accordance with the national education reform goals. The plan included the following activities:

- Influence the Ghana Education Service to increase the amount of resources allocated to district level schools.
- Influence local government to allocate adequate resources for training teachers in the use of locally produced teaching and learning materials.
- Provide adequate storage facilities for those materials.

- Improve distribution and timely delivery of materials to schools, and involve the private sector in obtaining adequate resources for schools.

In order to accomplish the above they:

- Held "open days" in schools, inviting local government officials to come and listen to teachers, community and students concerns, and receive jointly prepared petitions.
- Organized radio talk shows and community debates to sensitize and enlist support of the general public.
- Educated Parent Teacher Associations and School Management Committees and asked them to take up the issues with the District Education Officer and Oversight Committee.
- Lobbied private mining companies to participate in the improvement of schools.

Some key successes from these initiatives were:

- The decentralized bodies (including the Ghana Education Service, Ministry of Education, Ministry of Food and Agriculture, National Youth Council, Ministry of Health, National Commission for Civic Education, and the District Assembly) have initiated joint planning and coordination of district-level development interventions to ensure adequate resource allocation to schools.
- Through the district Education Innovation Fund, local government has increased allocations for textbooks and other learning aids.
- Local government is recruiting and posting more new teachers to district schools.
- Local government and NGOs have organized training workshops for teachers on the use of locally developed teaching and learning materials.
- Responsibility for distribution of textbooks is now shared among central government, local government, and the private sector, which has significantly improved timeliness and effectiveness of the delivery system.
- Teachers and communities feel empowered and understand that, as taxpayers, they have the right to demand accountability and quality services from local government.
- Local government better understands its roles and responsibilities in the provision of quality education.

Tajikistan

"Free Transportation and Gardens Keep Teachers Happy and Working"

Tajikistan has undergone many serious social and economic crises since independence. The education sector was not exempt, especially the teaching profession. The country has plenty of qualified teachers, but they are not interested in teaching, due to low salaries and the difficulties of living in most of the locations to which they are assigned.

A typical school in a remote village in the Yovon District had 40 teachers when fully staffed at the beginning of the year. By the end of the year, only eight teachers remained. The remaining teachers were understandably frustrated, as their teaching schedules were overloaded and they were overworked. They found themselves asking, "Why am I still working here? Why can't the others cope?"

A Participatory Learning Appraisal research carried out by an NGO revealed that those teachers who remained at their posts were area residents. They were familiar with local customs, had established households in the village, and had a large supportive network of family and friends. Teachers from outside the village had none of these advantages. Discouraged by low wages and the high cost of living, they moved back to their own homes where they at least had some support.

Understanding the problem helped the remaining teachers look for solutions. Their initial thought was to recruit new teachers from within the district. However, few people were interested when they learned of the low wages.



Then the school administration suggested to the local government that teachers from other communities be given free transportation so that they could travel back and forth to their own homes. The local authorities adopted the plan and teachers from neighboring districts began to show interest in working in these schools. Later, it was decided to give the school some land that teachers could use for small gardens to grow food for themselves. Both of these ideas were successful in improving the problem of teacher shortages.

Establishing and Implementing Processes

"Let's Read: Schools Buy Books That Interest Their Readers"

An NGO and a for-profit organization partnered in a pilot project to provide books and promote reading among teachers and students in 240 primary schools in the Kagera and Shinyanga regions of Tanzania. "Tusome Vitabu" means "Let's Read Books." A study in the area showed little interest in reading, mostly because of the lack of relevant and interesting reading materials.

During start-up workshops, teachers insisted that they should be involved in choosing and purchasing the books. The local government felt teachers lacked the capacity to carry out all the many financial transactions involved in book procurement. However, they agreed to give it a try.

A team of teacher-librarians was chosen from participating primary schools and they helped to develop guides on book selection, tendering and ordering, negotiating with suppliers, purchase contracts, verification and receipt of books, storage and maintenance, library management and mobilizing resources to support libraries. Copies of the guide were produced for all 240 participating schools. District trainers from the NGO did capacity building for the teacher-librarians and members of the School Library and Readership Promotion committee, which consisted of teachers, pupils and community members.

The project initiated the overall tender by advertising in newspapers. Teachers advertised specific school tender notices at ward and district notice boards. Booksellers and publishers were initially reluctant to negotiate with individual schools, preferring a centralized system through district councils. The project explained that the process was school-based, led by teachers, and suppliers were obligated to negotiate with schools.

Publishers and booksellers visited schools and submitted their tender documents. The Library and Readership Promotion committee reviewed tender documents, and then selected and informed the winning bidder. Contracts were drawn up between school and supplier, indicating books to be supplied, duration of contract, transportation and delivery to schools, and means of payment. District Education Officers verified delivery of books and payment was made by the project. Teacher, pupil and community member needs and interests were addressed within a shorter time period and more effectively than under the centralized government procurement system.

Tanzania



India

"An Opportunity in Disguise: Clustering Multi-Grade Schools"

Multi-grade classrooms are numerous in India, especially where school populations are too small to support one teacher per grade. Most teachers are not trained to teach more than one grade at once and there are no appropriate pedagogical models. In the state of Gujarat, the government established school clusters, which enabled teachers from a dozen schools to meet regularly to share problems, experiences and solutions.

One particularly active group of clusters requested technical input from state government, just when the government was looking for a way to address the issue of multi-grade classrooms. Extra resources were allocated to this group, including personnel, materials and training facilities. A team of 50 teachers representing 50 schools was formed. Sharing their experiences, the teachers soon realized there were a variety of classroom situations and ways in which schools allocated grades among teachers. Visits to other schools verified the fact that they indeed represented a cross-section of typical multi-grade situations.

The next step was to work intensively in five schools that represented typical multi-grade situations in Gujarat. Resource persons paired with teachers in each classroom.

While they planned together, it was the teacher's task to implement the ideas. The resource person helped the teacher adapt and modify classroom strategies as they unfolded. Evenings were spent analyzing the day's outcomes and preparing for the next day, based on what worked and what created difficulties. One critical insight was that, rather than being an obstacle, children interacting in multi-age and multi-level groups could be an advantage to teachers who knew how to make use of it.

Sharing insights eventually led to larger scale, ongoing mutual monitoring and support, whereby teachers of one cluster visited schools in other clusters. At this point, input from resource persons became almost negligible and teachers conducted the entire process. Many teachers who were considered "shirkers" in other contexts worked long hours and extra days without any remuneration other than the encouragement they received from their colleagues. Over the next few months, materials for teachers and rigorous follow-up systems were developed.

The state realized this approach could be shared on a larger scale. Many of the original 50 teachers trained teachers in 500 other schools. It is expected that the new approach will be consolidated and disseminated even further.

Lessons learned:



- Teachers respond when local government makes an effort to address their problems.
- Rather than providing off-site theoretical input, resource persons might find it more useful to work with teachers in their classrooms.
- Once the process has been triggered and teachers' initiative has come to the fore, it is better not to control or guide it in a pre-determined direction.
- Teachers can be effective resource persons for other teachers. Local government can also benefit from seeing teachers as active contributors rather than passive recipients.
- What had been seen as a problem might actually have been an opportunity in disguise all along.

Practicing Equity

"Teacher Research Leads to Changes in Government Policies"

In an indigenous rural area in Honduras, decentralization has afforded an NGO the opportunity to work with teachers and community groups to actively engage municipal government in the support of basic education, especially for girls. The NGO, teachers and community representative began by designing and carrying out a research project on girls' enrollment in primary education. The problems they uncovered included:

Cultural attitudes and beliefs:

- A girl's role is to do housework and be a mother.
- Investment in education should be targeted to boys.
- By the age of thirteen or fourteen, girls ought to get married.

Structural and systemic barriers:

- Girls enroll in school at a later age than boys.
- Girls repeat grades more often than boys, putting them further behind their appropriate grade level.
- Older girls are embarrassed to be in the first or second grade with younger boys and drop out as soon as they reach puberty.
- Girls are often married soon after puberty.

Armed with their research, the NGO helped the teachers and members of the community meet with municipal government representatives to discuss what the government could do to improve girls' access to schooling. Authorities listened attentively and used the research to develop the following strategies:

- The municipal government would issue an ordinance that girls must be enrolled at the appropriate age and have equal access to enrollment in pre-schools, where they existed.
- Community groups would be responsible for compliance with the ordinances and report monthly to municipal authorities.
- The community groups would find way to sanction parents who did not comply with the ordinance.
- A municipal government official would meet periodically with teachers and community representatives to review results of the above agreements.

The original strategy produced impressive results:

- Girls' enrollment increased significantly in all schools.
- Twenty-six communities organized pre-school education centers that are serving 350 children.
- Two years afterward, a seventh grade was added in four schools, and more girls than boys were enrolled.

The success of this first activity led to on-going negotiations and action planning among teachers, community groups and the municipal government. Other agreements reached with local government include:

- Pre-school teachers are paid by municipal government, which also arranges for furniture and teaching materials.
- All first-graders are given a backpack with notebooks, pencils (lead and color) and pencil sharpeners.
- All children who attend school are given a snack.
- All school children are de-wormed twice a year and are also given vitamins.

Teachers have found strong support from local government for local school activities and education is now a priority in the strategic plan of the local government.



Teachers' Experiences with Central Government

El Salvador

Acquiring and Utilizing Resources

"Lobbying to Prioritize and Distribute Township Resources for Education"

A school in the state of Usulután, El Salvador, had educational, personnel, material and financial problems. These included inadequate infrastructure, run-down and crowded classrooms, too few teachers to meet demand, lack of chalk, blackboards, paper and pencils, and defective or insufficient desks.

Teachers decided to take advantage of education reform legislation that established district-level School Administrative Councils, consisting of principals, local officials from the Department of Education, representatives of parent associations, and students. However, they soon realized that even if the Council could penetrate the Department of Education bureaucracy, there were few resources there to access.

Then teachers proposed an interesting idea: "Why not invite township officials to the district's School Administrative Council meeting?" This way, officials would see the school's difficulties firsthand. Township officials accepted the invitation enthusiastically. The Council chose a teacher to coordinate communication among various stakeholders and to facilitate the meeting.

The Mayor had been a school teacher before being elected, and it was easy to persuade him to take the school resource initiative on as his own. He supported all of the teachers' ideas. The township's limited resources were prioritized and a better distribution scheme was put in place. As other community members became more aware of the benefits of education, they also offered their support.

The Council repaired desks and blackboards, since it was too expensive to buy new ones and the Central Government would take too long to provide them. The Mayor's office bought the materials and townspeople contributed their time and carpentry skills. Several children worked alongside the teachers and parents, learning carpentry skills themselves. The job took many months, but the results were evident in the children's new, improved learning environment.

“Persistence Pays Off: School-Based Initiatives Elicit Central Government Support for Community School Libraries”

Teachers involved with an educational program supported by an NGO in two Honduran communities wanted to organize community-school libraries. It took many meetings with local authorities, with presentations showing the need for textbooks and reading materials. The persistence of one teacher finally won the local authorities over and they agreed to pay for a librarian if the community could provide space and acquire the books.

Teachers and community members held local fundraisers and wrote to private colleges and universities asking for discarded books. They petitioned a local NGO to donate a used computer so that teachers could put together classroom resource materials. It took a full year to establish the two libraries and another year to ensure they were functioning well.

Once a workable and sustainable management process was in place, the teachers asked their municipal government authorities to go to the central government and request additional support. With the support of municipal authorities, the MOE agreed to train librarians and pay their salaries. They also agreed to support a library in another community, if the teachers from the first two communities could help set it up.

Honduras

Establishing and Implementing Processes

"Where There's a Will, There's a Way"

Government teacher-training programs can be very expensive. However, if they do not respond to specific needs and are not followed up systematically, they do little to improve teachers' in-class performance.

In the community of Guajiquiro, teachers with the support of an NGO took the initiative to modernize and improve their teaching practices. The NGO helped them work with community leaders and parents to identify their training needs. They decided they wanted continuous mentoring in their own classrooms from a teaching specialist or supervisor, with demonstrations, reinforcement and specific suggestions.

Honduras



They first went to the municipal government, which arranged workspace and transport for the supervisors. Then the teachers and municipal government jointly lobbied the regional Ministry of Education authority to assign a supervising teacher. It took quite a number of visits and official requests before the regional government responded, but eventually they agreed. The results have been very encouraging and empowering for both the municipal authorities and the teachers, and they are now finding other ways to work together to identify resource needs and solutions. The process may be slow, but it is an effective and positive way to improve education.

"Bonuses for Teacher Training: Designing Professional Development Around Local Needs"

El Salvador invested heavily in improving its schools by purchasing textbooks and teaching materials, and raising teacher salaries. The Department of Education also organized "en masse" training for over 35,000 teachers. However, follow-up monitoring indicated that teachers were not transferring their training into the classroom.

There were two inherent weaknesses to the "en masse" training. First, the logistics were complicated and costs were high. Second, even if the training content comes from consultations with teachers, the specific needs of the teachers were quite diverse in different parts of the country and one national training curriculum did not serve the needs of all teachers. Many teachers were convinced that something had to change.

An NGO helped teachers in a number of schools to articulate their needs, which included decentralized training programs that were flexible, did not require them to leave their communities, and were geared toward local issues and needs.

Government, on the other hand, needed a certain level of administrative and cost efficiency. The NGO brought them together to develop the strategy.

Each year, the Department of Education gives schools a \$50 bonus for each teacher to invest in training. For example, if a school has ten teachers, it receives \$500.

Each school identifies the content of its teacher training and contracts consultants to provide the training. Logistics, food and materials are also contracted out.

This strategy allows three different ways to implement training:

1. Independent consultants can be hired to design a training session according to a school's specifications.
2. A team of experienced teachers can come together to do specific training for a whole school district.
3. NGOs can partner with schools and receive resources to develop training related to the projects they implement.

To avoid corruption, the bonus money is managed by the School Administrative Council, made up of teachers, students and parents. The group accounts for all expenses to the Department of Education.

Although this training strategy is still new and outcomes have not been observed, teachers are pleased that they can now design and manage their own professional training in a way that responds to local needs.

Incorporating Content

"Reaching Out and Tuning In: Training Teachers by Radio"

Guinea

Teachers in rural Guinea receive almost no in-service training during the course of their professional careers, and as a result they teach the same content using the same methods year after year. The problem is that road conditions are abysmal, distances are great, and on-going, in-service training is costly.

A teacher in one rural area thought radio programs would be an ideal way to improve classroom instruction. The programs could cover teaching methods in specific subjects, classroom management, and other topics relevant to teachers' daily work. Although he and his colleagues came up with many ideas for topics, they were not sure how to go about setting the program up.

With the help of local educational authorities, the teacher organized a workshop for teachers and government supervisors. Together they outlined ten short radio programs (20 minutes each) on common pedagogical problems, such as how to teach the past tense in French, and how to conduct group work.

However, when the teachers took their programs to the local community radio station, there was no money to pay for the broadcasts and the available broadcast time was limited because of national programming. The best the local station could do was refer the teachers to the Ministry of Education.

The teachers were not optimistic, but to their surprise they found the Ministry of Education had just launched a new project with an NGO to improve teacher training. There was clearly a possibility that radio could be a component of the training.

During the next year, teachers prepared a more extensive radio training program. They were afraid that financing and space on the national station would be constraints, but the Ministries of Communication and Education agreed to share costs with the NGO. Radio programs are still being used nationally as an effective training method for teachers in Guinea, paid for by government. The teachers learned that it is possible to work with central government to find resources if they have enough time and patience, and if other supporters, such as NGOs, take teachers' needs seriously.

"A Language Lesson with a Difference: Localizing Content"

In 1996, the southern state of Kerala developed and implemented an unusually effective in-service teacher training on activity-oriented teaching practices. Teachers responded enthusiastically, saying, "If this is what activity-oriented teaching is all about, then the existing teacher handbooks are all wrong." The state then developed a set of 13 handbooks in different subjects. When the teachers received them, they were again enthusiastic, but said, "If our state can produce such wonderful handbooks, why are we stuck with such bad textbooks?" Thus began one of the most significant teacher-driven curriculum and textbook development initiatives in India.

One of the key objectives was to produce textbooks that would enable teachers to "localize" content wherever possible. For example, one lesson in the new Class 3 books has no text. On a blank page, children are asked to write any song they know and like. On the opposite page are a number of questions and exercises, such as: Who sings that song? When is it sung? What is the longest word in the song? What does it mean? Are there any antonyms? Does it tell a story? If it does, write the story out in prose. And so on. The following two cases illustrate very different local adaptations of the same materials.

Teacher A

Teaching in an urban school, Teacher A started by going over some of the songs her students were familiar with. A popular film with children as the protagonists had been playing in town and students like one song in particular. The teacher asked them to write it out on the blank page. Students paired up and checked each other's spelling, punctuation and so on. Since no one had seen a written version, there was some debate on which punctuation should be used, where and why.

The song was sung at a point in the film where the characters realized they had needlessly hurt someone's feelings and were trying to make amends. The teacher asked students to narrate the story and then act it out in groups. Finally, she asked them to write about the context of the story in prose form, again checking each other's work.



India

Teacher B

This school was in a remote tribal area. Students belonged to three different ethnic and linguistic groups, but the language of the textbook was not their mother tongue. The lesson was an opportunity for children to share their different songs. In a class of 40 children, the teacher received 15 folk songs. The children divided into groups and each chose one or more songs to present to the rest of the class. They could sing it or act it out, but the emphasis was on understanding what the words meant, since they were in languages unfamiliar to some.

The next day, Teacher B asked children to write the words of a song individually, using the script of the "standard" school language, but not worrying about correct spelling or punctuation. Each child made a drawing about his or her song and a summary of the song in the standard language. All of this was displayed around the classroom as a "song exhibition" to which the community was invited.

While every lesson in these new textbooks has localizable elements, a few were designed specifically for this purpose, such as:

- Documenting local history;
- Discussing the local geography;
- Developing local "record books" (the tallest tree, longest mustache, the cow that gives the greatest amount of milk, etc.); and
- Doing a socio-economic survey of the village.

Members of an NGO supported and advised the teachers through the process of the textbook development.

Practicing Equity

“Women Find Ways to Make Their In-service Teacher Training More Gender Friendly”

A state in southern India made special efforts to recruit more women teachers, since research clearly shows the presence of women in schools increases girls' participation. The government planned a wide-scale training program to prepare young women to take up positions as teachers. The experts believed that an intense residential setting would be needed for the best learning results. The program was spread over four years, requiring eight days annually at the residential center and monthly meetings at the school level.

During the first round of training, it became apparent that young women were having difficulties with the residential requirement. The participants were either still unmarried or newly married. Almost none had ever stayed away from home, which made both them and their families feel uncomfortable. Women with young children had no one to look after their children while they were away. The first round of residential training went very badly with some trainees not showing up and others leaving before the training was completed.

In response a committee was set up to determine what could be done. They went to the Ministry of Education (MOE) and suggested that child care centers be set up at the training venues and that family members be permitted to stay over the first night to reassure themselves about safety and security. The MOE agreed that if the teacher trainers would take on the additional management responsibilities, they would take on the additional operational costs.

The second round of residential training was quite different from the first. Training began after lunch on the first day, allowing time for settling in and establishing the child care, which was run by local “grandmothers.” The number of women participating was notably higher, many arriving with male relatives who spent the night and then left the next day rather sheepishly for having had doubts. Teacher trainers spent their spare time playing with the children, thereby reinforcing training messages about how to interact with children. In fact, many children did not want to leave when the program ended.

During the third round, many husbands and families simply dropped their wives or daughters off. Others decided to stay and help with the child care center.

India

Teachers' Experiences with Civil Society Organizations

Honduras

Acquiring and Utilizing Resources

"Looking Elsewhere: Creating Alliances with Civil Society Organizations"

A group of teachers from schools in indigenous, rural communities of Honduras was concerned that too many children were dropping out of school, and over 20 percent were failing Spanish and mathematics. One of the reasons was that schools did not have enough resources to help children in the classroom or to assist poor families.

The teachers learned of a private foundation that provided assistance for resource materials and teaching aids. The FERMA foundation provided them with a package of school materials for first-graders. The foundation also provided training so that teachers could make use of a radio program called "Let's Learn Math." They donated notebooks, reading books and furniture for a small school library in each of the schools and made arrangements with local education authorities for children to receive a daily snack.

First-graders have been receiving school materials for three years. The school drop-out rate has gone down and every year the math and Spanish scores are higher. Parents are happy that their children can complete their grade-school education, and teachers are more stimulated to do their job, having taken advantage of an opportunity to work with a private foundation for the children's benefit.

Establishing and Implementing Processes

"Today's Children Are Tomorrow's Citizens: Teachers Help Students Learn Good Governance and Contribute to the Welfare of Their Communities."

An NGO works with teachers in rural communities in Honduras to use a little known, government-supported mechanism to link the government and communities with their schools. At the beginning of the school year students elect a School Government (SG) composed of representatives from each grade. The SG designs a governance plan, and identifies a number of issues on which student-based committees can work with local government or community-based organizations (CBO) to address specific educational issues or community problems. Students then choose a committee and develop an action plan.

Some examples of action plans include:

- Organizing "Health Committees," which together with a local CBO have scheduled hygiene and de-parasiting days at the schools.
- Organizing educational publicity campaigns, broadcasting information on local radio programs. Three campaigns have been particularly successful: promotion of children's rights, protection of the environment, and awareness about domestic violence.

SGs provide opportunities for students to learn about and practice their civil rights and, at the same time, supplement the existing school curriculum. Once a school has established this process, their students are given the opportunity to visit the Congress and act as lawmakers, together with the members of Congress. Students have introduced bills and followed the process through Congressional committees. These events have caught the public's eye and shown that students are capable of doing far more than the current curriculum allows, if they are given the opportunity.



Honduras

Tajikistan

"Building Young Leaders in New Democracies"

The NGO-supported Democracy in Action Project is building leadership potential in school children in Tajikistan, where the democratization process is still new. This initiative is aimed at exposing students to processes for problem solving at the community level, and a better understanding of how the government and non-governmental sectors work, or fail to work, to address community needs.

The NGO helps teachers create Student Action Committees (SAC), whose members are senior secondary students selected from participating classes. After initial technical assistance and training, teacher-mentors are able to monitor and guide each SAC.

Teachers liaise with representatives of local government, mass media, NGOs and UN organizations. Teachers and students work together to identify issues of community concern and then determine the best partner with which to work in developing action plans. The officials involved also receive counseling from the teachers about how to work with children and how to present sensitive information.

Action plans have addressed issues of youth (graduation and jobs), gender equity awareness, community infrastructure, humanitarian concerns, drug use, family budgets, and much more. Each SAC chooses an issue to work on for one month. It has to prepare plans and arguments, meet with representatives of local organizations, and follow-up with evaluation and lessons learned. SACs conclude their work with a presentation of the group's findings to classmates and school officials.

The real results of such activities are seen in behavior, attitudes and leadership skills. Students who take part have become more active in their schools and improved their academic performance.



Incorporating Content

"Linking NGOs, Teacher Training Colleges and Local Schools to Upgrade Math and Science Teaching Skills"

Most primary school teachers in Tanzania are primary or secondary school graduates who have had a basic two-year teaching training course. The emphasis is placed on pre-service training in order to meet the country's pressing need for teachers. Upon assignment, they are expected to teach all primary school subjects. Opportunities for in-service or refresher training are rare.

Teachers in one remote region were having difficulties teaching mathematics and science. They discussed their problem with the Ward Education Officer and came up with several options: having teachers contribute to a fund to hire external trainers, contracting a nearby teacher training college, and working with an NGO supporting education activities in the area. The consensus was to pursue the last option.

The NGO was partnering with the Tanzanian Teachers Union (TTU). The NGO and TTU agreed that together they could provide the training the teachers needed to upgrade their math and science skills. The teachers suggested workshop dates and chose facilitators and participating teachers. TTU identified resource persons among local teachers, TTU staff, and district education officials. In a series of weekend workshops, teachers worked on using interactive, child-centered teaching methods and locally available materials. They developed games, posters, exercises, experiments and reference notes. Once they realized how much their teaching could be enriched by using local materials, they saw they had the solution to their own problem without even knowing it.



Tanzania

Practicing Equity

"Making It Easier in Tough Situations: Adapting Schools for Tribal Communities"

Bangladesh

In the remote hills of southeast Bangladesh, 13 distinct ethnic groups have remained outside of the development and change of the past few decades, due in part to discrimination and alienation. Providing basic education has been a big challenge. There are very few schools in this hilly region. Long distances over hills and through forests make it difficult for many children to get to school. Books are not in the language of tribal communities and do not reflect the context or culture of the hill people. As a result, there is low demand for education, schools are virtually empty, and many communities have no schools at all.

But things are changing. Hill people who have completed higher education have started NGOs to address the needs of their communities. Some have gone back to their home villages to teach and mobilize their communities to send all children to school, especially girls. The communities welcome these teachers and provide them with accommodations and food. Although financial incentives are low, their reward is the satisfaction of opening up new avenues for children. Working with an international NGO, these teachers and their organizations have setup 25 schools in the hill districts of Bandarban and Rangamati.

To make the schools sustainable, teachers have organized community groups to help setup and manage schools. During evening hours, they visit homes and organize meetings to explain the need for modern education and what they are trying to achieve. They have setup or reactivated School Management Committees, Parent-Teacher Associations, Village Education Committees, and Mothers Groups. The teachers help these committees understand the importance of giving their time and resources to make schools a vibrant place of learning. Communities are constructing or renovating school buildings, cleaning up the surroundings, digging wells for water, and even making sure the local government provides textbooks. They know they need to take action when government facilities are inadequate or do not answer needs.



"Respecting the Rights of Disabled Students"

In Tajikistan the few schools that exist for disabled children are residential and located in urban areas. However, many disabled children are from southern rural districts, which experienced civil war from 1992 to 1994. There is a great need to provide special treatment and facilities to children with special needs who attend regular schools in areas where medical service is not always available.

An NGO provides training for teachers in selected schools, with the emphasis on treatment of children by teachers, classmates, the school environment, family and the community. They actively work with families and other community members to identify students with special needs without damaging their self-esteem. Some children try to hide disabilities such as limited visual ability, deafness and mild mental problems in order to avoid embarrassment. Sometimes children and their parents do not even realize they have problems. Others have glasses or hearing aids but do not use them because they are ashamed. For visually impaired children, for example, specialists have developed a test card. The test is not made public, but afterwards students are placed closer to the blackboard or in a part of the classroom with better lighting.

Physically disabled children, particularly those in wheelchairs or on crutches, require special activities and facilities. Games like chess or bingo help them see themselves as capable individuals. Latrines and desks can be adapted for their use, and handrails or ramps can be installed where there are stairs. Such changes help children feel safe and respected in their environment.

The most important strategy is getting other children involved to help children with special needs. In some schools, there is an organized schedule to make sure children push their classmates' wheelchairs up ramps to enter the school building.

The project has helped disabled children feel strong and not disadvantaged. It provides them with the opportunity to achieve by relying on their own capacities and talents, not blocked by their disability.

Tajikistan

Measuring the Outcomes of NGO s working through teachers

A Menu of Indicators

Achieving an education of quality for all throughout the developing world will require the creativity and cooperative efforts of multiple stakeholders. Teachers will be a vital link, both in the classroom process they control and through the relationships they establish with other actors and stakeholders outside the classroom. Empowered teachers exponentially expand government and donors' capacity to achieve educational goals. More importantly, teacher ownership, confidence, and commitment are the only way to assure the sustainability of all other efforts.

NGO s must hold themselves accountable for the human and financial resources they direct toward their work with teachers. If the premise of this book is that NGO s and CSO s' work with teachers is critical to the achievement of Education of All goals, how can the impact of their efforts be measured?

Below is a basic scheme with four outcomes for measuring the impact of working through teachers to address the quality of education. It is based on the following assumptions:

- The framework offered in this book is a useful rubric for working through and with teachers around issue of educational quality.
- The ultimate goal of working through and with teachers is to empower them to become change agents within their classrooms, the community, and the educational system as a whole.
- Inputs will vary tremendously and will depend on many contextual factors.
- Actual measures will also be contextual, based on proxy indicators, and will rely on both qualitative and quantitative measures.
- The proxy indicators, processes and procedures for gathering and analyzing data will need to be highly participatory and will require extensive teacher and community involvement.

Outcome #1: Teachers empowered to engage with multiple stakeholders to assure that schools have access to sufficient resources and that those resources are being effectively used.

Exemplary Measures:

- Teachers effectively use multiple channels to acquire the resources they need.
- Teachers recognize and make use of resources available within their environment. (e.g., individuals with skills and knowledge, reading materials, discarded or used materials, community services and facilities, etc.)
- Teachers can design teaching and learning aids appropriate to the curriculum

and the learning needs of students.

- Teachers maintain and make effective use of the resources at their disposal.
- Teachers are actively engaged with others to assure the maintenance and up-keep of school facilities and infrastructure.

Outcome #2: Teachers empowered to engage with multiple stakeholders to assure that schools and educational systems are establishing and implementing appropriate processes.

Exemplary Measures:

- Teachers make informed choices and have input into the educational processes that affect the learning outcomes of their students.
- Teachers take measures to assure that students are actively engaged with and contribute to the management and support of the school.
- Teachers act on their accountability to the community in terms of assuring community participation in school processes.
- Teachers are informed about, have input into, and can monitor policies and practices that determine educational processes.

Outcome #3: Teachers empowered to engage with multiple stakeholders to assure that schools and the educational system are incorporating content that assures education is meaningful and relevant to learners.

Exemplary Measures:

- Teachers make informed choices about and participate in the development of school curriculum.
- Teachers have the skills and flexibility to conceptualize curriculum and make it relevant to the learner.
- Teachers understand and can effectively use child-centered, interactive teaching methodologies.
- Teachers actively participate in school management and the interpretation and implementation of policies.

Outcome #4: Teachers empowered to engage with multiple stakeholders to assure an education of good quality is for all learners.

Exemplary Measures:

- Teachers effectively analyze issues within their classrooms related to equity and take action to address them.
- Teachers have the skills and abilities necessary to assess and support the learning needs of all students.
- Teachers are actively engaged in changing community and cultural norms that reinforce inequity in the educational system.
- Teachers are prepared to support alternative systems of education for learners whose needs cannot be addressed through the formal school system.

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