Foreword

This issue of the publication series of the Center for the Study of International Cooperation in Education, Hiroshima University (CICE Policy Brief) is the second volume of policy brief that have been produced by the research project conducted under the framework of the "United Nations University Grants for Global Sustainability (FY2015-2017): Development of the Inclusive Education System Model for Learning Improvement in Development Countries" and "FY 2017 ODA Grants for UNESCO Activities Exchange and Cooperation Programs for Promotion and Development of the Education, Science, Technology and Culture of Developing Countries in the Asia-Pacific Region: Formulating and Strengthening Cooperative Communities for Non-cognitive Skill Development as Learning Results in Primary and Secondary Education in Asian Countries" which was assisted by MEXT Japan. Our project has initiated since 2015 when our international research network of the education for inclusiveness was formulated. The network was consisted from some young scholars and fellows who were researching inclusive education from Japan and African and Asian countries.

Thanks to the cooperation and collaboration of participating universities, we successfully conducted the knowledge sharing seminar entitled the "UNU IAS-UNESCO-CICE Joint Symposium "Sustainable and Inclusive System Model for Educational Improvement" which was held in January 2018. The research works of education for inclusiveness have been conducted in cooperation with the United Nations University (UNU) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). And the Center for the Study of International Cooperation in Education (CICE), Hiroshima University, Japan functioned as the representative institute in the projects.

The project has developed the system models of education for inclusiveness as one of innovations of international cooperation in education as we can confirm in this policy brief. Therefore the project also developed a new research field of action research for university-policy-practice cooperation. In order to maintain a certain level of quality each research group organized three research meetings for the three years where members gave comments to each other in a constructive manner on the research design and methodology employed, research organization and progress, etc.

Finally, I hope these research works to be connected student, teacher, classroom, school and society well-being. Let me take this opportunity to express my sincere appreciation not only to the authors of the papers that appear in this CICE publication series but also all researchers involved in the research projects for their great academic contributions.

Professor Kazuhiro Yoshida

Director, Center for the Study of International Cooperation in Education, Hiroshima University

Sustainable School Improvement Policy and Practices at Lower Secondary level in Hanoi, Vietnam –New quality issue after the law on Residence in 2006

Tatsuya Kusakabe（CICE, Hiroshima University, Japan）

Problem Statement

First, the policy brief tries to investigate how the Vietnam government and Hanoi local governing body have been tried to improve quality of lower secondary education after the law on Residence in 2006. Second, the study try to consider a sustainability of school improvement policy in Vietnam where has been developed school education based on the first research issue.

From 1986, the *Doi Moi* policy has undertaken mainly in economy field. Although this policy influenced not only to economic field but also to various fields. For example, the *Doi Moi* were including the change of household registration regime, because peoples' freedom of movement from an outside to Hanoi city and Ho Chi Minh city were limited before the policy. Such a limitation of freedom of movement was one of the shackles for economic development. This recognition lead that the National Assembly of Vietnam adopted the law on Residence in 2006 which ensured the freedom of temporary residence and the relaxation of the rule of shifting permanent registration.

Hanoi citizen increased from 3,751,000 (2000) to 5,276,000 (2015) due to the enforcement of the law in 2007. The enforcement of the law resulted the emergence of the bloated lower secondary education. Logically, those increasing of number of students in schools in Hanoi invited decline of quality of education. And there has been no study that tried to analyze such a balance change due to increasing the number of students from outside of Hanoi. That's why, this study tackles following two research questions (1), (2) regarding recent education situation in Vietnam and a policy issues for a recommendation (3), (4) regarding sustainable school improvement.

Research Questions

(1) How the government and schools responded above critical situation in education as a result of dilemma between population increasing and quality decreasing?

(2) Particularly, how those policies and practices effected to school or classroom level activities?

Policy Issues for an Education Policy Recommendation

(3) Are the policies for school development covering and caring lower class people such as KT3 or KT4?

(4) Does the educational resources such as budget, quality teachers, and opportunities for accessing better education distributed not only urban area but also peripheral area?

Throughout investigation of above questions, I'd like to depict Vietnamese characteristics of its school improvement style and finally try to state policy recommendations. Moreover, for theoretical and practical contribution, this policy brief adopts an internal comparative analysis between semi-urban setting and urban setting. The comparative analysis could be contributed to some other developing countries, because many developing countries have same situation and issues.

The comparative analysis to be conduct between Hanoi city as urban setting and Hun Yen district as semi-urban setting. The reason why I adopt this internal comparative methodology is that there must be huge gap

between a capital city and a peripheral area. Throughout this comparative analysis, possibly it could be recognized problematic situation in a peripheral area and policy recommendations for the area clearly. The analysis also includes some suggestions to school improvement practices in other developing countries where are struggling with same type of dilemma between population increasing and quality decreasing. Already the author discussed as for the education issue in Vietnam aftermath of the law on Residence 2006(Kusakabe 2015). In the context of school improvement, there is a case study of from the perspective of lesson study for learning community (Saito et al. 2008, 2010, 2011).

Methodology of field work: The interview research to educators as for the situation of increasing tendency of students and decreasing tendency of quality of education

The research methodology is formulated mainly by field work for responding to above two research questions. The research works were conducted in central Hanoi and one of the rural area of Hun Yen district on 13th Dec 2013- 25th Dec 2013, and 27th Dec 2014-2nd Jan 2015. The author did interview research and documents collection from secondary school teachers, city education officers and researchers. For translation from Vietnamese to English and also to discuss about interpretation of interview result, I accompanied an associate professor of Vietnam National University, Hanoi (VNU, Hanoi) in the research work.

Photo1: Secondary class room in Hanoi

Photo2: Secondary class room in Hun Yen

First, the interview research focused on how the principals or head teachers at ten secondary schools are recognizing recent increasing tendency the number of students to know about influence of the law on Residence in 2006. As mentioned, it was possible to have a hypothesis that the quality of education may be declined due to lack of number of teachers and their skill to educate increased students logically. The research focused on how the policy makers and schools responded the situation of increasing tendency of students and decreasing tendency of quality of education. Additionally, the research got some cooperation for considering and getting insights from Prof. Phạm Thị Thanh Hải of Vietnam National University, Hanoi.

Second, a class room observation was conducted during research period. I checked class room environment include teaching

materials and equipment such as PC, projector, TV and so on. Then, also checked teachers' teaching style, speaking speed and level of contents. Later, I confirmed their rating of the class with professors of VNU, Hanoi.

Third, I interviewed local education officers to know about their recognition of the status quo in secondary school education and education improvement policies for them. Additionally, I collected documents and books of the schools, policies and general knowledge of Vietnam education.

Law on Residence 2006

Vietnam has the citizen registration system calling as "*ho khau thurong tru*". Ministry of Police is in charge of the registration. The system has been worked within the country from 1955. In the system, the people who registered the system had a proof to get governmental services such as education, health care, financial loan and so on. On the other, the system required if once they shifted to other place as a temporary resident, must be lost the right to access to social services. Due to the requirement, many people were in difficulty to transfer to other place for working at once.

However in November 2006, Law on Residence 2006 was amended and started to allow temporary residence in Hanoi without any time frame. This law aimed to use the people for vibrant economy as work force who transferred from outside of Ha Noi or Ho Chi Minh. Although, the "*ho khau thurong tru*" was remained and the system is still a proof to get social and medical services. Even after the law, following four categories have remained which means that people in lower categories cannot get social services.

KT1: KT1 citizen means a resident (including both non-migrant and migrant) with permanent household registration at place of current residence. The KT1 citizen could be purchased and sold land and housing and have land/house ownership certificates, and have accessibility to public facilities and social services, formal financial loans and employment at current place of residence. On the other hand, there are obstacles that KT1 people could be access to public social services including education and health care only within their district of residence

KT2: KT2 citizen means an intra-district migrant who have permanent household registration in the province/city of current residence. The KT2 citizen could be purchased and sold land and housing and have land/house ownership certificates as same as KT1. Furthermore, KT2 people could be access to public facilities, social services and employment. As same as KT1, there are same obstacles that education and health care only within the district where they are registered. Additionally, there are lack of access to financial loans/formal financial services in KT2 category.

KT3: KT3 citizen means a migrant who do not have permanent registration at the place of current residence but have temporary registration for 6-12 months with the possibility of extension. KT3 people have access to public facilities and social services. However there is lack of access to legal housing. KT3 children could be accessed public schools only when the schools have enough capacity, it means if KT1 and KT2 children. If the schools are overcrowded, KT3 children have to go to private schools, where they have to pay higher school fees. As same as KT2, there are lack of access to financial loans/formal financial services.

KT4: KT4 citizen means a migrant who do not have permanent registration at their place of current residence, but have temporary registration for 1-6 months. Their disadvantages are lack of the right to purchase land and access to public social services and

financial loans.

Non-registered residents: This means that those who do not belong to any of the above category. They do not have the right to purchase land and access to public social services and financial loans.

Particularly, KT3, KT4 and Non-registered residents in Ha Noi have disadvantage even after the law in terms of social services. However so many people tried to enter to the schools in Ha Noi. Those situation resulted severe quality deterioration in education due to more children registered as students. For this situation Ha Noi municipality couldn't respond those disruption include quality deterioration because of wider area and larger population than before.

Overcrowded class room in Ha Noi schools

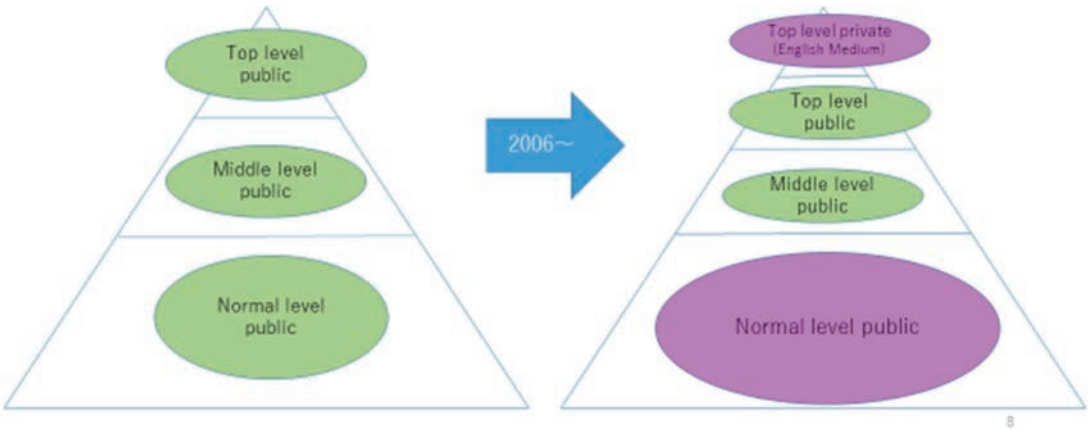
According to Doi Moi and Residential Law 2006, Ha Noi city started socio-economic transfiguration. Number of Ha Noi citizen increased from 3,751,000 (2000) to 7,090,000 (2015) (GSOV 2016) due to the enforcement of the law in 2007. Moreover, Ha Noi city area expanded about 3.6 times bigger than before 2007 (3,324.5 km^2) in 2008. In behind of the migration policy reform, National Action Plan Education for All (2003-2015) also been developed the education system. EFA aimed to create equal opportunities and quality education for all children, to meet the basic learning needs of every member of society. On the other hand, the government couldn't accelerate proliferation of public schools which is based on a financially sound proposal. Because each local government couldn't buy land for schools due to rising land prices in Ha Noi.

That's why, EFA created educational disparities for everyone, enabling the development of individuals and communities. Particularly students who belong to K3 category rushed to public schools in Ha Noi because they have the right to education in their temporary resident place. The EFA and enforcement of the Residential law 2006, resulted the emergence of the bloated school education system. Depends on the bloating number of students, the richest class parents demanded their own school system which is carefully organized and established as English medium education. Needless to say, they collect huge amount of tuition fee from the parents. Such movement of richer class in recent Vietnam have been created top level private schools.

During the top level private schools were mushrooming recently, while top level public schools and middle level public schools were trying to keep their performance level. Many K3 people wanted to send their children to public schools after the law. However Top level public and middle level public schools didn't accept their applications, their reason why that were there are no capacity to accept furthermore students. As a result of above phenomena, K3 people rushed to normal level public schools. Finally the new hierarchy of school level were newly emerged in recent Vietnam (Figure1).

In a sense of school improvement, it can be understood as school improvement practices by their self-purification ironically.

Figure 1: Transformation of hierarchy of school level in Ha Noi city



School improvement policies by the government

The government include local level try to improve school education. From primary to secondary, teacher competition hold once a year, it is divided in district level, province level and national level. A several winners are given little awards (certificate and small prize money, less than 20USD). Winners of the competition supposed to have hidden privileges to choose elite school or test school as place of work. Student competition or mathematics and science Olympic hold once a year too. The winners supposed to have a privilege of extra points at entrance exam to higher secondary schools. Additionally, school inspectors are checking up four times a year within their catchment area.

These competitions work for protecting quality of education in the top level public schools. Several winners could be get small amount of money, but a true privilege is that those winners would be given a priority when they choose a next school. Needless to say almost of winners try to choose top level public schools. So those schools would be succeeded high quality teachers in stable condition. In other words, low level public schools cannot be secured high quality teachers.

School improvement practices at lower secondary level

The author visited several secondary schools in Ha Noi and Hun Yen district to find what the schools have good practices with originality for school improvement. There are commonality in terms of school improvement practices because which lead by the guideline of the government to some extent. First, they were conducting "socialization" as donation program in each school. For instance the concept of "socialization" is donation to schools from parents or a community. By this donation, all of the target schools were procuring air conditioner, fan, PC, interactive white board, projector, extra salary to teachers and other school facilities. Higher level schools were well organized socialization, compared with lower level. Second, the target schools were formulating subject-specific groups within a school. They have weekly or monthly meeting for improvement.

Those common activities were working to keep school quality, while some schools were having some original activities. One school

was conducting utilization of retired teachers for advising current teachers. And one school set up the trial period to new teachers. In the system, if a teacher are judged as less ability as a teacher, he or she supposed to be fired. Also some middle level schools were screening children who came from outside Ha Noi, whether they accept as students or not.

In individual level, many teachers in Ha Noi were continuing their education study at university. Basically Ha Noi people respect dedication to learning, so each school encourage teachers to get a degree for better education. This opportunity motivated to increase teachers' professional identity.

The research results show us that three points. First, improvement policies rely on teacher competition and community donation due to lack of the budget in public sector. The policies are enforced both central and rural areas.

Comparative analysis between Ha Noi and Hun Yen district

From comparative study between Ha Noi as an urban setting and Hun Yen as a rural setting, the enforced school improvement activities such as the competition of teachers and students and the socialization as donation through school management committee, functioned in mainly Ha Noi city area. In Hun Yen also, the school improvement activities were conducted too. However, the activities didn't well functioned in classroom level compared with Ha Noi. Second, the children of migrants from outside of Hanoi were refused from top level public schools in central Ha Noi in behind of the improvement policies. Moreover, so far it was observed only in Ha Noi that many richer households were sending their children to expensive private English medium schools which have been established recently. Third, the improvement policies gave better impact to the quality of education in top level school in central Hanoi. On the other, the policy lost its substance in the Hun Yen district.

Conclusion

First, the government was attempting to improve quality of education by using teacher competition and student competition, but also it can be argued to avoid to use huge budget due to lack of financial afford.

Second, as mentioned above, the policy package such as the competitions, mainly worked for top level schools. The system was structured that better teachers tend to go top level public schools. And socialization worked well in top level public too. Notably, top level schools were screening K3 students at an entrance step. Such school improvement system provided top level schools comparatively stable education environment.

Third, many K3 students who spoiled from top or middle level public schools, rushed to low level schools in Ha Noi. Of course those schools are joining some competitions and conduct socialization, but its performance was not very much because their students were diversified as K1 to K3 students and teacher student ratio expanded. In the sense of school improvement, those low level public school come up against such bloated inclusive problem.

Fourth, the competitions are conducted all schools. However, some winners attempt to shift better and urban schools. So teachers as educational resources wouldn't be circulated among necessary places such as a school where many under achievers, peripheral area or rural area.

Furthermore, according to above comparative analysis, even there are many students who shifted from outside of Ha Noi, it seems like secondary schools in Hanoi have advantage in terms of education environment and teaching methodology.

In all over the analysis, the study found that the top level and middle level schools were successfully established to avoid decline of their quality education. However low level schools were bloating rapidly and had serious

inclusive problems.

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Recommendations for policy in quality management of agencies providing intervention services for children with autism spectrum disorders in Vietnam

Tran Van Cong[1], Pham Thi Thanh Hai[1], Tatsuya Kusakabe[2]

Abstract: In the context that intervention services for children with autism spectrum disorders are flourishing in all provinces, however no standards nor regulations for such services exist in Vietnam, hence raising public concerns about quality and standards on individuals and organizations that are providing the services. This research aims to establish initial and basic standards for intervention sites in Vietnam. Reseach methods including literature review, observation, focus group, survey, semi-structured interview were conducted on 6 agency directors, 50 professionals and 4 policy maker and experts in the field. As a result, after 3 periods of research, a set of standards covering 7 areas and additional encouraging standards was developed, with the hope enhancing quality and professionalism of these services.

Keywords: policy, intervention, agencies, children, autism, autism spectrum disorders, quality management policy.

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I. INTRODUCTION

1. Children with ASD in Vietnam

Autism or Autism Spectrum Disorders (ASD) refers to a group of complex disorders in the development of the brain. This disorder is characterized by difficulties and deficits in social interaction, verbal and nonverbal communication, and repetitive behavior (DSM-5). ASD leads to several negative consequences, greatly affecting the development of affected individuals (Wing, 1997).

The prevalence of children with ASD have increased every year in all countries and regions around the world. Autism has not been cured (Croen, Grether, Hoogstrate, Selvin, 2002; King & Bearman, 2009; Elsabbagh, Divan, Koh et al., 2012) and has become a common social issue in many countries around the world. In March 2012, the Centers for Disease Control and Prevention (CDC) carefully reviewed the estimates of the prevalence of children with ASD in the United States. In 2012, the rate was 1 in 88 children, up 23% from 2009: 1 in 110 children. This rate was 78% higher than the prevalence in 2007, 1 in 150 children. Similar to past ones, ASD is about 4.5 times more common among boys (1 in 42) than among girls (1 in 189). In 2014, about 1 in 68 children has been identified with ASD (Baio, 2012).

Regarding treatment and intervention for children with ASD, in developed countries such as USA, Canada or Australia, the assessment and diagnosis of ASD was conducted early (about 18 to 36 months), as soon as children have early signs of ASD (such as language delay, abnormal and

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repetition behavior) (Bryson, Rogers & Fombonne, 2003; Johnson, Myers & American Academy of Pediatrics Council on Children With Disabilities, 2007; Prior & Roberts, 2006). If the child have diagnosed with ASD, they will receive comprehensive medical, educational and psychological intervention to minimize the negative affect, and also optimizing their developmental potential. In addition, families of children who have been diagnosed with ASD also receive positive social, educational and psychological support so they can create resonant effects to improve the effectiveness of interventions for children. (Myers, Johnson & American Academy of Pediatrics Council on Children With Disabilities, 2007). Clinical studies showed that, if the child was identified early, being actively and appropriately treated, many autistic symptoms and their effects are significantly reduced (Seida, Ospina, Karkhaneh, Hartling, Smith & Clark, 2009). In particular, some basically symptoms of ASD such as language, behavior and social interactions difficulties can be significantly improved through educational and behavioral interventions (Lindgren & Doobay, 2011). In other words, ASD is not fully developed disabilities can not afford to treat as it was known previously (Johnson et al., 2007a).

There are a lot of methods of treatment have been developed and applied for children with ASD. According to our incomplete statistics, there are currently more than 100 intervention and treatment programs introduced in the United States. In Vietnam, a young country in this area, there are about 30 methods were being introduced by agencies providing intervention services (Tran, 2013). Each method has its own scientific envidence and approach to intervention for children with ASD (Lindgren & Doobay, 2011). The effectiveness of each method is varied, its depending on the symptoms and the course of autism manifestation in each child. The review of clinical treatment for children with ASD showed that no specific method could improve all autistic symptoms or be effective in treating all children with autism (Stahmera, Schreibmanb & Cunninghamb, 2011). However, there are a lot of methods have been demonstrated to be effective in interven some of autism symptoms (Mayers et al., 2007; Roberts & Ridley, 2004; Seida et al., 2009). Because ASD still have not found the exact cause and mechanism (Volkmar et al., 2004), more treatments are being offered, including evidence-based methods. However, there are also many methods have not been scientifically proven or recognized (Tran, 2013, Tran et al., 2016). However, children with ASD can not wait, the different methods, including methods have not been scientifically proven, some families are choosing to intervene for their child.

Intervention for children with special needs, the standards for agencies providing intervention services for children with special needs (including asd), in the world, as in the United State, since 1975, in the IDEA, PL108-446, asd has been recognized as a disability and these children have access to education and support services from the goverment. The IDEA regulates and controls the provision of intervention, special education and other services to US children by states and other social organizations. IDEA provides for state regulation, guidance, and ask for their support in the design and implementation of special education programs. According to the IDEA, early intervention is a term used to describe services that children (3-6 years) of disabilities receive through the public school system (Part B, Section 619 of the IDEA) (Reffert, 2008). IDEA provides federal funds for states to implement early intervention programs. Any child under 3 years of age with developmental delays, or a child with mental or physical delays, may be eligible for services. Early intervention programs vary widely and vary from state to state. The document states the needs of the child and Individualized Family Service Program (IFSP). IFSP is based on a

comprehensive evaluation of the child, assess current capabilities of children and set some goals planned, listing the specific services provided to the child and their families. Early intervention services are designed to reduce the impact of a child's disability on their development process. Services for children include speech therapy, physical therapy, therapeutic activities, application behavior analysis, psychological evaluation, etc. Services for family may include skills training and counseling. Around the world, as mentioned above, for example in the US, services for children with ASD have clearly rules for intervention, human resources, facilities, etc.

In Vietnam, intervention services are still not meeting the needs, parents of children with autism have less access to services for children, and limited support from policy and economic, that make exacerbate their difficulties (Vu et al., 2014). Moreover, the access to useful information of parents is limited (Vu, 2015), doctors and psychologists's knowledge and experience specialized in ASD is still limited (Trinh et al., 2014). Results of previous study also showed that in intervention agencies, a large number of teachers have misunderstandings about ASD as well as the use of evidence-based intervention techniques (Tran et al., 2015). In fact, there are a lot of agences were built to intervene for children with ASD (special kindergartens, intervention centers, etc.). However, this agencies are established without specific criteria, and there are no strictly, specifically standards in terms of material facilities, personnel, operations, intervention programs, etc. Therefore, the development of standards for intervention agencies for children with autism will contribute to the professionalism, and create the best learning environment, improve the quality and effectiveness of interventions for children.

2. Policy issues related to children with ASD and agencies providing intervention services in Vietnam

According to the Ministry of Education and Training, in 2014 there were 53,800 students with disabilities enrolled in schools, including 2,100 students in specialized schools and 51,700 in inclusive schools. Although government efforts and commitment to the education and inclusion for children with disabilities, service quality is still very limited. This is also true with the education of children with ASD. In general, children with ASD lack the opportunity to integrate into the community and have a lot of difficulties in learning process.

The government promulgated the school charters [3]&[4]&[5] to support inclusive education for children with disabilities. For students to have better learning conditions, the above rule aimed to limit the number of students with the same type of disability in a classroom. Typically, schools arrange up to 2 students with disabilities for each class to ensure that teachers are not overloaded.

Provincial governments monitor children with learning disabilities but they do not have detailed data on the type of disability and level of disability. This becomes more difficult when children with disabilities can study in specialized schools or centers under the Ministry of labour - Invalids and social affairs, while not having any centralized information system to manages this problem. Some students with disabilities studying in inclusive schools may not have a disability certificate and therefore are not officially recognized as children with disabilities in order to receive policies for children with disabilities. Because autism was not identified

[3] Ministry of Education and Training, 2014, 04/VBHN-BGDĐT, Preschool Charter

[4] Ministry of Education and Training, 2014, 03/VBHN-BGDĐT, Preschool Charter

[5] Ministry of Education and Training, 2011, 12/2011/TT-BGDĐT, Secondary, high schools, and schools have many levels charter

in the list of disabilities, Vietnam has no policy or law for setting up intervention agencies for children with ASD.

The Scheme to assist People with Disabilities in 2012-2020 (1019/QĐ-TTg)[6] has a common goal to assist people with disabilities to develop their abilities to meet their needs; To create conditions for people with disabilities to participate in equal participation in socio-economic activities, contributing to building the community and society. The scheme also offers 9 activities, including a number of major activities include (i) Early identification, early intervention, orthopedic surgery and providing assistive devices for persons with disabilities; (Ii) access to education; And (iii) eaising awareness, capacity to support people with disabilities, monitoring and evaluation.

The Vietnamese government has made great strides in implementing inclusive education. There are a number of policies related to the construction of inclusive education facilities and centers, agencies for people with disabilities such as joint circular - Regulations on conditions and procedures for establishment, operation, suspension The operation, reorganization and dissolution of the Inclusive Education Development Assistance Center, the Law on the Establishment of Centers for Persons with Disabilities. However, there are no specific policies for children with ASD. In particular, autism intervention services should have a system of standards for activity. This study proposes a set of recommendations for policy for intervention agencies to strengthen the management, quality and effectiveness of interventions for children.

II. RESEARCH PROCEDURE

1. Research procedure

In order to produce a comprehensive and scientific standards for policy recommendations, we has organized the research into three phases, including (1) drafting a set of standards; (2) evaluate the standards; and (3) expert advice on the standards.

First stage, we visited 6 agencies providing intervention services for children with developmetal disorders in Hanoi, Bac Ninh, Ninh Binh and Thanh Hoa provinces in the North Vietnam.

These agencies are registered in the form of limited liability companies providing educational services, applied research centers, and early childhood facilities, and are providing services such as diagnostic, interventions services for children with developmental disorders such as ASD, intellectual disability, communication disorders, speech delay, etc. After visiting all 6 agencies, leaders of all these agencies and 2 experts (1 American expert and 1 Vietnamese expert) attended two seminars. In it, the researcher is the moderator, the agencie's leaders in turn comment on each part of the standards.

Second phase, a draft of 7 standards and one recommended standard was designed and consulted by 50 professionals from different provinces: Thanh Hoa, Ninh Binh, Hanoi, Hai Duong... They are teachers, interventionists, researchers, managers on the need, suitability, rationality of the standards, etc.

Third stage, the standards has been consulted by 4 experts from Hanoi, Ho Chi Minh city, and Da Nang. 4 experts included 1 policy maker of inclusive education, 1 university lecturer, and 2 agency directors. After expert feedback, final standards has been developed and presented in this article.

2. Methodology

Literature review, observations,

[6] Quyết định 1019/QĐ-TTg ngày 5/8/2012 của Thủ tướng chính phủ phê duyệt Đề án trợ giúp người khuyết tật giai đoạn 2012-2020.

interviews, questionnaires, and focus group were used. Literature reviewed the study of domestic and international published documents, research articles, publications related to the standards. Literature review were also used to reviewed policies, documents and papers from intervention agencies such as curricula, intervention programs, assessment reports, etc.

Observation was used when we went to each agencies to record and describe the situation of agencies, including noise, light, schedule, and intervention methods. The interview method was used with the agencie's leaders and experts with a semi structured questionnaire. The questionnaire method was used to obtain the opinions of 50 professionals in the second phase. The questionnaire was designed with 11 opened and closed - questions on the need, relevance, feasibility, scientific standards.

3. Reliminary results

The survey was conducted on 50 experts with long experience and is currently working in the centers of children with autism from different provinces and cities such as Thanh Hoa, Ninh Binh, Ha Noi and Hai Duong, 22 to 57 years old, of which 4% are intermediate, 24% junior college, 58% university, 10% gradueated university, 2% medical and 2% other. The professionals are mainly trained in psychology (18%), special education (20%), social work (38%), psycho-education (14%) and other (5%).

The results of the second phase showed that 100% of respondents agreed with the necessity and relevance of the standards (82%). And 86% of respondents choose the most of the need for the standards of intrervention agencies for autism spectrum disorders. Although 100% of respondents agreed with the necessity of the standard, there is also a large amount of doubts about the feasibility of the standards when going into reality. Only 52% of respondents considered it feasible and 46% said that the standards were only partially feasible and some provided some suggestions. 58% believe that the standards have been scientifically sound and comprehensive. In addition, 70% of the respondents believe that the draft sets very accurate and complete information on the various aspects of autism intervention facilities, ensuring that the standards are in place to develop standards; The other 30% said it was accurate but not complete. For the purpose of the standards set by the professionals, 64% agreed with the suggestion that the draft set was appropriate and feasible; While 36% said it was very feasible and appropriate. Regarding the contents of the standards, 54% of survey respondents rated it very appropriate and feasible, 46% said it was appropriate and feasible. In terms of presentation, 100% of the standards were considered to be in line with the aims and characteristics of the standards, 38% of which were very appropriate.

In summary, the results of a survey of 50 professionals found that most agreed with the need for standards for autism intervention facilities as well as the content and presentation that the draft Out In addition to these suggestions are built in terms of form and interior to get the most complete and scientific standards. After this period, the set of standards has been adjusted and added.

Four experts in related field, but from quite different organizations, both government and non-government, policy maker, researcher and practionner, from three main areas of the country (the North, the Middle and the South) participated in phase 3. The draft of 8 standards were printed and handed in or emailed, the experts gave feedback by writing down their comments or suggestions.

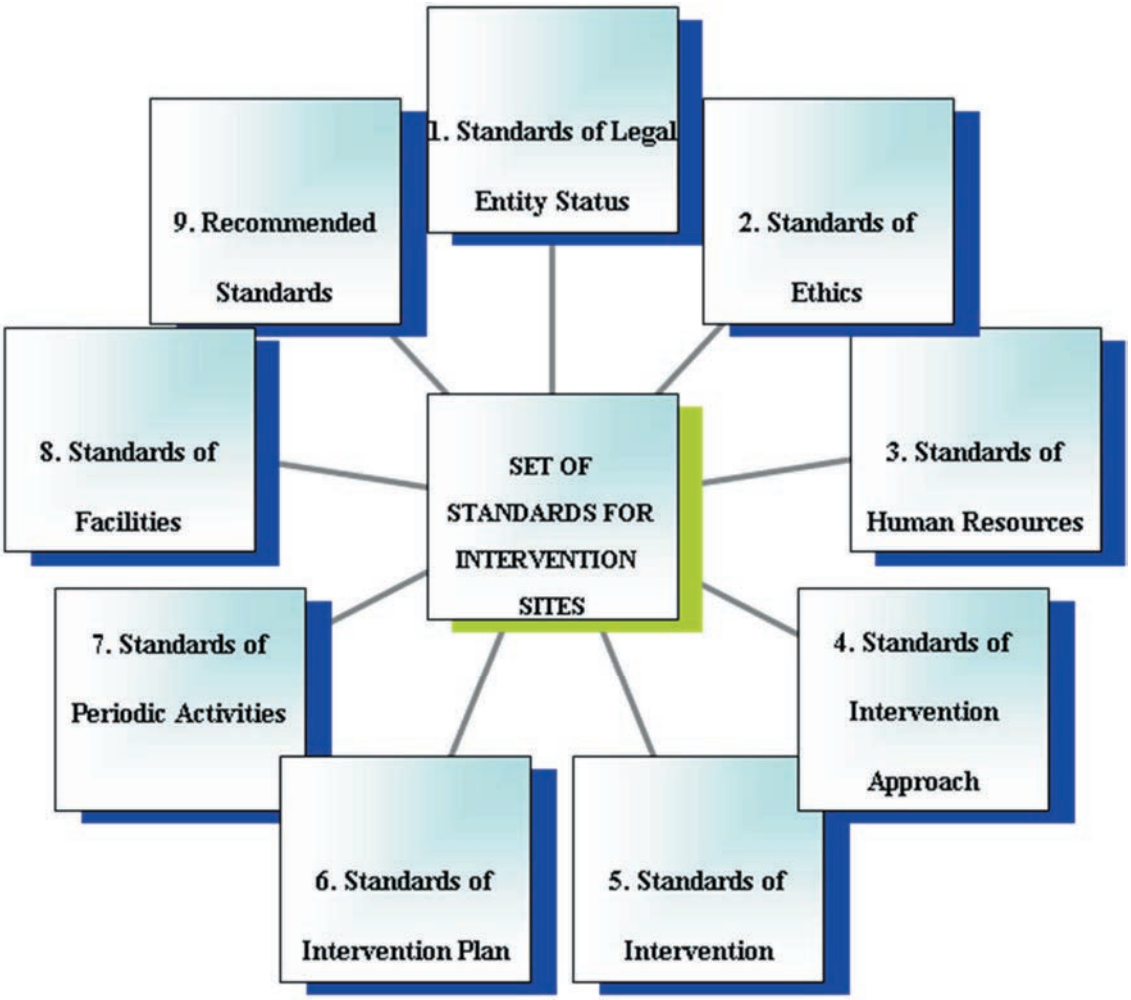
One expert commented on the draft:

> *"This is an intellectual and heartful draft after many years of work and study. This draft of recommendations addressed and examined both the reality and advanced models in the world (especially the United States). The ideas are quite new and leading."*
> *"In-depth research, expert interviews and field observations in a variety of locations. In general, the draft has established eight standards that are accurate, practical and close to reality."*

In the third phase, the set of standards, after being modified in phase two, was consulted by four experts in the field. From 8 standards have been adjusted to 9 standards.

III. STANDARDS FOR AGENCIES PROVIDING INTERVENTION SERVICES FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS

Combining data from all there phases of study, a set of 9 standards for intervention sties, serving as recommendatios for policy making, was suggested and presented in the next section. The added standard was «legal entity status» indicating that all agencies need to have some type of recognizations by at least a governemt organization. 8 in the 9 standards are obligatory, meaning that all agencies must conform the standards to be able to operate. 1 in the 9 standards are recommended, meaning that the agences may or may not follow the standard to be able to operate.



1. Standards of Legal Entity Status

(1) Intervention facilities must be registered in some form, under the management of government agencies (eg Provincial People's Committees, Ministries, Departments, and Education and Training Departments), or organizations recognized by the state and permitted to set up establishments under their management (eg industry associations).

(2) Intervention facilities should comply with all regulations of the regulator on the payment of fees, organizational structure, personnel and professional activities, and subject to the supervision of these agencies. .

2. Standards of Ethics

(1) All managers and staffs of a particular agence need to be honest about their educational background, ability and experience.

(2) Use and apply the evidence – based intervention methods for children with developmental disorders. Do not use the interventions methods which has not been known in principle and its effectiveness.

(3) Usually update the newest interventiom methods which have strongest scientific evidence to intervene for children with ASD.

(4) Put the interests and needs of the child first.

(5) Do not upload images and personal information of children and their families on the mass media (except for humanitarian purposes).

(6) Respect the colleagues. Do not give rumors or wrong information about other individuals or agencies.

(7) Respect the children and their families. Do not discuss or comment on the problems of the child, respect the decisions of the children's family in interventions and educational methods for their child.

(8) Ensure the fairness in the intervention process: every child is entitled to be intervened, guided, taught fully and conscientiously; Be involved in entertaining activities which are suitable for all ages.

(9) Do not take advantage of children and their families in any form.

3. Standards of Human Resources

3.1. Managers

Each agencies must have at least an administrative manager and professional manager. There are no specific requirements on the administrative management. The requirement for the professional management is to have a master's degree or higher in relating fields such as psychiatry, neurology, psychology, psycho-education, special education, social work.

With the small agencies, recently established agencies, administrative managers and professional managers could be a person.

3.2. Evaluators

Evaluator must have a bachelor degree or higher in relevant fields such as psychiatry, psychology, psychoeducation, special education, social work, with at least 5 years of working experience, highly trained in evaluation. The evaluation method should include interviews with caregivers, observation and psychological test. The psychological test should include the developmental assessment, skill assessment, cognitive assessment, behavioral-emotional assessment.

3.3. Supervisor

Supervisors must have bachelor's degree or higher in relevant fields such as psychology, psychoeducation, special education, social work, have at least 5 years of working experience. When supervising the elementary school children, supervisors need a bachelor's degree in primary education.

3.4. Therapist/Interventionist

Interventionists graduated from college, graduate and postgraduate majors relating to psychology, education and health care such as special education, psychology, psychoeducation, early childhood education, social work; rehabilitation, medicine and other pedagogical fields need supplementary education or special education certificates. Other sectors can be considered when staffs have sufficient experience and additional certificates.

3.5. Nursing, hygiene, and medical staff

Staff nursing should achieve a minimum of intermediate level in cooking or preschool. Encourage agencies with medical staff, graduated from college or higher and also can provide health care for staff and students of the agency.

4. Standards of Intervention Approach

The methods used in the intervention must be scientifically proven, such as Application Behavior Analysis (ABA), Discrete Trial Training (DTT), Verbal Behavior Therapy (VB), Early Start Denver Model (ESDM), Treatment and Education of Autistic and Communication related handicapped Children (TEACCH), Pivotal Response Treatment (PRT), Joint Attention, Symbolic Play, Engagement and Regulation (JASPER), speech therapy, Occupational Therapy (OT), Augmentative Alternative Communication (AAC), preschool and general education programs what were appropriatly adjustment for a specific child's individual intervention plan.

These methods can be used independently or in combination depending on the needs of the child and the ability of the intervention agencies.

All interventions address the independence and integration ability of the child, so the agency should organize or incorporate integration into the child whenever possible.

5. Standards of Intervention Procedure

The intervention process must be

carried out in the following steps:

(1) Identify problem, conducted by specialists (masters and PhDs trained and experienced in assessment). The evaluation team is encouraged to have professionals from the areas of clinical psychology, special education, psychiatry, social work. Psychological tests should be objective, scientific tests. The assessment should be detailed and comprehensive in all aspects of intelligence, development, adaptive behavior, behavioral-emotional problems, developmental disorders, developmental factors, environment, family and society.

(2) Program evaluation, conducted by professional managers or interventionist who have been guided to evaluate the program.

(3) Interventions, after the interventionist exchanged all assessment results, with some initial intervention suggestions. Intervention plans should include consensus among the evaluators (intervention orientation), intervention plan promoters (interventionist), and family members; In cases the child is still interfering in the preschool or inclusive school, there should be coordination from the school.

(4) Supervisor interventions.

(5) Monthly review and a six month evaluation.

(6) End and transfer.

6. Standards of Intervention Plan

The intervention plan must be based on the results of the evaluation. This plan must have a 3 to 6 months goal and be built on a monthly or weekly, and break into small pieces for each intervention. Before intervention, the plan should be discussed with the relevant people (supervisors, evaluators, early interventionist) and should be discussed with parent, with their acceptance and cooperation.

In case of newly admitted and intervening children, or in some other special cases (very slow or very fast progressive children, the child's condition is unknown, the child's level is not measurable, etc.), can be planned on a monthly but it needs succession.

7. Standards of Periodic Activities

7.1. Training, professional development

a) The staffs of the agency should be trained and upgraded from independent specialists at least twice a year.

b) The staffs of the agency should meet and share experiences with staff of other agency at least twice a year.

c) The staffs of the agency should be trained, exchanged expertise and experience internally at least once a month.

d) Training for parents: at least 1 session / 3 months.

7.2. Meetings at the agency

Meetings take place at three levels: personal meetings, small group meetings and whole agency meetings. Content can be administrative, professional discussion or internal training.

a) Personal meeting: The supervisor or manager directly works with a staff member of the agency, including professional guidance, discussing individual issues which do not need to be share prior meeting at the agency.

b) Small group meetings: Participants include the intervention group (with the participation of supervisors). After each meeting, a written record of the contents of the meeting will be reported to the supervisor and the professional manager on the problems encountered immediately. At the end of this meeting, this group will have solution for the next session.

c) Whole agency meetings: Participants include all staff members of the agency. The content of the meeting summarizes the work of the week, outlines the specific cases, problems and solutions that have been applied and the effectiveness of the solution, difficulties will be discussed. If anyone have effective solution, share experiences. At the end of the meeting: A concrete plan for the following week and solutions for the child's difficulties or the problem in working with their parent.

7.3. Working with child's family

Parental communication and counseling, especially those with new students, are based on the needs of the parent as well as the ability of the agency.

Parents must participate in the intervention process for their children in varying degrees depending on their needs, ability, time and resources. Agency managers and supervisors, staff who directly intervene for children should communicate with parents all information; Train and teach parents how to play, how to teach; Parenting assignments (homework for parents, specific and simple exercises, daily life skills, exercises, materials, assessments, or integrations in the intervention plan); Coordinate and share programs and plans with parents.

Information exchange can take two forms: (1) Unofficial: the interactions between teachers and their parents are interpersonal when they meet each other at the end of time in school, diary, etc. ; (2) Formally: meet at least once every 3 months including teachers, supervisors and parents.

8. Standards of Facilities

a) The agency should have basic functional areas such as administration, personal interventions, advocacy, playground, evaluation.

b) The facilities of the agenc are built solidly and safely.

c) The establishment has green environment - clean - beautiful, safety, friendly, suitable for children.

d) Classrooms meet school lighting standards, ensure appropriate air, temperature, closed sanitary facilities to ensure the requirements and convenient to use. Sanitary equipment suitable for age and modern;

e) Classroom equipment with sufficient equipment according to the list of utensils, toys and teaching equipment to be used for the intervention and ensure the aesthetic and modern requirements and ensure the conditions of study organization or individual classes.

f) The kitchen is fully equipped, synchronous and modern, ensuring hygiene and safety for the foster care in the agency; Ensure a one-way kitchen process.

g) The agency is fully equipped with facilities to ensure security, safety, fire protection equipment, medical equipment box.

9. Recommended Standards

a) The agency are encouraged to join networks, associations, develop inter-sectoral coordination mechanisms, in collaboration with relevant professionals and organizations (Education, social work, social protection and support policies, child protection, neighborhood management and local leadership, etc.)

b) Agencies are encouraged to have professional and individual evaluators.

c) Agencies are encouraged to have sufficient light, no noise, appropriate decoration, a pictorial schedule, and a psychomotor room.

d) Training in other areas, services required by parents such as music, art, foreign languages, life skills.

e) Organize extracurricular activities, practical activities for children: picnic, etc.

CONCLUSION AND DISCUSSION

After a long study, using a variety of research methods on the appropriate target population, an initial set of standards was developed for tested, disseminated widely, and incorporated into the policies of the Inclusive Education Steering Committee - Ministry of Education and Training, the Charter for the Vietnam Psychological Association; and Other related organizations and units.

All experts commented that the standards were necessary, most of them considered appropriate and scientific. Most opinions suggest that the standards is feasible, but there are also many concerns about the application in practice. This is perfectly

understandable in the context of the number of intervention agencies are increasing without any regulations.

Although the standards in this study are not new or different from those of foreign standards, and are not yet detailed. However, this is an important first step to lay the groundwork for establishing the standards for autism interventionists in Viet Nam, which are quite chaotic now (Tran, 2013, Tran et al., 2016). When agencies start operating under these standards at very low levels, or more or less, the quality of services provided to children with ASD, families and communities are expected to improve.

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Policies and Practices for Small schools in Thailand: A case of Chiang Mai province

Phetcharee Rupavijetra [7]and Riho Sakurai[8]

Problem statement

This paper firstly, aimed at studying the policies on quality of education of small schools in Thailand and secondly to study the effectiveness of management of small school located in rural area and suburb of Chiang Mai province. The annual report in 2015 of the Office of the Basic Education Commission, (OBEC), the Ministry of Education (MOE), in Thailand, indicated the situation of schools in Thailand within 5 years, since 2011 to 2015 was decreased, there were 31,255, 31,116, 31,021, 30922 and 30,816 schools under the Office of the Basic Education Commission. The data shows that half of them are small schools, there are 15,577 small schools. The definition of small schools is a school having less than 120 students, they could locate in the city, suburb and rural and or remote area like mountain area.

However, most of small schools in Thailand are located in rural areas, many of them are disadvantaged compared to major urban such as Chiang Mai city, or Bangkok, with inadequate all resources to provide quality education to all students. This has been evidenced by Thailand's performance in domestic and international learning assessments, where smaller schools have performed poorly in comparison with many larger schools in the city and other major urban areas. Multi-grade teaching is only one of several approaches to address this inequity in the system (Delaney, 2015).

In general, small schools in Thailand face limitations of budget, personnel i.e. teachers, study materials, including learning resources that of course may affect the educational quality. There are thousands of small schools in remote areas within Thailand where the quality and efficiency of education are still low. Many of them have less than 60 students or even less than 30.

Thai Ministry of Education realized the inefficiency of maintaining the small schools operating, thus policy to small schools by forcing them to shut down and encouraging students to move to bigger schools. This policy strongly affects not only schools themselves, but also students and parents. Those schools that have been forced to shut down, yet many of them fight back to keep their schools open with the help of their own communities. Students who have been moved to bigger schools finally asked to come back to their old schools. Some of the main reasons are new schools are far from home, students in new schools discriminate them, or parents could not afford to pay for extra fee, food, and transportation fee. This results in making children start to go to school less (Buaraphan, 2013).

Research Questions

1. What are the situation of small schools in Thailand?
2. What are the policies on small schools in Thailand?
3. How the small school principals in Chiang Mai province manage his/her school?

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Research Objectives

1. To study the situation of small schools in Thailand
2. To study the policies of the Ministry of Education (MOE) in Thailand on small schools.
3. To study the small school in Chiang Mai city management effectively.

Methodology of filed work

This research methodology is documentary research and interview for responding to 3 research questions and research objectives. The research work conducted data in small school which obtained best practice award in Handong district, Chiang Mai province in February, 2017. Key informants for data collection composed of 1 school principal, 2 teachers, 4 students and 2 parents.

The research results

Section I. The situation of small schools in Thailand

The data collection from Office of the National Education Commission (2008) and interview found that:

1. The situation of quality of education in small schools in Thailand strong faces several problems with school administration, numbers of teachers, learning resources and school budgets. Small schools have to do all tasks like big or large schools. Because of a limited number of personnel and finances, it is very difficult for small schools to effectively handle those tasks. For teaching, the number of teachers in small schools is insufficient comparing to required grade levels and curriculum.
2. Small schools is generally are lacking of budget. In Thailand, since 1999, implementing the National Education Act, the school budget allocation depends on the number of enrollment students and their grade levels. In reality, most of the small schools have low number of students and operate for a primary level. So, they get insufficient budgets.
3. Small schools mostly located in rural areas or remoted area with poor communities; subsequently, extra budgets from communities are also limited.
4. In Chiang Mai province, majority numbers students who study in small schools nowadays are immigrants children, they were born in Thailand and accompanied with parents for working. A large number of immigrants workers are Shan people from Myanmar.
5. Parents in the city or suburb of Chiang Mai province trend to send their children in the private school or big schools in the city because of the attitude towards the quality of education in private or big schools. Another reason is good and comfortable transport in the city and suburb.
6. Thai population is declined continually for 40 years, it shows the success of birth rate controlling policy.

Section II. The policies of the Ministry of Education (MOE) in Thailand on small schools

The Thai government had lunched the small school closure and consolidation policy in 2013 and found strong resistance countrywide. Subsequently, this policy was suspended for reconsideration. Such debates are also occurred worldwide. The argument of school consolidation movement advices that schools would be more efficient and effective if they were big or larger.

The government decision to merge small schools is part of a policy to reduce inequality, improve the quality of education and ensure consistent funding, the concerns that students in small schools may lose the opportunity to be educated and quality of education could face failure.

The policy announce in January of 2017 again that By 2020, the ministry hopes to

merge thousands of small schools that have less than 120 students each with so-called "Magnet Schools" within a six-kilometre radius. A few small schools were merged in the ministry's first attempt in 2011, but the effort encountered obstacles such as parents being concerned about longer journeys, issues related to schools' relationships with their communities and resistance from school administrators who faced losing their jobs. According to the 3 year military government worries Thai conflict happening again so this policy has to be post phone.

Small schools administration/practices that solve the problems

The small schools administration/practices in Thailand that solve the problem, firstly, they are applying mixed-class schooling due to lack of teachers. Secondly, participating of communities in school management, the concept of community's involvement. The communities mean parents, monks and local government. Thirdly, schools are creating networks of other schools that located nearly to share resources. Fourthly, schools are creating a new teaching program where students are grouped together and each school is responsible for teaching two grades with three teachers. Fifthly, schools are merged with selected main schools, which will results in better management and better teaching. However, the problem for children transport even the government support for transport fee, the money was delayed and not enough.

Section III The small school in Chiang Mai city management effectively.

Small school situation in Chiang Mai Province. There are 423 small schools located in Chaing Mai province. The details are as follows.

Name of district /area	Number	Name of district	Number
1. Muang (city)	6	13. Wang Heang (rural)	2
2. Doi saket (suburb)	21	14. Chai Pra Kan (remote area)	11
3. Mae Rim (suburb)	25	15. San Pra Tong (rural)	16
4. San khampeang (suburb)	30	16. Sarapri (suburb)	2
5. Mae Tang (rural)	51	17. Hang Dong (suburb)	20
6. Mae On (rural)	13	18. Mae Wang (remote area)	12
7. Sameuang (rural)	17	19. Doi Lo (remote area)	6
8. Sansai (suburb)	16	20. Chom Thong (rural)	24
9. Phrao (rural)	12	21. Mae Jam (remote area)	36
10. Chang Dao (rural)	19	22. Om Koi (remote area)	8
11. Fang (rural)	16	23. Hod (remote area)	24
12. Mae Ai (rural)	20	24. Doi Tao (remote area)	16
Total	246	Total	177

Source: Office of the Basic Education Commission, (OBEC), the Ministry of Education (MOE), 2015.

A small school that we visited and collected the data located in Hang Dong district, this small school named "Watsirlom school (Watsirlom Brain Friendly School). This school was built in 1983. Last year, this school gained award for best practice – teaching on morality from the Ministry of Education in 2015. From interview the school principal of" this school located in suburb of Chiang Mai province in the Hang Dong district that approximately 25 minutes driving from the center of Chiang Mai city to this school. There are 6 teachers including principal are state officers, 11 hired teacher from extra budget. These hired teachers teach Mathematics, Science, English language, Thai language and local music. There are 109 students for primary level start from grade 1-6 including preschool.

Among these students, could classifying into 30% are Thai nationality, 70% are Shan race from Myanmar. There are 27 students are novices while the left are normal students. Being the novice because their parents desire their children (boys) to maintain Buddhism. There are 7 people for the school administrative committees, a high rank monk of Hang Dong district is the president of the school committee. This practice bring extra budgets for the school from community donation to the temple then the temple give the money to the school.

The factors for being best practice for small school, the principal of this school, graduate doctorate degree, he used to be monk when he was young. With wealthy family background and no children, he also has closed and good connection with monk at Wat Srilom temple located behind the school and with high rank monk of the district. He operates the school by using technology and distant broadcast programs. He facilitates

concept of brain based learning, that students have to play and exercise in the morning before studying.

The schedule of the school each day is as follow:
7.15 am. Students playing outside the class.
7.45 am. All students stand in line and show respect for the nation while singing the national anthem
7.50 am All students pray and meditation
8.20 am Time for drinking milk that provide from local government
8.25 am Students each class study via the distant broadcast programs.
11.30 am Lunch time
12.30 pm. Time for student teeth brush
12.45 pm. Students each class study
14.30 pm. Boy scout activity
16.30 pm Elective activities like gardening and music
17.00 pm Parents take student home
The data from teachers and parents indicated that they are all appreciate the school principal administration. So they are willing to teach in this small schools and send their children to study in this school. The students are happy to study in this school. They fond of all activities that school providing.

Conclusion

Even the Ministry of Education attempt to proposal a policy to close the small schools in Thailand because of quality of education. Small schools face disadvantages such as lack of teachers, no budget, less resources. In some areas parents and community protest this policy. However, there are many small schools could administrate efficiently and effectiveness for Watsrilom school.

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Implementing Peer Tutoring for Learning Improvement of 'Garo' Learners in a Rural Primary School of Bangladesh: Issues and Prospects

Asim Das[9], Tatsuya Kusakabe[10]

1. Introduction

Bangladesh has progressed substantially in improving access to primary education particularly in the last two decades. The country has also achieved the Millennium Development Goal of gender parity in primary and secondary education. As per the Annual Sector Perform Report, 2017, gross and net enrollments in primary education have increased to from 97.7% and 90.9% in 2006 to 112.2% and 97.96% respectively in 2016. Despite progress, the primary education sub-sector faces several challenges in achieving the goal of equitable access to quality education for all. Various disadvantaged groups, particularly children from remote and vulnerable areas, poor, minority ethnic groups and urban slums do not have access to quality schooling. More than 10 types of schools under different institutions operate without a framework for common learning outcomes.

It is estimated that 2-3 million children are out of school, despite various initiatives of the Government (stipends, school feeding, special projects). Ensuring access to quality education, particularly minimum learning outcomes to all as stipulated in the national curriculum and improved cycle completion, for those facing various forms of exclusion remain the biggest challenge. Due to poverty induced by natural calamities and other shocks, many families resort to non-formal and madrasa education, which do not follow a common standard framework.

The Government of Bangladesh in its draft National Strategy for Accelerated Poverty Reduction (NSAPR) for 2009-11 has identified education as key to poverty reduction. The NSAPR aims at ensuring completion of quality primary education for all children irrespective of social, geographic, gender, ethnic differentials as well as differential physical and mental capabilities. The National Plan of Action II (NPAII), 2003-2015, of the Government commits to the education for all (EFA) program and highlights the need for improving quality while retaining the focus on equitable access to basic education. The NSAPR and the NPAII reinforce the Government's Compulsory Primary Education Act of 1990. The NSAPR provides for different specific initiatives to ensure equitable access to quality education, retention and equity at the primary level for all: primary education stipend for children from poor families; expansion of non-formal education targeted to extreme poor and in remote areas; reduction of education divides in terms of contents and standards between different streams; coverage of underserved areas; improvement in equity of outcome through allocation of appropriate resources; need based program for physically challenged and other vulnerable children; and introduction of school feeding program.

The Second Primary Education Development Program (PEDPII) under the Ministry of Primary and Mass Education (MoPME), the first sub-sector wide approach jointly financed

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by the Government and 11 development partners (DPs), including the Asian Development Bank (ADB) as the lead DP, is addressing several aspects of the EFA goals. The Government, with support from the DPs, is developing a follow on program (PEDP III) 2 based on the lessons learned and the government's priorities articulated in NPAII, NSAPR, NEP and other related documents. The Project Preparatory Technical Assistance (TA) with additional support from interested DPs is assisting the Government in undertaking an assessment including lessons learned, developing a macro plan for universal primary education and developing a proposal for the Primary Education Sector Development Program for the Government to be supported jointly by interested DPs. PEDP III aims to reinforce the ongoing reforms within a well developed policy framework based on lessons learned from PEDPII. The design will specifically address the inclusive education agenda with a focus on deepening reforms to address the needs of the poor and other excluded groups. The TA will consider coverage of underserved areas, special measures to encompass various vulnerable groups and children of special needs, and ways to expand the coverage of the stipend program.

With the passage of No Child Left Behind, education professionals are seeking research-supported practices that are applicable in classrooms and facilitate access to the general curriculum for students with disabilities. Peer tutoring incorporates research-supported practices with individualized instruction, which can be adapted to meet individual student needs. This brief introduces peer tutoring, an instructional method that facilitates access to the general education curriculum for students with disabilities. Targeted audiences include state and local technical assistance (TA) providers, administrators, and educators. This brief provides: (1) a definition of peer tutoring; (2) a brief description of three examples of peer tutoring, including how it promotes access to the general education curriculum and evidence of effectiveness; and (3) references for follow-up information.

2. Indigenous Communities in Bangladesh

Relative to the total population, Bangladesh has a fairly small Adivashi or indigenous population. By some estimates, more than 2 million Adivashis live in several districts (Sylhet, Rajshahi, Dinajpur, Mymensingh, Rangpur, Bogra, Natore, Khulna, Tangail, Jamalpur, Sherpur, Netrokona, Sunamganj) of Bangladesh. However, about a third of them live in three districts – Khagrachori, Bandarban and Rangamati – of Chittagong Hill Tracts. Other districts with a concentration of Adivashi population are: and Chittagong districts.

The Adivashis or small communities of Bangladesh belong to mainly three religions: Buddhists (43.7 percent), Hindus (24.1 percent) Christians (13.2 percent) and others 19 percent. According to Philip Gain, although government census estimates the number of ethnic communities in 1991 as only 27, the ethnic communities themselves estimate the number to be more than 45.4 Mohammad Rafi, on the other hand, identified 73 small ethnic groups. However, Gain estimates the ethnic group number to be around 90, who live in both plain land and in hill areas. Incidents on human rights violations including torture, killings, harassment of Buddhist monks, sexual violence against women and children and the dispossession of indigenous peoples' lands by Bengali settlers and military personnel were regularly reported in the Chittagong Hill Tracts (CHT) region in Bangladesh. The indigenous communities in Bangladesh are the most deprived of economic, social, cultural and political rights mainly due to their ethnic status. The major problem for all minority

communities is land grabbing by influential people from the mainstream population. There are no adequate policies to protect the land of indigenous peoples. The traditional land rights of indigenous peoples are being ignored. The incidents of forcible landgrabbing by Bengali land grabbers and eviction of indigenous peoples from their ancestral land were also seen as common scenario in 2011**.**

At least 350 million (mill) people worldwide are classified as indigenous, and about two mill indigenous people of 45 different distinct ethnic communities live in Bangladesh (Costa & Dutta 2007, GOB 2008). These indigenous people of Bangladesh have distinctive social and cultural practices, languages and customs that are commonly referred to within the communities as 'Adivasis'. The existence of these people with their traditional way of life and culture that has been practiced for centuries, has enriched the cultural and social diversity of the region. Among the indigenous people, the ***Garo*** population is one of the largest indigenous communities in Bangladesh.

Literacy rate (7 yrs.+) of ethnic and non-ethnic population (In percent)

Ethnicity	*Both sex*	*Male*	*Female*
Ethnic	40	44.83	35.26
Non-ethnic	59.21	61.39	57.02
National	59.09	61.28	56.87

Source : Education Household Survey, 2016 by Bangladesh Bureau of Statistics

3. Introducing the 'Garo' People

According to Marak *et al.* (1982), it was Tolemi who first mentioned the name '*Garo*' in 200 AD while collecting information from *Patliputra. H*e recorded the *Garo* hill as '*Umor puj*' and its inhabitants as '*Garoini*'. A Pioneer scholar of the Garo peoples, Playfair (1998), mentioned that the '*Gara*' or '*Ganching*' sub-tribe first received their appellation of '*Gara*' and that name was extended to all the inhabitants of the hills and was finally it changed from '*Gara*'to '*Garo*'. Das & Islam (2005) are of the opinion that there are two basic groups among the *Garo,* namely, '*Lamdani*' or '*plain Garo*' and '*Achhick*' or '*hill Garo*'. In Bangladesh, they are now known as *Garo*. But the *Garo* communities do not want to be identified as '*Garo*'. Most of the *Garo* believe that the name '*Garo*' was probably given by the Bengalese (main stream Bengali speaking community) and Europeans. They feel that the term is disparaging of their ethnic group (Jengcham 1994). Generally, the *Garo* peoples of Bangladesh and India want to be identified as '*Achie*' (Mountaineer) or '*Achick mandi*' (Hill tribe) or simply as '*Achik*' (Playfair 1998). In Bangladesh, the '*Garo*' call themselves '*Mandi*' (Bleie 2005).

The total population of Garo in Bangladesh is approximately 0.1 to 0.13 million people (Islam 2008, Burling 1997, Drong, 2004). They live in the north-eastern part of Bangladesh, with the highest presence in the Gazipur, Mymensingh, Netrokona, Tangail, Sherpur, Jamalpur and Sylhet districts. In India, the *Garo people* live in the Meghalaya region. Generally, most of the *Garo* people are bi-lingual because they speak *Bangla* (the national language of Bangladesh) in addition to *Achchik Katha,* their own indigenous language (Bal 1999). The traditional religion of the *Garo* people is *Sangsharek*; however, due to poverty and vulnerability, most of the *Garos* have been converted to Christianity, and a few of them to Islam (Bal 1999). The *Garos* are one of the distinguished matriarchal communities in the Indian subcontinent (Chowdhury 2007). Their residence pattern is matrilocal, i.e., the husband moves to the wife's house after marriage.

The *Garo* peoples can easily be distinguished from the mainstream Bengali peoples by their looks. In general, they resemble physically the people of Thailand or the Philippines. Some of the major theories offered by ethnologists and archeologists about the origin of the *Garo* peoples assume the following:

a. the *Garo* are an ethnic group of 'Tibbeti Borman', of Mongolian origin, and descendant from the northeast bank of the Koknar Lake of the northwestern Chinese province of Chinghai about 3-5 thousand years ago (Das & Islam 2005).

b. it is argued that that the original home of the Bangladeshi *Garos* was in Assam of India, and the facial appearances of the *Garos* indicate that they may be the descendants of the *Khasis*, *Nagas* and *Manipuris* of Assam (Sattar 1971).

c. the *Garo* of Bangladesh think that they came to this region from the *Garo* hills of the Meghalaya State in India (Gain *2005*).

Despite different anthropologic assumptions/theories, *Garo* people in the recent years have claimed to be 'aborigine'. This is perhaps an effort to establish their statutory rights to the lands of the area, as they have been asking the Government to recognize them as indigenous people. In Bangladesh, the *Garo* are generally found in the north-eastern border area of the greater Mymensingh region especially, in Tangail, Mymensingh, Netrokona, Jamalpur, Sherpur and in Sunamganj and Moulavibazar of greater Sylhet (Sangma 2010). There is no precise information on *Garo* population in Bangladesh (Ball 1999).

The *Garo* in Bangladesh refer to their language as '*Mandi khusik*" (Sangma 1998). They do not have their own script and use the Roman alphabet. There are many dialects spoken, including: *A'beng, Achick, A'we, Chisak, Dacca*, *Ganching, Kamrup* and *Matchi*. The *Achik* dialect predominates among other dialects (Burling 1997). The *Abeng* dialect in Bangladesh is closest to *Koch*another indigenous group. According to Burling (1997), there is a strong influence of Bengali language in *Mandi*, reflected in the use of Bengali words and sentence pattern. The literacy rate among *Garo* peoples is much higher than the national average. Sangma (2010) reported that the literacy rate among the *Garo* is about 90%. Notwithstanding, the number of highly educated (Bachelor or Masters) individuals is very low. The higher literacy rate among the *Garo* peoples is the result of missionary schools and development non-governmental organizations (NGOs).

4. Peer Tutoring as a Teaching Strategy

Peer tutoring is a flexible, peer-mediated teaching intervention strategy that involves students serving as academic tutors and tutees. Typically, a higher performing student is paired with a lower performing student to acquire and review critical academic concepts. The student pairs might also work on cognitive, behavioral, functional or even social skills enhancement. There are many different ways to pair students, such as by ability level, skills mastered, or age.

Advantages of Peer Tutoring are as follows:

- It is a widely-researched practice across ages, grade levels, and subject areas
- The intervention allows students to receive one-to-one assistance
- Students have increased opportunities to respond in smaller groups
- Active learning is promoted by direct interaction between students
- It promotes academic and social development for both the tutor and tutee

- Student engagement and time on task increases
- By teaching others, the peer tutors are reinforcing their own learning
- Using peers to tutor is more cost effective than hiring more additional staff
- Peer tutoring increases self-confidence and self-efficacy (Spencer, 2006)
- Peer tutoring provides teachers with additional time to work on planning upcoming lessons
- The strategy is supported by a strong research base (e.g., Calhoon, Al Otaiba, Cihak, King, & Avalos, 2007; Kunsch, Jitendra, & Sood, 2007; Vasquez & Slocum, 2012).

The Frequently Used Peer Tutoring models are as follows :

Class-wide Peer Tutoring (CWPT): Class-wide peer tutoring involves dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. Typically, CWPT involves highly structured procedures, direct rehearsal, competitive teams, and posting of scores (Maheady, Harper, & Mallette, 2001). The entire class participates in structured peer tutoring activities two or more times per week for approximately 30 minutes (Harper & Maheady, 2007). While the procedures and routines in CWPT remain the same, student pairings or groups may change weekly or biweekly. In CWPT, student pairings are fluid and may be based on achievement levels or student compatibility. Students may

Cross-age Peer Tutoring: Older students are paired with younger students to teach or review a skill. The positions of tutor and tutee do not change. The older student serves as the tutor and the younger student is the tutee. The older student and younger student can have similar or differing skill levels, with the relationship being one of a cooperative or expert interaction. Tutors serve to model appropriate behavior, ask questions, and encourage better study habits. This arrangement is also beneficial for students with disabilities as they may serve as tutors for younger students.

Peer Assisted Learning Strategies (PALS): PALS, a version of the CWPT model, involves a teacher pairing students who need additional instruction or help with a peer who can assist (Fuchs, Fuchs, & Burish, 2000). Groups are flexible and change often across a variety of subject areas or skills. Cue cards, small pieces of cardstock upon which are printed a list of tutoring steps, may be provided to help students remember PALS steps (Spencer, Scruggs, & Mastropieri, 2003). All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities.

Reciprocal Peer Tutoring (RPT): Two or more students alternate between acting as the tutor and tutee during each session, with equitable time in each role. Often, higher performing students are paired with lower performing students. RPT utilizes a structured format that encourages teaching material, monitoring answers, and evaluating and encouraging peers. Both group and individual rewards may be earned to motivate and maximize learning. Students in RPT may prepare the instructional materials and are responsible for monitoring and evaluating their peers once they have selected a goal and reward as outlined by their teacher.

Same-age Peer Tutoring: Peers who are within one or two years of age are paired to review key concepts. Students may have

similar ability levels or a more advanced student can be paired with a less advanced student. Students who have similar abilities should have an equal understanding of the content material and concepts. When pairing students with differing levels, the roles of tutor and tutee may be alternated, allowing the lower performing student to quiz the higher performing student. Answers should be provided to the student who is lower achieving when acting as a tutor in order to assist with any deficits in content knowledge. Same-age peer tutoring, like classwide peer tutoring, can be completed within the students' classroom or tutoring can be completed across differing classes. Procedures are more flexible than traditional classwide peer tutoring configurations.

A lot of researches have been conducted on Peer Tutoring. Some of them are :

- Use of cooperative learning structures and "group reward contingencies" can increase social motivation (Johnson, Maruyama, Nelson, & Skon, 1981; Wentzel, 1999; Slavin, 1990).
- Level of engagement influences student motivation to achieve classroom goals (Ryan & Deci, 2000).
- Peer tutoring is an economically and educationally effective intervention for persons with disabilities that can benefit both the tutor and tutee, socially and educationally by motivating them to learn (Miller & Miller, 1995).
- Peer tutoring interventions were more effective or showed greater gains for: a) students in grades 1-3; b) urban settings; c) low socio-economic areas; d) minority students; e) school-wide prevention programs; and f) when students controlled tutoring sessions (Rohrbeck, et al., 2003).
- Peer tutoring gives teachers the capability to accommodate a classroom of diverse learners to improve academic achievement across ability levels and content areas (Cohen, Kulik & Kulik, 1982; Cook, Scruggs, Mastropieri, & Casto, 1985; Johnson, Maruyama, Nelson & Skon, 1981).
- Peer tutoring is an instructional strategy that consists of student partnerships, linking high achieving students with lower achieving students or those with comparable achievement, for structured reading and math study sessions. According to Rohrbeck, Ginsburg-Block, Fantuzzo, & Miller (2003), peer tutoring is "systematic, peer-mediated teaching strategies".
- This strategy resulted in greater improvements in cognitive gains, lower levels of subjective distress, and higher course satisfaction than students who received an attention placebo or participated in an independent unstructured learning format (Fantuzzo, et al., 1989).
- Peer Turing has been successful with at-risk students and students with mild disabilities (Fantuzzo, et al., 1992; Maheady, 2001).
- Structured peer tutoring combined with group rewards tend to produce greater gains than unstructured peer tutoring without group rewards (Fantuzzo, et al, 1992; Utley & Mortweet, 1997).
- The combination of a structured, reciprocal-tutoring format and group-reward contingencies for mathematics performance yield the highest academic gains in math (Fantuzzo, et al., 1992). Students can self-manage their behavior when they are actively participating in learning. They are choosing their goals and rewards (Fantuzzo & Rohrbeck, 1992).
- Students engaged in these structured activities reported higher levels of competence and positive conduct than students in unstructured activities. Students may enhance intrinsic motivation with RPT (Fantuzzo et al., 1992).

- Students experience more control over their progress (Fantuzzo & Rohrbeck, 1992).

5. Background/Significance of the Study

As the primary education system in Bangladesh is one of the largest systems in the world, the country has undertaken a number of measures to improve primary education since its independence. Commendable progress in access and gender equity is the major achievements of these efforts. However, in terms of quality education, student`s learning achievement and reduction of dropout Bangladesh has not yet made similar breakthrough.

With a view to improve the quality of primary education, the Government of Bangladesh has undertaken an integrated sub-sector wide program known as PEDP since 2005 in assistance with development partners. Now the Third Primary Education Development Programme (PEDP 3) for 2011-2016 (extended up to 2017) is running to improve the quality at all levels of the primary education sub sector. The key objectives of the PEDP 3 are to improve the quality of primary education in Bangladesh through the introduction of Primary Schools Quality Level (PSQL) standards and to make primary education accessible and quality teaching-learning for all children in Bangladesh. In particular, the status of educational opportunities and quality teaching-learning in the ethnic areas of Bangladesh is more critical and requires much attention to be improved. The sub-district Haluaghat under greater Mymensingh district which is located in the north of capital Dhaka is such a deprived area where many children from Garo community are enrolled in the different education institutions with less facilities and a variety of challenges.

Mymensingh is a poor district and flash flood and disaster prone area in Bangladesh where more than half of the population in this region lives below poverty line. They are much more leg behind than other district because of flash flood, drought, unemployment, low literacy rate etc. Although around 90% Garo children are enrolled in mainstream primary and secondary schools in Haluaghat area, performance and learning achievement of Garo learners is relatively low in English, Mathematics and Science subjects (according to local primary education office). Teachers often face challenges to efficiently deal with such problems as majority of Garo learners are from uneducated family and they are not comfortable with Bengali language which is used in schools. For this reason, sometimes Garo children become excluded from school activities and deprived from quality learning.

It is evidence-based that Peer Tutoring has a great influence on effective teaching-learning in elementary Mathematics (Britz, Dixon, and McLaughlin 1989; Damon and Phelps1989a; Pigott, Fantuzzo, and Clement 1986). In addition, tutees get academic benefits from Peer Tutoring strategy in language arts subject (Palincsar and Brown 1986; Wheldall and Mettem 1985; Wheldall and Colmar 1990; Giesecke, et al. 1993; and Barbetta, et al. 1991) and other subjects such as Science subject (Rosenthal 1994; Bland and Harris 1989; Maheady, Sacca, and Harper 1988; Thurston 1994; and Anliker, et al. 1993). In order to improve the academic achievement in those specific subjects, the Peer Tutoring intervention was employed to see whether this can enhance Garo learners' performance as well as teachers' motivation and stimulation toward using this approach.

6. Objectives of the Study

The study aimed at achieving the following objectives:

- To introduce the concept of Peer Tutoring method as an effective teaching-learning strategy among the teachers and students
- To improve academic performance of Garo learners of grade 4 in English, Mathematics and Science subjects
- To stimulate teachers' motivation toward execution of Peer Tutoring method in the classroom teaching-learning process
- To enhance the parental and community peoples' active involvement in the Garo learners' educational activities
- To engage local education office in implementation of Peer Tutoring in inclusive classrooms for its sustainability

7. Methodology

The study was basically a pilot study and qualitative in nature. This piloting was planned in March 2016, launched in January 2017 and has been completed in December 2017 (1-year duration). During March-December 2016 a series of shared meeting, sensitization workshop were organized with the relevant persons such as head-teacher, assistant teachers, local primary and secondary education officials, parents, community peoples, local government representatives, representative from Garo community and so on in Haluaghat. A professor from Hiroshima University, Japan and two faculty members of University of Dhaka facilitated the programs with the support from local education authority.

Initially, 2 schools (1 primary and 1 secondary) in Haluaghat sub-district were selected for this intervention. But, after few months of intervention, the secondary school was lacking their essential motivation and expressed their inabilities to continue the intervention due to their huge work-load. They finally gave up and preferred the conventional method instead of newly introduced Peer Tutoring method as a remedial strategy. By the way, the primary school named 'Rangrapara Government Primary School' continued their effort until December 2017.

Total three subjects were chosen for the piloting study- English language, Mathematics and General Science and grade-4 was selected. The reason behind selection of grade 4 was to make the students prepared for the terminal examination entitled Primary Education Completion Examination (PECE) after completion of grade-5. Since the students remain very attentive to their study and it is very tough to find free time to act as tutor in grade-5, grade-4 was chosen to be prepared for next grade. The teachers of those particular subjects (English, Mathematics and Science) in that target school were given detail explanation about the Peer Tutoring procedures and its implementation mechanism.

Among five different models of Peer Tutoring, the Peer Assisted Learning Strategies (PALS) was chosen for the given subjects. Because researchers and teachers are continually modifying and adapting PALS for Math and Language to suit the variety of situations in which learning takes place. Stephenson & Warwick (2002) have found that PALS is easily adapted to different settings, and that, overall, peer tutoring is an effective approach to improved student outcomes.

PALS enables teachers to integrate more strategic instruction during tutoring sessions because teachers can meet the individual needs of students with Peer Tutoring (Mastropieri, Scruggs, Mohler, Beranek, Spencer, Boon, & Talbott, 2001). PALS utilizes the inherent ability differences of students in various skill levels within the classroom setting. "An important advantage of PALS is that various groups of children in the same classroom can operate on different levels. Teachers, in effect, can implement many 'lessons' simultaneously and can address the

needs of many students with learning disabilities" (Fuchs, Fuchs, & Burish, 2000).

Language (specially reading) and Mathmatics PALS give teachers tangible strategies to implement in their classrooms, which assist them in meeting the needs of their diverse learners. Students are taught to develop their skills through specific techniques. They are encouraged to review and ask questions during tutoring sessions based on the teacher's instruction. Students generate questions and draw conclusions through reciprocal peer interaction. The reinforcement they receive while working in groups motivates learning. These sessions create a classroom where student pairs can work on different levels and on different types of problems (i.e., word problems or counting) or at varying reading levels. Teachers can meet the individual needs of students while keeping the entire class engaged.

The pairing of higher- and lower-achieving students is intended so students gain knowledge from each other through practice and reinforcement (students are still within the same skill level, there is not a huge discrepancy between ability levels). Teachers must carefully describe how the PALS strategies are done and how they relate to a particular lesson; they must closely monitor the roles taken on by each student, and interject when instruction is needed (Fuchs, Fuchs, Thompson, Svenson, Yen, Al Otaiba, Yang, McMaster, Prentice, Kazdan, & Saenz, 2002).

Math PALS can be applied to many diverse learners at varying skill levels. According to Drs. Doug & Lynn Fuchs (2001) this approach uses structured interactions between students to encourage high-level feedback while in pairs. These interactions increase the level of participation on topical areas through verbal rehearsal, until the process becomes routine, and verbal rehearsal is no longer needed. In these activities students learn that strategies can be applied to other content areas. Students get step-by-step feedback through their interaction during tutoring sessions. The tutoring sessions are reciprocal with students taking turns as tutor and tutee.

During the implementation period of the intervention, research assistants from University of Dhaka were sent to the piloting location every months and researchers from Hiroshima University and University of Dhaka visited three times to see the intervention progress and to stimulate the teachers for its efficient continuation. At the ending, the research team visited the target school and conducted a day-long workshop to review the whole piloting implementation procedure and its multi-dimensional impacts on the students as well as the school. Many semi-structured interviews were performed with variety of stakeholders who were actively involved in the intervention process within and beyond the classroom situation.

8. Findings and Discussion

It was clarified earlier that this piloting study was qualitative in nature it employed some A series of interview and group discussion were conducted with relevant stakeholders including school head teachers, classroom implementing teachers, School management Committee (SMC) members, local education officials, parents and community peoples at the school premises. Some factors/themes were extracted from the interviews and discussion findings. The thematic areas of overall improvement in the target school are illustrated below:

a) School Attendance

Interview data indicate that the attendance and retention rate of both target students and others was increased during the intervention period. The attendance document also validates that the attendance rate was improved this year compared with last few

years. This can be claimed that this was happened because of this innovative intervention which was very interesting and effective for the students. According to the teachers, the participating students were very much punctual in coming to the school and in acting their respective roles for Peer Tutoring. One SMC member also asserted, "*Both the tutors and tutees were found very regular in school. Even when the school was closed due to Eid-ul-Fitr vacation, few tutors came to school to find their counter-part students in the school*".

b) Lesson Participation

According to the Head Teacher of the school, "*Although we always try our level best to activate our children during the lesson, this approach has helped us to easily stimulate the children. Especially, in the English language class, the tutees were found to be very eager in acquiring new vocabularies with correct pronunciation*". Through the group discussion it was also revealed that the whole classroom was very vigorous in the new teaching intervention. The students' overall participation in the class, such as in Mathematics, was really higher and they actively tried to be involved in the learning process. A teacher suggested to add more subjects under Peer Tutoring intervention in future.

c) Academic Performance

As learning improvement was the main objective of the Peer Tutoring intervention strategy this theme related to academic achievement was critically generated from the classroom visits, semi-structured interviews and discussions. The majority of the teachers emphasized that students of grade-4 have improved their earning skills in Mathematics, English and Science, i.e, all the target subjects. The respective subject-teachers spelled out, "*We have seen students' gradual improvement in the subject content knowledge as well as behavioural and social issues. In particular, English reading skill and comprehension skill in the classroom worth mentioning. If content oriented teaching-learning materials were provided as per necessity then it would be conducive for our teaching and would accelerate students' learning accordingly.*" It has been reported in the interviews that low achiever students did well in the class tests and respondents hope that the learners can continue their spirit next year when they will appear the PEC Examination.

d) Teachers' Motivation

When Peer Tutoring intervention was in the planning stage in the target school, majority of teachers expressed their reluctance to implement this method because of their class load, timing, students' preference and so forth. But when they have been acquainted with this innovative method for learning improvement, they were very motivated and really started enjoying the process. An Assistant Upazila Education Officer (AUEO) of Haluaghat also stresses, "*It is true that without teachers' motivation it would not be possible to implement this strategy in the school. However, if some incentive can be provided, certainly teachers' enthusiasm will be extended in future*". Even the teachers who were not directly associated with the intervention became interested and motivated to practice this in their own classes. Needless to mention here that the teachers of particular subjects of grade-4 played a vibrant role in sensitization of this issue.

e) Parental Involvement

It is established truth that parents can play a significant role in their children's learning process as well as in the school functions. Even though the most of the parents of the target learners are lacking proper formal education and sufficient awareness, they exhibited their enthusiasm and eagerness to send their kids to school on a regular basis. A senior citizen (representative of Garo community) pointed out in the group discussion, "*Whenever the parents are called for any meeting or non-academic event they always attended wholeheartedly and actively participated in the*

programme by sharing their child's educational status at home and providing suggestions how to overcome the challenges. However, few parents require counseling as they employ their children in household activities rather than sending them to schools." According to Head teacher, it is really hard to stimulate some parents to look after their child's academic progress as they lack adequate knowledge to perform that job. However, it has been realized during the piloting study that the connection between teachers, parents and education office need to be strengthened and functional if such kind of intervention takes place in future.

f) Ownership for Sustainability

Any kind of intervention or related activity demands it sustainability within its own structure and by the application of its internal resources. The Peer Tutoring strategy has made a positive change not only in the target school but also in the local community. The different kinds of stakeholders (school authority, School Management Committee and local education office) have agreed to continue this activities from next year. The AUEO stated in the interview, "*We have been informed that the newly introduced Peer Tutoring teaching strategy worked well in the project school. We are planning to continue this in that school and additionally we will try to include few more schools under this project if necessary budget is allocated. We believe that if some teachers are appropriately trained on how to use this approach they can be a good resource for its implementation in other schools and such way can be helpful for sustainability of the Peer Tutoring*". Another issue was raised it the group discussion that is not to limit the intervention only for the Garo children, other deprived children and slow learners can be included if such type of initiative is taken again in this location.

9. Recommendations

The following recommendations can be made to overcome the challenges encountered during the implementation of Peer Tutoring intervention:

- ✓ Peer Tutoring needs to be incorporated into the whole-school academic routine.
- ✓ Local education office can introduce this strategy in other primary schools.
- ✓ All subjects and all grades can be selected for this intervention gradually.
- ✓ Teachers-Parents-Community coordination needs to be more strengthened.
- ✓ Subject-teachers need to be well-conceptualized and trained on this strategy
- ✓ Other group of disadvantaged children and slow learners can be included in the target groups for learning improvement in future initiatives
- ✓ Head Teacher and School Management Committee (SMC) need to be more aware about its functional application
- ✓ This approach can be expanded outside of the school, for example- at community or home-based
- ✓ Social inclusion of Garo learners needs to be ensured for its better result and impact on societyand school
- ✓ Inter-school partnership can be built up for experience sharing and exchange of innovative ideas to implement Peer Tutoring

10. Conclusion

Peer tutoring is an effective educational strategy for classrooms of diverse learners because it promotes academic gains as well as social enhancement. Programs can be successfully implemented at the classroom-level or on a wider scale at the school — or district-level. With administrative support and professional development, peer tutoring can help teachers cope with challenges such as limited instructional time, multiple curricular requirements, and appropriate social engagement among students. Students

engage in active learning while staying abreast of the progress they are making. They are held accountable for their achievement, and motivated by social or tangible rewards. A goal of peer tutoring is to create self-managed learners with high self-esteem.

Peer tutoring is particularly advantageous in inclusive classrooms because it allows teachers to address a wide range of learning needs and engages all students simultaneously. Regardless of ability level, students can engage in and learn from the lesson. Furthermore, the collaborative learning aspect of the strategy encourages positive social interaction between students in a classroom. By including traditional instructional strategies along with peer tutoring, teachers can utilize the ability differences inherent in an inclusive classroom, and promote accessible and successful learning for all.

In spite of the challenges noted above, research provides extensive evidence supporting the use of Peer Tutoring. If the teachers become more enthusiastic and the network between school and local education office become strengthened this teaching intervention can be a great opportunity for all learners regardless of ethnic or any kid of disadvantaged learners in the school. Hence, the movement of equitable and quality inclusive education for all, i.e, Goal-4 of Sustainable Development Goals (SDGs) can efficiently be achieved.

Fostering Equality in Lesson Study through Kyozai-kenkyu for Learning Improvement: Case of Indonesia

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INTRODUCTION

Since the last decades, teacher empowerment and performance at school became the center of attention of Indonesian Government. Through Act No. 14 of 2005 on Teachers and Lecturers, the Government trying to improve the professionalism of teachers and lecturers include certification programs for teachers and lecturers. The government has pioneered the Professional Teacher Education (PPG) before being recruited into a candidate for Civil Servants (CPNS) and Teacher Induction Program Beginners (PIGP) for teacher candidates before being appointed to the Civil Servants (PNS). Furthermore, the Government, through Ministry Act of 2009 on Functional Teachers and credit figures, will implement the Teacher Performance Assessment (PKG) and Sustainable Development Profession (PKB). PKG will be implemented by school leaders through observation of teacher performance in the classroom. Aspects of the performance of teachers who assessed include (1) Lesson Planning measured through 4 indicators, (2) Implementation of the Active Learning and Effective, measured through 7 indicators, and (3) Learning Assessment measured through three indicators. Based on the results of PKG, teachers must follow the activities of Sustainable Development Profession (PKB) to improve the performance of teachers. Through the PKB guidelines issued by the Directorate General of Quality Improvement of Teachers and Education Personnel (PMPTK) in 2010, PKB implemented through cycles Planning - Implementation - Evaluation - Reflection. PKB component consists of Personal Development, Scientific Publications, and Innovative Work. The system accommodates PKG activity and PKB which is currently widely implemented by schools either sporadically or systemic is the lesson study. However, limited number of teachers have practiced lesson study in Indonesia.

LESSON STUDY AND ITS CHALLENGES in INDONESIA

Lesson study as an activity system is initially a sustainable model of teacher professional development. This activity system has been taking place in Indonesia for more than 10 years with variations in the initiation and execution format (Hendayana: 2010). The research team among 3 Indonesian Universities (Indonesia University of Education (UPI), State University of Yogyakarta (UNY), and State University of Malang (UM)) have been involved in lesson study since 2001 through JICA initiation and now massively implemented with various board of education and stakeholders. In particular case of UPI, for last 5 years, School-University partnership with Provincial Board of Education have been assisted about 30,000 teachers across subjects and educational level.

The main focus of lesson study as activity system is to form learning society among teachers, school, parents, and board of education. It is expected that teachers pay more attention, respect, and care to all students to facilitate them engaging in learning after practicing lesson study. Lesson Study as activity system has been adopted and

adapted into three different level education provider. In the top level, i.e. Teacher Educator, lesson study is used among to improve classroom of pre-service teacher. Surely its dimension of learning is not exactly similar with school students; in the middle level, i.e.: in-service teacher, lesson study has been conducting for CPD at many subjects and level; while in the initial teacher education, lesson study started to introduce as teaching practice enhancement.

Some challenges comes up related with periodically of lesson study activities both for school wide lesson study or subject teacher one across level of education in Indonesia. According to Hendayana (2012), Baba (2013), Hidayat (2010), and Sato (2013), critically the challenges comes up with lesson study implementation are: (1) At the early stage of lesson study implementation, teachers got difficulty to facilitate all students to engage in learning; (2) Dominating teacher educators as consultant in development lesson design, teachers are not feel free to express their ideas. At lesson delivering session, teachers are less attention and care to students. More comment on teacher teaching style than student learning at post-lesson discussion. These situation can cause teachers are not enjoy participating in lesson study that may not support sustainability of the lesson study activities; (3) The lack essential connection among one lesson with previous or next lessons in the series of lesson study which tends to decrease benefit of activity system. The case definitely seen as a big challenge at school wide lesson study, while in subject teacher lesson study the cases seems less different; (4) The absence of research lesson from subjects as a big scheme or school research lesson have brought series of the lesson as separate empty of cluster of group of teachers; and (5) Misrepresentation and Misconception about learning society as goal of lesson study activities. Mostly learning society is practiced as group of teachers who share common interest in classroom practices. Those challenges drive difficulties of lesson study and its learning society to sustain and improving equality in classroom critically.

KYOZAI-KENKYU

Kyozai-kenkyu, Japanese word, which can be translated as "instructional material research" or go beyond the textbook series being used in the classroom, has been used widely in Japan as part of teacher leadership of learning in the lesson study activities. A lesson study team may investigate how other textbook series may be treating the same topic, what the curriculum standards say about the particular topic, what research says about teaching and learning of the topic, etc.. While lesson study is a professional development activity, kyozai-kenkyu is an activity for every teacher must engage in teaching every lesson. However, lesson study provides an opportunity for teachers to engage in kyozai-kenkyu more intensively and thoroughly. Originally, the kyozai-kenkyu is non-divorced part of lesson study in Japan and somehow mostly it is less emphasized while adopting lesson study and teacher learning society in Indonesia. The lack of kyozai-kenkyu deeply in every lesson and its relation among lesson seems a big challenge.

RESEARCH PROBLEMS

Based on the background described, the main problem in this research is "How KzoyaiKenkyu are adopted and adapted to be used as method of sharpening Teacher leadership at School-University partnership of lesson study? In more detail, the formulation of the problem in this study, especially for science, English, and Indonesian subjects at in-service teacher education, are: 1) How to approach School-University partnership of lesson study activities system as teacher learning can be principled by Kyozai-Kenkyu? 2) What are the characteristics of Kyozai-Kenkyu as core

activities of teacher learning among School-University partnership? 3) How the indicators – equality in lesson study indicators which is formed by kyozai-kenkyu - are conceived and developed? 4) How are teacher improvement in giving more attention, respect, and care to students? 5) How the strengths and weaknesses of the Kyozai-Kenkyu to be adopted as a core activity of equality in lesson study at School-University Partnership of Lesson Study?

OBJECTIVES

This study aims to get a customized teacher learning model based on kyozai-kenkyu at school-university partnership through lesson study activities. In more detail the objectives of this study are: 1) To produce a teacher learning model based on the kyozai-kenkyu through equality in lesson study activities in order to improve the quality of student learning. 2) To become a benchmark the quality of teacher learning among schools so that changing the way the quality of the learning society. 3) To build a learning society that affect the improvement of student learning. 4) To find the school teacher development based on kyozai-kenkyu through equality in lesson study activities so that teacher capacity is improved in giving more attention, respect, and care to students. 5) To provide the impact of the research as part of the formulation of policy in the regency of Bogor especially in sustainable teacher development.

RESEARCH METHOD

For this study, three public junior high schools (SMP) in regency of Bogor, West Java Province were selected based upon school principal's willingness to improve learning quality. Those schools are SMPN 1 Cigombong which is located at remote area, SMPN 3 Cibinong and SMPN 4 Cibinong located in urban area. Lesson study has not been introduced to those schools. Commencement of the study was held through joint workshops UNPAK-UPI-CICE to introduce the project and practicing how to design a lesson as well as lesson observation and reflection at Pakuan University (UNPAK) and schools on May 15 to May 19, 2017. Science teachers of those schools have weekly meeting at SMPN 3 Cibinong, English teachers at SMPN 4 Cibinong, and Indonesian teachers in SMPN Cigombong. Teacher educators of Indonesia University of Education (UPI) and Pakuan University (UNPAK) will have 12 school visits for each school within 3 months (July – October, 2017), one cycle consist of 3 planning meetings and 1 lesson observation – reclection, weekly meeting.

The study will employ case study, utilising both qualitative and quantitative data. In each school, data from video and audio recordings of teachers' discussion about designed lesson, observed lessons their verbal interactions with students during lesson, and reflection time will be collected before, during and after intervention. Questionnair was distributed to students before and after intervention.

RESEARCH FINDING

(on progress) middle of October 2017

CONCLUSION

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Model Development and Verification to Address Rural-Urban Disparity by Strengthening Lesson Study Activities in Zambia

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Introduction

While significant progress may have been made in Zambia with regards to universal access to education, low performance is prevalent in the majority of schools. The 2013 Grade nine National Assessment survey conducted by the Examinations Council of Zambia in all the ten provinces of Zambia indicates that a large proportion of learners at Grade nine are below minimum level of performance (Examinations Council of Zambia, 2013). The Ministry of Finance and National Planning (2014) in Zambia also noted that there has been little progress in quality in most schools and as a result, learning outcomes remained low. Hence, there is need for a model such as lesson study to be used by teachers effectively to improve their classroom practices in order to improve the performance of learners in school.

There have been interventions in the past put in place by the Ministry of General Education together with its cooperating partner the Japan International Cooperation Agency (JICA) such as the lesson study model to assist in improving the instructive skills and knowledge of teachers. However, lesson study has focused on two subjects: mathematics and science. UNZA-HU (2016) study found that lesson study in Zambia is not conducted in all the schools, and where it is conducted the focus of teachers has been on mathematics and science subjects. It is suggested in this paper that lesson study activities need to be covered in all the subjects and they must be consistently practiced by all the teachers in schools. Before delving into lesson study, it is important at this point to give background information on the research site, Zambia, with regards to the population and ethnic groups.

Population of Zambia

The population of Zambia increased almost threefold from 5.7 million in 1980 to approximately 15.5 million in 2015 (Central Statistical Office, 2016:1). Between 2010 and 2015, the population rose from 13.1 million to 15.5 million representing a population growth of 18.3 percent (Central Statistical Office, 2016:1).

Ethnic Groups in Zambia

In Zambia, there are 73 ethnic groups (or tribes). English is the official language in Zambia, however, there are other seven major languages used in Zambia. These are Njanja, Bemba, Tonga, Kaonde, Lunda, Lozi and Luvale. We now turn to lesson study in greater detail in the next sections.

What is Lesson Study?

Lesson study is a direct translation for the Japanese word *jugyokenkyu*, which consists of two words: *jugyo*, which means lesson and *kenkyu*, which means study or research (Fernandez and Yoshida, 2004). Other scholars such as Ngang and Sam (2015) have defined lesson study as a professional development process that teachers engage in to scientifically inspect their classroom practice, with the objective of becoming more effective. Basically, lesson study is a model of professional development that focuses on collaborative study of live classroom lessons. It encompasses the following: collaboratively planning the study lesson; seeing the study

lesson in action; discussing the study lesson; and revising the lesson (Fernandez and Yoshida, 2004).

Origins and Development of the Lesson Study Model

Lesson study model has its origins in Japan, where it developed as a systematic approach to professional development from the middle of the 19th century (Fernandez, 2002). Over the years, the Japanese lesson study model has gradually grown in popularity in other parts of the world. For example, in the UK, USA, and Canada (Dudley, 2013; Stigler and Hiebert, 1999), and slowly in Zambia, the lesson study model is being implemented.

Lesson study was introduced as one of the major teacher professional development tools in education policy in 2004 in Zambia. JICA has supported a number of countries across the world in integrating lesson study activities into their teacher education programmes and Zambia is not an exception. "Since 2005, the government has worked in partnership with JICA to institutionalise lesson study across Zambia as a way of improving primary and secondary maths and science instruction" (Robinson, 2015:1). JICA has assisted in the planning, piloting and dissemination of lesson study across Zambia. Additionally, JICA provides ongoing technical support through periodic trainings for lead teachers, education officers, and school heads; and material development (Robinson, 2015).

Possible Benefits of Lesson Study

According to Lewis, Perry and Murata (2006) lesson study improves teaching through the refinement of lesson plans; and it also strengthens pathways to instruction such as teachers' knowledge, teachers' commitment and community, and learning resources. Additionally, lesson study may stimulate development of teachers' awareness of the needs of the pupils as well as different possible teaching strategies (Bjuland and Mosvold, 2015). Learners also tend to enjoy the lesson when lesson study activities are undertaken by teachers. Learner enjoyment of the lesson help in enhancing learning.

Methodology

To develop and verify a model, which is to be sustainable in the context of educational development in Zambia in order to address the concern regarding teacher professional development and lesson study, both qualitative and quantitative methodological approaches were employed. Two pilot schools were selected purposively: one secondary school from the urban area and the other from the rural area.

Baseline survey was conducted in June 2016 to compare their progress of lesson study activities and to identify possible factors which promote or hinder learning achievements. During the survey, quantitative and qualitative methodologies were used such as : 1) observation and video recording of lesson study practices; 2) interview of the headteachers and teachers; and 3) questionnaire, including questions, using Likert Scaling, of the teachers and students of the target schools.

Research Findings

Through the interviews, it was found that, at both of the pilot schools, most teachers at the schools did not understand the objective of lesson study except a few teachers who had attended the lesson study training. However, through the observations, the subject teachers of the urban teachers were found more collaborative when conducting lesson study and planning/reflecting meetings, which might show they had better understanding of the lesson study objectives than teachers at the rural school. In addition, the SWOT matrix of the lesson study practices in the target schools was created as below by analysing the findings through the interviews and lesson study observation and video recording.

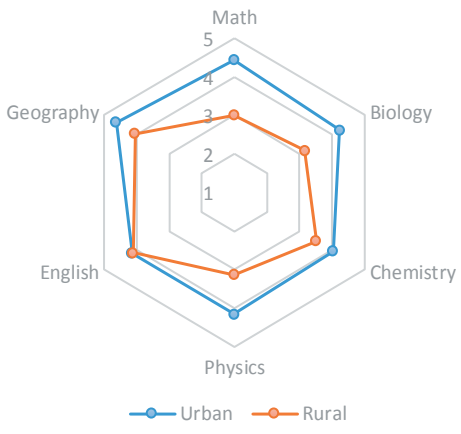
Strength	**Weakness**
• More student-oriented lessons • More lesson plan developed • More devised lessons • More confidence of lessons • Improved teacher collaboration • Challenges through improved teamwork of same subject teachers • Improved lesson quality	• Time-consuming • Only few teachers understand the objective/methodology. • Lack of text and materials • Uneven competence of students • Poor English capacity of students • Limited support from school administration since lesson study is only for math and science
Opportunity	**Threat**
• Lesson study can strengthen school teaching capacity when implemented in all subjects • Capacity development of school coordinator • Monitoring by zone/district coordinator is to be improved • Exchange of lesson study practices among schools • Support from teacher training institute.	• Too much time and cost are required • Too busy with extracurricular activities • Too much crowded classroom • Teachers are not good at advising each other (afraid of criticising). • May try to look good only for a lesson study class.

Source: Field data, 2016

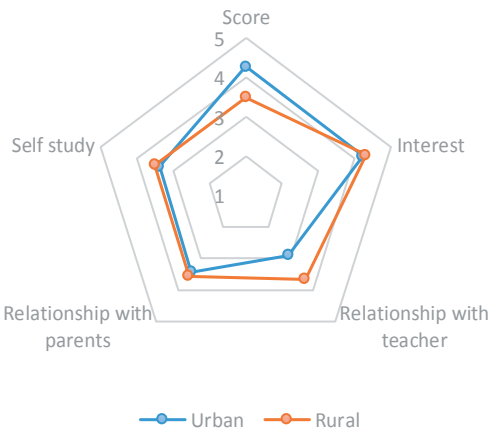
The results of the Likert Scale questionnaire of the students were summarised as indicated in the radar charts below. Both schools show the same score levels in English, however, the rural school has lower score levels in mathematics and science subjects, which are taught through lesson study. The urban and rural schools show similar rating levels of students' learning environment except the ones of "score" and "the relationship with teacher."

Conclusion

UNZA-HU study indicated observable changes in relation to students' reactions when the lesson study is implemented properly following the guidelines by the subject teachers of the urban and the rural schools.



Score Level by Major Subject



Students' Performance and Environment

The following important insights were reported:

- teachers' limited understanding of the objectives and methodology hinders the output and outcome of the lesson study practices, especially in the rural school;
- training only one or two teachers per school in lesson study activities might not be good enough to disseminate the concept of the lesson study; and
- since the rural school students show better relationship with teachers, their performance might be improved when the lesson study is properly conducted.

Recommendations

1) Headteachers need to ensure that lesson study activities are conducted in all the subjects.
2) A school-based training to reactivate lesson study practices needs be conducted with all teachers participating.
3) There is need for school management to recognise teachers' achievements in their profession.

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Implementation of a sustainable teaching intervention to improve science education in a South African school

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Introduction

The purpose of this policy brief is to provide an overview of the Africa-Asia collaborative research project undertaken to improve science education in a South African township primary school. The research project is aimed at answering the primary research question: How does a year-long implementation of a sustainable teaching intervention improve the performance of grade 6 natural science learners? First, we discuss the historical background of the country in which the research is conducted to provide the reader with context. The details of the intervention as well as how we set out to answer the research question will be discussed later.

Background

Segregation that dominated governance is South Africa for many years as a result of colonisation meant that the black people of South Africa were restricted to rural and semi-rural areas far from the cities. The semi-rural areas known as Townships were characterised by the lack of basic services, and poor quality education. In 1994 South Africa saw the end of segregation and the election of its first democratically elected president. However, 23 years later township schools are still experiencing challenges such as overcrowded classrooms, poorly trained teachers and the lack of resources necessary for the effective running of schools. These are among other factors that have resulted in the quality of education to not be on par with that offered in the previously and currently privileged schools based in the cities. Mathematics and science education have been mostly affected with learners performing poorly in national and international assessments (Vijay et al., 2015). The poor performance observed in these subjects has been exacerbated by the prevalence of poorly trained science teachers, lack of resources as well as the lack of motivation on the side of the learners as well as the teachers.

As part of the UNU initiative to support previously disadvantaged schools, South African township schools were identified as potential beneficiaries of the collaborative research project designed to introduce sustainable system models in a bid to improve learner academic performance. Due to budget constraints we chose to pilot the model in one willing township school. The school is located in the heart of a major township not far from the capital city. Many studies on teaching interventions for improving academic performance in South African schools have been conducted at the secondary school level. We believe that it is necessary to conduct such

studies also at the primary school level because the knowledge gained at this level serves as a foundation for higher grades.

Methodology

Having identified the school, two researchers from Hiroshima University and one researcher in South Africa observed one grade 6 lesson to get a sense of the teaching and assessment strategies used by the teacher. Following, classroom observation, the researchers gave feedback to the teacher and the headmaster as well as suggestions on how teaching and academic performance could be improved. After teaching the learners were expected to complete a worksheet in groups. The learners experienced difficulty in following the task instructions and completing the worksheet. Our observation was that the difficulty experienced by these learners may have been largely due the fact that the language of instruction (English) was not the home language of the learners. We also observed that the teacher spent most of her teaching developing higher-level cognitive skills before ensuring the establishment of basic lower-level cognitive levels such as recall and understanding (Figure 1). This observation was made for the assessment task she had prepared for the learners on the day. Using Bloom (1956)'s taxonomy as our theoretical framework we propose that at lower grades strengthening basic skills can improve academic performance in abstract subjects such as the natural sciences (Figure 1).

The study

Our study entails first giving learners (n = 46) a test to establish their understanding and performance prior to and post the intervention. The intervention was aimed at designing and implementing a teaching and an assessment strategy that would improve learning in three areas, strengthening the basic cognitive levels of recall and understanding, improving academic performance in science and self-efficacy (Bandura, 1977) of the learners. This aim was achieved by supporting the teacher in designing homework activities that strengthened the basic skills through drilling, reducing the amount of items included in assessment tasks and including in assessment tasks, questions that learners would feel motivated to attempt. To ensure that the intervention would not be adding to the already heavy workload of the teacher, we reduced the burden by not requiring the teacher to assess and record the learners' homework but rather to have the learners assess themselves under the supervision of the teacher. Most important in the whole process was for the teacher to indicate on a poster through a tick those learners who had submitted completed work. The rationale for the use of a visualisation chart is to motivate the learners by affording them the opportunity to visualise their work and progress.

In designing the homework activities that

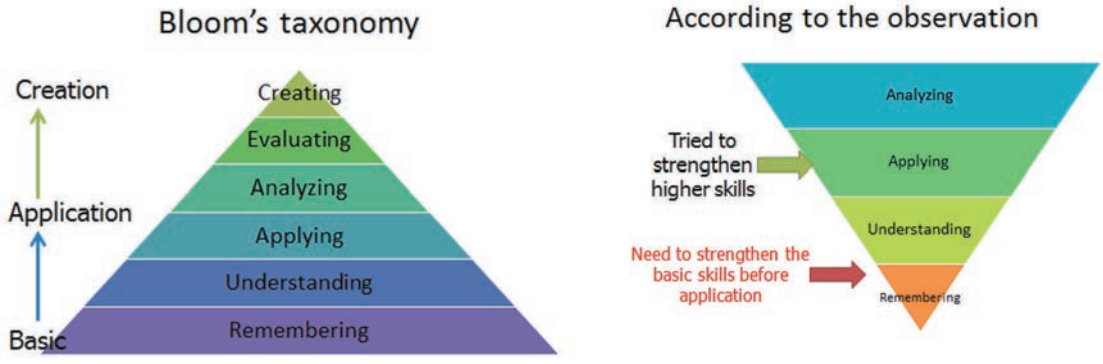

Figure 1. Bloom's taxonomy and the cognitive skills requiring attention in our sample.

teacher was advised to adhere to the following criteria:

- Include a maximum of seven questions
- Include comprehension and recall type questions
- Use some of the questions from the term and end-of-year exam

Conclusion

Implementation of the interventions started in March 2017 and is on-going until October 2017. The effectiveness of the intervention will be judged by how learners perform in the end-of-year examination. The teacher will also be interviewed to determine her experiences and perceptions of the intervention. Lessons learnt from this process will be used to improve the intervention before disseminating the findings to the practitioners and policy makers. The findings will also be published in an international journal.

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Learning Improvements in Inclusive and Special Education in Ghana: Assessment and certification issues

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Country Context

The education of people with special educational needs in Ghana has been in existence for over 70 years. In 1946 the first special school was built by the Basel mission in Akropong -Akwapim for the blind the second was in Wa in 1958 to serve the Northern part of the country (Avoke, 2001; GES, 2005). The missionaries focused on literacy training and basketry. Between 1970s and 1980s the Ministry of Education, took responsibility for the administration of special schools. Most special schools for children with deafness, blindness and intellectual disabilities were established during this period (GES, 2005).

In 1994 Ghana was a signatory to the Salamanca statement and as a result in 2003 piloting inclusive education began. Inclusive education has been practiced in Ghana for the past fourteen years. Although it started on pilot basis using 35 schools in 10 districts currently, there are about 3022 inclusive schools in 48 out of the 216 districts in Ghana. Since 2006 all schools are encouraged to enroll children with special educational needs unless assessment results prove that regular education placement is inappropriate (Republic of Ghana, 2006).

In 2015 the Ministry of Education (MOE) successfully launched a policy on inclusive education to streamline and guide its practice in the country. This policy is intended to help meet the needs of children and it focuses on the utilisation of the universal design for learning and the creation of children friendly schools (MOE, 2015; Nketsia, Saloviita & Gyimah, 2016). Additionaly, teachers are expected to be equipped with pedagogical skills to identify and respond to the needs of each child (MOE, 2015).

Problem Statement

The inclusiveness of inclusive schools is a critical issue if effective teaching, learning and assessment that are learner driven are to be achieved. Currently, children with special educational needs who are placed in inclusive classrooms are expected to go through almost the same curriculum, assessment and ultimate certification as children without special educational needs. The only exceptions are that children who are blind in addition to the national curriculum are taught orientation and mobility skills and the use of assistive technology. They are also given extra time when writing examinations. Additionally, children with intellectual disabilities who receive their education in special schools go through a different curriculum which focuses on self-help skills and functional academics. Those who are deaf are taught sign language.

Most children with special educational needs are unable to write and pass the Basic Education Certificate Examination (BECE) which is a national examination. Children who pass this examination progress to second circle schools. Inability to pass the BECE implies inability to further one's education.

For children with intellectual disability enrolled in special schools or units, however, they do not write the BECE and they remain in the school for years (some are over thirty years

old) going through the same functional academics curriculum till they decide to stop schooling or are withdrawn by their families. It is only then that the schools give them school based certificates of completion. This is not formalised. There is no stipulated number of years to be graduated. It must be noted that basic education which is free and mandatory in Ghana spans for 11 years (preschool for 2 years, primary school for 6 years and junior high school for 3 years). This is followed by second cycle education which is 3 year high school.

The issue of differentiated outcomes and alternative education pathway of children with special needs who are unable to progress educationally is left unaddressed. Children with learning disabilities make up the bulk of children with special educational needs. According to the report titled Early Grade Reading Assessment and Early Grade Mathematics Assessment (MOE, GES & National Education Assessment Unit, 2014), Ghana is faced with a situation where 98% of the children in class 3 are unable to read and equally a large number of children in the same grade have difficulties with mathematics. Difficulty with reading is the most common characteristic of children with learning disabilities (Heward, 2009). It is estimated that 90% of all children identified as learning disabled are referred for special education services because of learning difficulties or reading problems (Heward, 2009; Kavale & Forness, 2000). Since reading is a prerequisite for other subjects, inability to read may become the foundation of educational failure and hence school dropout. Some of these children get to the end of their basic education and as a result of their learning disability or specifically dyslexia they are unable to perform or fail all their examinations and as a result they do not get any form of certification. The inclusive education policy stipulates that readers can be provided for people who need it. However, most of the time this stipulation focuses is on children with visual impairment. In this document an attempt has been made to point out critical assessment and certification issues and specific things that can be done to address them.

Current Policy Provisions

Section 5.1.1.1c of the Inclusive Education Policy (MOE, 2015) addresses assessment. The policy explains assessment to mean 'the processes of assessing children with special needs so that they are effectively supported to maximise their potential for learning and living within their communities'. It visualises assessment to comprise formative and summative assessment.

It further stipulates that alternative assessment procedures be used to meet learner diversity and also that adaptation of examination procedures be made to cater for learner diversity. The policy specifically mentions 'provision of extra time, and appropriate special assistance (sign language, scribes, readers) as required' (MOE, 2015, p13).

Policy Lapses

There are a number of policy lapses as far as assessment and certification of children with special needs is concerned. The policy fails to:

- Stipulate the form of alternative assessment to be provided for children with special educational needs.
- Mention how the alternative assessments will be graded and used to determine educational performances.
- Mention the need for differentiated outcomes for children with special educational needs whose performance is lower than the average child.
- Mention certification issues and specific alternative formal educational

pathways for children with special educational needs.

Policy recommendations

There could be an alternative national assessment to the BECE for children who have been assessed and found to have learning disability/special educational needs. This is to enable them also have some form of certification to ensure some form of equity. Children who have been identified, assessed and deemed qualified to write this examination should be given specific individualised forms of support to facilitate their success.

- Policy makers should outline the form or forms of the alternative assessment for children with special needs. The alternative forms of assessment can take into consideration tools like observations, interviews checklist and rating scales.
- Guidelines for the grading of the alternative assessments should be provided.
- The criteria for summative and formative assessment should take into consideration differentiated outcomes.
- Instead of certificates of school completion or attestations of school attendance issued by the various schools for the intellectually challenged, a uniform nationally designed certificate should be issued to the children who have been enrolled after a stipulated maximum number of years.
- For children with special educational needs who are unable to progress to second cycle institutions but have the capacity to pursue vocational education, special formal educational pathways should be created for them.

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Implementing Inclusive Education in Primary Schools within Kenya's Marginal Populations: Challenges and Prospects

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Abstract

This brief draws lessons from a larger study of the *Challenges to Realizing 'Inclusive Quality Primary Education' For Kenya's Marginal Populations in Nairobi City and Marsabit Counties of Kenya* which investigated, from the perspective of teachers, the nature, dynamics and challenges in the implementation of the policy of Inclusive Education. Equally important is the understanding of the policy of Inclusive Education by the various stakeholders in education, particularly teachers. This study established that a quarter of the sampled teachers had a wrong concept of Inclusive Education and that most of the teachers with their various levels of training find it difficult to teach SNC in regular classrooms. Accordingly, whereas teacher training matters, teachers with more knowledge seem to face the same challenges as their counterparts with relatively lower levels of training. And while the majority of these teachers, with acceptable levels of training support the idea that SNC and non-SNC should learn together, they are, nonetheless, less confident when it comes to handling SNC in regular classrooms. Accordingly, this paper suggests that in-service training, pre-service training, community sensitization and adequate funding are all crucial in working towards sustainable implementation of inclusive education.

Background and Context

The Salamanca Statement of 1994 made it clear that; all children should learn together regardless of any difficulties or differences and schools must recognize and respond to the diverse needs of the learners (UNESCO 1994). In trying to realize this goal, there has been a shift in the education system for Children with Disabilities from segregation to integration and now, to inclusion or Inclusive education (IE) which points to an education system which includes all children into regular classrooms regardless of personal differences. The principles of inclusive education as stipulated in Goal 4 of the SDGs as a post 2015 development framework underscore the need to meet educational needs for all children including those with special needs within the regular education system regardless of individual circumstances.

According to the Global Burden of Disease About 5% of children aged 14 and below have disabilities (WHO & WB 2011). And in Kenya, the prevalence of persons with disabilities ranges from 4.6% (NCAPD & KNBS 2008) to 10% (MOEST 2015). At the same time, it is notable that out of the 102,749 learners with special needs, 21,050 (20.5%) are in special schools and 81,649 (79.5%) are enrolled in integrated special units in primary and secondary schools (MOEST 2015). These enrolment figures represent a third of expected number of learners with special needs (MOEST 2015). While it has often been assumed that such regular systems of education are effective in catering for the needs of all children, emerging evidence shows that although teachers generally accept and are willing to embrace inclusive education, they often find it difficult to implement it.

In the year 2009, the government of Kenya developed and launched the Special Needs Education (SNE) policy in which it placed emphasis on Inclusive education through regular schools for learners with special needs

and disabilities as opposed to the practice of using special schools and special units attached to regular schools. However, as has been the experience elsewhere, the implementation of this policy has not been without some bottlenecks. In india for instance, findings of studies such as Das, Kuyini and Desai (2013) indicated that part of the reason behind the challenge of implementing the policy of Inclusive Education was that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities.

Literature from other countries also has indicated that educational reforms of the nature of implementation of policies such as Inclusive Education have not been without difficulty, with writers such as (Hargreaves, 1994; Kuyini and Desai, 2007) revealing that school systems are particularly resistant to change. This same literature also points to a culture of resistance to the introduction and implementation of new ideas especially if the institutions that are expected to implement such polices have a human resource who do not have appropriate skills and knowledge to implement the desired change as was the case with India. Such findings have tended to support the Social cognitive theory (Bandura, 2006) which suggests that individuals feel threatened and tend to avoid situations in which they are not competent.

Problem Statement

Popular educational discourse in Kenya has it that that the pastoralist communities, poor communities in the rural areas as well as those in informal settlements are hard to reach in terms of education because of their mobility (as in the case of pastoralist communities) or because their environment is insecure or even too congested. Accordingly, the uptake of formal schooling in the ASAL areas, informal settlements and among the poor communities has been comparatively lower than that of their counterparts in schools elsewhere. The fact that such marginal populations have always been by-passed by previous global education targets indeed sets an unacceptable precedence and a real threat to the attainment of Goal 4 of the SDGs. In practice however, not much scholarly attention has been directed to the manner in which this commitment to the provision of inclusive and quality primary education by the Kenyan government is being met through the schooling process especially for marginal communities.

Study Objectives

The study seeks to achieve the following objectives:

i. To establish the understanding of the policy of Inclusive Education by teachers selected primary schools in Nairobi informal settlement and Marsabit Central Sub-county

ii. To identify the challenges faced by teachers in relation to the implementation of Inclusive Education policy in selected primary schools in Nairobi informal settlement and Marsabit Central Sub-county

Research Design and Methodology

The study on the implementation of Inclusive Education explored the stakeholders' understanding of Inclusive Education as well as the challenges and prospects of the said implementation. It utilized the descriptive survey design, and in particular, the mixed method research approach. The study was guided by the following questions:

iii. What is the understanding of the policy of Inclusive Education by teachers in primary schools in Nairobi informal settlements and Marsabit Central Sub-county?

iv. What are the challenges faced by teachers in relation to the

implementation of Inclusive Education policy in primary schools in Nairobi informal settlements and Marsabit Central County.

The study was conducted in two marginalized areas of Nairobi's informal settlements and Marsabit Central Sub-county for a total of four weeks between 2016 and 2017. The researchers visited a total of 20 schools and collected data by use of questionnaires from 200 teachers, semi-structured interviews with 20 head/deputy teachers and two Focus Group Discussions with teachers. Data generated in this study was both quantitative and qualitative in nature. Quantitative data was generated from the questionnaires administered to teachers and also from the school records and was analyzed by way of simple statistics using the Statistical Package for Social Science (SPSS) and presented in tabular or chart form as frequencies and percentages. Data from interviews and even documentary review was analyzed in terms of themes as guided by the objectives of the study and then subjected to interpretation.

Key Research Findings

a. Teachers Understanding of the IE Policy

Perhaps the obvious but seemingly overlooked question as pertains to the dynamics of implementation of the IE policy in the visited schools is that of the real meaning of Inclusive Education. While the true essence of inclusion is based on the premise that all individuals with disabilities have a right to be included in naturally occurring settings and activities with their neighborhood peers, siblings, and friends, and while the supporters of inclusive education use the term to refer to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend, data collected in this study revealed that a quarter of the sampled teachers have a wrong concept of Inclusive Education.

For instance, while it has been argued by researchers such as Rogers (1993) that the policy entails bringing the support services to the child and requires only that the child will benefit from being in the class (rather than having to keep up with the other students), interviews with teachers and headteachers revealed conceptions that are inconsistent with such arrangement as indicated below:

> They (Special Needs Children) are not like the other children, so we encourage them to fit into the system... (Head teacher, Marsabit Central Sub-county).

And apparently, aware of their conceptual inadequacy in relation to the concept of inclusive education, over 90% of the sampled teachers expressed the desire and willingness to attend seminars/workshops to improve their knowledge and skills on inclusive education.

It was, however, noted that as the level of educational qualification increases, teachers are more likely to disagree with the idea that SNC and non-SNC learn separately. And while 71% of teachers with a secondary school Certificate and 56% with a Primary Teacher Certificate confessed that it was difficult to teach learners with disabilities in regular classrooms, as many as 63% of teachers with a Bachelor's degree shared the same sentiments. This implies that although teacher training matters, teachers with more knowledge also face almost the same challenges with those with lower levels of qualifications. Further than this, while over 60% of teachers supported the idea that SNC and non-SNC should learn together, less than half of them had confidence in handling SNC in regular classroom.

There was thus an apparent lack of clear understanding of the policy of Inclusive Education. This lack of clarity of the policy of Inclusive Education to the teachers, who in this case are or should be on the forefront of implementation of inclusion programmes in

schools and classrooms in particular, has been compounded by the lack of accompanying operational guidelines as revealed through the interviews held with MoE officials at the County level. This has resulted in some confusion about what inclusion means as well as what ought to constitute its implementation both at school and classroom levels. This poses the unintended consequences of teachers limiting their own students' educational opportunities.

In general, whereas the majority of schools only had regular learners in regular classrooms, some schools in Marsabit had learners with disabilities in regular classrooms. In such schools, although the implementation of Inclusive Education was somewhat limited, the schools were nonetheless implementing it despite their limited financial and human resource capacities.

b. Challenges of Implementing I.E

Teachers, head teachers and Ministry of Education officials were asked about the challenges they encounter in the implementation of Inclusive education Policy. Accordingly, the following are the themes that emerged from the discussions.

Attitudinal Challenges

It has been argued that successful implementation of Inclusive Education Policy is dependent on positive attitudes of the teachers (see Bhatnagar and Das, 2013 and Das et. al, 2013). This was also found to be the case in this study considering that some teachers too were found to have a negative attitude towards teaching learners with special needs together with those that have no disability. In an interview with the teachers, one headteacher noted that:

> If you include a blind child in the class and maybe you give a braille, I don't think that it will be easier for the teacher to manage. Maybe they are two with braille and you are teaching the rest, attention being given to this child might not be adequate and also, it might just attract other learners to just be looking at why this child is using this thing. So in such environment, you know, many people talking of inclusive it means including each person with his or her own disability. But according to me, when you get such cases, what can we do with such cases? That is a challenge we are foreseeing. (Deputy Head teacher, Marsabit Central).

Besides teachers, it was revealed that the attitudes of the other stakeholders including the community are equally important in the implementation of Inclusive Education. A community that that holds negative attitudes towards disability does not provide an enabling environment for the implementation of Inclusive Education. Interviews with educational stakeholders in the field revealed that the community, especially in Marsabit Central, views disability so negatively that the education of SNE children is never a priority as indicated below:

> What I mean is that in this community, disability is taken not as good thing so many times you realize that people do not want to be associated with disability. So they…they need to trek for long distances for long distances in search of water. But persons with disabilities cannot withstand these harsh conditions. So that is why parents believe that people with disability are not good for the community (County Educational Statistics Officer, Marsabit County).

While these attitudes are not so consistent with the spirit of implementation of Inclusive education, the main task would be that of changing these attitudes, which again, a section of the stakeholders felt that is one big challenge they face.

Inadequate Funding

It has become a common phenomenon in Kenya where most of the policies suffer inadequacy of funding. Indeed, interviews with the Ministry of education officials at the county level revealed that there is never any funds set aside in addition to the general FPE funding to cater for children with special needs. There are however, some isolated cases when an additional Ksh2,300 is disbursed to some of the schools and is meant for purchasing learning materials for needy children and yet, due to logistical challenges, money has not been disbursed as it supposes to be.

Given that schools in Marsabit County are set in an Arid and Semi Arid Lands (ASAL) area, and where the main livelihood in the area is pastoralism, the most probable way the stakeholders have thought of as workable in the provision of education is through the use of low cost boarding schools (LCBS). However, these schools are not adequately funded to cater for the population of the learners therein. Even the little funding these schools receive is so irregular in their patterns of disbursement hence not reliable. This lack of adequate funding has also undermined the role of Educational Assessment and Resource Centres (EARC), that is; bringing children with special needs to school.

Inadequacy of trained teachers.

Teachers undeniably play a very central role in the implementation of Inclusive education. However, discourse on inclusive education in Kenya has tended to revolve around supporting the learners to access education and rarely about supporting the teachers to provide better support to learners with special needs. Consequently, the preparation of teachers for the subsequent implementation of Inclusive Education has suffered to the extent that there is an inadequacy of teachers for inclusive education.

Lack of Capacity to Address issues of Inclusive Education.

There are more than one assessment center in each county. However, their capacity is limited due to financial and skilled human resources. Statistics show that Kenya has more than 250,000 children with disabilities. But records in MOE show 110,000-150,000 SNC. This means MOE has not been able to identify all SNC by way of assessment centers.

Infra-structural challenges

Closely related to the challenge of funding is the challenge of infra-structure. Even though the policy of Inclusive Education was introduced in schools, not much effort was made to improve the infrastructure within schools to accommodate these children. This was clearly captured in the sentiments by an educational officer in Marsabit County as follows:

> ...schools are not also designed to accept these people in terms of set-ups. You know if it is a PH physically challenged child you need a ramp, if a child is gen a wheel chair how will he access classroom, if it is a child who has a hearing impairment he needs a hearing aid so such facilities are not available within the school setup (MoE Officer, Marsabit Central).

Conclusion

The situation of inclusive Education the two sampled counties is characterized by the absence of operational guidelines for the

Inclusive Education policy thereby making the implementation of the IE policy rather difficult. At the same time, lack of adequate funding, infrastructure, teaching and learning materials, and trained teaching staff are further obstacles for IE smooth implementation in Kenya. The apparent lack of pre-service and in-service training limits teachers' abilities for teaching and dealing with SNC. The study has also revealed that the prevalent negative attitudes and beliefs in communities have led to stigma and discrimination on the part of children with disabilities to the extent that some of them are kept away from the public hence do not access education.

Accordingly, this paper concludes that while it is not impossible for Kenyan primary schools to implement Inclusive Education, the current pre-service teacher training is insufficient to meet the needs of learners with disabilities. Secondly, despite the efforts expended in the enactment of the policy of IE in 2009, there does not appear to be a commensurate effort in providing the requisite funding for the effective operationalization of the policy.

Implications of Findings for Inclusive Education Policy and Practice

Inclusive Education, particularly in marginalized areas such as the urban settlement areas of Nairobi and the ASAL areas such as Marsabit central Sub-county has been, to some extent, enabling Children with Special Needs access and participate effectively in education. But equally, its challenges and failures are real as very few have met their educational expectations through this arrangement due to the myriad challenges that have been highlighted. These findings should therefore encourage a deeper reflection on the operationalization (including teacher training and funding) of this policy for both the existing and the next generation of learners with special needs who hope to benefit from this policy which is in tandem with Goal 4 of the SDGs.

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Essential Practices for Inclusive Education Classroom Environments in Uganda: A perception of Mugongo Primary School teachers and administrators

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Introduction

Between 2016 - 2017 a team of researchers from Makerere University – Uganda and Hiroshima University – Japan undertook a study to establish essential practices for inclusive education classrooms from the perspective of teachers and administrators. The research team brought together a group of 10 teachers and 02 administrators from Mugongo primary school, Wakiso district – Uganda. The authors did classroom observations and focus group discussions with teachers and supplemented this by conducting interviews with the school administrators. Later this year, United Nations University will publish a final report on this project.

Inclusive education in Uganda

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and, can thus, be understood as a key strategy to achieve sustainable development goals (SDG 4). Inclusion is, thus, seen as a process of addressing and responding to the diversity of the needs of all children, youth, and adults through increasing participation in learning, cultures, communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. The development of educational services in Uganda for learners with barriers to learning, development, and participation, including learners with disabilities, has evolved from the establishment of a segregated educational system which started in the 1950s towards an inclusive school system where all learners benefit equally. The success of the system, as well as current trends in special needs education, has required further resources and well-trained teachers with an understanding of the diverse educational needs among learners. This is in line with (NEP, 1992). The overall policy of the Education and Sports Sector derives from the recommendations of the Education Policy Review Commission (EPRC, 1989), that was subsequently refined into the Government White Paper on Education (GWPE, 1992). The policy is underpinned by the current vision and mission of the sector. The vision of the Ministry of Education and Sports is "Quality Education and Sports for All, and the mission is to "guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development".

The practice of inclusive education gets increasingly important and gains more support and interest in education systems in almost all countries in the world. There is a distinctly declared agreement in the world that all children have the right to education regardless of their race, gender, nationality, disability etc. It is equally universally recognized that the main objective of any education system in a democratic society is to provide quality education for all learners so that they will be

able to reach their full potential and be able to meaningfully contribute to and participate in that society throughout their lives. Quality education requires well-educated and trained teachers and such countries that must expand the most rapidly to meet SDG targets also tend to have the greatest shortage of teachers.

With the introduction of inclusive education in Uganda (1997) through the introduction of the Universal Primary Education (UPE) Policy followed by Universal Secondary Education (USE) policy in 2007, this has subsequently become seen as the way to ensure that all learners access and participate in education. In pursuit of inclusive education, therefore, Uganda needs well-trained and motivated teachers as good teachers can help ensure that every child learns to their full potential from an early age and enters adult life well equipped to be active citizens and support the development of their community and country. In the same direction, attending the local, mainstream school is not just the best, most equitable option for children with special needs, it is the only option in a situation where many teachers were never trained how to teach in an inclusive environment. Therefore, making every school inclusive is the best way to reach and teach all girls and boys. However, ensuring an inclusive school starts with ensuring an inclusive classroom environment. Hence, the need to retool teacher's competencies to be able to teach in an inclusive classroom environment calls for a clear understanding of the role of the teacher, pupil and classroom in ensuring an inclusive classroom environment.

Essential practices for inclusive education classroom environments

To ensure an inclusive education classroom environment, certain practices must be considered on the part of the teacher, student, and the classroom.

Teacher Practices

Among the teacher practices is cooperative teaching. Cooperative teaching is an effective practice to ensuring inclusive education in the context where schools are experiencing an increasing shortage of certified special education teachers. Further, the need to cater for student engagement, persistence and self-regulation is key to ensuring inclusive education as learners differ markedly in the ways in which they can be engaged or motivated to learn. Equally true, learners differ significantly in what attracts their attention and engage their interest. In the same vein, providing multiple options for engagement is essential as inclusive schools recognize and respond to diverse needs of their students, accommodating both unique styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies and resource use. The need to provide frequent and varied feedback and positive re-enforcement to student responses is yet another important practice to ensuring inclusive classroom environments. Equally true, society expects that all people should be intrinsically motivated to behave. In this respect, to ensure learning, pupils must be motivated. The use of data and students' responses to differentiate instruction and support are very crucial in case the teacher wants to engage learners in participation. There is need to understand learner differences and knowing who your students are, as a group and as individuals, is an important part of good teaching that will ensure an inclusive classroom environment. Equally relevant is the need to link teaching to real world applications as such a practice will help ensure meaningful learning. Finally, the ability to accommodate students' differences especially in cases where teachers must help a diverse student body retain valuable

information about a variety of topics in a subject. This is true because students need to connect with learning on three basic levels: text to text, text to self, and self to the world.

Pupil practices

Ensuring peer learning is an important practice since the use of peer-mediated strategies results in improved academic outcomes for all students including those considered at-risk academically. Further, using a variety of tools and means to demonstrate and communicate knowledge is an essential practice in ensuring inclusive education since through such a practice students can use a variety of approaches to gain access to the curriculum, make sense of their learning, and show what they have learned. The ability for students to be attentive and focused in class is another crucial factor in ensuring an inclusive classroom environment since a child's academic success is often dependent on his or her ability to attend to tasks and teacher and classroom expectations with minimal distraction. Such skill enables a student to acquire necessary information, complete assignments, and participate in classroom activities and discussions. Further, the ability to persevere on difficult tasks is an important practice because if students do not believe that their efforts are likely to improve their performance, they will not be motivated to work hard. Finally, the ability by students to decide how to learn best is yet another important practice that is essential in ensuring an inclusive learning environment. This is true because autonomy in classrooms enhances internal motivation and satisfaction.

Classroom practices

A classroom that is conducive for collaboration and group work is an essential attribute as students need to feel safe to learn and they need to feel secure to want to participate. The physical arrangement of the furniture, supplies, and resources in a classroom is a critical factor in promoting positive behavior. Further, a classroom that allows free movement contributes to an inclusive learning environment as your movement around the classroom helps make your teaching more engaging. It also helps with classroom control. In the same direction, seating arrangement is a key factor to be considered for effective inclusive classroom environments. Seating arrangements are an important classroom setting events because they have the potential to help prevent problem behaviors that decrease student attention and diminish available instructional time. Finally, classroom that respects students' cultural background is a key factor. Creating a learning environment that respects diversity sets the scene for fostering children's positive self-concept and attitudes. Such an environment assists children in developing positive ideas about themselves and others, creates the conditions under which children initiate conversations about differences, and provides the setting for introducing activities about differences and creating fair and inclusive communities.

Conclusions and recommendations

There are several practices that teachers, pupils, and the classroom can engage in to promote an inclusive education classroom environment. This points to the need to develop and institutionalize in –service teacher education programs through school-based development work and research, with a focus on learners who are vulnerable to exclusion.

Considering the relatively small study scope from which these findings emerged, a replication of this study in similar education contexts covering more schools with the aim of establishing the authenticity of the range of such practices which are essential for an inclusive classroom environment is required.

The national curriculum and examinations system should conform to individualizing

educational delivery to ensure inclusive education.

More government funding to enable adequate provision of relevant scholastic materials, instructional gadgets and construction of more appropriate infrastructure to reduce the inclusive education gap.

Finally, with the ever-increasing focus of comprehensive policies and reforms on education improvement and quality, there is a need to define and develop reference frameworks of teacher competencies in Inclusive Education, underpinned by a perspective that sees Inclusive Education competencies as developing incrementally on a continuum from initial teacher education to career-long professional development.

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Learning from the Resource Center Practices to Promote Inclusive Education in Malawi

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Introduction

According to World Report on Disability (WHO 2011), estimates for the number of children (0-14 years) with disabilities range between 93 million and 150 million, most of whom have been excluded from mainstreaming education opportunities.

As of 2016, it is still estimated that 61 million children of primary-school age are out of school (UIS 2016). It is expected that nearly half of those, who are currently out of school, will never go to school. The major reasons may be associated with disadvantages children are born with: including poverty, gender, ethnicity, or living in a rural area or a slum and one of the most neglected of such disadvantages is disability (UNESCO, 2013).

Not only do children with disability have lower school attendance, they face the risk of drop out and are less likely to complete the primary education, compared to non-disabled children. To achieve SDG4 through addressing the problem of the out-of-school children, it is needed to profile out-of-school children and to understand multiple and overlapping forms of exclusion and disparities that affect them.

Following the Salamanca Statement in 1994 and the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2008, inclusive education and/or mainstreaming has become a key policy objective for the education of children and young people with special educational needs (SEN) and disabilities (Lindsay 2007). Inclusive education is often discussed in the context of "equity"; however, inclusive education requires systematic reforms to accommodate their inclusion and participation. Inclusive "quality" education should be provided (Kuroda 2017).

Socio-economic Profile of Malawi

Malawi is a landlocked country in south-eastern Africa with the population of around 17.2 million. About 7.7 million (45% of the total population) are aged 14-years and younger (WB 2015). Poverty headcount ratio at $1.90 a day is 70.9% (2011 PPP, % of population) (WB 2010).

Literacy rate among the population aged 15 years and older is 65.96% (male 73.02% and female 59.03%). The gross enrollment rate of primary education is 145.47% (male 143.97%, female 146.97%) in 2015 and the net enrollment rate of primary education is 97.47% in 2009, which is the latest figure. The survival rate to the last grade of primary (Grade-8) is 54.07% (male 53.53%, female 54.63%); there are still serious problems in quality education (UIS 2015).

Children with disabilities and orphans are the critical issues to address the problem of out-of-school children in Malawi. In primary education, there were 88,527 children with special learning needs in 2011). Due to the HIV/AIDS prevalence has influenced the educational development in Malawi; in 2011, orphans who lost a parent/parents account for the 11.0% of the primary enrollment (MoEST 2011).

Inclusive Education Strategy

The Ministry of Education, Science and Technology (MoEST) is formulating National Inclusive Education Strategy for the period from 2016 to 2020 as a way of moving from

the current special education system, where children with disabilities are excluded, to the newly introduced inclusive education system. The Strategy is expected to address educational needs among street children, excluded children, children with disabilities etc.

A Resource Centers (RC) for children with disabilities, which were established at some core primary schools by the previous National Policy on Special Needs Education (SNE) with setting a SNE specialist teacher, has contributed to inclusive quality education by guiding teachers of core and nearby schools in inclusive education/mainstreaming; community based advocacy for inclusive education; and assessment for identification of learners with disabilities (JICA 2011).

Purpose of the Study

The study aims to assess the effectiveness and promoting/inhibiting factors of RCs and to obtain implications to develop a sustainable model for promoting inclusive education.

Methodology

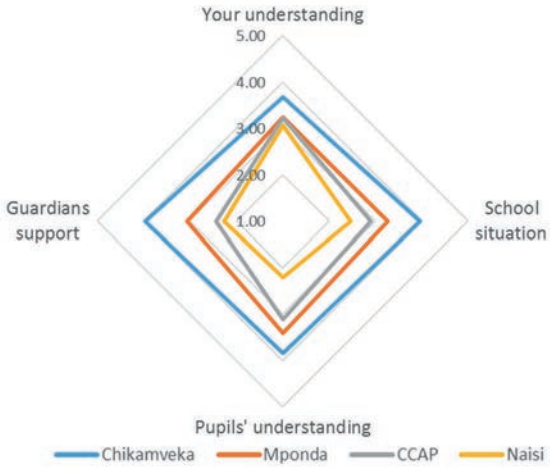
To achieve the objectives, both qualitative and quantitative methodological approaches are employed for data collection and analysis. Five schools were selected purposively: two public primary schools, Chikamveka and Mponda, with RC and one missionary primary school CCAP without RC in urban area; and two public schools, Mukungulu and Guta, with RC and one Muslim primary school Naisi F.P. without RC in rural area.

Information gathering, through observation of RC activities, interviews of SNE specialist teachers and head teachers; and questionnaire using Likert Scaling of teachers, was conducted at the five target schools in June 2016. The collected data was analyzed to compare "with/without RC" and "in urban/rural areas" and to identify possible factors, which promote and/or hinder inclusive education progress.

Research Findings

Through the observation and interviews, the followings were understood:

- In the schools which have no RC or specialist, teachers have difficulties in identifying students with disabilities, especially those who are with mild or hidden disabilities.
- Montfort Special Needs Education College provide specialist training in the areas of learning difficulties, hearing impairment and visual impairment.
- There are only limited specialists trained and RCs are poorly equipped with teaching materials.



The left figure shows the rating averages of the Likert Scale rating (from 1 = extremely disagree to 5 = strongly agree) by school and by SNE-related viewpoints: namely, 1) your understanding, 2) school situation; 3) pupils' understanding; and 4) guardians' support. Chikamveka primary school with RC in urban area shows the highest rating in all viewpoints.

The table below shows the results of the two-sample t-test to examine whether the means of the Likert Scale rating of two schools, to each of the 3 questions of the 4 viewpoints, are statistically different from each other.

Dependent valuable (with-without RC, urban-rural)		Chikamveka & Mponda	Chikamveka & CCAP	Chikamveka & Naisi	Mponda & CCAP
		w/RC +urban	w/RC or not +urban	w/RC or not +urban/rural	w/RC or not +urban
1-1	I understand the objective and importance of "special needs education" clearly.	0.544	0.744	0.544	1.2
1-2	I can identify, instruct and take care of them when there are any children with disabilities in my class.	1.222	0.556	0.744	-0.67
1-3	I was trained in how to identify, instruct and take care of children with disabilities.	-0.489	0.111	0.511	0.6
2-1	The specialist teachers of the resource center give us necessary help for instructing children with disabilities in my class.	0.1	1.8**	1.7**	1.7**
2-2	The head teacher gives us technical advices about how to instruct children with disabilities.	0.767	0.6	1.2	-3.1
2-3	Our school teachers understand the importance of "special needs education" in general.	1.2**	0.8	1.6***	-0.4
3-1	Our pupils understand the importance of special needs education in general.	0.7	0.8	2***	0.1
3-2	Our pupils have been affected positively by the special needs education resource center and been more supportive to children with disabilities.	0.5	1.8**	2.2***	1.3
3-3	There are no negative influence to our pupils achievement by children with disabilities.	0.1	-0.51	0.7	-0.61
4-1	Guardians of children with disabilities understand the importance of the special needs education.	0.9	1.8***	1.8***	0.9
4-2	Pupils' guardians are supportive to the special needs education in general.	1.1	1.6***	1.8***	0.5
4-3	Community members are supportive to the special needs education in general.	0.7	1.2	1.5**	0.5

Note: *** significant at 1% ** at 5% * at 10%

Conclusion

According to the t-test table, the RCs contribute to improvement in understanding of guardians of children with disabilities and to enhancement of pupils' guardians support. Additionally, the RCs improve teachers' understanding of the importance of SNE. At the same time, the SNE specialists' capacity influence the effectiveness of the RCs.

RCs, when he/she has proper knowledge and skills, have significant influence to strengthen linkage between the school and the community for promoting inclusive education and to improve access, acceptance and participation of children with disabilities in the mainstream classrooms.

Recommendation

1) Access, acceptance and participation at all levels (children, teachers, guardians and community) are essential for effective inclusive education, which should be strengthened through further capacity development of RCs.
2) RCs in rural areas, which face some difficulties in mobilizing teachers and guardians, need be properly guided and monitored.

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The Practices of School-based Tutorials in Ethiopia: Implications for Learning Improvement

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Introduction

Historical studies of education in Ethiopia indicate that the traditional education system of the country was religiously oriented; and the two institutions that monopolized traditional education for centuries were the Orthodox Church and the Mosque (Teshome, 1979; Teklehaymanot, 2001). The major objective of education in these institutions was to promote their respective religious doctrines. Apart from religious education in Ethiopia, the first modern school in Ethiopia, Menelik II School, was opened for the public in 1908(Teshome, 1979; Girma, 1967). This school was opened for the sons of the nobility and dignitaries in Addis Ababa (Pankhurst, 1976). The school curriculum was intended to supplement, not to replace, the traditional instruction given in the church schools (Bender et al. 1976). However, the curriculum (the essence of the curriculum and the curriculum materials) was predominantly influenced by Western traditions (Getnet, 2008; Teshome, 1979).

In the period of 1964 – 1974, during the regime of Haile-Selassie I, attempts were made to '*Ethiopianize*' the country's education system with the involvement and participation of educated Ethiopians though Ethiopian experts were not yet left alone to do on their own from beginning to end, either in the development or implementation process of the curriculum(Solomon, 2007). After the outbreak of the 1974 revolution, Ethiopia took the doctrine of Marxism-Leninism as a guiding force for its political, economic and social life; the Ministry of Education was engaged in working out a transitional curriculum in place of the imperial policy. In doing so, new curriculum was designed which could provide students with general education, vocational education, and ideological education (Teshome, 1979; Solomon, 2007). *Derg* was overthrown in May 1991. Soon afterwards, the Ethiopian People's Revolutionary Democratic Front (EPRDF) established a Transitional Government. EPRDF, as a major leading force in this Transitional Government, exploited the opportunity to inculcate its ideological and philosophical foundations to serve as underlying assumptions for a series of national policies. Then, an Education and Training Policy was issued and published in April 1994(TGE, 1994).

Along the lines of Education and Training Policy of April 1994, rolling Education Sector Development Program (ESDP) was launched in 1997/98 to meet the Education for All (EFA) and Millennium Development Goals (MDGs) by 2015 (MoE, 2008). The first ESDP (1997/98 to 2001/02) derived its goals and strategies directly from the Education and Training Policy. Subsequently the Government developed a second comprehensive Five-Year Education Program (2000/01 to 2004/05) to align it with the five-year term of the government. ESDP III which spans five years (2005/06 to 2010/11) was developed and implemented (MoE, 2005). Besides, the new curriculum framework for Ethiopian education was also formulated in 2009 and has been underway (MoE, 2009). Between 2010/11-2014/15 years the country also employed a five year program action plan, ESDP IV, which capitalized quality of education to meet the country's education needs along with the country's five years

growth and transformation program (MoE, 2010). The General Education Quality Improvement Package I (GEQIP I) has also become integral part of ESDP IV. In the last past five years, similarly, the recent government documents, such as GTP II, ESDP V and GEQIP II have also been documented the need to focus on improving quality of education in schools located in disadvantaged regions (Berhanu et al 2016). The Ministry of Education, especially, has been given an emphasis to student learning and the learning outcome in its School Improvement Program (SIP). In this particular study, an attempt has been made to examine the practices of school-based tutorials in Ethiopia in improving secondary school students' learning and academic achievements.

This policy brief discusses the practices of school-based tutorials in Ethiopia (in some selected government schools) and briefly describes intervention packages developed and employed to promote the school-based tutorials. It then outlines various options (sustainable learning improvement systems) for policymakers to consider.

Statement of the Problem

Tutoring is a special instruction designed to help students lead their effort to each of the track to move them up to the desired level of academic achievement. It uses for improving academic performance of students. According to Barely (2002), tutoring is classified into three sub-categories: volunteer tutoring (tutors who are giving their time for merely instinct reward), student tutoring (tutors who are significantly older or otherwise advanced beyond the academic level of the tutees) and professional tutoring (tutors who are licensed, trained and paraprofessionals). The modality of providing the program (tutorial) is varied place to place. It can be offered online (computer-based), home-to-home (individual-based), school-based and so on. The strategies of tutoring are also diverse. Some tutorials are devised to reinforce the most recent sessions of lessons and relate it to the current session (Carpenter, 2013) while others are arranged by identifying what homework assignments the student need help with and create a plan to tackle those tasks (Educational public service USA, 2011). And most tutorials are designed to support students by identifying how the students learns best (Silva, 2011).

Tutoring has a long history in Ethiopia although it is taken as an old-fashioned practice by some authorities and institutions in the country. It is common in Addis Ababa which is the capital city and the center of political, economic, social and cultural activities of Ethiopia (though it is not very common out of the Addis). In the capital city, licensed tutors provide tutorials in institutional-based and home-to-home; tutorial has become their big business. Moreover, most private schools organize tutorials for their respective students at school level charging their students additional payments. Some government schools also provide school-based tutorial for their students (especially for those students who are taking national exams and for female students) free of charge on Saturdays and Sundays. The uptake is mixed depending on proximity of the school to home, child labour responsibilities, parental interest and children's motivation.

Even though the major objective of tutorials in the country is to help students lead their effort to each of the track to move them up to the desired level of academic achievement, the researchers noticed that the implementation has systemic problem. The practice in other parts of the country is also sluggish. The present study is, therefore, designed to examine the school-based tutorial practices of some selected government schools in the country. That is, the major objective of the study is to enhance the professional development of teachers during their school-

based tutorial practices and to develop and propose a sustainable learning improvement system based on the outcomes of the study. More specifically, the study attempts to address the following basic research questions:

1) What are the school-based tutorials at the study areas like?
2) What are the major problems that teachers and students encountered in their school-based tutorial practices?
3) How effective are teachers in discharging their roles as tutors?
4) To what extent is the students' learning improved as a result of the school-based tutorials?
5) What mechanisms/strategies should be used to improve the school-based tutorials?

Research Methodology

To achieve the objectives of the study, a descriptive research design followed by training interventions was employed. That is, every aspect of the study was guided by the spiral form of the research-action process**.** Taking practice as the basis to detect and diagnose the problems, the researchers developed and employed intervention packages to solve the problems and to introduce change (sustainable learning improvement system). Followed by the results of the intervention packages were evaluated, which then leads to a new diagnosis and a new spiral of reflection and action and evaluated.

The schools where the study was conducted are situated in Ethiopia. The study involved two purposefully selected government schools (Olankomi and Holeta Secondary Schools) in Oromia Regional State in the country. The target participants for the study included secondary school students, teachers, directors and educational officers at zonal and regional levels.

To gather data for the study, the researchers consulted different documents, such as Ethiopian education policies, education sector development programs (ESDPs I-V), education statistics annual abstracts, general education quality improvement packages (GEQIP I - II), etc. Moreover, questionnaire was distributed to students, and in-depth interviews were conducted with teachers and educational officers. To crosscheck the data obtained through the questionnaire and the interviews, school-level observations were conducted. Both quantitative and qualitative data analysis techniques were carried out to analyze the data obtained.

Major Findings

The school-based tutorials in Ethiopia are special instructions designed to help students lead their effort to each of the track to move them up to the desired level of academic achievement. The practice basically employed strategies like re-teaching contents or re-designing regular lessons to make the instruction clearer or more personalized for the beneficiary students. Much emphasis was given on doing worksheets, practical exercises and exam questions. The practice is inclusive. That is to say, the school-based tutorial accommodated students with different abilities (high, medium and low achieving students) and with different gender. Students were form different ethnic groups (Oromo, Amhara, Gurage, etc.), and social classes (child laborers, domestic workers, and children in unrest areas). The subject teachers gave the tutorials out of the regular school schedule after the usual lessons. It also sometimes involved peer tutoring (students at higher grade provide tutorials to students of lower grades; and students with the same age, grade, or academic status serve as tutor).

The study identified that negative attitude of some students towards the tutorial programs, shortage of facilities, such as exclusive classrooms, reference materials and laboratory equipments, the school distance

from students' residence, overloading of teachers, absence of incentives for teachers, mistakenly associating makeup classes with tutorials, and lack of professional competence of some teachers were the major problems that teachers and students encountered in their school-based tutorial practices.

The study, furthermore, revealed that the majority of teachers were well qualified in their respective subject area and had good experience of teaching and willing to exert efforts to raise the capacity of their students. However, some of the teachers were not fully capable in discharging their roles during the school-based tutorials. They had a problem of competency in designing materials or lessons for tutorials and employing appropriate method of teaching and assessment. Few of them did not also feel responsibility about their profession; they conducted the tutorial programs for the sake of their school (because of the school requested them to do so).

During the study, efforts were made to examine students' learning improvements as a result of the school-based tutorials. In so doing, the results of the students were reviewed and a questionnaire was distributed to students who passed through the school-based tutorials, and to students who did not take part in the tutorial programs (in a different school). The study revealed that the results of the students who attended the tutorials were improved. They outperformed in their school and national levels examinations. They had also good relationship with their teachers and enhanced their home study skills than those who were not given tutorials. In fact, the results obtained from the respondents indicated that the unrest circumstances (political instabilities) in 2015/16 in the study area had a negative impact on students' learning and achievements.

Finally, to tackle the problems identified and to improve the school-based tutorials, the participants of the study were asked about the mechanisms/strategies that need to be devised. Enforce the students to participate actively in tutorial programs, fulfillment of facilities/resources, providing periodic trainings for teachers about tutoring, incentives for teachers and giving equal paces for all subjects were the major mechanisms and strategies provided by respondents. What is more, documentary reviews showed that there were no any guidelines and/or policy frameworks related to school-based tutorials. Formulation and implementation of policy guidelines and frameworks be set regarding school-based tutorials.

Intervention Packages Implemented

Based on the results obtained (the baseline survey), the researchers organized a school-level workshop for teachers, directors and educational officers. During the workshop, the results of the study were validated and trainings on designing and implementing effective school-based tutorials were provided. Besides, the researchers have planned to develop sustainable tutorial framework (sustainable learning improvement system) along with training manuals after evaluating the effeteness of intervention packages.

Workshop implementation at Olankomi Secondary School

Policy Implications

Anchored in the results obtained it can be said that school-based tutorials improve students' mastery of academic skills, self-esteem/confidence and achievement of students. Furthermore, social barriers can be broken down and new friendships among students can be created. Dropout rates and truancies of students can also be decreased. Based on the results of the present study, the following policy implication can be forwarded:

- Even though most of private schools and few government schools in the country consider tutoring to be 'trendy', it likely to fail in the face of most government schools (they relied on the regular teaching-learning process which is customary). School-based tutorials are found to be relevant to the students' learning improvement though they are not compulsory. The results of this study can guide the design of policy frameworks/ guidelines for school-based tutorial in Ethiopia as part of the school improvement program.
- Employing school-based workshops (trainings) on inclusive tutorials and on designing tutorial lessons can make an important contribution to teachers' professional development.
- Establishing evaluating and monitoring mechanisms, strengthening the involvement and participation of community/stakeholders, incentivizing teachers and high scored students who involve the tutorial programs, conducting action research, and scaling up best practices need to be considered for the effective implementation of school-based tutorials.
- Meanwhile, further research is needed to provide high-quality tutoring interventions of sufficient duration and frequency that are aligned with regular classroom instructions.

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Non-Formal Education Policy for Educationally Disadvantaged Children; A Case of Empowering Non-Formal Education Teachers for the Karamoja Pastoral Community; Uganda

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Introduction

Non-formal Education (NFE) Policy in Uganda can be traced to the 1989 Education Policy Review Commission (EPRC) Report under the Chairmanship of Prof. W.S. Kajubi. Among other recommendations of the EPRC was one on NFE. Though the emphasis of the EPRC was on adults and old drop-outs, its recommendation opened the eyes of Government that there were many school-age going children who were not in school who also needed education. The Government of Uganda responded to the EPRC recommendations through its "Government White Paper on Education in 1992 (GWPE, 1992)

Similarly, Hoppers (2008) notes that "policy in relation to NFE (ie in the GWPE) was concerned with informal opportunities for youth and adults to benefit from literacy training and various forms of skills development, as well as remedial education for those children dropping out of primary school education". The political leaders were silent on out-of-school children (16-18 years) because they had hoped that when Universal Primary Education (UPE) begins every school –age going child would go to school since it would be "free" education.

Before UPE was launched in 1997some officials from Ministry of Education and Sports, (MOES) NGOs and Agencies such as UNICEF had already noticed that even if UPE was to start some children, due to various prohibitive factors, would still miss UPE. They hatched plans to start alternative and equivalent basic education for such children who were then referred to as disadvantaged (unreached) children. Programmes being developed at this time included "Alternative Basic Education for Karamoja (ABEK) and Complementary opportunities for Primary Education COPE (for many other districts in Uganda).

The initiators of NFE were proved right when UPE started in 1997. Though, as a result of starting UPE the enrolment jumped from 2.9 million children in 1996 to 5.2 million children in 1997 and 7.3 million in 2002 still many children did not join school. Even those who joined school (due to UPE) started dropping out. Up to this day Primary school cycle completion rate is still very low (30%).

The following factors were and are still) responsible for out of school, school-age going children.

- 'Un-reached' children because of distance
- Early drop-outs because of age, motivation, socio-economic circumstances, HIV and AIDS.
- Over-aged young people but still in need of education.
- Those who fail primary (7) leaving examinations
- Rigidity of formal education: time tables which stop children from doing activities at home.

The following NFE programmes were therefore started to offer education to educationally disadvantaged children:

i. Pre-UPE i.e. since 1995: COPE, ABEK & BEUPA.

ii. As a result of UPE's failure to reach all children, other interventions such as NFE Mubende, ELSE, CHANCE & ALP were started.

To streamline the operations of these programmes vis-a-vis Government educational programmes a policy on NFE was inevitable. Therefore in 2001 a taskforce for the policy on Education for disadvantaged children was created. Through a long process a Non Formal Education Policy for Educationally Disadvantaged Children was ready in 2011. This policy is under-pinned by several legal backings, for example, the 1995 national Constitution, Children's statute - 1996 and the 2008 Education Act. According to these documents, all children have a right to education. The 2001 NFE policy recognizes factors indicated above that hinder children from joining the formal education schools.

The 2011 NFE policy acknowledges the earlier interventions started by various agencies, NGOs and donors. For NFE programmes to succeed, according to the policy, the training and conditions of NFE teachers (instructors) must be improved upon. This is premised on the fact that "no curriculum innovation can succeed without competent teachers (Bishop, 1985).

Without being explicit about it, the policy uses system- wide approach (Yasunga Mari, 2014) to show that the success of NFE would depend on many different stakeholders. Kyambogo University (KyU) is specifically identified in the policy (by name) as one of the stakeholders.

KyU (and other teacher training institutions) are assigned the responsibility of training NFE instructors for the cohort who are now in the NFE Learning Centres. KyU, accordingly, is expected to review the curricula of Primary Teacher Education colleges for sustainability of the teacher supply in the NFE Centres.

The NFE policy affirms the SDG4 on quality, equitable and inclusive education for life-long learning. Children who miss formal education are "included" in education through non-formal approach. The Policy, however, is clear that NFE is not a parallel education system but compliments the current education system.

The ABEK NFE Instructor

A lot has been written on the ABEK programme but without giving adequate details about the NFE instructor himself/herself. Highlights about life and education in Karamoja under which NFE Instructors operate include the following:

- Karamoja (North-Eastern Uganda) is a semi–arid region with low rainfall (500 mm – 700 mm) and high temperatures.
- It is a hard – to reach area with poor infrastructure.
- Semi – nomadism dominates the way of life with few sedentary/agricultural activities, due to long droughts.
- Until recently, cattle rustling and insecurity were rampant. The neighbouring Turkana people from Kenya, not yet disarmed as the Karamojong, pose security threat as they flock Karamoja in search of pasture and water.
- Since the 1940's to 1998 the Karamoja hated 'western education' because Whites (British Colonialists) conscripted their sons using a pen for the 2nd world War and were never seen again. In reaction they buried the White man's pen. A pen was ceremonially unearthed in 1998, credit to the RED BARNNA, and "Western/Modern" education accepted again. However attitude to modern education remained low; no wonder literacy rate in Karamoja is at 34% compared to National average of 74% (UBOS).
- Life in Karamoja revolves around a cow (Manyire, 2011). Therefore attention to cows is more important than attention to education. Boys can be "pulled" out of school to accompany other people in search of water and pasture in places far away from their homesteads (Manyattas) and schools. This partly contributes to the high drop-out rates in Karamoja districts. Some girls are married off at a young age.

ABEK was able to attract learners due to these factors

- Flexibility: The timetable allows children/learners to do work at home and at school.
- Relevance. Content and skills relate to the Karimojong life. The following 10 themes are covered
    - Life stock education
    - Crop production
    - Environment management
    - Rural technology
    - Home management
    - Uganda, our country; rights and objectives
    - Peace and security
    - Human health
    - Sex education
    - HIV/AIDS and other sexually transmitted diseases
- Instructors are drawn from the community. They are "their own people" because of the same language, culture and philosophy. The minimum qualification (to be an NFE Instructor) was a Primary Leaving Examination (PLE) Certificate.
- Flexibility is in the age range (6 -18 years old). Some adults attend children's classes not only to gain new knowledge and skills but also to "vet" the ABEK content. The big question for this study is about the NFE instructor's competence and potential in such circumstances.

SUCCESSES OF ABEK PROGRAMME

ABEK has attracted many learners due to its flexibility and perceived relevance to the extent that in 2005, ABEK learning centres had more learners than the formal schools. In Kotido, for example ABEK had a total of 17399 pupils, 5850 pupils more than those enrolled in formal schools. ABEK helps children to transit to formal schools at p.5 level. By 2005, 2536 pupils had successfully transited, some of whom continued to university level. Adults also gained knowledge and skills of hygiene, for example, constructing and using pit-latrines.

Challenges facing ABEK

- Dropout rate is still high. A mobile ABEK strategy is necessary "to follow pupils" who go away with cows to look for pasture.
- Some adults still have negative attitude to modern education.
- Hunger and famine; unless there is food or porridge, children do not come to the learning centres

NFE instructor's remunerations are inadequate and inconsistent, because of 'donor fatigue" Kyambogo was given a responsibility of offering formal training to these instructors so that they may get qualifications that make it possible to be included on Government payroll as civil servants. To date (2017) NFE instructors programme has never been approved by the highest organs of the university. The approval process has just been resumed.

Statement of the Problem

ABEK and other NFE Interventions are legally backed by the 2008 Education Act and the 2011 NFE Policy. ABEK has registered many successes as far as provision of education to the Karimojong pastoral community is concerned. For sustainability of the ABEK intervention, the NFE teacher factor must be adequately addressed by all the ABEK stakeholders. The NFE Policy recognizes the need for "Training of NFE teachers to be institutionalized to address certification and career development". Although a lot is known about ABEK intervention in general, little is known about the potential, competence, vulnerability, psychology, identity and trainability of the ABEK NFE teachers. Kyambogo University and other stakeholders need this information to "Professionalize" the NFE instructors because,

after all, according to the NFE policy these instructors "shall abide by the Teachers Professional Code of Conduct"

Purpose of the Study

- To contribute to the sustainability of the ABEK programme by training competent teachers.

Specific Objectives

I. To examine conditions under which NFE instructors operate.
II. To assess current NFE instructors' potential for undergoing a teacher education course
III. To establish NFE instructors attitude to the NFE course.
IV. Determine NFE instructors course support systems.

Significance of the Study:

KyU will contribute to the achievement of the MOES Policy Mission of "delivering quality and relevant Non-Formal Education services to educationally disadvantaged children" by training competent NFE teachers (instructors).

Research Design

A descriptive and case study design will be used. The ABEK programme, with special emphasis on the NFE instructors, will be analysed as it is today, findings of which will carry the same or similar interpretations for other NFE programmes in Uganda.

Three districts in Karamoja Region (Moroto, Kotido and Amulat) will be sampled. Relevant data and information will be sought from NFE instructors, Community opinion leaders, ABEK managers (at national and local levels) and Kyambogo University officials.

Overall target: generate an NFE Teacher Profile that will help Kyambogo University and other ABEK stakeholders redesign and consolidate their inputs.

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