Inclusive Education
Training Manual

Ministry of Education and Sports
Inclusive Training Center, Department of Preschool and Primary education
Supported by Catholic Relief Services (CRS)
Vientiane Capital, Lao PDR
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Inclusive Education

Training Manual For The Administrators
Introduction

In order to be compliant with the National Policy on Inclusive Education (2010) and National Strategy and Plan of Action on Inclusive Education (2011-2015) and to implement the “Promoting all children to enrol in primary school project” that has been implemented in 6 districts in Savannakhet province. This is one of the projects which expanded and complied with the objectives and the goal of national policy and strategy. The concept linking the inclusive education which covering all group of disabled people to have equal opportunity to enroll in the same school with those normal students. Especially, the children who have special needs are mainly the target, key component and important point of the project.

The objective of developing this Inclusive Education Training Manual is to be used in the “Promoting all children to enrol in primary school project”. It; in particular, will be used for training in the target districts such as: Oouthoumphone, Aadsaphone, Phalanxay, Phin, Sepon and Vilabouly district in Savannakhet province. To enhance the understanding and capacity building for the staff in charged at provincial, district, village education development committee, parents of the children and target communities which will provide the opportunities, facilities, and supports for the children who need special support, in particular, children with disability to have equal opportunity to attend school. But the project’s committee are pleased to contribute this training manual to other organizations or projects who are interested in and wanted to enhance the capacity building for their staff, village education development committee, teachers, parents and communities on inclusive education which covering the group of people who have less opportunities, especially children with disabilities within their project catchment area.

This training manual consists of 2 Parts: First part, to strengthen the capacity of provincial, district, school administrator and village education development committee. Second part, to strengthen the capacity of teachers who teach in school on inclusive education.

I would like to express my sincere thank to Catholic Relief Services (CRS) for supporting the funding and good cooperation with Ministry of Education and Sports in reviewing, editing and developing of this training manual, without such support this training manual would not has successfully been made.

Also thank to all the manual developers who are from Inclusive Education Center, Department of Preschool and Primary Education, Ministry of Education and Sports; Savannakhet Provincial Education and Sports Department, Trainers and Inclusive Education Team from Dongkhamxang Teacher Training College, Ban Keun Teacher Training College, Savannakhet Teacher Training College and technical officers from Catholic Relief Services for contributing the efforts in reviewing, paying great attention and valuable time to develop this training manual.

This inclusive training manual; certainly, may not perfectly be off any deficiencies, but to have a uniform training manual using in many projects; therefore, this training manual has been developed to be used at the local level. The users who will be using it would need to innovate and study more relevant documents to widen their knowledge. Inclusive Education Center, Department of Preschool and Primary Education, Ministry of Education and Sports and Catholic Relief Services are pleased to receive any feedbacks from the users and readers in order to better improve it in the future. Thank You.
Director of Department of Kindergarten and Primary Education/

Director of Inclusive Education Center
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Manual Book 1
Building Inclusive Education
and Learning Friendship Environment

Part I
Adapting the Environment
into Inclusive Education and Learning Friendship

Chapter 1
Definition and Importance of
Building Inclusive Education and Learning Friendship Environment

1. **Objective:** The participants are able to:
   - Explain the definition, importance of Inclusive Education and Learning Friendship (IELF).
   - Explain the characteristics and components of inclusive education and learning friendship that may applied to daily life.

2. **Contents:** The participants will learn and able to define the definition, importance, characteristics, components, advantages from the inclusive education and learning friendship.

3. **Methodology**
   - Discussion, group work, presentation and summary of the answers.

4. **Time 170 minutes.**

5. **Materials:**
   Preparation of the trainer:
   - Case studies (Manual Book 1, page 3-4), character table (page 4-5)
   - Questions (using Power Point) or write on flipchart paper.
   - Flipchart paper, scotch tape, marker pens and LCD projector.

6. **Implementation Processes:**
   **activity1:** Definition, importance of building inclusive education and learning friendship environment. (Time 90 minutes)
   - Trainer asks questions and the participants to share ideas on inclusive education (Does any body know that? How do they know?) then ask every participants to sketch the picture of inclusive education by their own imagination base.
   - The trainer discusses with participants by using the below questions:
     1. What is the definition and importance of inclusive education and learning friendship?
     - Ask the participants to read and discuss in group (entire of participants as one group)
     - Trainer asks participants to provide answer 3-4 people.
     - Trainer to summarize the answers.
**Definition of Inclusive Education**
Refers to the processes of providing qualitative education and continually upgrade to match the actual condition, ability and the needs of all variety learners. Focusing on addressing the barriers of accessing to education by building the learning friendship environment, safe, without discrimination and protect the students as well as mobilizing the community, families and children to participate in the inclusive education effectively.

**Importance of Inclusive Education**
To help the children with different backgrounds and abilities such as every child can success both on learning in class and out side the school, also benefical for every child, parents or carers, administrators and communities.

**Definition of Learnig Friendship.**
Means the friendly environment of children and teachers in their learning and take the children as the central point of learning with strongly promote inclusive education.

**The Importance of Learning Friendship.**
Means to support the needs, interests of teachers and communities because it’s the place where children have the rights to learn with their highest capacity in the safe and willingness environment. The purpose is to improve the inclusive education and learning for each child in school, in the mean time, teachers aslo need to learn on new things and update themself.

Activity 2: (Time 90 minutes)
- Trainer devides the participants into groups as appropriated (Group of 5-6 people) then giving one set of case study for each group to read and answer the below questions:
Case Study

Class A:
There are 40 students in primary grade 3 class. The students are opening their work book and holding a pen in hand to write. The teacher is copying the story from text book onto the board as it is written. Male students who seated on the right side of the class are writing down what teacher has written into their workbook. The female students who seated on the left side fo the classroom have to wait until the teach moved out to see what teacher wrote on the board then write it down onto their workbook. While the teacher is writing, he asks “Have you all written down the story which I am writing on the board into your workbook?” every students replies “Yes”

Class B:
2 group of students are sitting on the floor in cycles. They are mixed male and female students in two groups. The teacher of primary grade 3 class is teaching different shapes of geometric subject to the students. In group 1, the children are discussing on the cycle shape. Teacher displays the existing cycle objects which students had been asked to bring from home earlier. Children touch the objects and work together to write down the lists of other objects that are in cycle shape.
The other group, some children are holding a loop of news paper shape like a long wood. Teacher calls the number then student who has that number drop down his/her loop of news paper onto the midle of the class to build up a square shape. One students who has hearing problem added her loop of newspaper to create a triangle shape and smiles at teacher. The teach smiles back and says “very good” making sure that the student can see his lips while saying. One carer who is the class volunteer for one week, gently claps on the student’s arm and turns to help other students who are still not sure where to put their loop of newspare on to create any shape.

1. Which class do you believe to be the inclusive education and learning friendship?
2. What shows you the inclusive and learning friendship?
   Trainer asks participants to bring the grop’s answers and compare to the table (Book 1, Page 5)
   - Ask each group to try to understand by themselves by summarizing the case studies and report.
   - Trainer summarizes of comments

• Answer the case studies questions as below:
  1. The class with you believe to be inclusive class and learning friendship is class B.
  2. What shows the inclusive class and learning friendship are:
     - The two group consists of female and male students
     - All the students discuss the lesson that are taught and the display objects together.

Activity 3: (Time 30 minutes)
- Devide the participants into 6 group (group of 6 people)
- Trainer gives the inclusive education environment indicators assessment form to each group and instructs them to put tick (✓) into the box which their school able to do and put the cross (✗) for what school unable to do, also provide the reason for why and why not.
- Each group presents their result and clarify the reason for why and why not accordingly.
- Trainer might add something which missing.

**Inclusive Education Environment Indicators in school Assessment Form**

**Instruction:** Please read the below indicators, then put the tick (✓) for what your school is able to do and put the cross (✗) for what your school is unable to do.

<table>
<thead>
<tr>
<th>No.</th>
<th>Able to do</th>
<th>Unable to do</th>
<th>Description</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>All the children are welcomed to school</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>All the students help each other during classes</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>All the students will be helped and supported by the teachers and staff in the school</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Good cooperation among teachers and parents</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>The students are equally treated so as all members in the school</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>All students are recognized, their comments and attitudes are meaningful</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>All students can access to every lesson taught</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>All students can access to every where of the school building</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>All students attend school regularly</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Students enjoy their classes</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>All students participate in any activities during classes</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Students achieve all the subject regarding their own capabilities.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>All students commence their learning at the same time</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>All the students can equally access to the appropriated healthcare services</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>School is the key confidence builder for children to enrol in school.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td>Disabled children can achieve their studies</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td>Build the learning environment that promote all students’ learning.</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2
Problems Analysis, Building and Maintaining
the Inclusive Education and Learning Friendship Environment
in Sustainable Way

1. **Objective:** The participants will be able to:
   - Define the problems of inclusive education and learning friendship.
   - Explain the building and maintenance of inclusive education and learning friendship environment in sustainable way.

2. **Content:**
   Problems analysis, building and maintaining of inclusive education and learning friendship environment in sustainable way.

3. **Methodology:**
   - Individual study, group discussion, report and summary the answers.

4. **Time 90 minutes**

5. **Materials:**
   - Inclusive education and learning friendship environment problem analysis form.
   - Questions (Using Power Point) or flipchart paper.
   - Flipchart paper, tape and markers.

6. **Implementation process:**
   **Activity 1:** Problem analysis or problems study of inclusive education and learning friendship environment *(Time 50 minutes).*
   - Trainer instructs the participants to read the form and doing self assessment by putting a tick (√) to the words below for what your school can do and put a cross(×) for what your school can’t do regarding to the problem assessment of inclusive education and learning friendship. (Book 1, page 12-17)
   - Then, ask 2-3 representatives from the groups to report the most common problems and the least common ones, also provide the reasons for those problems.
   - Trainer summary the answers.
1. **School policy and the support from your school administrators**

   - Have the responsible committee, vision and appropriated policy to manage the inclusive education and learning friendship as well as the dealing with the limitation and discrimination to inclusive education.
   - Have registration name lists of all children who are at their the school ages in the community and the children who has been attending school and who has not.
   - Mobilize and promote the parents to bring their children to school, as we as emphasizing that all children should have attend school and all children are welcomed at the school.;
   - Have sufficient materials or resources of inclusive education for those children who have different back ground and capabilities.
   - Know which vocational organizations, advertising campaigns and community organizations that are able to support the resources for inclusive education;
   - Demonstrate one of the sights which reflect the understanding of teacher and school administrator on the nature and importance of inclusive education;
   - Prepare of lists of barriers that obstruct the development of inclusive education and learning friendship and lists of potential solutions to overcome those barriers;
   - Well understanding in changing of school policy and practices which obstruct and separate girls and boys from enrolling in good quality education such as : financial issue (any fees), class timetable and so on.
   - Provide flexibility for teacher to continue adapting the new innovation teaching techniques to help all the chilren to learn;
   - Have good relationship with the communities, have the responsibility to the needs of communities as well as give opportunities for the community to share their ideas which will result in changing the old practice to inclusive education ;
   - Support the needs of staff, teacher without any intimidation and unfair act;
   - Support the efficiency, redundancy and supportive supervision system where every people participate in learning about this issue and use it as the records of changing inclusive education practices as well as determine the decision making in the future.

2. **School Environment**

   - Have the facilities available to match the needs of all students, such as separate female-male toilets and ramps for children with physical disability;
   - Have a welcoming environment, hygiene and cleanliness;
   - Have sufficient safe drinking water, clean and safe food served or food selling complianlty to the hygiene and nutrition principles.
   - Have variety of human resources or school human resource development, planning (male and female with different background, skin, tribes, physical ability, believes, languages, socio-economic status and so on);
   - Have human resources such as trainers and teachers of bilingual who are able to define-identify and support the children who needs special support in their learning;
   - Have process and appropriate approaches to help the teachers, carers and children work together to define/identify and provide support to the children who have special needs in learning;
   - Focus on group work among friends and classmates;
Have good relationship with the existing health staff as they will provide the healthcare services for the kids periodically.

3. **Skills, Knowledge and Attitude of Teachers**
   
   - Be able to explain the definition of “Inclusive Education” and “leaning friendship” and able to give an example of inclusive education and leaning friendship environment;
   - Have a strong believe that all children, girls, poor or rich children, different ethnic groups of children with different languages as well as children with disability can study;
   - Participate in looking for children who are in their school age not attending school to see and make sure that they have received education;
   - To learn about diseases caused physical, emotion and learning problems, and able to help the student whose health is not good to received proper and appropriated care;
   - Receive anual health check up together with other officials and staff.
   - Have big goal on every children and encourage them to complete their school;
   - Have knowledge on how to use the available resources to help the kids who need special learning;
   - Can identify / define the bias of culture and gender teaching materials, the environment of school and their own teaching as well as able to analyse and provide the proper resolution for the prejudice;
   - Help the students to define/identify and analysis the prejudice on gender and culture in the teaching materials;
   - Improve the curriculum, lessons and activities of school to match the needs of children with different variety of capability;
   - using the contents, languages and learning strategies to help all children to learn.
   - can evaluate the learning of children in the proper way in regards to the ability and the needs of children;
   - Listen to the feedbacks and open-minded to learn, adapt, test and changing accordingly;
   - Can work as a team.

4. Teacher Development
   
   - Attend workshop, meetings or learning on developing the classrooms and school which cover the inclusive education and learning friendship environment, received professional training regularly.
   - Give presentation on developing the classroom of inclusive education and learning friendship environment to other teachers, carers and community members;
   - Receive the support to improve the understanding on the content of learning subject (e.g: arithmetic)
   - Receive the supports to develop the teaching and teaching materials regarding to the inclusive education and learning friendship environment;
   - Receive support from the school administrator through the regular observation and developing the implementation plan;
   - There are offices or dormitories where they can do the preparation of teaching materials and sharing of their ideas;
   - Study tour to “model” schools where the inclusive education and learning friendship
environment is existed.

5. **Students**
   - All children in their school age regularly attend school;
   - Textbooks and other learning materials are available for every students regarding to their needs;
   - All students regularly receive their learning outcome evaluation in order to help them in monitoring of their learning progress;
   - Children with variety of different backgrounds and abilities have equal opportunities to learn and show of in their classroom and in school;
   - All students are appropriately followed up, communicated in cases of their absences from school;
   - All students have equal opportunities to attend any activities in the school;
   - All students to help developing guidelines and regulations in the classroom and in school focusing on inclusive education, non-discrimination, anti-violence and violation.

6. **Course Content and Evaluation**
   - The course allows variety of different teaching and learning techniques such as interactive discussions, arguments and role plays;
   - The content of the course is associated and reflect the daily life of children in school even though they have different ability backgrounds;
   - The course has been absorbed into learning, reading, writing, calculating and skills to be used in the subjects;
   - Teachers may use local available materials to help students with their learning.
   - The curriculum includes illustration, samples and basic information on different types of children as well as genders, ethnic groups, and class of people in terms of socio-economy background and children with disability.
   - The curriculum has been adapted to match with different levels and the different ways of learning, especially for those the children with disability;
   - Children who have learning problems, have opportunities to review their lessons and improve it or they might need additional teaching sessions;
   - The curriculum and learning should be somethings that will regularly be used both in the classroom and out site the classs room;
   - The curriculum promotes students’ attitude such as respecting others, be patient and basic knowledge about the culture of themselves and others;
   - Teachers have variety of instruments to evaluate the knowledge, attitude of students rather than looking at their score from the tests only;

7. **Special Subjects / Additional Courses Activities**
   - Children with physical disability have opportunities to play/exercise and develop of their body;
   - Female children can also access to the exercises or play (such as: have equal time to play at the soccer stadium) and additional course activities same as male students;
   - All children have opportunities to read, write and learn in their own language;
   - School pays its respect to the children who came from different religion;
   - Children have opportunities to learn about the cultures and religions as appropriated during classes;
8. **Communities**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
<td>Parents and carers understand about the environment of inclusive education and learning friendship and able to help the school to become the environment of inclusive education and learning friendship;</td>
</tr>
<tr>
<td>____</td>
<td>The communities help teacher to be able to access to all the children who are neglected from school attending;</td>
</tr>
<tr>
<td>____</td>
<td>The group of parents/carers propose their ideas and resources which will be used to build the environment of inclusive education and learning friendship;</td>
</tr>
<tr>
<td>____</td>
<td>Parents/carers receive the information from school on the attendance and learning results of their children;</td>
</tr>
</tbody>
</table>

**Activity 2:** Building, maintaining and changing the inclusive education and learning friendship environment in sustainable way (**Time 40 minutes**).
- Trainer divides participants into 6 groups, group of 6 people to study the below question:
  1. What should we do to build, maintain and change the inclusive education and learning friendship environment in sustainable way in school?
- Then, representative from each group to answer.
- Trainer summarizes the answers.

- **Building and maintaining the changing the (IELF) of school in sustainable way, should follow the points below:**
  - Must have the leader who has strongest obligation to the changes such as: school director, senior teachers or passionate teachers.
  - Must receive trainings and have opportunities to learn.
  - Must improve teaching and learning in classrooms.
  - Must communicate among classes and communities.
  - Must mobilize and effectively use the available resources (resources refer to: human resources or relevant people).
  - Must have flexible plan and long term plan (3-5 years).
  - Must have cooperated learning and team work.
  - The key administrators must have responsibilities regarding their TOR, define the vision and have the unique culture for the school.
  - Must conduct data collection regularly in regards to the statistics to have clear, accurate information which accepted by the communities.
Chapter 3
Steps of Becoming the School with Inclusive Education and Learning Friendship Environment

1. **Objective:** The participants are able to:
   - Explain the process and monitor the progress of the school which has the inclusive education and learning friendship environment.

2. **Content:**
   How to plan and monitor the progress to become the school with inclusive education and learning friendship environment.

3. **Methodology**
   - Explaining, questioning to discuss and summary the answers

4. **Time 180 minutes**

5. **Materials:**
   - Questions (Using Power point) or write in flipchat paper.
   - Flipchat papers, tapes, markers.
   - Read the topics on how to monitor the progress in page 26-27.

6. **Implementation processes:**
   **Activity 1:** Planning for the school to become a school which with inclusive education and learning friendship environment. (**Time 90 Minutes**)
   - The trainer divides participants into groups as appropriated. Then, instructs each group to study the document and write down each steps, also explain the steps of becoming the school with inclusive education and learning friendship environment in brief.
   - Trainer asks specific questions to focus on as follow:
     1. Which processes are important and beneficial ? why?
     - The participants to give their comments around 6-7 people and their reasons.
     - Trainer summarizes the answers base on the below chart.

![Diagram of Implementation Processes](image-url)
Activities 2: How to monitor the progress (Time 90 minutes)
- Trainer instructs the participants to read the information on how to monitor the progress in page 26-27.
- Then, trainer ask questions to discuss with participants as follow:
  1. What are the ways to monitor the progress? What is the most effective way? Why?
     - Participants around 5-7 people to give comments.
     - Trainer writes down the answers onto flipchat paper or using LCD.
     - Trainer summarizes the answers.

- **How to monitor the progress**
  1. Daily records (work to be done in a day)
  2. Discussing with others (preparing the questions)
  3. Evaluate the knowledge and skills through reports writing (reports)
  4. Observation (observe during working)
  5. Any information (data)
Part II
How to work with families and communities
Chapter 4
Definition, Roles and Responsibilities and Mobilization of teachers to Families, Communities and The Course

1. **Objective:** Participant are able to:
   - Give the definition, importance of the communities.
   - Explain the roles, responsibilities of teachers, parents/carers and communities.
   - Explain how to mobilize-communicate and announce the Inclusive Education and Learning Friendship to communities.
   - Explain the linkage between classes to community and community to classes.

2. **Content:**
   - Definition, importance, role, responsibilities of teachers, parents/carers and communities.
   - How to mobilize-communicate and announce the Inclusive Education and Learning Friendship to communities.
   - The linkage between classes to community and community to classes.

3. **Methodology**
   - Trainer participants discussion, group discussion, group analysis, reading the case studies, playing games and explaining.

4. **Time 195 Minutes**

5. **Materials:**
   - Questions (Using Power point) or write on the flipchart paper, flipchart papers, tapes and markers.
   - Blue color, red color for playing games.

6. **Implementation processes:**
   **Activity 1:** Definition and importance of communities *(Time 60 Minutes)*
   - Questioning and discussing with the participants on the definition and importance of community.
   - Participants to give comments around 3-4 participants.
   - Trainer allows the participants to question and add something that are missing.
   - Trainer summarizes the answers.

- **Definition of community**
  Community refers to group of people living together with different family status, careers, cultures, communication between one anothers.

- **Importance of community**
  Community is the environment of mind for the children, the good community can positively affect children such as: it’s a virtual, cultural and traditional education institution as well as develop good characteristics for the children.
Activity 2: Roles and responsibilities of teacher in working with the parents/carers and communities (Time 45 minutes)

- Trainer divides the participants into group as appropriated (5-6 people in each group)
- Trainer gives topics to each group to study as below:
  1. What are the elements of the role and responsibility of teacher?
  2. What are the elements of the role and responsibility of parents/carers of children?
  3. What are the responsibilities of communities and village education committee?
- Trainer asks each group to discuss and write down the answers onto flipchat paper.
- Representatives from each group represent their result and other group provide comments.
- Trainer summarizes the answers and adds something missing.

- **Roles and responsibilities of teacher**
  - Communicates with families regularly.
  - Works closely with community leader.
  - Explains the value and purpose of inclusive education and learning friendship.
  - Prepares students in order to communicate with community.
  - Invites parents/carers and community members to participate in class activities.
- **Roles and responsibilities of parents/carers**
  - Parents/carers are the people to mobilize, support, actively participate and promote their children to attend school to positively change children’s behavior.
- **Roles and responsibilities of communities and village education development committee**
  - Mobilize, support the school aged children, collect education data, develop village education plan.
  - Communicate, consult with school director, teachers and communities to discuss and address any problem arises together.

Activity 3: How to mobilize-communicate and announce the inclusive education and learning friendship environment to communities (Time 60 minutes)

- Trainer divides participants into 2 group to play the popular games in (page 41). Then, instruct the participants on how to play the game.

**Instruction on playing popular game:**

Please prepare the marking objects with 2 different colors such as: red and blue for participants to stick on their shirt by tape or needle. Each participant to have one, give the red color to women and to some men. Explain that this activity is high rated while some ones are feeling neglected. Telling the person with red color to seat at the back of classroom or the entire red color are separately seated on one side of the room. Then, happily discuss with persons who with blue color while the red color are neglected; unhappily look on them sometimes and insist them to sit quietly or not be noisy or not allow them to smile. Keep continue discuss with the blue color for 5-10 minutes. Or ask some person from blue team to tell the red team to be quiet. In last 10 minutes, ask the
entire participants to take all their marking object off and to seat together.

- After the game, trainer question to discuss with the participants by using below questions:
  1. How do you feel to have the blue color?
  2. How do you feel to have the red color?
  3. If you have red color, do you want to have blue color?
  4. What can you do to become the blue color?
  5. How do you feel when you are neglected?
  6. Who neglect others? Who are neglected?

- Trainer summalize the game.

This game helps the children to understand the meaning of being neglected

- Trainer ask participants to read the case studies in page 38
- Trainer asks the below question:
  1. What are the ways to mobilize communities on inclusive education and learning friendship environment?
  2. What are the ways to disseminate information on inclusive education and learning friendship environment?

- Then, ask participants to write down their answers onto flipchat paper.
- Trainer summalizes and adds some more answers.

- **Mobilizing Community:**
  - Support and promote parents/cares to tell other people regarding the school with inclusive education and learning friendship environment.
  - Invite parents, carers to participate in the activities on exploring and helping children who are neglected.
  - Associate with community, school administrators on building inclusive education and learning friendship environment.

- **Dissiminating the information on inclusive education and learning friendship environment to communities:**
  - Printing materials.
  - Announcing on media, radio and TV.
  - Community meetings.
  - Invites social business services to participate in.
  - Create more friendship network with other school.

**Activity 4: Time 30 minutes**
- Trainer asks participants to read the information on classroom to community and community to classroom. Book I, page 46 -50. Then, 4-5 representatives of participants to explain.
- Trainer to summalize
Communities to School
- Active participation in helping teachers to conduct school activities
- Encourage children to complete their studies
- Attend meetings, sharing knowledge and experiences on courses in school.
- Support materials needed for school.

School to Communities
- Children can learn from their parents/carers’ experiences.
- Apply the experiences from communities into classes.
- Able to create community maps and support on searching for children who do not attend school.
- Participate in any activities to be held at communities.
Part III
Bringing all children to school and learning
Chapter 5
Children not attending school, Reasons for not attending school, searching of children and implementation to bring all children to school.

1. Objective: Participants are able to:
   - Give definition of kind of children who are not attending school and the barriers to obstruct children’s inclusive education.
   - Give definition and importance village education map.
   - Explain the action plan.

3. Content:
   Children not attending school, the barriers to obstruct children’s inclusive learning, definition and importance village education map and plan of action.

3. Methodology:
   - Explaining, discussing, and group work.

4. Time 120 minutes

5. Materials:
   - Questions (Using Power point) or write on flipchat paper
   - Flipchat paper, tape, markers and A4 paper

   Activity1: Children not attending school, the barriers to obstruct children’s inclusive learning. (Time 30 minutes)
   - Trainer divides participants into group as appropriated (group of 6) then ask them to answer the question by writing down on flipchat paper. The questions are as below:
     1. What are the groups of children not attending school?
     2. What are the barriers obstructing children’s inclusive learning?
   - Represents from group to present, other group to give comments.
   - Trainer summarize the answers.

- Children not attending school
  - Ethnic group of children who not understanding Lao central language.
  - Children never attend school.
  - Children with disability.
  - Children with no support and over school aged children.
Barriers obstructing inclusive education

**Children:** no accommodation, work for family too much, disability, sickness, hunger and violation.

**Family:** poor, conflicts, inappropriate care, HIV/AIDS.

**Community:** Gender discrimination, difference in culture, tradition and improper negative attitudes.

**School:** tuition fees, location, schedule, time, building, size of classroom, resources and working hard.

---

**Activity 2:** Definition and importance of village education map *(Time 20 Minutes)*
- Trainer gives questions to discuss on definition and importance of village education map.
- Around 4-5 participants to give comments. Then, trainer summarizes the comments.

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**Definition and importance of village education map**

It’s necessary and important in searching for the children and the reasons for not attending school within the village. Village education map also helps with data collection on children aged 6-12 years old of each household whether their kids attend school or not.

---

**How to collect data for developing the village education map**
- Communicate with families to participate in collecting the data.
- The team who will conduct the survey will need to be well trained.
- Appropriately allocate the tasks according to the local areas (Units, villages, services points).
- Using data collection survey form.
- The data need to be very accurate and true (not allow estimation).
- Review and summary the data after completed the survey.

---

**Benefits of using the village education map**
- Will have the data of children attending and not attending school base on the aged scale.
- Have the clear information and convenient for village education planning.
- Have the accurate data to help with mobilizing and solving the problems of families not sending their children to school.
- **Process of developing/drawing the village education map**
  - Write the name of village map and year.
  - Define the boundary of the community, roads, stream, offices, agencies with different marks.
  - Draw the existing household in the village.
  - If several families live in one household, draw the room based number of families.
  - Add the data of children to the household.
  - When finished, put the date, month and year as well as signed by the village chief, head of village education development committee.
  - Define the marks and statistic at the bottom of the map.

---

**Activity 3: Developing of action plan (Time 30 minutes)**

- Instruct the participants to study Book I, page 76-78 then, explain what are the components of developing an action plan?
- 3-4 participants give the explanation. Then, ask the participants to continue study the rest of information at home.
- Trainer to summarize.
• **Developing of action plan to bring all children into school**
  - Need to implement step by step and allocate the tasks according to TOR or interest of initiating of an idea of the staff.
  - Base on the experience of school and community that are conducting the inclusive education and learning friendship activities according the real situation or condition.
Part IV
Health Promotion for Inclusive Education and Learning Friendship

Chapter 6
School Health Promotion Policy

1. **Objective:** The participants are able to:
   - Explain the advertisement and dissemination of school health promotion policy.
   - Explain how to have the joint agreement, evaluation and monitoring the school health promotion policy

2. **Content:**
   Advertisement, dissemination, joint agreement through sharing, evaluation, monitoring of the school health promotion policy.

3. **Methodology:**
   - Presentation, group discussion, reporting and summarizing of the answers.

4. **Time 130 minutes.**

5. **Materials:**
   - Questions (using power point) or write onto the flipchat paper.
   - Form, flipchat paper, tape and markers.
   - CD and LCD projector

6. **Implementation process:**
   **Activity 1:** Advertising and disseminating of the school health promotion policy  
   *(Time 30 minutes)*
   - Participants watch the CD (footage) on school health promotion policy
   - Participants observe and take notes. Then, trainer asks questions to discuss as below:
     1. What do you know after watching the footage?
     2. When compare to your school, what did you do about the policy?
   - Participants report. Then, trainer summarizes the comments.

   - **National school health promotion policy**
     The level of implementation covers from the central to the community levels, but from kindergarten to high school levels on personal healthcare and life skills, physical environment, philosophy-social environment, prevention and controlling of diseases, caring and healthcare services, nutrition, cooperation between school and communities.

   - **Advertising and disseminating of school health promotion policy**
     To know, prevent the outbreak of diseases might occur and endanger the children and to widen the understanding of communities, social agencies as well as request for their contribution, supports of funding into health promotion activities in school.
Activity 2: Making the joint agreement, evaluation and monitoring the school health promotion policy. (Time 100 minutes)

- Trainer raises questions to discuss for discussing.
  1. How do we make the joint agreement to implement the health promotion policy in school?
- Trainer asks 2-3 participants to provide answers.
- Trainer to summalize the answers.

- Joint agreement on health and friendship promotion
  - The key partners for the agreement are: community members, village education development committee and local doctors.
  - Volunteers or other person such as: authority administrator focusing on prevention.
  - Involvement the government officials such as: administrator, social agencies, ethnic group and students
  - Very benifitical for both boy and girl, or group of the communities people.

Activity 3: Trainer divides the participants into group as appropriated and instruct to the participants to read the topic on evaluation and monitoring the progress of school health promotion policy (Book 3, page 9-11). Then, given the evaluation form for each group to study and put the tick (✓) for what the school can do and leave it blank for what the school can not do. The, each group to present/report.

**Evaluation Form**

Does your school have anti-discriminatin policy to assure the following issues: (check and put the ✓ if yes).

_____ Are the people respect the human rights and give opportunities to others, children are equally treated without consideration of gender, physical, knowledge, emotion, languages and others attiudes ?.

_____ Is there any action to prevent the violation or sexual abuse from other students or staff, teachers and the effective discipline measures , sanctions against the guilty ones?.

_____ Have the facilities for students with disabilities interms of accessing the classrooms and buildings which necessary for their learning, as well as the hyegience environment for students?.

_____ Do the children with different backgrounds and abilities get equal quality education such as: giirs, orphans, minority children and children whose families are in crisis.

_____ Do the staff, teachers give equal support and care to the children?.
Does your school have the anti-violation and drug addicting policy to assure the following issues: (check and put the ✓ if yes).

____ Are there safety, health promotion and protection which is the physical, socio-philosophical environment that will support the learning?

____ Are there penalties against violence or abuse and any prohibited weapons in school?

____ Is there smoking-free, alcohol-free and tobacco free environment?

Does your school have clean water, hygiene and environment policies to assure the followings: (check and put the ✓ if yes).

____ Is there sufficient clean water, easy to use and proper maintenance (especially, drinking water and water for hand washing) ?

____ Are there separated toilets between female teachers and male teachers as well as girls and boys?

____ Are the toilets sufficient?

____ Has proper management of garbages and other wastes?

____ Has proper maintenance of water storage and sanitation system?

____ Is there education given regarding the understanding of waste mechanism or reuse of waste?

Does your school have skills based health education promotion policy to assure the followings: (check and put the ✓ if yes).

____ Is there health education for girls and boys according to their ages, basic awareness on health and lifeliving as parts of the school curriculum?

____ Are there work plans/projects to prevent or reduce the risky behavior on unwanted pregnancy, HIV/AIDS and so on?

____ Is there any supports and advices for those students affected by HIV/AIDS?

____ Are there any youth services to consult and address the health problem of youth, especially, girls?
Does your school have healthcare service and nutrition promotion policy to assure the following issues:
(check and put the ✓ if yes).

____ Does it have the health records of every students in the school?.

____ Does it have general, dental and nutrition health check up very often?.

____ Equal opportunities in terms of exercising and relaxing between girls and boys?.

____ Is there any supports and trainings for the teachers in order for them to be able to train and send the knowledge on healthcare issue to the students?.

____ Is there the responsive actions to effectively handle any emergency cases on time, incase of injuries and/or disaster occurrences?.

____ Children with less opportunities such as: malnutrition children can access to the food security?.

____ Is there any rule and regulation for those people who sell food, quality measures of food, hygiene and safe food to be sold in school?

____ Is there the participation of the communities in development and education and healthcare services for target pre-school aged children and school aged children.

- Trainer to summarise the answers.

- Discuss the problems and provide the reason
  1. Observe the 5 contents.
  2. What can be done and what can’t be done.
Part V
Creative Education
In inclusive Classroom and learning friendship

Chapter 7
Understanding on Punishment and Creative Education

1. Objective: Participants are able to:
   - Give the definition on punishment and creative education in classroom.
   - Tell the differences of children in the classroom.
   - Explain the patterns and causes of violence basis.
   - Clarify the instructions on creative education and solve the conflicts.
   - Explain the creative education based on the age of children.

2. Content:
   Definition of punishment and creative education in the classroom, differences of children in the classroom, patterns and causes of violence basis, clarification of the advices on creative education and solving the conflicts. Explanation of the creative education based on the age of children.

3. Methodology
   - Discussing, working in groups, report and summary of the possible answers.

4. Time 170 minutes

5. Materials

6. Implementation Process
   Activity 1: Definition of punishment and creative education in classroom. (Time 30 Minutes)
   - Trainer discusses with the participants about punishment and creative education for students or children previously punished. Then, ask the participants to write down the definition of punishment and education for children on A4 papers then put them on the wall. After that, instruct the participants to walk around and see each definition, give comments and share their ideas.
   - Trainer to summarize the answers.

   - **Punishment** refers to the action (punish) to impose the person who acts against the rules and regulation and/or to show the inappropriated acts.

   - **Creative education in the classroom** refers to teaching session or educating for the people to obey the rules and regulation or norms of behavior in the short term and long term.

   Activity 2: The differences of children in the classroom. (Time 30 minutes)
   - Trainer discusses with participants based on the following questions:

   ...
1. Why students in the classroom are so different?
   - 4-5 participants to answers.
   - Trainer to summarize the answers.

- Students in the classroom are so different due to the different unique characteristics of each student such as: experiences, skills, knowledge, personalities and attitudes.

Activity 3: Patterns and causes of violence basis. (Time 40 minutes)
- Trainer divides participants into a group (group of 5-6) to study the questions below:
  1. What are the patterns and causes of violence basis?
     - Each group study, represent of the group presents and other group to comments.
     - Trainer to summarize the answers.

- Patterns and causes of violence basis consist of:
  - violence to themself, violations between person to person and organized violences.
- Causes of violences basis:
  - Attributes level of children: learning impairment, attitudes or as victims of violence between individual members.
  - Factors that promote family levels: lack of warmth, found family violence, physical punishment and child abuse...
  - Community and environmental factors that promote the violence such as: unequal economy, high level of unemployment, the influence of the media, the availability of weapons.

Activity 4: Recommendations on creative induction, conflict resolutions and techniques of aged based creative education. (Time 70 minutes).

- Trainer divides the participants into groups to study different questions. Then, sharing the answers and provide comments onto flipchat paper to present to the workshop. The questions are as below:
  1. What are the recommendations of creative education?
  2. How to conduct the conflict resolutions among students?
  3. What is the importance of aged based education techniques?
- Trainer to summarize the answers.
- **Recommendations on creative induction consists of 10 things as below:**
  - Self confident (do not wrongly interpret students behaviors).
  - Define the positive behaviors.
  - Interaction with students with respect.
  - Communicate/tell your expectations.
  - Use funny or relaxing emotion.
  - Use active collaboration.
  - Give choices or opportunities to promote decision-making as a team.
  - Let the results of behavior occur naturally but safely.
  - Do not bring the disobedience of students into privacy.
  - Give the efforts but not trying to know the right things.

- **Conflicts resolution among students**
  This conflict may be the form of the disdain, temptation, beating and avenge back, snatching playing places, difficulty in accessing or possession of equipments including subject matter... which caused from the gangster, abuse and expanding rapidly. Therefore, to reduce conflicts teachers should teach students to learn to solve problems themselves.

- **Aged based creative education**
  Aged based creative education is the education for children in order to regularly change and develop their behaviors when they grow up. Therefore, creative education should be based on their ages from 5 years to 21 years as below:

<table>
<thead>
<tr>
<th>Age</th>
<th>Development</th>
<th>Special recommendations about teaching/ punishment/education</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years</td>
<td>The children tend to be calm, quiet, very well considered. Normally, they will try to do what they know they can, therefore, it’s comfortable and easy to apply the rules for them. The friendship, love, gratitude, requires happiness to do the right things. The students want and have the goal to be good person, they are still not able to accept the guilt, so they sometimes try as much as they can not to say the truth.</td>
<td>Teach them on what is reasonable and what is not reason able to expect. There are several things teacher knows, it’s not correct and not yet matured. Prevention is better than having negative results. However, if you are doing that you can do it quietly, students have goal to be good person is the strong points. Fortunately, there might be less necessary to have the negative results.</td>
</tr>
<tr>
<td>6 years</td>
<td>Their emotions are very fluctuated, might feeling love in one minute and hate for other minute. Very complicated and have</td>
<td>It requires more patiences, try to ignore the denials from</td>
</tr>
<tr>
<td>Age</td>
<td>Description</td>
<td>Strategies</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7 yrs</td>
<td>Quiet rather than having negative emotion, serious person and self-absorption, fluctuated emotion, tease or suspect. Very sensitive to other’s emotion. Other students might not like and complain as well as take as funny.</td>
<td>Obedience problems may occur because students are not stable. To ask students to do simple activities, you would need to inform them earlier to ensure they properly heard the instruction. Remind them before they forget and jump to others. Congratulate for their achievement.</td>
</tr>
<tr>
<td>8 yrs</td>
<td>Diligent, fast, find out new things, not patient and always request for help, emotion is not changing like 7 years old children. But still very sensitive, need time, attention and approval, start thinking subjectively, interest and worry on their own ownership.</td>
<td>Provide advices for students as appropriated. Give time, attention and to agree on, is very useful to motivate them. Apply problem solving activities to develop students’ abstract thinking. Rewarding, flattering for their success as appropriated.</td>
</tr>
<tr>
<td>9 yrs</td>
<td>The children’s emotion are calm comparing to those with their 8 years old, independent, responsible, could be dependent and have good cooperation. Sometimes, their emotion fluctuates but often with a reason, they could accept the fair criticism with enough and clear explanation. Interested in the justice, friend’s words might have more importance to parents’ ones. They are very participated and might ignore to what you are saying sometimes or become absent-minded. Their worries to other may presented occasionally.</td>
<td>Promote their ownership on responsibility via tasks assigned (asked to do). Apply inclusive education with friendly monitoring of the activities, advise students to learn through program rather than only giving theory until they are 10 years old.</td>
</tr>
<tr>
<td>10 yrs</td>
<td>They are motivated emotional, simple, easy to understand, good consideration, but still like a baby, less worried and less needs compare to children in their 9 years old. Generally, they are good persons and satisfied with lives. They might sometimes be swindled, moody but not worried, still frighten. They are happy with their funny emotion but might not be funny for others, they are in their happy ages.</td>
<td>Involve student’s abilities in their learning to differentiate bad things and good things, wrong and right and true and untrue. The techniques you need to know is the reasonable expectation. Get students</td>
</tr>
<tr>
<td>Age Group</td>
<td>Description</td>
<td>Advice</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>11 to 13 years</td>
<td>Early teenage aged, a period of rapid change, much development on own unique appearance and more independence. Need more privacy and may increase susceptibility to deceit, emotional sensitivity, see the importance of friends more.</td>
<td>Make students know that you are worried about them. Organize activities &quot;share ideas&quot; (such as writing articles) about experiences and feelings of students. Example of respect each other. Limit on blaming and pestering. Do not allow the deceit or disdain.</td>
</tr>
<tr>
<td>14 to 16 years</td>
<td>Middle teenage aged, more independent, sexual development, and thinking about themselves more. Have many friends and have good thinking. Child behavior is declined. They are able to consider the reality and make good decisions themselves.</td>
<td>To promote good relations through exchanging ideas. Promoting innovative thinking to practice with friends as part of the learning sessions. Restrictions are logical and always bear the tip and fair in complying with the rules. Making sure they know the rules in order to get the significant outcome. Congratulate and proud of their good behaviors and success. Sharing your believes, worries and meaning of lives. Promote your students to respect their friends and the elders when consultation is needed. Keep admiring them.</td>
</tr>
<tr>
<td>17 to 21 years</td>
<td>Late teenage aged, more independent and self-confident, got less influence from friends, develop their thinking as an adult, can handle with things easier than those who are in their early and middle teenage aged, have longer cooperation, show their ideas on things, feeling shy when behave wrongly.</td>
<td>Continue the actions as in their 14 -16 aged that mentioned above. Regularly ask your students on what they think and believe, respect their privacies and promote them to respect others. Support their own decision making and Keep admiring them.</td>
</tr>
</tbody>
</table>
Chapter 8

Introduction to Disability

1. **Objective:** Participants are able to:
   - Describe the definition, causes and types of disability

2. **Content**
   The participants will understand the definition of disability, meaning, causes and type of disabilities.

3. **Methodology:**
   - Discussion, presentation and summary of the answers.

4. **Time**
   - 60 minutes

5. **Materials:**
   **The trainer should prepare:**
   - Implementation guideline of village education development committee 2010, page… chapter….
   - A4 paper, pen and pencils
   - LCD projector

6. **Implementation Process:**
   **Activity 1**
   - Trainer discusses with all participants.
   - Present the content as in the documents

   **Time 90 minutes**
   - Trainer discusses with the participants by using the below questions:
     1. What are the definition, causes, and types of disabilities?
     - 4-5 participants to answer
   - The trainer to summarize the answers

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**Definition of people with disabilities**
People with Disabilities are those whose bodies are impaired or lost of function of the organs and limbs of the body, mind, cognition or intelligence.

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**The meaning of Disability:**
Physical capacity has been limited or having problems with daily mobility or performing activities in the family, community and society. Due to deformation, impairment, lost of one or many limbs of the body, mind and brain; comparing to those who have normal full function or capacity of mobility in the society.
**Causes of disability : 3 causes**

1. Congenital (genetic)
2. Disorder
3. Accident

**Types of disabilities:**

1. Movement disability/physical disability
2. Intelligence disability/behavior
3. Speech disability
4. Hearing disability
5. Visual disability
6. Sensory disability
7. Epilepsy
Part VI
Gender Promotion Education
Chapter 9
Raising Gender Awareness

1. **Objective:** Participants are able to:
   - Tell the background of gender.
   - Give the definition of sex and gender.
   - Explain the basic needs of human.

2. **Content:**
   Back ground, definition of sex and gender and basic needs of human.

3. **Methodology**
   - Explain, group discussion, forms and summarize the answers.

4. **Time 110 minutes**

5. **Materials**
   - Posters, pictures or role play.
   - Gender promotion manual, form to evaluate the understanding of sex and gender.
   - Flipchat paper, A4 paper, markers and scotch tape.
   - LCD projector.

6. **Implementation**
   **Activity 1:** Gender Back Groud (**time 20 minutes**)
   - Trainer explains the background of gender in accordance to the treaties, declarations, constitutions and laws as well as questioning for discussing.

   - International Declarations:
     - The Universal Declaration on Human Rights 1948 (page 30)
     - The World Declaration on Education for All (page 30)
     - The Declaration on MDGs (2008-2009)
     - The Beijing Declaration and Its Platform for Action to advance the women (1995 page 30)
     - The Government’s Commitments on Gender Equality Education (page 28)
• The Universal Declaration on Human Rights 1948

The Universal Declaration on Human Rights reaffirmed the non-discrimination principles that: all human are born with freedom and equality in terms of rights and dignity. The human rights and fundamental freedoms is for all without distinction, especially as to sex. To remember that: States Parties of the International Convention on human rights obligations to ensure equality of rights between women - men on rights to economic, social, cultural, citizenship and politics.

Rights to education for all is recognized in Article 26 of the Declaration of Human Rights by the UN General Assembly Meeting in 1948.

• The World Declaration on Education for All 1990

The World Declaration of Education for All had affirmed the content of world Education for All Meeting in Chonthien, Thailand. The target group and strategy is to achieve the needs of basic education for all. The goal is to achieve the access to the compulsory education, for learning with focusing on the justice, emphasizing to the outcome of education, expanding the basic education, upgrade the environment of learning and strengthening the capability of development partners.

• The Beijing Declaration and Its Platform for Action to advance the women 1995

1. Women have to increasingly bear with the endless poverty.
2. Unequality in receiving education and trainings to upgrade themselves.
3. Women receive not enough of healthcare services.
4. Impact of the war.
5. Women do not have equal access and participation in determining the economy structure and production policies.
6. Lack of management mechanism in all levels to advance the women.
8. Using inadequate media to promote the good features and positive participation of women to the society.
9. No awareness and inadequate promotion, support the participants of women into the management of natural resources and environment conservation.
10. Girls continue to be discriminated and excluded in many ways, as a consequence of their rights and benefits.
• Declaration on the Millennium Development Goals 2000:

MDG 2: achieve universal primary education until 2015, all children both male and female can finish primary school.
MDG 3: Promote gender equality and empower women to eradicate the inequality between men and women in primary and high school education from now to 2005 and all education levels no later than 2015.

• Government’s commitment to gender equity in education

GOAL 2: To ensure that from now to 2015, all the children, in particular, girls in poor families and minority group, to access and finish the basic education with good quality and free of charge as fundamental.
GOAL 5: Eradicate the gender difference in primary and secondary education until 2005, and achieve the gender equality until 2015, Focusing on ensuring girls to have full access and achieve in basic education with fully good quality and equality.

♦ Constitution (page 20)
♦ Law
  • Education Law (page 26).
  • Criminal Law (page 28).
  • Labour Law (page 24).
  • Family Law (page 22).
  • Gender equality in international education.

**Constitution**

Article 29, Article 35 to Article 50 (Ask the participants to read page 20-21)

**Education Law:**

Article 03: All Lao citizens regardless of their ethnicity, race, religion, sex, and social status have the right to education.

Article 35: All learners have equal rights to education, researching, seeking for their advance. School, centers, all education institutions levels and education management agencies at all levels must ensure the implementation of equal rights of learners in particular women, minorities and children with disability.

Article 36: The state has the regimes that support the learner with poor families who are particularly women, minorities, those have good talent or excellent in learning. In addition, states also encourage individuals, organizations and societies to help those learner with appropriate form of support.
- **Criminal Law:**
  
  **Article 31 Paragraph 2:** Prohibit the punish on limited the freedom for the whole life of offenders aged under 18 years old and pregnant women at the time of offense.

  **Article 32 Paragraph 3:** Prohibit capital punishment for the offenders under 18 years of age at the time of offense and pregnant women at the time of offense or at the time of judging, when taken punishment.

  **Article 36 Paragraph 3:** Prohibit the restrictions punishment for offender under 18 of age and pregnant women or women whose kids are under 8 years old at the time of offense.

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**Activity 2:** Definition of Sex and Gender equality *(time 20 minutes)*

- Trainer instructs participants indentify the difference between men and women, then ask them to write down onto the flipchat paper als write the gender responsibilities in each paper.
- Trainer to summarize the answers

- **Definition of sex** refers to the differences between women and men in terms of biological nature built since birth and it’s same all over the world.

- **Gender** is the relationship between female - male in terms of social and cultural aspects.

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**The difference between sex and gender**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biological nature built since birth.</td>
<td>• Social and cultural built.</td>
</tr>
<tr>
<td>• Same all over the world.</td>
<td>• Built up by training and teaching directly and from the environment.</td>
</tr>
<tr>
<td>• Non changeable.</td>
<td>• Different by area to area.</td>
</tr>
<tr>
<td></td>
<td>• Changeable.</td>
</tr>
</tbody>
</table>
Activity 3: Test the understanding on Sex and Gender *(time 40 minutes)*

- Trainer asks participants to study the understanding test form as below: Then, try to understand the form together with the trainer.
Sex and Gender understanding Testing Form

Form for testing the understanding of Sex; abriviation as (S) and Gender as (G)?

**Instruction:** Please input (S) for the sentences regarding sex definition and (G) for gender in the blanket infront of each below sentence:

_____ 1. Women can give birth, men can not give birth.
_____ 2. Girls are polite, boys are not polite.
_____ 3. Women can have breast feeding, men can not.
_____ 4. Female labor receive 40% to 60% of male salaries.
_____ 5. Doctors are male; nurses are female.
_____ 6. Boys not likely to cry.
_____ 7. Boys are good and arithmetic and science subjects, girls are good at languages and historical subjects.
_____ 8. When students are discussing on engineering subject, it’s hard to consider about on women.
_____ 9. Base on UN statistic, women works two-third of world working hours, but they only get 10% of the whole world’s income.
_____10. Boy's voice cracked at the early teenage age, girl’s voice do not crack.
_____11. Girls are fired from school if they are pregnant at the time of attending school, boys are not fault or are not fired even though they are the ones who did the pregnancy.
_____12. Most men marry to the women who are younger that them.
_____13. Men who have family receive more nutrient food than those single.
_____14. Most parents prefer to have son than daughter because sons are will be family leader.
_____15. Kindergarten teachers should be female; male could not take care of children well.

**Activity 4:** Basic needs of human (time 30 minutes)

- Trainer ask participants to study the document on page 28-30 in the Introduction To Gender for Primary Teachers in School Book (3rd Edition, dated 13-17/9/2004). Then answer the question: What are the basic needs of human?.
- Representative 3-4 of participants to answer the question and trainer to summarize the answers subsequently.
**Basic Needs of Human:**
- The Conditions to be survived, rich of abundance such as: food, clothes, medicine, accommodation and so on....
- Education.
- Facility conditions on employment or income.
- Freedom, equality, justice.
- Peace and security.
- Having the status and role on decision-making in the family and society.

The trainer distributes the needs of husband and wife to the participants for reading and comparing to the real life.

**The needs of wife and husband to treat to each other are:**

<table>
<thead>
<tr>
<th>The needs of wife</th>
<th>The needs of husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Honest, love the only wife (don’t take other’s wife)</td>
<td>1. Wants his wife to be smiling, happy person.</td>
</tr>
<tr>
<td>2. Know causes and effects when there’s problems</td>
<td>2. Have the appropriate words to teach the kids and husband.</td>
</tr>
<tr>
<td>3. Discuss what to be done within the family</td>
<td>3. Listen to others reason, not too self-willed.</td>
</tr>
<tr>
<td>4. Loving brothers and sisters of both sides.</td>
<td>4. Know how to take care both wife and husband relatives.</td>
</tr>
<tr>
<td>5. Helping wife to work in family: house work.</td>
<td>5. Loving brothers and sisters of both sides and helping each other, giving sufficient opportunities for husband to work and meet with friends-social.</td>
</tr>
<tr>
<td>6. Respect each other.</td>
<td>6. Not to be too monopolized to husband</td>
</tr>
<tr>
<td>7. Be a good model for the children.</td>
<td>7. Good cook for kids and husband</td>
</tr>
<tr>
<td>8. Don’t do the gambling</td>
<td>8. Saving person</td>
</tr>
<tr>
<td>9. Encouragement and care when sick.</td>
<td>9. Able to make decision and solve problems in the family</td>
</tr>
<tr>
<td>10. Not distinguish the origin, caste, ethnicity</td>
<td>10. Not too bullying or restrict husband</td>
</tr>
<tr>
<td>11. Same money pocket.</td>
<td>11. Give money to husband</td>
</tr>
<tr>
<td>13. Self-care for dressing and base on the occasion</td>
<td>13. Not to be too credulous</td>
</tr>
<tr>
<td>14. Help each other to build, not to be luxurious.</td>
<td>14. Hard working, cooking</td>
</tr>
<tr>
<td>15. Wants her husband to upgrade himself in his work.</td>
<td>15. Saving person</td>
</tr>
<tr>
<td>16. Husband need to know if characteristic of wife.</td>
<td>16. Do not gossip</td>
</tr>
<tr>
<td>17. Able to openly discuss and accept for his weakness.</td>
<td>17. Do not bring bad things from outside to say to the kids</td>
</tr>
<tr>
<td>18. Giving development opportunities to his wife, upgrade her knowledge in many ways</td>
<td>18. Love son and daughter equally</td>
</tr>
<tr>
<td>19. Forgive each other</td>
<td>19. Welcome and encourage husband when he got back from work.</td>
</tr>
<tr>
<td>20. Loving the relatives of both sides</td>
<td>20. Bring the good things to develop the family</td>
</tr>
<tr>
<td>21. Informing when go and come, come home on time</td>
<td>21. Systematically clean the house</td>
</tr>
<tr>
<td>22. Pays attention and respect the wife in terms of keeping the property.</td>
<td>22. Provide good comments on things to be done within the family</td>
</tr>
<tr>
<td>23. Helping each other to teach children</td>
<td>23. Teach the children well.</td>
</tr>
<tr>
<td>24. Wants husband to know her attitude and changing of appearance periodically.</td>
<td>24. Have good relationship with the neighboring</td>
</tr>
<tr>
<td>25. Don’t want husband to drop by pubs and bars.</td>
<td>25. Friendly</td>
</tr>
</tbody>
</table>
26. Please remember the wife when going somewhere
27. Don’t want her husband to be lazy, could generate income for the family
28. Don’t be too much monopolized
29. Don’t use of violence
30. Save money or things for the family
31. Participate in discussing on the family property
32. Giving constant warm care for wife and kids
33. Husband to be the leader in building family survival
34. Be patient when there are problems in the family (reasonable if angry)
35. Want husband to have good health
36. Don’t come home late or midnight (wife is worried)
37. Altogether building the family economy
38. Help to save money or things, spend at reasonable needs
39. Don’t want wife and daughter to serve alcohol and cook for guests.
40. Should congratulate the wife when she did a good job in her work.
41. No secrets to each other.
42. Do not complain his wife during drinking with friends
43. Not selfish and narrow mind
44. Help each other to solve the family’s problems.

26. Not to be fastidious person
27. Taking good care of husband when sick
28. Participate in social activities
29. Take care of housework
30. Consulting when there is anything
31. Take good care of husband, relatives and friends
32. Outgoing person to join friends
33. Respect the good culture (3 house 4water)
34. Hard working person
35. Know husband attitudes
36. Innovated person to upgrade family
37. Do not reply when husband is angry, giving the reasons when he calms down
38. Be husband’s good wife and children’s good mother.
39. Good health
40. Have good position in her career and roles in society.
41. Helping on family development planning (Good husband due to the good wife)
42. Encourages husband when he is complicated
43. Help with all the work
44. Spend time with family
45. Don’t drink alcohol, smoke and chew betel.
46. Polite.
47. Don’t dress too much
48. Able to make decision and help to solve the problems
49. Don’t be too credulous
Chapter 10
Introduction to Human Rights

1. **Objective:** participant are able to:
   - Explain the background, basic characteristics, and basic principles of human rights.
   - Describe the implementation and expansion of human rights contents into the real works.

2. **Content**
   Background, basic characteristics, basic principles of human rights and implementing human rights into the real works.

3. **Methodology:**
   Describing, presenting, group discussing and summary the answers.

4. **Time** 40 minutes

5. **Materials:**
   - The trainer prepares:
     - Basic human rights manual
     - Using power point or flipchart paper.

6. **Implementation process:**
   Activity 1
   Background, basic characteristics and principles of human rights
   **Time 20 minutes**
   - The trainer describes the background, basic characteristics and principles of human Rights briefly as below.

<table>
<thead>
<tr>
<th>International declaration on Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. background</strong></td>
</tr>
<tr>
<td>• After world war II (1945), the UN was established.</td>
</tr>
<tr>
<td>• 1948 the UN has affirmed the international declaration on human rights, which identified the rights of human such as: citizenship, political, economic, social and cultural rights.</td>
</tr>
<tr>
<td>• In the year 1966 the UN has adopted affirmed the convention on the citizenship and political rights the convention on economy, social and culture.</td>
</tr>
<tr>
<td>• In 1976 both conventions were enforced.</td>
</tr>
<tr>
<td>• In 2000, The Lao government has signed in 2 conventions</td>
</tr>
</tbody>
</table>
### Basic characteristic of Human Rights

- **Human Right is:**
  - The rights that any person has for being a human, the rights to recognize of honor and other basic rights that righteous of human by law.
  - The human right is moral principle that secure and protect of all human honor by law
  - Cannot be poach, there are internationals associate to each other
  - The human rights is international features but have specific feature of each nation

### There are 3 principles of human rights

**A. International human rights:** refer to the rights which being human ownership and use those human rights without discrimination of race, skin color, sex, language, religion, opinion and political beliefs and other, citizenship or social origin, properties, birth or other status. Some say that human rights mean all human have equal rights and honors.

**B. The principles which cannot be transferred to another:** refers to the rights of one since birth in the status of being a human, the rights that cannot buy-sell, cannot negotiate or inherit to children

**C. The principles that cannot be separated, related to each other**

Refers to citizenship, political, socio-economic and cultural rights which related and equivalent importance

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**Activity 2: Implementing and expanding of human rights in education**

**Time 20 minutes**

- The trainer describes about the implementation and expanding of human rights in education
- The trainer to summarize
Implementation of human rights in education

A. Policies and programs

- Education Law, New edition issue date July 17th 2007 has specified clearly such as: in the part I, article 6: all the citizens without discrimination of ethnicity, race, religion, sex, age, social-economic status were eligible and have a rights to education.
- National policies and strategies on inclusive education in 2010-2015
- National Plans of Action on education for All 2003-2015
- Strategic Plan of national education system reform 2006-2015
- Education development scope 2009-2015
- Teacher Training Strategy 2006-2015
- Education Projects supported by NGOs, donors and government agencies such as:
  - The Project supported by international organisation, donors and government organisations such as:
    - Support the construction of school building, training for teachers, support capacity building for women, training on basic knowledge on gender and providing funds for the children in poor family, supporting the girls and those who live in the rural area.

  Complying of human rights to teaching-learning processes

- There should be 20% of local curriculum development in the Common curriculum.
- There should be up to 40% of local curriculum development in the out-school curriculum.
- The curriculum of learning – teaching have brought the contents of the conventions on human rights which the government has signed and ratified.
- The curriculum of elementary school grade 4 – grade 5, begin to talk about human rights, world around us subject and Lao language subject in grade 4 –5; final year of high school, some contents to be add in population education subject.
- The extra teaching curriculum including curriculum of teacher training, teacher manual and student’s book for each level. Example: Lao language textbook grade 2
- There are textbooks and further teacher manual about the basic knowledge of children rights in the elementary school grade 4 –5 and basic knowledge of human rights in the secondary school and high school.
Text book for grade 4-5 basic knowledge on human rights.

Teacher's manual for high school year 4-6 on basic knowledge on human rights.

Text book for secondary school year 1-3 basic knowledge on human rights.
# Part I
The Training Course on Inclusive Education Task for Administrator

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics/ training contents</th>
<th>methods/ activity es</th>
<th>time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Manual Book I: building an inclusive education and learning friendship Environment</td>
<td>- Ask questions, discuss with the drawing pictures</td>
<td>170 minutes</td>
</tr>
<tr>
<td></td>
<td>Part I: Adapting environment to become an inclusive education and learning friendship environment</td>
<td>- Group reading, case studies and analyze questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 1: The definition and importance of building an inclusive education and learning friendship environment</td>
<td>- Group study on the indicators and discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The meaning and importance of inclusive education:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. The meaning and the importance of being friends in the learning</td>
<td></td>
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<tr>
<td></td>
<td>2. Case studies on inclusive classroom and learning friendship</td>
<td></td>
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<tr>
<td></td>
<td>3. Indicators of inclusive education environment.</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 2: Problems Analysis, building and maintaining the inclusive education and learning friendship environment in sustainable way</td>
<td>- Each participant reads and evaluate by themselves then, summarize in the group and compare with other groups</td>
<td>90 minutes</td>
</tr>
<tr>
<td></td>
<td>1. Analyze the problem and condition of the inclusive education and learning friendship environment.</td>
<td>- Questioning within a group on: how to build and maintain the changes of school in sustainable way</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. building and maintaining the changing in sustainable way</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 3: Steps of Becoming the School with Inclusive Education and Learning Friendship Environment</td>
<td>- Participants study the documents</td>
<td>180 minutes</td>
</tr>
<tr>
<td></td>
<td>1. Planning to become the school with inclusive education and learning friendship environment</td>
<td>- Write down each step, describe and brief summary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Step 1: Set up responsible committee</td>
<td>- Question to discuss on the key beneficial steps.</td>
<td></td>
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<tr>
<td></td>
<td>- Step 2: Needs Identification</td>
<td>- Instruct the participants to study the document page: 26-27 and giving questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Step 3: Building of vision</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Step 4: Development planning</td>
<td></td>
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<td></td>
<td>- Step 6: Implementation according to the plan</td>
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<tr>
<td></td>
<td>- Step 6: Evaluation of the implementation outcomes.</td>
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<tr>
<td></td>
<td>2. Progression monitoring</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Daily record</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Discuss with others</td>
<td></td>
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<tr>
<td></td>
<td>- Evaluate the knowledge and skills through writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part II: How to work with families and communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4: Definition, TOR, mobilization of the teacher to families, communities and the curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The definition and importance of the community</td>
<td>- Questions and discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. TOR of the teacher</td>
<td>- Study group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Working with the carers and community</td>
<td>- Study case studies in the page 38 then having specific questions on how to involve the parents and carers to participate and visit the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Advertising, mobilizing – communication and notification of information on Inclusive Education and Learning Friendship to the communities.</td>
<td>- Participants to study the communities to classroom and classroom to communities document page 46-50 and describe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Communities to classrooms and classrooms to communities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Part III: Bring all the children to school and learning |  |
| Lesson 5: Types of children who are neglected for school attending, finding children, the causes of children not attending school and implementation to bring all the children into school |  |
| 1. Some types of children not attending school. | - Questioning and group discussion.  |
| 2. Find out the barriers to obstruct the inclusive education | - Summarize the procedures of developing the school and communities map.  |
| 3. Definition and importance of village education map | - Overview the planning by using specific questions: bringing children to school  |
| 4. Implementation plans |  |

| Part IV: Health promotion for inclusive education and learning friendship |  |
| Lesson 6: Health promotion policies in school | - Teacher explains, participants watch the footage and ask questions for discussion.  |
| 1. Policy expanding for health promotion in school | - The participants to answer the questionnaire  |
| 2. Health promotion in school Policies advertisement and dissemination. |  |
| 3. Having the joint agreement together |  |
| 4. Evaluation and monitoring the policy situations |  |
Part V: Creative educate in the inclusive education and learning friendship classes.

Chapter 7: Understanding of Punishment and creative education.
1. Definition of Punishment and creative education in the classrooms.
2. Difference of childrens in the classroom
3. The form and causes of fundamental violence
4. Advices on creative education.
5. Conflict solving
6. Aged based creative education.

| - The trainer discusses with the participants about what have been previously been done. |
| - Questions and discussions. |
| - Groups study |
| 170 minutes |

Chapter 8: Introduction to disability
1. Definition of disability:
2. Meaning of disability:
3. Causes of disability:
4. Type of disabilities:

| - Questions for discussion. |
| - Group presentation. |
| 90 minutes |

Part VI: Gender Equality Promotion in education

Chapter 9: Raising Gender awareness
1. Gender equity background (conventions, declarations, constitutions and laws)
2. Definition of Sex and Gender Equity
3. Basic Needs of Human

| - Describe, groups discussion, knowledge testing form |
| 110 minutes |

Chapter 10: Basic knowledge of Human rights
1. Background
2. Basic Characteristic of human rights
3. Human rights principles
4. Implementation human rights in education

| - Describes and explain |
| - Overall discussion |
| - Group Study |
| 90 minutes |
Inclusive Education

Training Manual for Teachers
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Chapter 17: Introduction to human rights ....................................................................... 57
Manual Book 1
Building Inclusive Education and Learning Friendship Environment

Part I
Adapting the Environment into Inclusive Education and Learning Friendship

Chapter 1
Definition and Importance of Building Inclusive Education and Learning Friendship Environment

1. **Objective:** The participants are able to:
   - Explain the definition, importance of Inclusive Education and Learning Friendship (BIELFE).
   - Explain the characteristic and components of inclusive education and learning friendship that may apply to daily life.

2. **Contents:** The participants will learn and able to define the definition, importance, characteristic, components, advantages from the inclusive education and learning friendship.

3. **Methodology**
   - Discussion, group work, report and summary of the answers.

4. **Time 150 minutes.**

5. **Materials:**
   Preparation of the trainer:
   - Case studies (Manual Book I, page 3-4), character table (page 4-5)
   - Question (using Power Point) or write on flipchart paper.
   - Flipchart paper, tape, markers and LCD projector.

6. **Implementation Processes:**

   **Activity1:** definition, importance of building inclusive education and learning friendship environment. *(Time 90 minutes)*
   - Trainer question and mobilize the participants on inclusive education (Does any body know that? How do they know?) then ask every participants to sketch the picture of inclusive education by their own imagination base.
   - The trainers discusses with participants by using the below questions:
     1. What are the definition and importance of inclusive education and learning friendship?
     - Ask the participants to read and discuss in group (big group in the classroom)
• **Definition of Inclusive Education**
  Refers to processes of providing qualitative and continuing adaptable education base on the actual condition, ability and the variety needs of students. Focusing on addressing the education accessing barriers by building the learning friendship environment, safe, without discrimination and protect the students as well as mobilizing the community, family and children to participate in the inclusive education effectively.

• **Importance of Inclusive Education**
  To help the children with different back ground and ability such as every child can success both on learning in class and in school, also benefical for every child, parents or carers, administrators and communities.

• **Definition of Learning Friendship.**
  Means the friendly environment of the children and teachers in their learning and take the children as the central main point of learning with strongly promote inclusive education.

• **The importance of Learning Friendship.**
  Means to support the needs, interests of teachers and community because it’s the place where children have the rights to learning with their highest capacity in the safe and willingness environment. The purpose is to improve the inclusive education and learning for each child in school, in the mean time, teachers also need to learn new things and update themself.

**Activity 2: (Time 90 minutes)**
- Trainer devide the participants into groups as appropriated (Group of 5-6 people) then giving one set of case study for each group to read and answer the below questions:
Case study

Class A:
There are 40 students in elementary grade 3 class. The students open their work book and holding a pen in hand to write. The teacher is copying the story from text book onto the board as it is written. The male students who seated on the right side of the class are writing down what teacher has wrote onto their workbook. The female students who seated on the left side fo the classroom have to wait until the teach moved out to see what teacher wrote on the board then write it down onto their workbook. While the teacher is writing, he asks “Have you all written down the story which I am writing on the board onto your workbook?” every students reply “Yes”

Class B:
2 group of students are sitting on the floor in cycle. They are mixed male and female students in two group. The teacher of elementary grade 3 class is teaching different shape of geometric subject to the students. In group 1, the children are discussing on the cycle shape. Teacher displays the existing cycle objects which students were asked to bring from home before class. Children touch the objects and work together on writing down the lists of other objects that are in cycle shape.
The other group, some children are holding a loop of news paper shape like a long wood. Teacher calls the number then the student who has that number drop down his/her loop of news paper onto the midle of the class to build up a square shape. One students who has hearing problem adds her loop of newspaper to create a triangle shape and smiles at teacher. The teach smiles back and says “very good” making sure that the student can see his lips while saying. One carer who is the class volunteer for one week, gently claps on the student’s arm and turns to help other students who are still not sure where to put their loop of newspare on to create any shape.

1. Which class do you believe to be the inclusive education and learning friendship?
2. What shows you the inclusive and learning friendship?

Trainer asks participants to bring the grop’s answers and compare to the table (Book 1, Page 5)
- Ask each group to try to understand by themselves by summarizing the case studies and report.
- Trainer summary of comments

- Answer the case studies questions to below:
- The class with you believe to be inclusive class and learning friendship is class B.
- The two group consists of female and male students
- All the students discuss the lesson that are tought and the display objects together.

Activity 3: (Time 30 minutes)
- Devide the participants into 6 groups (group of 6 people)
- Trainer gives the inclusive education environment indicators assessment form to each group and instructs them to put tick (✓) into the box which their school able to do and put the incorrect cross (✗) for what their school unable to do, also provide the reasons for why and why not.
- Each group present their result and clarify the reason for why and why not accordingly.
- Trainer might add something which missing.

**Inclusive Education Environment Indicators Assessment Form in school**

Instruction: Please read the below indicators, then put the tick (✓) for what your school is able to do and put the cross (✗) for what your school is unable to do.

<table>
<thead>
<tr>
<th>No.</th>
<th>Able to do</th>
<th>Unable to do</th>
<th>Description</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>All the children are welcomed to school</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>All the students helping each other during classes</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>All the students will be helped and supported by the teachers and staff in the school</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Good cooperation among teachers and parents</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>The students are equally treated so do all members in the school</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>All students are recognized their comments and attitudes are meaningful</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>All students can access to every lessons taught</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>All students can access to everywhere of the school building</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>All students attend school regularly</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Students enjoy their classes</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>All student participate in any activities during classes</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Students achieve all the subject regarding their own capabilities.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>All students commence their learning at the same time</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>All the student can equally access to the appropriated healthcare services</td>
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</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td>School is the key confidence builder for children to enroll in school.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td>Disable children achieve their studies</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td>Build the learning environment that promote all students’ learning.</td>
<td></td>
</tr>
</tbody>
</table>
Part II
How to work with families and communities
Chapter 2
Definition, Roles and Responsibilities and Mobilization of teachers to Families, Communities and The Course

1. **Objective:** Participant are able to:
   - Give the definition, importance of the communities.
   - Explain the roles, responsibilities of teachers, parents/carers and communities.
   - Explain how to mobilize-communicate and announce the Inclusive Education and Learning Friendship to communities.
   - Explain the linkage between classes to community and community to classes.

2. **Content:**
   Definition, importance, roles, responsibilities of teachers, parents/carers and communities, how to mobilize-communicate and disseminate the inclusive education and learning friendship information to communities. The linkage between classes to community and community to classes.

3. **Methodology**
   - Participants discuss, group study, group analysis, read the case studies, playing games and explaining.

4. **Time 180 Minutes**

5. **Materials:**
   - Questions (Using Power point) or write on the flipchart paper, flipchart papers, tapes and markers.
   - Blue color, red color cards for playing games.

6. **Implementation process**
   **Activity 1:** Definition and importance of communities (Time 60 Minutes)
   - Questioning and discussing with the participants on the definition and importance of community.
   - Participants to give comments around 3-4 participants.
   - Trainer allow the participants to question and add something that are missing.
   - Trainer summarize the answers.

<table>
<thead>
<tr>
<th><strong>Definition of community</strong></th>
<th>Community refers to group of people living together with different family status, careers, cultures, communication between one another.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Importance of community</strong></td>
<td>Community is the environment of minds of the children, the good community can positively affect to the children such as: it’s a virtue, cultural, good traditional educational institution so as developing the good attitudes for the children too.</td>
</tr>
</tbody>
</table>

58
Activity 2: Role and responsibility of teacher in working with the parents/carers and communities (Time 45 minutes)
- Trainer divides the participants into group as appropriated (5-6 people in each group)
- Trainer gives topics to each group to study as below:
  1. What are the elements of the roles and responsibility of teacher?
  2. What are the elements of the roles and responsibility of parents/carers of children?
  3. What are the responsibilities of communities and village education committee?
- Trainer asks each group to discuss and write down the answers onto flipchat paper.
- Representatives from each group represent their result and other group provide comments.
- Trainer summarizes the answers and adds something that are missing.

- **Role and responsibility of teacher**
  - Communicates with families regularly.
  - Works closely with community leader.
  - Explains the value and purpose of inclusive education and learning friendship.
  - Prepares students in order to communicate with community.
  - Invites parents/carers and community members to participate in class activities.

- **Role and responsibilities of parents/carers**
  - Parents/carers are the people to mobilize, support, actively participate and promote their children to attend school to positively change children’s behavior.

- **Role and responsibilities of communities and village education development committee**
  - Mobilize, support the school aged children, collect education data, develop village education plan.
  - Communicate, consult with school director, teachers and communities to discuss and address any problem arises together.

Activity 3: How to mobilize-communicate and announce the inclusive education and learning friendship environment to communities (Time 60 minutes)
- Trainer divides participants into 2 group to play the popular games in (page 41). Then, instruct the participants on how to play the game.

**Instruction on playing popular game:**
Please prepare the marking objects with 2 different colors such as: red and blue for participants to stick on their shirt by tape or needle. Each participant to have one, give the red color to women and to some men. Explain that this activity is high rated while some ones are feeling neglected. Telling the person with red color to seat at the back of classroom or the entire red color are separately seated on one side of the room. Then, happily discuss with persons who with blue color while the red color are neglected; unhappily look on them sometimes and insist them to sit quietly or not be noisy or not allow them to smile. Keep continue discuss with the blue color for 5-10 minutes. Or ask some person from blue team to tell the red team to be quiet. In last 10 minutes, ask the
- After the game, trainer question to discuss with the participants by using below questions:
  1. How do you feel to have the blue color?
  2. How do you feel to have the red color?
  3. If you have red color, do you want to have blue color?
  4. What can you do to become a member of blue color team?
  5. How do you feel when you are neglected?
  6. Who neglect others? Who are neglected?
- Trainer summalizes the game.

This game helps the children to understand the meaning of being neglected

- Trainer ask participants to read the case studies in page 38
- Trainer asks the below question:
  1. What are the ways to mobilize communities on inclusive education and learning friendship environment?
  2. What are the ways to disseminate information on inclusive education and learning friendship environment?
- Then, ask participants to write down their answers onto flipchat paper.
- Trainer summalizes and adds some more answers.

- **Community Mobilizing:**
  - Support and promote parents/cares to tell other people regarding the school with inclusive education and learning friendship environment.
  - Invite parents, carers to participate in the activities on exploring and helping children who are neglected.
  - Associate with community, school administrators on building inclusive education and learning friendship environment.

- **Dissiminating the information on inclusive education and learning friendship environment to communities:**
  - Printing materials.
  - Announcing on media, radio and TV.
  - Community meetings.
  - Invites social business services to participate in.
  - Create more friendship network with other school.

**Activity 4: Time 30 minutes**
- Trainer asks participants to read the information on classroom to community and community to classroom. Book I, page 46-50. Then, 4-5 representatives of participants to explain.
- Trainer to summalize
### Communities to School
- Active participation in helping teachers to conduct school activities
- Encourage children to complete their studies
- Attend meetings, sharing knowledge and experiences on courses in school.
- Support materials needed for school.

### School to Communities
- Children can learn from their parents/carers’ experiences
- Apply the experiences from communities into classes.
- Able to create community maps and support on searching for children who do not attend school.
- Participate in any activities to be held at communities.
Part III
Bringing all children to school and learning
Chapter 3
Type of children not attending school, Reasons for not attending school, searching of children and implementation to bring all children to school.

1. **Objective:** Participants are able to:
   - Give definition of kind of children who are not attending school and the barriers to obstruct children’s inclusive education.
   - Give definition and importance village education map.
   - Explaining on plan of action.

2. **Content:**
   - Children not attending school, the barriers to obstruct children’s inclusive learning, definition and importance to village education map and plan of action.

3. **Methodology:**
   - Explaining, discussing, and group work.

4. **Time 120 minutes**

5. **Materials:**
   - Questions (Using Power point) or write on flipchat paper
   - Flipchat paper, tape, markers and A4 paper

6. **Implementation Process.**
   **Activity 1:** Children not attending school, the barriers to obstruct children’s inclusive learning. (Time 30 minutes)
   - Trainer divides participants into group as appropriated (group of 6) then ask them to answer the question by writing down on flipchat papers. The questions are as below:
     3. What are the groups of children not attending school?
     4. What are the barriers obstructing children’s inclusive learning?
   - Represents from group to present, other group to give comments.
   - Trainer summarize the answers.

- **children not attending school**
  - Ethnic group of children who not understanding official language.
  - Children never participate in learning.
  - Children with disability.
  - Children who have no support and over school aged children.
Barriers obstructing inclusive education

Children: no accommodation, work for family too much, disability, sickness, hunger and violation.

Family: poor, conflicts, inappropriate care, HIV/AIDS.

Community: Gender discrimination, difference in culture, tradition and improper negative attitudes.

School: tuition fees, location, schedule, time, building, size of classroom, resources and working hard.

Activity 2: Definition and importance of village education map (Time 20 Minutes)
- Trainer gives questions to discuss on definition and importance of village education map.
- Around 4-5 participants to give comments. Then, trainer summarizes the comments.

- Definition and importance of village education map
  It's necessary and important in searching for the children and the reasons for not attending school within the village. Village education map also helps with data collection on children aged 6-14 years old of each household whether their kids attend school or not.

- Trainer divides participants into group (group of 6). Ask the group to study the information on how to collect data to develop the village education map. Then, each group to explain how they can collect the data, process of developing the map and the advantages of using the map to get the information of children in villages. (Time 40 Minutes)
- Trainer to summarize and add some more comments.

- How to collect data for developing the village education map
  - Communicate with families to participate in collecting the data.
  - The team who will conduct the survey will need to be well trained.
  - Appropriately allocate the tasks according to the local areas (Units, villages, services points).
  - Using data collection survey form.
  - The data need to be very accurate and true (not allow estimation).
  - Review and summary the data after completed the survey.

- Process of developing/drawing the village education map
  - Write the name of village map and year.
  - Define the boundary of the community, roads, stream, offices, agencies with different marks.
  - Draw the existing household in the village.
  - If several families live in one household, draw the room based number of families.
  - Add the data of children to the household
  - When finished, put the date, month and year as well as signed by the village chief, head of village education development committee.
  - Define the marks and statistic at the bottom of the map.
Activity 3: Developing of action plan *(Time 30 minutes)*

- Instruct the participants to study Book I, page 76-78 then, explain what are the components of developing an action plan?
- 3-4 participants give the explanation. Then, ask the participants to continue study the rest of information at home.
- Trainer to summarize.

**Benefits of using the village education map**
- Will have the data of children attending and not attending school base on the aged scale.
- Have the clear information and convenient for village education planning.
- Have the accurate data to help with mobilizing and solving the problems of families not sending their children to school.
1. **Objective:** Participants will be able to:
   - Describe the characteristics, components expressing inclusive education and learning friendship.
   - Describe the benefits to be gained from building inclusive education and learning friendship environment.

2. **Content:**
   Characteristics, components and benefits to be gained from building inclusive education and learning friendship environment.

3. **Methodology:**
   - Describing, group working, report and summary of the correct answers.

4. **Time:** 60 minutes

5. **Materials:**
   - Trainers prepares;
   - Prepare the characteristic table in power point or write down on the flipchat pager (Manual Book I, Page 5)
   - Flipchat paper, marker, scotch tape.
   - LCD projector

6. **Implementation processes**

   **Activity 1:** Instruct the participants to work in groups to study on some different characteristics between old type of classrooms and the classrooms with inclusive education and learning friendship environment.

   **Time:** 20 minutes
Methodology:

- Trainer instructs participants to fill in the below table on characteristics of old type of classrooms and the classrooms with inclusive education and learning friendship environment.

<table>
<thead>
<tr>
<th>Environment</th>
<th>Old type classrooms</th>
<th>Inclusive education and learning friendship classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who are in the classrooms</strong></td>
<td></td>
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<tr>
<td><strong>Seats arrangement</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Teaching materials</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Resources</strong></td>
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<tr>
<td><strong>Evaluation</strong></td>
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</tbody>
</table>

- Trainer summarizes information into the table showing in power point. The information to be put in the table is as below:

<table>
<thead>
<tr>
<th>Environment</th>
<th>Old type classrooms</th>
<th>Inclusive education and learning friendship classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Teacher turn their back to students when talking</td>
<td>Be Friendly, warm, teacher seats by students’ side and smiles to students who have hearing problem. There might be carers to help the teacher, congratulate this students as well as helps other students</td>
</tr>
<tr>
<td><strong>Who are in the classrooms</strong></td>
<td>Teacher has similar capacity to students</td>
<td>Teacher, carers and students have much different capacity and knowledge</td>
</tr>
<tr>
<td><strong>Seats arrangement</strong></td>
<td>Have same seats arrangement for every classrooms (students seat in line and male students seat separately at one side)</td>
<td>The seasts arrangement are different such as: girls and boys seat together on the classroom floor in 2 cycles or seat in same table</td>
</tr>
<tr>
<td><strong>Teaching materials</strong></td>
<td>Only teacher and some</td>
<td>There are variety of teaching</td>
</tr>
</tbody>
</table>
Students have textbooks, workbooks and small board. Materials for all students such as: teaching equipment for arithmetic which was made from old newspapers or posters and dolls for language subjects.

**Resources**

Teachers have interaction with children without using any teaching materials. Teachers prepare the lesson plans in advance, teachers ask students to bring teaching/learning materials from home and those materials cost nothing.

**Evaluation**

Use the test as the standard. Using actual evaluation, observation, samples, the learning outcome of the students at all time such as: Performance book.

**Activity 2:** Trainer discusses with all the participants in the room (big group).

**Time:** 15 minutes

**Methodology:**

- Questioning: What are the components indicates the inclusive education and learning friendship?
- Ask participants to answer 1-4 people.
- Trainer to summarize (in PowerPoint)

The components indicates the inclusive education and learning friendship are:

- Communication between families and communities.
- Gender.
- Security, prevention and health promotion.
- Communicate on the daily life of the children.
- Encouragement.

**Activity 3:** The benefits to be gained from building the inclusive education and learning friendship environment.

**Time:** 10 Minutes

**Methodology:**

- Trainer questions: Who will get the benefits from building the inclusive education and learning friendship environment?
- Participants to answer 1-4 people.
- Trainer to summarize (In PowerPoint)
The benefits to be gained from building the inclusive education and learning friendship environment

- **Benefits to the children:**
  - They have self confidence, more development.
  - Learning how to independently study both in the school and out of the school.
  - Able to apply what have been learned into their real lives as well as have the good reaction with teachers and classmates.

- **Benefits to the teachers:**
  - Able to know and understand new ways of teaching for all type of children
  - Able to develop the good attitudes, approaching people and handle the situations appropriately.
  - Have chance to discover, research new ideas by communicate more within the school and out of school.

- **Benefits to parents, carers:**
  - Get more understanding, be proud, know what to help and how handle with problems, know how to interact with other people in the communities in order to promote all the children to attend school.

- **Benefits to communities:**
  - Be proud to see more children attending school and have opportunities to learn.
  - The communication between school and communities is getting better and better.
  - Reducing the risk of addiction to drugs among teens.
Chapter 5
Understanding on Inclusive Learning and Learners

1. **Objective:** Participants will be able to:
   - Give the definition of inclusive education.
   - Define children’s learning methodology and learning barriers, and the good management in classes with many students

2. **Content:** The participants will learn about:
   - The meaning of inclusive education, children’s learning methodology and the good management in classes with many students.

3. **Methodology:** Explain, group work, report and summary of the answers.

4. **Time 90 minutes**

5. **Materials:**
   - Preparation of the trainer (Manual Book II, page 1-11)
   - Pictures of the children learning together
   - Questions using PowerPoint or write on flipchart paper
   - Flipchart paper, markers and scotch tape.

6. **Implementation Processes:**
   **Activity 1: Teacher brainstorms and explains the meaning of inclusive education**
   **Time 10 minutes**
   **Methodology**
   - The trainer to give presentation via re-explanation about the meaning of inclusive education that the participants have learned in Manual book I lesson I Page 2
   - The trainer to give presentation via explanation about the meaning of inclusive education.
   - The trainer asks the participants to look at the picture of children are sitting and studying together in one room about 2-3 minutes then asks questions as below:
   - Questions: What types of children are studying in the same class?
   - The participant to answer 1-2 people.
   - The trainer to summarize.

   **Definition of Inclusive Education**
   Refer to the processes of providing qualitative education and continually upgrade to match with the actual condition, ability and the needs of all variety learners. Focusing on addressing the education accessible barriers by building the learning friendship environment, safe, without discrimination and protect the students as well as mobilizing the community, family and children to participate in the inclusive education effectively.

   **Activity 2: Children’s learning and learning barriers**
   **Time: 40 minutes**
   **Methodology:**
   - The trainer instruct the participants to work in group as appropriated (group of 5-6) base on below questions:
     1. What are the various learning methods of the children?
     2. What are the barriers obstructing children learning?
- Answer by group representative
- The trainer summarizes by using PowerPoint

**Various types of children’s learning:**
Children can learn many different ways such as: learn through natural touch, seeing, hearing, and movement. Besides that, also learn by reading and recording; learn by the language words, learning by analysis and mathematics, learning through using the body, learning through music, song and learning by interacting with others.

**Learning Barriers:**
From the researches, It found that poor children, family broken apart, the timid child, no involved, never raised a hand in class, no confidence in his/her own ability or might think he/she has no worth in the class room and not good in studying, negative blamable behavior and quit their study finally.

**Activity 3:** Building learning environment with good management in classroom with many students.

**Time:** 10 minutes

**Methodology:**
- The trainer asks questions to discuss with participants such as:
  1. Why do we need the management and building good environment in classroom?
- The participants answer 2-3 persons
- Then the trainer summarizes the comments and explain (summarizes by using PowerPoint)

To be a comfortable place for teaching and learning. Classroom environment of classroom including buildings and other surrounding environments that might include resources for learning as well as psychological-social environment.
Chapter 6
Making the learning meaningful for all children

1. Objective: The participants are able to:
   - Give the explanation of learning for life for all children.
   - Explain about building learning friendship environment to make the learning meaningful.
   - Describe about building gender base learning experiences.
   - Describe and differentiate the proactive learning and inclusive learning.
   - Describe how to make mathematics, science and language subjects important and meaningful.

2. Contents:
   Learning for life for all children, building learning friendship environment to make the learning meaningful, building gender base learning experiences, proactive learning and inclusive learning, making mathematics, science and language subjects important and meaningful.

1. Methodology
   - Presentation, group work, discussion, report and summary the correct answers.

2. Time (90 minutes)

3. Materials

Preparation of the trainer
   - Learning for life form (Manual Book II, page 12-13)
   - Tables along each subject (mathematics, sciences, Lao language)
   - Flipchart paper, A4 paper, markers

4. Implementation process:
   Activity 1: Integrating the learning for life with communities.
   Time: 20 minutes

Methodology: The trainer discusses the below questions with all the participants:
   1. What are the meanings of learning for life and inclusive education and learning friendship?
   2. 1-2 participants to answer
   3. The trainer summarizes

- Learning for life mean: Giving the value of education to their livelihoods by focusing on healthcare, farming, animal feeding and other occupations to survive in the society and make a better life step by step.

- Building the inclusive education and learning friendship (IELF) means: To integrate what has been learned (topics or content), teaching methods related to children, families daily life. It means that many things need to be considered at the time of teaching-learning implementation, especially preparation of motivated environment and providing children opportunities such as: school buildings, places, public halls, toilets and other appropriated environment surrounding.
Activity 2:
- The trainer explains how to build the environment, learning friendship to make the learning meaningful.

**Time: 20 minutes**

Building the environment to make the learning meaningful, teachers must provide the facilities, be the manager, observer and also to be a learner as well.

Activity 3:
- The trainer separates the participant into female group and male group and instruct them to write down what their roles are.
- The teacher asks probing questions on the compliance of gender roles in teaching-learning.

**Time: 30 minutes**

**Question 1: What are the basic needs of human?**
- Trainer to summarize the answers

- The Conditions to be survived, abundance such as: food, clothes, medicine, accommodation and so on
- Education
- Convenient conditions regarding the employment or earning income
- Freedom, equality, justice
- Peace and security, the status and roles in decision-making in the family and society, reputation and honor. Women and men have different (specific) needs because: they have different roles, different works, consuming opportunity, roles in decision making, and different obstacles. Therefore, if you want to know the needs of women or men, girls or boys you are required to ask for the accurate and completely information of 2 genders.

Activity 4: Proactive and participatory learning

**Time 30 minutes**

**Methodology:**
- The trainer divides the participants in to appropriate groups (group of 5-6 people)
- The trainer gives instructs for each group to read the examples below (Book I page 19)

**Exemple:** Study to community water proofing dam, we are required to allocate or assign the tasks for each group of primary student year 5 to do. Before seeing the water proofing dam, the group members can learn about the importance of water for life of human and agricultures. At the dam, each group may be asked to: evaluate the demands of the dam; develop the dam map, area that are suddenly effected from the dam; draw various types of trees surrounding the dam; or questioning during the information sessions of dam
When returning to the classroom, each group can use the informations gathered for presenting or reporting the results of the visit. They can also discuss and describe the definition and the importance of water storage dam to their families as well.

- Then, ask each group to summarize such information, which points are indicating the linkage to mathematics, science and languages.
- Ask participants to fill those informations into the below table. Then, represent from each group to present or report.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Sciences</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
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</table>

- The trainer summarizes

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Sciences</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various species trees</td>
<td>The importance of water for human life</td>
<td>Draw the trees</td>
</tr>
<tr>
<td>Information of dam map</td>
<td>The importance of water for agricultures</td>
<td>Report writing</td>
</tr>
</tbody>
</table>
Part II
Classroom and Learning Friendship Management
Chapter 7
Planning for teaching and learning

1. **Objective:** The participants are able to:
   - Able to indicate the daily activities and responsibilities of the children
   - Explain and able to do the teaching plans
   - Able to organize and conduct the teaching with many students in the classroom

2. **Contents:**
   - Daily activities, teaching planning, children responsibilities, the effective teaching with many students in the classroom

3. **Methodology**
   - Lectures, group study, discuss, report, summarize the correct answers.

4. **Time:** 90 minutes

5. **Materials:**
   - **Preparation of the trainer:**
     - Flipchart paper, A4 paper.
     - Scotch tape.
     - Marker

6. **Implementation processes**
   - **Activity 1:** Daily activities and responsibilities of children
   - **Time:** 30 minutes:
     - The trainer discusses with participants by using these below questions:
     - What are the daily activities and responsibilities of children?
     - 3-5 participants to answer
     - The trainer to summarize the correct answers

   - **The daily activities and responsibility of children are:**
     - The head of classroom are responsible for the daily records, register, call the name of students to check how is present and absent, then report to the teacher.
     - Appoint group of students to do the classroom’s activities in each day.
     - To be the facilitator for other children; friend teach friend.
     - To be the person who are responsible for all the activities, in particular program active.
     - Be a data collector
     - Be head of classroom, head of unit and other as the assigned.
Activity 2: Lesson planning  
**Time:** 30 minutes  
**Implementation process:**  
- Divide the participants into an appropriate group (group of 5-6 people) then discuss the following questions:  
  1. How do teachers plan their lesson plans before teaching?  
  - The participants discuss within their own group then summarize onto flipchart paper and one representative of the group to present to the class.  
  - The trainer asks if there is any concerns from other group, then trainer to summarize to have uniform conclusion.

### Template of Lesson Plan

<table>
<thead>
<tr>
<th>Teaching Topics</th>
<th>Objectives of the lesson</th>
<th>Methodology</th>
<th>Evaluation prior to the teaching session</th>
<th>Classroom preparation</th>
<th>Children's activities</th>
<th>Learning productive</th>
<th>Report</th>
<th>Feedback</th>
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</tbody>
</table>

**Activity 3:** Effective teaching classes with many students.  
**Time:** 30 minutes  
**Implementation process**  
- The trainer discusses with the entire participant by these below questions:  
  1. How should teacher effectively plan their teaching sessions for the classes with many students?  
  - The participants 3-4 people to provide comments  
  - The trainer to summarize.

- Preparation before teaching mean: the readiness of teacher.  
- Plan the teaching session thoroughly and perfectly.  
- Physical and mind environment be available.  
- Able to identify the specification of the students  
- Able to use or apply variety of teaching techniques.
Chapter 8
Using Available Resources Effectively

1. **Objective:** Participants will be able to:
   - Describe how to use the available resources effectively.
   - Describe how to build the convenient environment in the classroom.
   - Describe the physical and mind environmental management of the classroom.

2. **Content:**
   Using available resources in the classroom effectively, building the convenient environment in the classroom, managing the physical and mind environment of the classroom.

1. **Methodology:**
   - Discussion, group work, presentation, summary of correct answers.

2. **Time** 60 minutes

3. **Materials:**
   - Flipchat paper
   - Markers
   - Scotch tape

4. **Implementation Process:**
   **Activity 1:** Organizing the empty zone, learning zone, exhibition zone and reading zone.
   **Time 45 minutes**
   **Implementation process:**
   - Trainer to divide the participant into group as appropriated (group of 5-6)
   - Trainer asks the below questions:
   1. What are the importance of organizing the classroom into learning zone, exhibition zone, reading zone in order to get the highest benefits? (each group to draw the map of classroom’s spaces organizing/dividing)
   - Trainer disdributes the flipchat paper, markers to participants in each group.
   - Participants in groups discuss themselves and dividing or organizing their classroom by drawing on the flipchat paper.
   - Then, each group to present at the front of class.
   - Trainer to summarize the correct answers.

- Organizing the classroom spaces, we should arrange the table avoiding to the radiation, not to put the table in the conner where there is no air circulation, the students should be able to move to other places freely or able to change their seat with others in turn freely.

- Children are eager to learn and search for new thing on natural world surrounding us; therefore, applying natural science and mathematic vision will motivate their learning and will help to improve their learning to get better.
  - Natural science vision such as: Forest is most suitable for proactive learning because the children need to know how to take care of living things, reducing the
- Mathematic vision such as: paper, wood, measuring tape, geometric shapes.

- Exhibition zone is important for:
  - Provide information to students
  - Showing the successes and pride of the children
  - Enhancing students’ understanding regarding the lessons taught.
  - Promote students to work together and help each other without considering on their different capacities.
  - Allow children to learn from one another’s successes.

- Reading zone refers to the library, rather than being the place where books are kept for students to read, it’s also where to show students’ successes/production and it will make them proud of themselves when seeing their own production to be published or showed. Besides, the students can also learn how to make books, classify and how to maintain it. You can ask students to make “zig zag” book from two or three times folding paper and the articles in each page, students can draw pictures into those books and it can be come the book store for reading.

**Activity 2: Managing the physical and mind environment of the classroom**

**Time** 15 minutes

**Methodology**
- Trainer asks questions to discuss with the whole participants via below questions:
  1. What is the management of physical and mind environment of the classroom?
     - Trainer and participants to discuss together.
     - Then, Trainer to summarize the correct answers for participants.

- Managing the physical and mind environment, it would be best to have the proper brightness, cleanliness and sufficient equipment for the classroom such as:
  - Make the classroom to be widest.
  - Easy to move back and forth.
  - Use the areas outside of the classroom.
  - To exhibit students production which they have produced.
  - Involve students to participate in.

- Organizing the psychological-social environment includes:
  - Make the classroom wider.
  - Temporary reduce the students in the class.
  - Get to know your students (remember their names and faces) via the name card and badges.
  - Develop the seats map.
- Conduct the proactive supervision, take students’ photos or get the their pictures.
- Use the specific strong points.
- Spend time in classes creatively.
- Involve students in the activities and divide into small groups.
- Conducting in turn activities on “get to know you” with students.
- Allow students to give their comments or ideas.
- Encourage students to ask questions.
- Accept difficult ideas and predict the difficulties.
- Have sufficient time.
- Pay attention to students as individual.
- Apply the creative punishment.
Chapter 9

Group learning and cooperative Learning

1. **Objective:** The participants will be able to:
   - Describe the techniques of group learning or learning in group.
   - Describe learning methods on friends teach friends.
   - Describe the importance of self-learning.
   - Describe the teaching planning for variety of different groups of students.
   - Describe proactive and inclusive classroom management.

2. **Content:**
   Working in group, different type of grouping in the classroom, cooperative learning, interpersonal skills for learning, establishing the fundamental rules for group working, conducting the friend help friend learning session, self-learning, teaching planning for the students with variety of differences, managing the proactive and inclusive classroom.

3. **Methodology:**
   - Presentation, group discussion, report and summarize the correct answers.

4. **Time** 100 minutes

5. **Materials:**
   **Trainer to prepare**
   - Manual Book 2 teaching management on inclusive education and learning friendship (75-89)
   - Questions using power point or write on flipchat paper.
   - Flipchat paper, markers and scotch tape.

6. **Implementation process:**
   **Activity 1:** working methods for group work, friend help friend learning session, self-learning, teaching planning for the students with variety of differences, managing the proactive and inclusive classroom.
   - Trainer to give instructions on how to conduct the activities in this chapter, some topics may not be presented but the participants will be asked to study themselves. We will discuss, sharing on some the topics.
   - Trainer to divide the participants into 5 groups, each group to discuss 1 questions as below:
     1. What are the methods should teacher use conduct the group work? How does the teacher group students properly regarding the learning-teaching session?
     2. Why teacher needs to conduct the friend helps friend learning session?
     3. What is the importance of self-learning?
     4. What should teacher do to plan the teaching session for those students with variety of differences?
     5. What should teacher do to manage the proactive and inclusive classroom?
   - Each group discuss; then, write down on flipchat paper and one representative from each group to present to the whole class.
- Other group to give comments
- Trainer to summarize the comments

**The methods of conducting group work**
The productive teaching refers to the combination of teaching methods which will offer individual needs of student and it will make the classroom to be lively, challenging and friendly. You can apply some of the below methods: Teach the entire class directly, teach the group of students in class directly, teach individual student and small groups.

**Different types of grouping in the classroom.**
Teacher can group students by various types such as: group the specific students who are in the same grade, different classes, by same sex, both women and men, same level, different abilities, pair-group and other types of grouping.

- Conducting the friend helps friend learning session as we know it’s the teaching session between friends and learning of children for children. It normally happens when the children who have better abilities or higher classes, after they finished up their work then help the others or the weaker students via several options during the special time in a day to help each other and identify the subject which their friends are weak at.

- Friend helps friend teaching session is the high worthy teaching technique because it helps to provide the individual needs for each student. Other than that, it also promotes the cooperative learning instead of competitive and then the respect will be created during the time they are working together.

- The importance of self-learning: self control learning is very important because it’s needed for the children to learn independently from teachers. It will allow the student and teacher to effectively spend their time.

- Teaching students with variety of differences: variety of differences is the attention to be paid to the needs of children or group of students rather than pay attention to the whole class. There are some fundamental principles to support the variety of differences such as:
  - Classroom with variety of difference should be adaptable.
  - The variety of teaching methods will come from the effective and continueing evaluation of the learners’ needs.
  - All the children have their appropriated tasks to do
  - Teacher and students are the core parters in learning.
Management of the proactive and inclusive classroom

Management of the proactive learning is combined with several different components. When it’s balanced between self-learning, friend helps friend, group learning and direct teaching will make the teaching sessions become easier as well as helping students in many ways. There are some important things which could help upgrading the proactive learning in the classroom such as: planning, preparation, collection of resources, connecting learners to the activities, connecting the learners to one another, instruction and emphasizing on active participation.
Chapter 10
Proactive and Actual Evaluation

1. Objective The participants to be able to:
   - Explain the methods and the learning–teaching result evaluation techniques.
   - Explain the evaluation of learning-teaching in the class which many students are existed.

2. Content:
   Definition of evaluation, learning outcome, methods, actual evaluation techniques, feedback, assessment, skills evaluation, attitudes, any mistakes might arise during learning-teaching evaluation within the classroom with many students.

3. Methodology:
   - Lecture, group discussion, presentation and summary of possible correct answers.

4. Time 60 minutes.

5. Materials:
   Trainer to prepare
   - Manual Book 2 Conducting the teaching session of inclusive education and learning friendship classroom (Page 90-111)
   - Questions using power point or write on flipchat paper
   - Flipchat paper, markers, scotch tape.

6. Implementation processes:
   Activity 1: Definition of evaluation.
   Time 10 Minutes.
   - Trainer explains about evaluation and the definition of continual evaluation to participants.
     
     • Evaluation is the process of observation to collect the data, then make the decision base on such information. The continual evaluation refers to an on going observation to define what the children know and understand, what they can do. Theses observations need to be done several times during the year such as: at the beginning, in middle and at the end of the school year.
     • The methods and techniques of actual evaluation refers to ways of bringing the children to participate in to the processes of evaluation themselves base on their learning result, realities and the teaching as appropriated.
     • There are some samples of evaluation such as: observation, taking brief notes, asking questions, testing to filter and evaluate their production files….
     
     - Continue to do next activity afterward
**Activity 2:** Methods and techniques of actual evaluation and teaching evaluation in the class which many students are existed.

**Time:** 50 Minutes

- Trainer to divide participants into group as appropriated (group of 6-7) then to answer the below questions:

1. What are the methods and techniques you previously use to evaluate your learning-teaching?
2. How do you conduct the evaluation in the class which many students are existed?
   - Each group to discuss within the group and write down on flipchat paper.
   - Representative from each group to present to the class, the other groups to add comments.
   - Trainer to summarize the comments.

- When conducting the learning-teaching evaluation in the classroom where many students are existed, teacher would need to implement several activities as below:
  - Roles of feedbacks.
  - Assigning the tasks for students to do.
  - Select the tasks consistent with the learning objectives and outcomes.
  - Designing the tasks to be assigned in order to evaluate.
  - Giving the clear instructions about the tasks to be assigned to students.
  - Giving students opportunities to allow them to show off what they have learned.
  - Testing students in the ways that they are familiar with.
  - Testing students to see the successes of their learning.
  - Accepting the idea that no test is perfect.
  - Giving feedbacks on the tasks assigned immediately.
  - To fight the burden of testing, scoring, examination and the feedbacks on your teaching.
Manual BooK 3
Health Promotion for Inclusive Education and Learning Friendship

Chapter 11
Teaching life’s skills for Children

1. Objective: Participants will be able to:
   - Explain how to teach basic skills on health education.
   - Explain about using of necessary skills for learning.

2. Content:
   Teaching basic skills and using the necessary skills for learning.

3. Methodology:
   - Asking questions, lecturing, presentation and summary of answers.

4. Time: 30 minutes

5. Materials:
   Trainer to prepare:
   - Manual Book III, chapter 2, page 19-26
   - Questions using power point or write on flipchat paper
   - Flipchat paper, scotch tape, markers

6. Implementation Processes: Teaching the basic skills to earn a living for children.

Activity 1:
   - Trainer asks the below questions for discussion:
     1. How to teach the basic skills on health education for life for children?
     - Trainer asks 3-4 participants to answer.
     - Trainer summarizes and concludes the answers.

**Teaching the basic skills on healthcare for children to earn a living**
It relies on basic skills by focusing on the changing of health attitudes to better practices.
It’s depending on the needs of students in order to enhance their knowledge, attitudes and skills, it’s needed that communication skills, communication between person to person, decision making and interactive thinking are being applied because education is the key for understanding and reducing of children’s health problems.
Activity 2:

- Trainer asks the questions for discussion, the questions are as below:
  2. What are the necessary skills for learning?
- Trainer asks 3-4 participants to answer.
- Trainer to summarize and conclude the answers.

<table>
<thead>
<tr>
<th>Necessary skills for learning are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Prevention of abuse drug use.</td>
</tr>
<tr>
<td>- Prevention of violence.</td>
</tr>
<tr>
<td>- Promoting good nutrition manner.</td>
</tr>
<tr>
<td>- Promoting hygiene and healthcare.</td>
</tr>
<tr>
<td>- Promoting mental health.</td>
</tr>
</tbody>
</table>
Part V
Creative Education
In inclusive and learning friendship Classroom

Chapter 7
Understanding on Creative Education and Punishment

1. **Objective:** Participants are able to:
   - Give the definition on punishment and creative education in classroom.
   - Tell the differences of children in the classroom.
   - Explain the patterns and causes of violence basis.
   - Clarify the instructions on children age based creative education and solve the conflicts.
   - Explain the creative education based on children age.

2. **Content:**
   Definition of punishment and creative education in the classroom, tell the differences of children in the classroom, patterns and causes of violence basis, clarification of instruction on creative education and solving the conflicts. Explanation of children age based creative education.

3. **Methodology**
   - Discussion, group work, presentation and summary of the possible answers.

4. **Time 170 minutes**

5. **Materials**
   - Manual Book 4, Case study; Story of Ramon, flipchat paper, markers, tape, A4 paper and LCD projector.

6. **Implementation Process**
   **Activity 1:** Definition of punishment and creative education in classroom. *(Time 30 Minutes)*
   - Trainer discusses with the participants about punishment and creative education for students or children who were previously punished. Then, ask the participants to write down the definition of punishment and education for children on A4 papers and put them on the wall. After that, instructs the participants to walk around and see each definition, give comments and share their ideas.
   - Trainer to summarize the answers.

   - **Punishment** refers to the action (punishntme) to impose the person who acts against the rules and regulation and/or to indicate the imappropriated acts.

   - **Creative education in the classroom** refers to teaching session or educating for the people to obey the rules and regulation or norms of behavior in the short term and long term.

   **Activity 2:** The differences of children in the classroom. *(Time 30 minutes)*
   - Trainer discusses with participants by using the following questions:
2. Why students in the classroom are so different?

- 4-5 participants to answers.
- Trainer to summarize the answers.

- Students have variety of differences because each students has his/her own unique characteristics such as: experiences, skills, knowledge, personalities and attitudes.

Activity 3: Patterns and causes of violence basis. (Time 40 minutes)
- Trainer divides participants into group (group of 5-6) to study the questions below:
  2. What are the patterns and causes of violence basis?
  - Each group to discuss the question, representative from each group to give presentation and other group to give comments.
  - Trainer to summarize the answers.

- Patterns and causes of violence basis consist of:
  - violence to themself, violences between person to person and organized violences.
- Causes of violences basis:
  - Attributes level of chilren: learning impairement, attitudes or as victims of violence between individual members.
  - Promoting factors at family levels: lack of warmth, found violence within the family, physical punishment and child abuse...
  - Community and environmental factors that promote the violence such as: unequal economy, high level of unemployment, the influence of the media, the availability of weapons.

Activity 4: Recommendations on creative education, conflict resolutions and techniques of aged based creative education. (Time 70 minutes).
- Trainer divides the participants into groups to study different questions. Then, sharing the answers and provide comments on flipchat paper to present to the workshop. The questions are as below:
  1. What are the recommendations of creative education?
  2. How to conduct the conflict resolutions among students?
  3. What is the importance of aged based education techniques?
- Trainer to summarize the answers.
- **Recommendations on creative induction consists of 10 things as below**:
  - Self confident (do not wrongly interpret students behaviors).
  - Define the positive behaviors.
  - Respectful interaction among students.
  - Communicate/tell your expectations.
  - Use funny or relaxing emotion.
  - Use proactive collaboration.
  - Give choices or opportunities to promote decision-making as a team.
  - Let the results of behavior occur naturally but safely.
  - Do not bring the disobedience of students into privacy.
  - Give the efforts but not trying to know the right things.

- **Conflicts resolution among students**
  This conflict may be the form of the disdain, temptation, beating and avenge back, snatching playing places, difficulty in accessing or possession of equipments including subject matter... which caused from the gangster, abuse and expanding rapidly. Therefore, to reduce conflicts teachers should teach students to learn to solve problems themselves.

- **Aged based creative education**
  Aged based creative education is the education for children in order to regularly change and develop their behaviors when they grow up. Therefore, creative education should be based on their ages from 5 years to 21 years as below:

<table>
<thead>
<tr>
<th>Age</th>
<th>Development</th>
<th>Special recommendations about teaching/punishment/education</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years</td>
<td>The children tend to be calm, quiet, very well considered. Normally, they will try to do what they know they can, therefore, it’s comfortable and easy to apply the rules for them. The friendship, loving, grateful, requires the happiness to do the right things. The students want and have the goal to be good person, they are still not able to accept the guilt, so they sometimes try as much as they can not to say the truth.</td>
<td>Teach them on what is reasonable and what is not reason able to expect. There are several things teacher knows it’s not correct and not yet matured. Prevention is better than having negative results. However, if you are doing that you can do it quietly, students have goal to be good persons, is the strong points. Fortunately, there might be less necessary to have the negative results.</td>
</tr>
<tr>
<td>6 years</td>
<td>Their emotions are very fluctuated, might feeling love in one minute and hate for other minute. Very complicated and have</td>
<td>It requires more patiences, ignore the denials from children</td>
</tr>
<tr>
<td>Years</td>
<td>Description</td>
<td>Advice</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>7</td>
<td>Quiet rather than having negative emotion, serious person and self-absorption, fluctuated emotion, tease or suspect. Very sensitive to other’s emotion. Other students might not like and complain as well as take as funny.</td>
<td>Obedience problems may occur because students are not stable. To ask students to do simple activities, you would need to inform them earlier to ensure they heard the instruction or not. Remind them before they forget and jump to others. Congratulate for their achievement.</td>
</tr>
<tr>
<td>8</td>
<td>Diligent, fast, find out new things, not patient and always request for help, emotion is not changing like 7 years old children. But still very sensitive, needs time, attention and approval, start thinking subjectively, interest and worry on their own ownership.</td>
<td>Provide advices for students as appropriated. Give time, attention and to agree on is very useful to motivate them. Apply problem solving activities to develop students’ abstract thinking. Rewarding, flattering for their success as appropriated.</td>
</tr>
<tr>
<td>9</td>
<td>The children’s emotion are calm comparing to those with their 8 years old, independent, responsible, could be dependent and have good cooperation. Sometimes, their emotion fluctuates but often with a reason, they could accept the fair criticism with enough and clear explanation. Interested in the justice, friend’s words might have more importance to parents’ ones. They are very participated and might ignore to what you are saying sometimes or become absent-minded. Their worries to other may presented occasionally.</td>
<td>Promote their ownership on responsibility via tasks assigned (asked to do). Apply inclusive education with friendly monitoring of the activities, advise students to learn through program rather than only giving theory until they are 10 years old.</td>
</tr>
<tr>
<td>10</td>
<td>They are motivated emotional, simple, easy to understand, good consideration, but still like a baby, less worried and less needs compare to children in their 9 years old. Generally, they are good persons and satisfied with lives. They might sometimes be swindled, moody but not worried, still frighten. They are happy with their funny emotion but might not be funny for others, they are in their happy ages.</td>
<td>Involve student’s abilities in their learning to differentiate bad things and good things, wrong and right and true and untrue. The techniques you need to know is the reasonable expectation. Get students involve in setting up the head of</td>
</tr>
<tr>
<td>Age</td>
<td>Description</td>
<td>Notes</td>
</tr>
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<td>-----</td>
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</tr>
<tr>
<td>11 to 13 years</td>
<td>Early teenage aged, a period of rapid change, much development on own unique appearance and more independence. Need more privacy and may increase susceptibility to deceit, emotional sensitivity, see the importance of friends more.</td>
<td>Apply funny teaching techniques.</td>
</tr>
<tr>
<td>14 to 16 years</td>
<td>Middle teenage aged, more independent, sexual development, and thinking about themselves more. Have many friends and have good thinking. Child behavior is declined. They are able to consider the reality and make good decisions themselves.</td>
<td>To promote good relations through exchanging ideas. Promoting innovated thinking to practice with friends as part of the learning sessions. Restrictions are logical and always bear the tip and fair in complying with the rules. Making sure they know the rules in order to get the significant outcome. Congratulate and proud of their good behaviors and success. Sharing your believes, worries and meaning of lives. Promote your students to respect their friends and the elders when consultation is needed. Keep admiring them.</td>
</tr>
<tr>
<td>17 to 21 years</td>
<td>Late teenage aged, more independent and self confident, got less influence from friends, develop their thinking as an adult, can handle with things easier than those who are in their early and middle teenage aged, have longer cooperation, show their ideas on things, feeling shy when behave wrongly.</td>
<td>Continue the actions as in their 14 -16 aged that mentioned above. Regularly ask your students on what they think and believe, respect their privacies and promote them to respect others. Support their own decision making and Keep admiring them.</td>
</tr>
</tbody>
</table>
Chapter 13
Building Good Relationship Between Teacher-Students

1. **Objective:** Participants will be able to:
   - Describe the basis of good relationship between teacher-students.
   - Describe the realities of living and families of the students.
   - Describe the building good relationship between teacher-students promotion strategy.

2. **Content:** The basis of good relationship between teacher-student; realities of living and the families of students, and good relationship between teacher-students promotion strategy.

3. **Methodology:**
   - Discussion, group work, presentation, summary of answers.

4. **Time** 60 minutes

5. **Materials:**
   **Trainer to prepare**
   - Manual Book 4, Creative Education in Inclusive Education and Learning Friendship Classroom.
   - Question sheets, flipchat paper, marker pen, scotch tape.
   - LCD projector

6. **Implementation processes:**
   **Activity 1** Basis of good relationship between teacher-students.
   **Time 15 Minutes**
   **Methodology**
   - Trainer asks questions to discuss with participants as below:
   1. How does the good relationship between teacher and students affect to children’s behavior?
   - Trainer ask 3-4 participants to answer.
   - Trainer writes the answers on the board.
   - Trainer to summarize and finalize the answers.

   - Good relationship between teach and students
   Building good relationship by understanding based, sympathy based, kindness based on helping students in many ways will make them believe and highly value their teacher, and that will positively change students’ behaviors as a result such as: respect, obeying to teacher’s advises, performing the activities in classes, adapting themselves to meet the surrounding environment ... and so on.

   **Activity 2:** Realities of living and families of the students, building good relationship between teacher-students promotion strategy
   **Time 45 minutes**
   - Trainer divides participants into groups as appropriated (group of 6-7)
   - Trainer distribute the question sheet for each group as below:
   1. What shall you do to know the realities of living of students?
2. What are the good relationship between teacher-students promotion strategy?
 - Trainer to give time for participants to discuss and brainstorm, then participants write down on flipchat paper.
 - Representative from the group to give presentation on that.
 - The other groups to give comments (agree or adding some).
 - Trainer summarizes of the possible answers.

<table>
<thead>
<tr>
<th>• In order to know the realities of living of students, you should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Study from the students (physical and mind)</td>
</tr>
<tr>
<td>- Study from the surrounding environment of the students (school, society and friends).</td>
</tr>
<tr>
<td>- Study from their families and communities (accommodation, family condition).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>• Building good relationship between teacher-students promotion strategy consists of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Keeping the good emotion in classroom.</td>
</tr>
<tr>
<td>- Paying attention to students.</td>
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<tr>
<td>- Provide constant and consistent responses.</td>
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<tr>
<td>- Be flexible according the condition.</td>
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<tr>
<td>- Make a mistake right</td>
</tr>
<tr>
<td>- Build confidences</td>
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<tr>
<td>- Focus on the previous successes.</td>
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<tr>
<td>- Make the learning to be significant</td>
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</tbody>
</table>
Chapter 14
Introduction to Disability

1. **Objective:** Participants are able to:
   - Describe the definition, causes and types of disability

2. **Content**
   The participants will understand the definition of disability, meaning, causes and type of disabilities.

3. **Methodology:**
   - Discussion, presentation and summary of the answers.

4. **Time** 90 minutes

5. **Materials:**
   The trainer should prepare:
   - Implementation guideline of village education development committee 2010, page… chapter….
   - A4 paper, pen and pencils
   - LCD projector

6. **Implementation Process :**
   **Activity 1**
   - Trainer discusses with all participants.
   - Present the content as in the documents
   **Time 50 minutes**
   - Trainer discusses with the participants by using the below questions:
   1. What are the definition, causes, and types of disabilities?
   - 4-5 participants to answer
   - The trainer to summarize the answers

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**Definition of people with disabilities**
People with Disabilities are those whose bodies are impaired or lost of function of the organs and limbs of the body, mind, cognition or intelligence.

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**The meaning of Disability Is :**
Physical capacity has been limited or having problems with daily mobility or performing activities in the family, community and society. Due to deformation, impairment, lost of one or many limbs of the body, mind and brain; comparing to those who have normal full function or capacity of mobility in the society.

---

**Causes of disability : 3 causes**
1. Congenital (genetic )
2. Disorder
3. Accident
<table>
<thead>
<tr>
<th>Types of disabilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Movement disability/ physical disability</td>
</tr>
<tr>
<td>2. Intelligence disability/ behavior</td>
</tr>
<tr>
<td>3. Speech disability</td>
</tr>
<tr>
<td>4. Hearing disability</td>
</tr>
<tr>
<td>5. Visual disability</td>
</tr>
<tr>
<td>6. Sensory disability</td>
</tr>
<tr>
<td>7. Epilepsy</td>
</tr>
</tbody>
</table>
Chapter 15
Teaching children who have special needs

1. **Objective:** Participants will be able to
   - Describe about setting high hopes, teaching children with hearing, seeing, cognition or intelligence problems and teaching the ethnic children.

2. **Content:** Setting the high hopes, teaching children with hearing, seeing, cognition or intelligence problems and teaching the ethnic children.

1. **Methodology:**
   - Discussion, lecturing, group work, presentation and summary of answers.

2. **Time:** 60 minutes

3. **Materials:**
   **Trainer to prepare**
   - Teacher prepares case study of Miss Vanida.
   - Prepares the analysis summary table.
     - *Teaching children with hearing problem.*
       - *(Using the strategies in the Inclusive Classroom Teaching Manual, Page 82 of The Teacher Training Book)*
     - *Teaching children with seeing problem.*
       - *(Using the strategies in the Inclusive Classroom Teaching Manual, Page 89 of The Teacher Training Book)*
     - *Teaching the children with cognition or intelligence problems.*
       - *(Using the strategies in the Inclusive Classroom Teaching Manual, Page 96 of The Teacher Training Book)*
     - *Teaching techniques for the ethnic children*
       - *(Page 70, Inclusive Education Training Manual 2011 )*
       - *(Additional reading documents on high hopes)*
   - A4 paper, pens and pencils.
   - LCD Projector

4. **Implementation Processes**

   **Activity 1:** Dividing into groups and read the case study of Miss Valita, fill the table with information (case study is attached as Apendix).

   Time: 20 minutes
   - Trainer to summarize the answers.
High expectation on skills and learning content
For example:

High expectation from surrounding environment and culture/traditions of the school
For example:

High expectation of students themselves
For example:

Expectation from the families of students
For example:

Activity 2: Dividing participants into 4 groups to study the below questions:
1. How do you teach the children with hearing problem?.
2. How do you teach the children with seeing problem?
3. How do you teach the children with cognition or intelligence problems?
4. How do you teach the ethnic children?

Time 40 minutes
- Representative of each group to present
- Trainer to summarize the answers.

- **Teaching the children with hearing problems:**
  If the hearing aids have been provided to students, make sure that students are using it, it’s powered on and the battery is properly working.
  - Use very simple words and sentences together with gestures and illustrative pictures to help enhancing their understanding about what you are talking.
  - Children with hearing problem could learn from seeing more that listening even though both are being applied. You should show them what you are expecting them to do. The illustration equipments or symbolic cards.
  - Pair up the students how has hearing problem to seat with the one who has not so that he/she could help to find the correct pages, review your instructions and so on.
  - Promote the students with hearing problem to watch and listen to other students answering your questions. If they could not see nor hear other students’ answers, you may required to re-speak what have been said in front of the children who have hearing problem so that they could hear ans understand.
  - Check if students understand what they are about to do.
  - Children with hearing problems might find it very difficult during group work because there will be several students speaking at the same time. Teacher may spend this time to give individual advices or instructions for those who have hearing problem.
  - If children speak not clear nor correct, teacher should spend time to listen what they are trying to tell you. Teacher should help the children in using those words and grammar correctly but teacher should congratetulate them for what they are trying to say.
- Encourage another students to seat close by and help recording.

**Teaching children with seeing problem:**
- Write big letters on the board or LCD projector. Using color pens to write and allow students to seat close to the board or learning materials could also help them to easily see.
- Read out loud what written on the board for students, prepare the materials which could help students to read easier such as: printing materials with big/wide size. Other students can help with these preparations or they can help in making photocopy to enlarge the photos or type in computer by using large font size, all these thing can help improving the reading of students with visual problems.
- Some students have problem in looking at the line of their note book, therefore, we should have the notebook with thick line.
- Some children have benefits from magnifying glasses for reading.
- Encourage kids to use wood or finger point when reading to hide the text not being read and use the small black board to prevent the radiation to be reflected.
- Children with eyes problem (seeing not clear) would need to learn by touching and listening at the sametime.
- Pairing with other normal kids so that they can helpin learning, looking for the pages correctly, reviewing teacher’s instruction.
- Use the congratulated words or gently clap to encourage the kids.
- Use the student’s name in order for other students to be able to identify who is speaking.
- Abacus should be available in mathematic.
- Record every teaching sessions via using USB/CD for students to watch again at home. For the students who have writting problems can also use USB/CD to store the text books in the library.

**Teaching children with cognition or intelligence problems:**
- Show the students what you want them to do, instead of giving instruction orally.
- Use very simple words when instructing and check if students understand you or not.
- Use the real materials so that they can feel and touch, in stead of using papers, and pens. Try to link the lessons with the daily life of children.
- Only one activity should be done at a time and complete it, make sure that activity 1 is completely done before moving to activity 2.
- Activities should be desinged step by step or break down in accordance with the learning objective.
- Lets the kids start with what they can do, before moving to next step let’s re-do the easy tasks once more time to make sure they don’t have problems; for example: drawing circle shape, kids able to color the circle shape before moving to next step to make the circle shape by connecting the points, then copying the circle shape from elsewhere and so on.
- Congratulate and encourage them for what they have successfully done.
- Allow the kids to practice more during performing activities. This is sometimes call “over learning” but it’s making sure that all students have learned the skills and enhancing the confidences. However, we should be reasonable, many children with cognition and intelligence problem could
remember the time they were enrolling in school and doing the same thing repeatedly without learning new things.

- Children want to practice the skills with different materials; for example: reading word by word when they write on papers and books. Writing can also be practiced on the sand, use color pencils, false color, pencils and pens. This is called making students’ learning associated with the actual situation.

- Pairing with other normal kids so they can help each other and focus on the learning as well as helping during performing any activities. Pairing them with better students so that when they finish their tasks they can also help the weak, slow students. Try to assign the tasks, activities which they can fully and partially contribute. Assign the activities for the whole group as there might be only partial contribution from the children with cognition problems, other group of students may asked to help those with disabilities during break time for going to toilets and etc. For the individual activity, the activities should include what children like and able to manage by themselves in order to avoid disturbing other students.

**Teaching ethnic children:**

Teaching ethnic children in Lao PDR includes 5 teaching techniques as below:

1. Language experiences based teaching.
2. Movement based teaching.
3. Listening-speaking based teaching.
Chapter 16
Raising Gender Awareness

1. **Objective:** Participants are able to:
   - Tell the background of gender.
   - Give the definition of sex and gender.
   - Explain the basic needs of human.

2. **Content:**
   Back ground, definition of sex and gender and basic needs of human.

3. **Methodology**
   - Explain, group discussion, form and summarize the answers.

4. **Time 90 minutes**

5. **Materials**
   - Posters, pictures or role play.
   - Gender promotion manual, form to evaluate the understanding of sex and gender.
   - Flipchart paper, A4 paper, markers and scot tape.
   - LCD projector.

6. **Implementation Processes**
   **Activity 1:** Gender Background *(time 20 minutes)*
   - Trainer explains the background of gender in accordance to the treaties, declarations, constitutions and laws as well as questioning for discussing.

   - International Declarations:
     - The Universal Declaration on Human Rights 1948 (page 30)
     - The World Declaration on Education for All (page30)
     - The Declaration on MDGs (2008-2009)
     - The Beijing Declaration and Its Platform for Action to advance the women (1995 page 30)
     - The Government’s Commitments on Gender Equality Education (page 28)
• **The Universal Declaration on Human Rights 1948**

The Universal Declaration on Human Rights reaffirmed the the non-discrimination principles that: all human are born with freedom and equality in terms of rights and dignity. The human rights and fundamental freedoms is for all without distinction, especially as to sex. To remember that: States Parties of the International Convention on human rights obligations to ensure equality of rights between women - men on rights to economic, social, cultural, citizenship and politics.

Rights to education for all is recognized in Article 26 of the Declaration of Human Rights by the UN General Assembly Meeting in 1948.

• **The World Declaration on Education for All 1990**

The World Declaration of Education for All had affirmed the content of world Education for All Meeting in Chomthien, Thailand. The target group and strategy is to achieve the needs of basic education for all. The goal is to achieve the access to the compulsory education, for learning with focussing on the justice, emphasizing to the outcome of education, expanding the basic education, upgrade the environment of learning and strengthening the cappacity of development partners.

• **The Beijing Declaration and Its Platform for Action to advance the women 1995**

1. Women have to increasingly bear with the endless poverty.
2. Unequality in receiving education and trainings to upgrade themselves.
3. Women receive not engough of healthcare services.
4. Impact of the war.
5. Women do not have equal access and participation in determining the economy structure and production policies..
6. Lack of management mechanism in all levels to advance the women.
8. Using unadequate media to promote the good features and positive participation of women to the society.
9. No awareness and unadequate promotion, support the participants of women into the management of natural resources and environment conservation.
10. Girls continue to be discriminated and excluded in many ways, as a consequence of their rights and benefits.
• Declaration on the Millennium Development Goals 2000:

MDG 2: achieve universal primary education until 2015, all children both male and female can finish primary school.

MDG 3: Promote gender equality and empower women to eradicate the unequality between men and women in primary and high school education from now to 2005 and all education levels no later than 2015.

• Government’s commitment to gender equity in education

GOAL 2: To ensure that from now to 2015, all the children, in particular, girls in poor families and minority group, to access and finish the basic education with good quality and free of charge as fundamental.

GOAL 5: Eradicate the gender difference in primary and secondary education until 2005, and achieve the gender equality until 2015, Focusing on ensuring girls to have full access and achieve in basic education with fully good quality and equality.

♦ Constitution (page 20)
♦ Law
  • Education Law (page 26).
  • Criminal Law (page 28).
  • Labor Law (page 24).
  • Family Law (page 22).
  • Gender equality in international education.

Constitution

Article 29, Article 35 to Article 50 (Ask the participants to read page 20-21)

Education Law:

Article 03: All Lao citizens regardless of their ethnicity, race, religion, sex, and social status have the right to education.

Article 35: All learners have equal rights to education, researching, seeking for their advance. School, centers, all education institutions levels and education management agencies at all levels must ensure the implementation of equal rights of learners in particular women, minorities and children with disability.

Article 36: The state has the regimes that support the learner with poor families who are particularly women, minorities, those have good talent or excellent in learning. In addition, states also encourage individuals, organizations and societies to help those learners with appropriate form of support.
• **Criminal Law:**
  
  **Article 31 Paragraph 2**: Prohibit the punishment on limited the freedom for the whole life of offenders aged under 18 years old and *pregnant women* at the time of offense.

  **Article 32 Paragraph 3**: Prohibit capital punishment for the offenders under 18 years of age at the time of offense and *pregnant women* at the time of offense or at the time of judging, when taken punishment.

  **Article 36 Paragraph 3**: Prohibit the restrictions punishment for offender under 18 of age and pregnant women or women whose kids are under 8 years old at the time of offense.

**Activity 2: Definition of Sex and Gender equality** *(time 20 minutes)*
- Trainer instructs participants identify the difference between men and women, then ask them to write down onto the flipchat paper als write the gender responsibilities in each paper.
- Trainer to summarize the answers

- **Definition of sex**: Sex is the differences between women and men in terms of biological nature built since birth and it’s same all over the world.

- **Gender** is the relationship between female - male in terms of social and cultural aspects.

<table>
<thead>
<tr>
<th>The difference between sex and gender</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
</tr>
<tr>
<td>• Biological nature built since birth.</td>
</tr>
<tr>
<td>• Same all over the world.</td>
</tr>
<tr>
<td>• Non changeable.</td>
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<tr>
<td></td>
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</tbody>
</table>


Activity 3: Test the understanding on Sex and Gender (time 40 minutes)

- Trainer ask participants to study the understanding test form as below: Then, try to understand the form together with the trainer.
Sex and Gender understanding Testing Form

Form to test the understanding of Sex; abbreviation as (S) and Gender as (G)?
Instruction: Please input (S) for the sentences regarding sex definition and (G) for gender in the blanket infront of each below sentence:

_____ 1. Women can give birth, men cannot give birth.
_____ 2. Girls are polite, boys are not polite.
_____ 3. Women can have breast feeding, men can not.
_____ 4. Female labor receive 40% to 60% of male salaries.
_____ 5. Doctors are male; nurses are female.
_____ 6. Boys are not likely to cry.
_____ 7. Boys are good at arithmetic and science subjects, girls are good at languages and historical subjects.
_____ 8. When students are discussing on engineering subject, it’s hard to consider about on women.
_____ 9. Base on UN statistic, women works two-third of the world working hours, but they only get 10% of the whole world’s income.
_____10. Boy's voice crack at the early teenage age, girl’s voice do not crack.
_____11. Girls are fired from school if they get pregnant at the time of attending school, boys are not fault or are not fired even though they are the ones who did the pregnancy.
_____12. Most men marry to the women who are younger than them.
_____13. Men who have family receive more nutrient food than those single.
_____14. Most parents prefer to have son rather than daughter because sons are will be family leader.
_____15. Kindergarten teachers should be female; male could not take good care of children well.

Activity 4: Basic needs of human (time 30 minutes)
- Trainer asks participants to study the document on page 28-30 in the Introduction To Gender for Primary School Teachers in School (3rd Edition, published dated 13-17/9/2004). Then answer the question: What are the basic needs of human?.
- Representative of 3-4 participants to answer the question and trainer to summarize the answers subsequently.

Basic Needs of Human:
- The Conditions to be survived, rich of abundance such as: food, clothes, medicine, accomodation and so on....
- Education.
- Convenient conditions of employment or income.
- Freedom, equality, justice.
- Peace and security.
- Having the status and role on decision-making in the family and society.

Then, trainer distributes the needs of husband and wife sheets to the participants for reading and comparing to the real life.

The needs of wife and husband to treat each other are:

<table>
<thead>
<tr>
<th>The needs of wife</th>
<th>The needs of husband</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Honest, love the only wife (don’t take other’s wife)</td>
<td>1. Wants his wife to be smiling, happy person.</td>
</tr>
<tr>
<td>2. Know causes and effects when there’s problems</td>
<td>2. Have the appropriate words to teach the kids and husband.</td>
</tr>
<tr>
<td>3. Discuss what to be done within the family</td>
<td>3. Listen to others reason, not too self-willed.</td>
</tr>
<tr>
<td>4. Loving brothers and sisters of both sides.</td>
<td>4. Know how to take care both wife and husband relatives.</td>
</tr>
<tr>
<td>5. Helping wife to work in family: house work.</td>
<td>5. Loving brothers and sisters of both sides and helping each other, giving sufficient opportunities for husband to work and meet with friends-social.</td>
</tr>
<tr>
<td>6. Respect each other.</td>
<td>6. Not to be too monopolized to husband</td>
</tr>
<tr>
<td>7. Be a good model for the children.</td>
<td>7. Good cook for kids and husband</td>
</tr>
<tr>
<td>8. Don’t do the gambling</td>
<td>8. Saving person</td>
</tr>
<tr>
<td>9. Encouragement and care when sick.</td>
<td>9. Able to make decision and solve problems in the family</td>
</tr>
<tr>
<td>10. Not distinguish the origin, caste, ethnicity</td>
<td>10. Not too bully or restrict husband</td>
</tr>
<tr>
<td>11. Same money pocket.</td>
<td>11. Give money to husband</td>
</tr>
<tr>
<td>13. Self-care for dressing and base on the occasion.</td>
<td>13. Not to be too credulous</td>
</tr>
<tr>
<td>14. Help each other to build, not to be luxurious.</td>
<td>14. Hard working, cooking</td>
</tr>
<tr>
<td>15. Wants her husband to upgrade himself in his work.</td>
<td>15. Saving person</td>
</tr>
<tr>
<td>16. Husband need to know if characteristic of wife.</td>
<td>16. Do not gossip</td>
</tr>
<tr>
<td>17. Able to openly discuss and accept for his weakness.</td>
<td>17. Do not bring bad things from outside to say to the kids</td>
</tr>
<tr>
<td>18. Giving development opportunities to his wife, upgrade her knowledge in many ways.</td>
<td>18. Love son and daughter equally</td>
</tr>
<tr>
<td>19. Forgive each other</td>
<td>19. Welcome and encourage husband when he got back from work.</td>
</tr>
<tr>
<td>20. Loving the relatives of both sides</td>
<td>20. Bring the good things to develop the family</td>
</tr>
<tr>
<td>21. Informing when go and come, come home on time</td>
<td>21. Systematically clean the house</td>
</tr>
<tr>
<td>22. Pays attention and respect the wife in terms of keeping the property.</td>
<td>22. Provide good comments on things to be done within the family</td>
</tr>
<tr>
<td>23. Helping each other to teach children</td>
<td>23. Teach the children well.</td>
</tr>
<tr>
<td>24. Wants husband to know her attitude and changing of appearance periodically.</td>
<td>24. Have good relationship with the neighboring</td>
</tr>
<tr>
<td>25. Don’t want husband to drop by pubs and bars.</td>
<td>25. Friendly</td>
</tr>
<tr>
<td>26. Please remember the wife when going some where</td>
<td>26. Not to be fastidious person</td>
</tr>
<tr>
<td>27. Don’t want her husband to be lazy, could generate income for the family</td>
<td>27. Taking good care of husband when sick</td>
</tr>
<tr>
<td>28. Don’t be too much monopolized</td>
<td>28. Participate in social activities</td>
</tr>
<tr>
<td>29. Don’t use of violence</td>
<td>29. Take care of housework</td>
</tr>
<tr>
<td>30. Save money or things for the family</td>
<td>30. Consulting when there is anything</td>
</tr>
<tr>
<td>31. Participate in discussing on the family property</td>
<td>31. Take good care of husband, relatives and friends</td>
</tr>
<tr>
<td>32. Giving constant warm care for wife and kids</td>
<td>32. Outgoing person to join friends</td>
</tr>
<tr>
<td>33. Respect the good culture (3 house 4 water)</td>
<td>33. Respect the good culture (3 house 4 water)</td>
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</tr>
<tr>
<td>33.</td>
<td>Husband to be the leader in building family survival</td>
</tr>
<tr>
<td>34.</td>
<td>Be patient when there are problems in the family (reasonable if angry)</td>
</tr>
<tr>
<td>35.</td>
<td>Want husband to have good health</td>
</tr>
<tr>
<td>36.</td>
<td>Don’t come home late or midnight (wife is worried)</td>
</tr>
<tr>
<td>37.</td>
<td>Altogether building the family economy</td>
</tr>
<tr>
<td>38.</td>
<td>Help to save money or things, spend at reasonable needs</td>
</tr>
<tr>
<td>39.</td>
<td>Don’t want wife and daughter to serve alcohol and cook for guests.</td>
</tr>
<tr>
<td>40.</td>
<td>Should congratulate the wife when she did a good job in her work.</td>
</tr>
<tr>
<td>41.</td>
<td>No secrets to each other.</td>
</tr>
<tr>
<td>42.</td>
<td>Do not complain his wife during drinking with friends</td>
</tr>
<tr>
<td>43.</td>
<td>Not selfish and narrow mind</td>
</tr>
<tr>
<td>44.</td>
<td>Help each other to solve the family’s problems.</td>
</tr>
<tr>
<td>34.</td>
<td>Hard working person</td>
</tr>
<tr>
<td>35.</td>
<td>Know husband attitudes</td>
</tr>
<tr>
<td>36.</td>
<td>Innovated person to upgrade family</td>
</tr>
<tr>
<td>37.</td>
<td>Do not reply when husband is angry, giving the reasons when he calms down</td>
</tr>
<tr>
<td>38.</td>
<td>Be husband’s good wife and children’s good mother.</td>
</tr>
<tr>
<td>39.</td>
<td>Good health</td>
</tr>
<tr>
<td>40.</td>
<td>Have good position in her career and roles in society.</td>
</tr>
<tr>
<td>41.</td>
<td>Helping on family development planning(Good husband due to the good wife)</td>
</tr>
<tr>
<td>42.</td>
<td>Encourages husband when he is complicated</td>
</tr>
<tr>
<td>43.</td>
<td>Help with all the work</td>
</tr>
<tr>
<td>44.</td>
<td>Spend time with family</td>
</tr>
<tr>
<td>45.</td>
<td>Don’t drink alcohol, smoke and chew betel.</td>
</tr>
<tr>
<td>46.</td>
<td>Polite.</td>
</tr>
<tr>
<td>47.</td>
<td>Don’t dress too much</td>
</tr>
<tr>
<td>48.</td>
<td>Able to make decision and help to solve the problems</td>
</tr>
<tr>
<td>49.</td>
<td>Don’t be too credulous</td>
</tr>
</tbody>
</table>
Chapter 17
Introduction to Human Rights

1. **Objective:** participant are able to:
   - Explain the background, basic characteristics, and basic principles of human rights.
   - Describe the implementation and expansion of human rights content into the real works.

2. **Content**
   Human rights background, basic characteristics, basic principles and implementation on applying human rights into real work.

3. **Methodology:**
   Explanation, presentation, group discussion and summary the answers.

4. **Time 90 minutes**

5. **Materials:**
   The trainer prepares:
   - Basic human rights manual
   - Using power point or flipchart paper.

6. **Implementation Processes:**
   **Activity: 1** Background, basic characteristics and principles of human rights
   **Time 20 minutes**
   - The trainer to give lecture on the background, basic characteristics and principles of human Rights briefly as below.

<table>
<thead>
<tr>
<th><strong>International declaration on Human Rights</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. background</strong></td>
</tr>
<tr>
<td>• After World War II (1945), the UN was established.</td>
</tr>
<tr>
<td>• 1948 the UN has affirmed the international declaration on human rights, which identified the rights of human such as: citizenship, political, economic, social and cultural rights.</td>
</tr>
<tr>
<td>• In the year 1966 the UN has adopted affirmed the convention on the citizenship and political rights the convention on economy, social and culture.</td>
</tr>
<tr>
<td>• In 1976 both conventions were enforced.</td>
</tr>
<tr>
<td>• In 2000, The Lao government has signed in 2 conventions</td>
</tr>
</tbody>
</table>
**Basic characteristic of Human Rights**

- **Human Right is:**
  - The rights that any person has for being a human, the rights to recognize of honor and other basic rights that righteous of human by law.
  - The human right is moral principle that secure and protect of all human honor by law
  - Cannot be poach, there are internationals associate to each other
  - The human rights is international features but have specific feature of each nation

**There are 3 principles of human rights**

A. **International human rights:** refer to the rights which being human ownership and use those human rights without discrimination of race, skin color, sex, language, religion, opinion and political beliefs and other, citizenship or social origin, properties, birth or other status. Some say that human rights mean all human have equal rights and honors.

B. **The principles which cannot be transferred to another:** refers to the rights of one since birth in the status of being a human, the rights that cannot buy-sell, cannot negotiate or inherit to children

C. **The principle that cannot be separated, related to each other**
   Refers to citizenship, political, socio-economic and cultural rights which related and equivalent importance

**Activity 2: Implementing and expanding of human rights in education**

**Time 20 minutes**

- The trainer describes about the implementation and expanding of human rights in education
- The trainer to summarize
Implementation of human rights in education

A. policies and programs

- Education Law, New edition, issued date July 17th 2007 has specified clearly such as: in the part I, article 6: all the citizens without discrimination of ethnicity, race, religion, sex, age, social-economic status were eligible and have a rights to education.
- National policies and strategies on inclusive education in 2010-2015
- National Plans of Action on education for All 2003-2015
- Strategic Plan of national education system reform 2006-2015
- Education development scope 2009-2015
- Teacher Training Strategy 2006-2015
- Education Projects supported by NGOs, donors and government agencies such as:

  The Project supported by international organisation, donors and government organisations such as:
  Support the construction of school buildings, trainings for teachers, support capacity building for women, training on basic knowledge of gender and providing funds for the children in poor families, supporting the girls and those who live in the rural areas.

Complying of human rights in teaching-learning processes

- There should be 20% of local curriculum development in the Common curriculum.
- There should be up to 40% of local curriculum development in the out-school curriculum.
- The curriculum of learning – teaching have brought the contents of the conventions on human rights which the government has signed and ratified.
- The curriculum of elementary school grade 4 – grade 5, begin to talk about human rights, world around us subject and Lao language subject in grade 4 –5; final year of high school, some contents to be added in population education subject.
- The extra teaching curriculum including curriculum of teacher training, teacher manual and student’s book for each level. Example: Lao language textbook grade 2
- There are textbooks and further teacher manual about the basic knowledge of children rights in the elementary school grade 4 –5 and basic knowledge of human rights in the secondary school and high school
Text book for grade 4-5 basic knowledge on human rights

Teacher's manual for high school year 4-6 on basic knowledge on human rights

Text book for secondary school year 1-3 basic knowledge on human rights.
# Part II

**Inclusive Education Training Manual for Teachers**

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic/Content of training course</th>
<th>Methodologies/activities of the training course</th>
<th>Time</th>
</tr>
</thead>
</table>
| Day 1| Manual Book 1: building inclusive education and learning friendship environment  
Part I: Adapting the environment into inclusive education and learning friendship (IELF)  
Chapter 1: Definition and importance of building inclusive education and learning friendship environment.  
1. Definition, importance of inclusive education and learning friendship.  
1.1. Definition of inclusive education  
1.2. Importance of learning friendship  
1.3. Inclusive education and learning friendship indicators.  
1.4. Case study of inclusive education and learning friendship classroom.                                                                  | - Asking questions to discuss on the pictures  
- Working in group to read the case studies and to research about the questions.  
- Working in group to study about the indicators and then to discuss.                                                                 | 150 minutes |
|      | Part II: How to work with families and communities  
Chapter 2: Definition, Roles and Responsibilities, and mobilization of teacher to families, communities and the course.  
1. Definition and importance of communities.  
2. Roles and responsibilities of teacher in working with the carers and communities.  
3. How to mobilize-communicate and disseminate of IELF information to the communities.  
4. Community to classroom and classroom to community. | - Questioning to discuss  
- Group study.  
- Study the case study, page 38. Then, asking probing questions on who the bring the parents to participate and visit the school.  
Participants study the documents of community to classroom and classroom to community, page 46-50. Then explain | 60 minutes  
60 minutes  
60 minutes |
| Day 2 | Part III: Bringing all children to school  
Chapter 3: Type of children not attending school, Reasons for not attending school, searching for children and implementation to bring all school children to school.  
(Combine 7,8,9 )  
1. Types of children not attending school  
2. Defining the barriers obstructing the inclusive education  
3. The definition and importance of village education map.  
4. Plan of action | - Asking questions to discuss in group.  
- Processes of developing school and community map.  
- Propose the planning methods via asking probing questions on: bringing all children to school. | 120 minutes |
| --- | --- | --- |
| | Manual Book 2 Teaching management for Inclusive Enducation and Learning Friendship Classroom.  
Part I:Building Inclusive Education and Learning Frienship Classrooms  
Chpater 4:Characteristics, Components and benefits of Inclusive Education and Learning Frienship Classrooms  
1. characteristics, components expressing inclusive education and learning friendship.  
2. benefits to be gained from building inclusive education and learning friendship environment. | - Trainer to explain about the meaning of inclusive education.  
- Trainer prepares the table to be filled in  
- Divide the participants into 4 groups, characteristic table, Manual book 1, page 5 | 60 minutes |
| | Chapter 5: Understanding on Inclusive Learning and Learners.  
1. Learning and teaching  
2. Children’s learning  
3. Developing good management in classes with many students | - Trainer explain the meaning of inclusive education.  
- Individual discussion.  
- Group discussion. | 90 minutes |
| | Chapter 6: Making the learning meaningful for all children  
1. Learning for life  
2. building learning friendship environment to make the learning meaningful.  
3. building learning friendship environment to make the learning meaningful.  
4. proactive and inclusive learning.  
5. Making mathematic, science and language subjects to be important and meaningful | - Big group discussion  
- Dividing participants into group to discuss (women-men) | 90 minutes |
| | Part II: Classroom and Learning Friendship Management.  
1. Daily activities |  |  |
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<thead>
<tr>
<th>Day 3</th>
<th>Chapter 8: Using Available Resources Effectively</th>
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| 2. Responsibilities of the children | - Discussion.  
3. Teaching planning | - Groups discussion.  
4. Conducting productive teaching classes with many students. | 90 minutes |

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|   | 1. Physical empty spaces | - Group discussion.  
2. Learning zones | - Asking questions for discussing. |
|   | 3. Exhibition zone | 60 minutes |
|   | 4. Reading zone |   |
|   | 5. Organizing the convenient environment of classroom. |   |
|   | 6. Organizing physical and mind environment of classroom. |   |

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<tr>
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<th>Chapter 9: Group learning and cooperative Learning</th>
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</table>
|   | 1. Group work. | - Group discussion.  
2. organizing friend helps friend learning. | 90 minutes |
|   | 3. Self-study/learning |   |
|   | 4. Teaching planning for variety of differences of students. |   |
|   | 5. Proactive and inclusive classroom management. |   |

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|   | 1. Group work. | - Group discussion.  
2. organizing friend helps friend learning. | 90 minutes |
|   | 3. Self-study/learning |   |
|   | 4. Teaching planning for variety of differences of students. |   |
|   | 5. Proactive and inclusive classroom management. |   |

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<tr>
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<th>Chapter 10: Proactive and Actual Evaluation</th>
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|   | 1. Evaluation. | - Trainer to explain  
2. Learning outcome. | - Group discussion. |
|   | 3. Methods and techniques of actual evaluation. | 60 minutes |
|   | 4. Feedbacks and evaluation. |   |
|   | 5. Skills and attitudes evaluation. |   |
|   | 6. Mistakes may arise to the evaluation. |   |
|   | 7. Learning-teaching evaluation in the classroom with many students |   |

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<th>Chapter 12: Understanding on Creative Education and Punishment</th>
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|   | 1. Definition of punishment and creative education in the classroom. | - Trainer discusses with participants on what have recently been complied.  
|   | 3. Patterns and causes of violence basis | - Group study.  
4. Advices on children age based creative education. | 170 minutes |
|   | 5. Conflicts solving. |   |
|   | 6. Age based creative education. |   |

Chapter 11: Teaching life’s skills for children.  
1. Teaching basic skills on health education.  
2. Teaching necessary skills and promoting health education on basic skills to prevent HIV/AIDS.
| Chapter 13: Building Good Relationship Between Teacher-Students | - Discussion.  
- Group discussion.  
- Summary. | 60 minutes |
| --- | --- | --- |
| 1. The basis of good relationship between teacher-students.  
2. Why do the children behave like that?  
3. Why do they behave wrongly?  
4. Learning with your students  
5. Understanding about the realities of living of students.  
6. Learing about students’ families.  
7. Communication between teacher-parents  
8. Support/promotion strategies (Sub-topic summary) | --- | --- |

| Chapter 14: Introduction to disability | - Asking questions for discussion.  
- Group discussion. | 90 minutes |
| --- | --- | --- |
| 1. Definition of people with disabilities:  
2. Meaning of disability:  
3. Causes of disability:  
4. Type of disability: | --- | --- |

| Chapter 15: Teaching children who have special needs | - Case study of Miss Valita story.  
- Group study. | 60 minutes |
| --- | --- | --- |
| 1. Setting high hopes.  
4. Teaching children with cognition or intelligence problem.  
5. Teaching ethnic children. | --- | --- |

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<tr>
<th>Day 5</th>
<th>- Lecture, group discussion, knowledge test form.</th>
<th>90 minutes</th>
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| Gender promotion in education  
Chapter 16: Raising gender awareness  
1. Gender background. (Treaties, declarations, constitutions and laws)  
2. Definition of Sex and gender.  
3. Basic needs for human. | --- | --- |

| Chapter 17: Introduction to human rights. | - Lecture and explanation.  
- Discussion.  
- Group discussion. | 90 minutes |
| --- | --- | --- |
| 1. Back ground  
2. Basic characteristics of human rights  
4. Applying human rights in education. | --- | --- |
Student’s Case Study, Miss Valita

This case study has been written by Miss. Valita Khamdaranikorn, a student in Phiavath High School, Vientiane capital. (Taken from Krim)

My name is : Miss Valita, age : 18 years old. I live in Vientiane capital with my grand mother, aunt and uncle. I am the youngest niece among 3 sisters. I was born with a Osteoporosis, it means there is a problem to the protein which serve my bone system causing my bone weak and more brittle than normal. I can do everything just like other people do, but I sometimes need to look for other different options to do. My family try to help me many things in order to give me a hope that one day I might become a normal girl like others. For example: they need me to receive surgery, but my blood is a special type (O´), it’s very difficult to look for such type of blood in Laos. Finally, they decided not to do the surgery.

I love learning in elementary school, my teacher teaches me many things. I have many friends and progressive learning in that school. (March 2001).

Valita’s grand mother talks about the initiation of her study: In 1996, when Valita was just 6 years old, I had heard that there was a school for children with disability near our village. I took Valita to the school and met the school director, I asked him: Could Valita attend the school like other kids ? They answered; Yes, and they will try the best to help Valita. I was very happy to have decided so, because many people told me not to put her into school. But looked at her now, she is almost finished secondary school. I will encourage and support her everything so she can get what she wants in life, and will ask the government to affirm that: they do not make any barriers for the disable people. I believe that disabled people also have the rights to have good living equally to other normal people and it is the responsibilities of parents, teachers and government to assure that: We all can do to have the equality for those people with disabilities.

Valita said that: Me and my friend, Miss. Phetmany. She is my close friend who I spend a lot of time with at school. I can stand and move around freely, but I also use the wheelchair. My friends are very good persons, they help me with many things such as : they help me walk up and down the stairs to go to my classroom as it is on second floor. Actually, I think that; the school should have organized separated classroom because they allocated the classrooms with same grade on two different floors. But I think, to re-allocate the classroom in order to be more convenient, it means the whole system would need to be changed. Therefore, it might not necessary.

However, I feel pitiful for my friends because they have to carry me all the time and it’s even harder when I am getting older. For me, other than what I mentioned above, there are still other problems such as I need somebody to help me when I use toilet so it makes me very shy, I can only feel that I should not bother my friends.

Phetmany said that: I am 15 years old and I am in the classroom with Valita. I like being friend with her and we get on very well. Valita is my friend who makes me happy when staying with,
we play games during the group, talk like other teenagers. We know that there are somethings difficult for Valita to do, we know her difficulties, but it’s ok because we can help her. We know that she is shy to have us help her. She may feel that she bothers us, but infact we don’t mind for helping her. Instead we think that as we are friend so we should never think that. Valita has equal rights to us for receiving education in school or university as well as going to classroom or toilets. The government shoul build up the confidences for the people with disabilities so they can do same thing as other normal people, every people without relying just on the help from friends or families. Valita is really happy for being indenpend and she sometimes needs helps form others too.

**Valita’s future ideas:**

1. I want to study about astronaut, I like looking at the stars and I have always been so interested about the universe. (How did it build and what is in the universe), especially, in science and mathematics, but it’s only dream for me.

2. I want to go to Japan, I really want to go Japan since I have watch the documentary in TV. It’s a very beautiful coutry, the traditions and culture are very interesting. I just hope that one day I can go there for cultural exchanges.

3. I wan to continue live with my family. They help me all the time, my uncle just like my real fathe and he very support me to be ambitous. I want to do interesting things and challenging in my life. Some people suggested me to work with the disabled people when I finish my school. I don’t understand why they told me so, but may be they are right.

4. Due to my condition, they think I could only work for the center of disabled people, but I think that limits me too much. I want to continue my study for myself and do the things I am interested to do. I don’t want other people to tell me to do or limit me for what I want to do due to my disability. I want everyone to know that all people with disabilities have equal rights to those normal people in the society. We can be successful as anybody dreams about, if everybody gives us opportunities and supports us. Some one told me that: it’s difficult to achieve my dream, but I don’t want them to help me to make my dream comes true.