

ANNEX 6.1

INTERVIEW AND DISCUSSION GUIDELINES

Spring 2014

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1 Interview and Discussion Guidelines

1.1 Focus Group Discussion Guideline Montfort Students

Introduction: Name, sex, age

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic		Specific questions
Introduction		Our special interest applies in Education for All. This topic is high on national and international agendas, but still a challenge in implementation for most countries. Looking at education for All in Malawi, what come to your mind?
		What are in your point of view current challenges and positive developments in teacher training and deployment in Malawi?
		Can you please describe the contents and priorities of the Teacher Training you received?
		What did you learn regarding teaching methods?
		What did you learn regarding diagnostic and assessment?
		Did you touch on the topic of Resource Centres during your training? If yes, what did you learn and discuss regarding this topic?
		Teachers are supposed to support all children to be successful learners. How would you describe a successful and an unsuccessful learner at school?
		Which groups of students do you focus on in the SNE training course? What is the content regarding these specific groups? How did you discuss these topics?
		Do you feel well prepared to teach students with diverse needs in your class? If not, what would be necessary?
		Did you touch on the topic of cooperation between regular and SNE teachers during your training? If yes, what did you learn and discuss regarding cooperation? Do you feel prepared to cooperate with regular teachers?
		How do you see parental and community involvement? How do you want to work with parents and the community when you are working at schools?
		What do you think would be necessary in teacher training to improve the current situation of these students who are disadvantaged?
Closing Questions		Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?
		In conclusion what is your wish regarding the development of education in Malawi?

1.2 Focus Group Discussion Guideline TTC Students

Introduction: Name, sex, age

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic		Specific questions
Introduction		Our special interest applies in Education for All. This topic is high on national and international agendas, but still a challenge in implementation for most countries. Looking at education for All in Malawi, what come to your mind?
		What are in your point of view current challenges and positive developments in teacher training and deployment in Malawi?
		Can you please describe the contents and priorities of the Teacher Training you received?
		What did you learn regarding teaching methods? Did you learn anything in particular on how to teach big classes with around 150 students?
		Teachers are supposed to support all children to be successful learners. How would you describe a successful and an unsuccessful learner at school?
		Are there elements during your teacher training which focus on specific disadvantaged groups? Which groups? What is the content regarding these specific groups? How did you discuss these topics?
		Do you feel well prepared to teach students with diverse needs in your class? If not, what would be necessary?
		Did you touch on the topic of cooperation between regular and SNE teachers during your training? If yes, what did you learn and discuss regarding cooperation? Do you feel prepared to cooperate with SNE teachers?
		Did you touch on the topic of Resource Centres during your training? If yes, what did you learn and discuss regarding this topic?
		How do you see parental and community involvement? How do you want to work with parents and the community when you are working at schools?
		What do you think would be necessary in the first year of teacher training to improve the current situation of these students who are disadvantaged?
Closing Questions		Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?
		In conclusion what is your wish regarding the development of education in Malawi?

1.3 Focus Group Guideline Parents

Introduction: Name, sex, age, number of children, mother tongue

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic	Specific questions
General Introduction	Tell us what you like about the school(s) your child / children is/are attending
	What do you not like about the school(s)?
Access	Are there children who do not go to school? If yes, what are the reasons?
	As far as you know, are there students which are disadvantaged with regards to education? If yes, can you explain why these students are disadvantaged with regards to education?
	What do you think would be necessary to improve the current situation of these students who are disadvantaged?
Acceptance	Are there children at school who sometimes get excluded or who do not feel comfortable? Do you know why?
Participation	Do you feel that it is possible for all children to participate actively in class?
Closing Questions	Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?
	In conclusion what is your wish regarding education in this community?

1.4 Focus Group Guideline students

Introduction: Name, Grade, sex, age, mother tongue

We are very glad that you are meeting with us to talk about your school. Everything that you are telling us today stays among us. We do not tell your teachers or your parents what we are discussing here. We are visiting your school because we want to know more about how you are learning, what you like about your school and what you dislike.

Topic	Specific questions
General Introduction	Tell us what you like about your school and the lessons.
	What do you not like about your school?
Access	Are there children who do not go to school? Do you know why?
Acceptance	Are there children at school who sometimes get excluded or who do not feel comfortable? Do you know why?
Participation	Do you feel that your teacher supports you when you need help in the lesson?
	Are there children who often have problems following the lessons?
Closing Questions	What would you change at your school if you could?

1.5 Interview Guideline Teacher

Introduction: Name, position, official qualification (formal training), training (continuous education, specific trainings), teaching experience (number of years), sex, age, mother tongue

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic	Checklist	Specific questions
General Introduction		Education for All is high on national and international agendas, but still a challenge in implementation. Where in your daily work do you see the greatest challenges and obstacles?
Access		Looking at access to the education system in GT / MW which aspects do you estimate as important?
	What kind of disadvantage? <ul style="list-style-type: none"> - No access - Restricted access - Drop out - Irregular attendance - Leaving without formal certificate? What kind of groups of students? <ul style="list-style-type: none"> - Gender - Ethnicity / language - Disability - Rural / urban - Religion - HIV / AIDS - Poverty - Street Kids - Orphans - Child-headed families - Working children - Refugees 	As far as you know, are there students which are disadvantaged with regards to education?
	<ul style="list-style-type: none"> - Way to school (Distance, security) - Buildings (toilets...) - Barriers - Attitudes & believes - Traditions (early / arranged marriages, initiation ceremonies) - Legal standards School culture (restrictive rules, uniform policy, financial contributions, corporal punishment)	Can you explain why these students are disadvantaged with regards to education?

		What is the situation in your school?
	<ul style="list-style-type: none"> - Legal measures - Institutional measures / school development - Pedagogical measures - Community work 	Which actions do you know for these students who are disadvantaged with the aim to improve their educational participation?
		As a school, which measures have you put in place to improve education for all these students?
		What do you think would be necessary to improve the current situation of these students who are disadvantaged?
Acceptance		Worldwide different groups are more or less accepted by teachers and students. How would you describe the situation in GT / MW?
	<ul style="list-style-type: none"> - Gender - Ethnicity / language - Disability - Rural / urban - Religion - HIV / AIDS 	Are there students in school which are confronted with reservations?
		What are characteristics of students who are successful in school?
		Why?
		What are characteristics of students who are not successful in school?
		Why?
	<ul style="list-style-type: none"> - Policies - Practice 	Are there specific actions to improve acceptance of certain groups in general?
		What do you practice in your school?
		Why did you choose those?
		What results have you had with those actions?
Participation		Active participation of all students is a great challenge in school context everywhere. Can you describe the situation at your school?
		Do groups exist which do not or are unwilling to interact with each other at school, in class? (Teachers, students ...)
		Which students participate actively in class?
		Thinking of your school, what has been done to create learning opportunities for all students?
		In relation to you experience as teacher what do you think is successful to reach all students?
	<ul style="list-style-type: none"> - Primary Education Advisor - Ministry of Education 	What support do you get from education structures and service

	Department of Special Needs Education - District Education Manager - School Health and Nutrition Coordinator - NGOs/ CBOs - Faith- Based groups	providers?
		In relation to your experiences as teacher what do you think is successful that all students participate in class and in school activities?
Closing Questions		Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?
		In conclusion what is your wish regarding the development of your school?

1.6 Interview Guideline adults from the community

(chief / major, NGO workers, religious leaders ...)

Introduction: Name, position / profession, sex, age, mother tongue

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic	Checklist	Specific questions
General Introduction		Please describe your role in the community and your activities with regards to education.
		Education for All is high on national and international agendas, but still a challenge in implementation. Where do you see the greatest challenges and obstacles?
Access		Looking at access to the education system in this community which aspects do you estimate as important?
		Do you know of children who do not go to school? If yes, what are the reasons?
	What kind of disadvantage? - No access - Restricted access - Drop out - Irregular attendance - Leaving without formal certificate? What kind of groups of students? - Gender - Ethnicity / language - Disability - Rural / urban - Religion - HIV / AIDS - Poverty - Street Kids - Orphans - Child-headed families - Working children - Refugees	As far as you know, are there students which are disadvantaged with regards to education?
	- Way to school (Distance, security) - Buildings (toilets...) - Barriers - Attitudes & believes - Traditions (early / arranged marriages,	Can you explain why these students are disadvantaged with regards to education?

	<ul style="list-style-type: none"> - initiation ceremonies) - Legal standards <p>School culture (restrictive rules, uniform policy, financial contributions, corporal punishment)</p>	
	<ul style="list-style-type: none"> - Legal measures - Institutional measures / school development - Pedagogical measures - Community work 	Which actions do you know for these students who are disadvantaged with the aim to improve their educational participation?
		What do you think would be necessary to improve the current situation of these students who are disadvantaged?
		<p>For NGOs, mother groups, churches:</p> <p>Do you have any activities to improve the education for all?</p> <p>If yes, please describe them.</p> <p>If yes, what results of these activities did you observe?</p>
Acceptance		Worldwide different groups are more or less accepted by teachers and students. How would you describe the situation in the schools of this community?
	<ul style="list-style-type: none"> - Gender - Ethnicity / language - Disability - Rural / urban - Religion - HIV / AIDS 	Are there students in school which are confronted with reservations?
		What are characteristics of students who are successful in school?
		Why?
		What are characteristics of students who are not successful in school?
		Why?
	<ul style="list-style-type: none"> - Policies - Practice 	Are there specific actions to improve acceptance of certain groups in general?
Participation		Active participation of all students is a great challenge in schools everywhere. Can you describe the situation at the schools in this community?
		Do groups exist which do not or are unwilling to interact with each other at school, in class? (Teachers, students ...)
Closing Questions		Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?

		In conclusion what is your wish regarding education in this community?
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1.7 Interview Guideline Experts

Introduction: Name, institution, position, official qualification, sex, age

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Specific questions	Comment
Please describe shortly your field of activity.	
Our special interest applies in Education for All. This topic is high on national and international agendas, but still a challenge in implementation for most countries. Which aspects of your work are related to Education for All?	Introductory question: The expert should be motivated to talk about his estimates and assumptions. Interviewer listens and can inquire
Where in your field of activity do you see positive developments as well as great challenges and obstacles concerning Education for All?	
Are there specific activities in your field concerning the situation of disadvantaged pupils with regards to formal education?	
Are there specific activities planned in your field of activity? <i>If the answer is no:</i> If you could suggest specific activities, which ones would that be?	
Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?	

Comments by the interviewer:

1.8 Interview Guideline Headmaster

Introduction: Name, position, official qualification (formal training), training (continuous education, specific trainings), teaching experience (number of years), years of experience as headmaster, sex, age, mother tongue

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic	Checklist	Specific questions
General Introduction		Education for All is high on national and international agendas, but still a challenge in implementation. Where in your daily work do you see the greatest challenges and obstacles?
Access		Looking at access to the education system in GT / MW which aspects do you estimate as important?
	What kind of disadvantage? <ul style="list-style-type: none"> - No access - Restricted access - Drop out - Irregular attendance - Leaving without formal certificate? What kind of groups of students? <ul style="list-style-type: none"> - Gender - Ethnicity / language - Disability - Rural / urban - Religion - HIV / AIDS - Poverty - Street Kids - Orphans - Child-headed families - Working children - Refugees 	As far as you know, are there students which are disadvantaged with regards to education?
	<ul style="list-style-type: none"> - Way to school (Distance, security) - Buildings (toilets...) - Barriers - Attitudes & believes - Traditions (early / arranged marriages, initiation ceremonies) - Legal standards - School culture (restrictive rules, uniform policy, 	Can you explain why these students are disadvantaged with regards to education?

	financial contributions, corporal punishment)	
		What is the situation in your school?
	<ul style="list-style-type: none"> - Legal measures - Institutional measures / school development - Pedagogical measures - Community work 	Which actions do you know for these specific groups with the aim to improve their educational participation?
		As a school, which measures have you put in place to improve education for all these students?
		What do you think would be necessary to improve the current situation of these students who are disadvantaged?
Acceptance		Worldwide different groups are more or less accepted by teachers and students. How would you describe the situation in GT / MW?
	<ul style="list-style-type: none"> - Gender - Ethnicity / language - Disability - Rural / urban - Religion - HIV / AIDS 	Are there students in school which are confronted with reservations?
		What are characteristics of students who are successful in school?
		Why?
		What are characteristics of students who are not successful in school?
		Why?
	<ul style="list-style-type: none"> - Policies - Practice 	Are there specific actions to improve acceptance of certain groups in general?
		What do you practice in your school?
		Why did you choose those?
		What results have you had with those actions?
Participation		Active participation of all students is a great challenge in school context everywhere. Can you describe the situation at your school?
		Do groups exist which do not or are unwilling to interact with each other at school, in class? (Teachers, students ...)
		Which students participate actively in class?
		Thinking of your school, what has been done to create learning opportunities for all students?
	<ul style="list-style-type: none"> - Primary Education Advisor - Ministry of Education 	What support do you get from education structures and service providers?

	Department of Special Needs Education - District Education Manager - School Health and Nutrition Coordinator - NGOs/ CBOs - Faith- Based groups	
		In relation to your experiences as headmaster what do you think is successful that all students participate in class and in school activities?
Closing Questions		Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?
		In conclusion what is your wish regarding the development of your school?

1.9 Interview Guideline MoEST Teacher Training

Introduction: Name, position, official qualification, sex, age

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic	Checklist	Specific questions
General Introduction		Please describe shortly your field of activity.
		Our special interest applies in Education for All. This topic is high on national and international agendas, but still a challenge in implementation for most countries. Which aspects of your work are related to Education for All?
	<ul style="list-style-type: none"> - Primary Education - Secondary Education - Special Needs Teachers 	Could you please describe the system of training teachers in Malawi?
	<ul style="list-style-type: none"> - Resource Centre - Can we get the curriculum of Teacher Training from you? 	What are in your point of view current challenges and positive developments in teacher training in Malawi?
		What are in your point of view current challenges and positive developments in teacher deployment in Malawi?
		At what colleges are Special needs teachers trained in Malawi? Are they in government or private responsibility?
	<ul style="list-style-type: none"> - Primary Education - Special Needs Teachers 	Can you please describe the contents and priorities of Teacher Training in Malawi?
		What is your vision or concept regarding cooperation of SNE teachers and regular teachers?
		Are there specific activities in teacher training concerning the situation of disadvantaged pupils?
	-	Are there specific activities planned in your field of activity?
	-	<i>If the answer to the previous question is no:</i> If you could suggest specific activities, which ones would that be?
		What do you think would be necessary in teacher training to improve the current situation of these

		students who are disadvantaged?
	-	Thank you for all these valuable insights in the topic of teacher training. We have two more general questions:
	- Is there a policy document on SIP in Malawi?	Could you please describe how School Improvement Plans are used currently? What are the elements of a SIP?
		What is the process of a school developing or receiving a Resource Centre?
Closing Questions		Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?
		In conclusion what is your wish regarding the development of education in Malawi?

1.10 Interview Guideline Montfort Lecturer

Introduction: Name, position, official qualification, sex, age

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic	Checklist	Specific questions
General Introduction		Please describe shortly your field of activity.
		Our special interest applies in Education for All. This topic is high on national and international agendas, but still a challenge in implementation for most countries. Which aspects of your work are related to Education for All?
	<ul style="list-style-type: none"> - Primary Education - Special Needs Teachers 	Can you please describe the contents and priorities of Teacher Training in Malawi?
	<ul style="list-style-type: none"> - Resource Centre - Can we get the curriculum of Teacher Training from you? 	What are in your point of view current challenges and positive developments in teacher training in Malawi?
		What are in your point of view current challenges and positive developments in teacher deployment in Malawi?
		Teachers are supposed to support all children to be successful learners. How would you describe a successful and an unsuccessful learner at school?
		Which groups do you focus on in the SNE training course? What is the content regarding these specific groups?
		What is your vision or concept regarding cooperation of SNE teachers and regular teachers?
	<ul style="list-style-type: none"> - Resource Centres - Itinerant teachers 	What are the positions of your teacher students later when they working?
		How would you describe the work of a teacher in a resource centre?
		What do you think would be necessary in teacher training (both regular teachers and SNE teachers) to improve the current situation of students who are disadvantaged?
		Do you touch on the topic of parental involvement during the teacher training? If yes, how?
	<ul style="list-style-type: none"> - Cooperation with ECD 	Are topics regarding transition into primary school

	<ul style="list-style-type: none">- Reception Classes in Grade 1- Cooperation with Secondary Education	and into secondary school part of the training here?
Closing Questions		Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?
		In conclusion what is your wish regarding the development of education in Malawi?

1.11 Interview Guideline TTC Lecturer

Introduction: Name, position, official qualification, sex, age

Thank you very much for having found time to answer some questions for our research project. We would like to record the discussion as it is valuable data for our research project and we would like to capture it. All data will be anonymized and only be used in the frame of the research project.

Topic	Checklist	Specific questions
General Introduction		Please describe shortly your field of activity.
		Our special interest applies in Education for All. This topic is high on national and international agendas, but still a challenge in implementation for most countries. Which aspects of your work are related to Education for All?
	<ul style="list-style-type: none"> - Primary Education - Special Needs Teachers 	Can you please describe the contents and priorities of Teacher Training in Malawi?
	<ul style="list-style-type: none"> - Resource Centre - Can we get the curriculum of Teacher Training from you? 	What are in your point of view current challenges and positive developments in teacher training in Malawi?
		What are in your point of view current challenges and positive developments in teacher deployment in Malawi?
		Teachers are supposed to support all children to be successful learners. How would you describe a successful and an unsuccessful learner at school?
		Are there elements in teacher training which focus on specific disadvantaged groups? Which groups? What is the content regarding these specific groups?
		Are there specific activities implemented at this TTC concerning the situation of disadvantaged pupils?
		Are there specific activities planned? <i>If the answer is no:</i> If you could suggest specific activities, which ones would that be?
		What is your vision or concept regarding cooperation of SNE teachers and regular teachers?
		What do you think would be necessary in teacher

		training to improve the current situation of these students who are disadvantaged?
		Do you touch on the topic of parental involvement during the teacher training? If yes, how?
	<ul style="list-style-type: none"> - Cooperation with ECD - Reception Classes in Grade 1 - Cooperation with Secondary Education 	Are topics regarding transition into primary school and into secondary school part of the training here?
Closing Questions		Is there anything we have not talked about until now but you would think is necessary to contribute to this topic?
		In conclusion what is your wish regarding the development of education in Malawi?

1.12 Observation Guidelines

By Petra Engelbrecht

Draft guidelines for using observation as data collection strategy in case study research in school communities (based e.g. on Booth & Ainscow, 2002; Merriam, 2009; Donald, Lazarus & Lolwana, 2009; Engelbrecht & Green, 2007; Stanovich & Jordan, 1998)

1.12.1 Section A

General information

Background

We all are natural observers of our everyday world and it helps us to make sense of what is happening around us and guides our actions, it is therefore part of our lives and in many instances we are not even aware that we are doing it. Using a systematic approach to observation on the playgrounds, classrooms and community contexts of every school will enable us to understand unique school contexts and contribute to our knowledge of the current situation of inclusive education in diverse school contexts.

What to observe

What to observe is determined by the purpose of the specific study that uses observation as a data collection method e.g. the teaching and learning strategies in diverse school communities or specific classrooms in social context. No one can observe everything and it is therefore important that a decision is made ahead of time on what to concentrate on while observing in the schools.

For the purpose of this study we are focusing on the following:

- Access to the school for all students
- Acceptance of all in the school, the playgrounds and classrooms
- Participation: active participation of all students in classroom and playground activities

How to use this document

Purpose of the document

The purpose of this document on observation in the case study schools in Malawi and Guatemala is to provide the team members in every country with guidelines for the use of observation as a data collection process. It is recommended that the document be discussed in each team and that a final decision on how to use it be made by the two teams e.g. a refined code sheet for specified observation but also with space for extensive notes on observation (field notes) be developed.

Process of collecting data through observation

The process of collecting observation data is usually broken into three stages:

- Entry: gaining entry will begin with gaining the confidence and permission of those who can approve the activity.
- Data collection: the overall time spent in the school, the number of visits and the number of observations made per visit are difficult to determine ahead of time, it

should however be noted that it takes great concentration to observe well and that it is probably better to do more frequent, shorter observations at first.

- Exit: rather than leaving the school abruptly at the end it is suggested that researchers should ease themselves out of the school before stopping altogether in visiting the school

Recording the observations

What is recorded or written down during a period of observation becomes the raw data from which the case study findings in combination with the other data collections methods eventually emerge. These written accounts of the observations constitute what is called ***field notes***. Every researcher develops strategies for remembering and recording the specifics of an observation but the following should be kept in mind when doing the field notes:

- Set of notes should begin with the time, place and purpose of the observation
- List of participants present would be helpful
- Diagram of physical setting of classroom/playground etc. will be helpful
- Leave enough space next to list of possible elements to be observed to make notes

Contents of observation field notes usually include the following:

- Verbal descriptions of the setting, the people and the activities
- Direct quotations or at least the substance of what people (e.g. teacher in classroom) said
- Observer's comments - put in the margins or in the running narrative

1.12.2 Section B

Examples of elements that should be included in the observation of schools, classrooms and playgrounds

1.12.2.1 General checklist of elements that could be included in the observation of teaching and learning in schools

Background and context: this focuses on the specific school as an organisation and can include the following

- General information about the wider school district: for example number of schools; number of schools with resource centres; information regarding children with disabilities in and out of school; languages spoken in the school district; socio-economic situation in the district
- More specific information about the specific school: including the number of children in the specific school (and number of identified children with diverse educational needs including those with disabilities); number of teachers and the level of teacher training they have received and availability of itinerant teachers/teachers who have received training in learning support for children with disabilities
- General information about the history of the school: Since when has the school exist? Have there been significant reforms of the school policy or the school

structure in the last years? Have specific projects (e.g. supported by development aid organisations like UNESCO, US Aid, GIZ) been carried out in the school?

- **The physical setting of the school:** what is the physical environment like e.g. how accessible is the school for the community (e.g. road to the school); what does the school buildings and playgrounds look like (are there sport facilities and how is it utilised and how is space for play allocated); toilet facilities (e.g. is it accessible for children with disabilities, are there separate toilets for boys and girls); what does the head teacher's office look like, are playgrounds physically accessible for all people
- **Leadership, management and governance:** e.g. school's vision and mission and school policy in place (policy includes strategies to make it easy for all children and young people with barriers to learning to come to school: access, acceptance and participation); decision making strategies and role of various school committees (e.g. do members actively contribute to school's well-being and are the committees representative of the local community); role of parent/teacher groups and involvement of parents and wider school community in school activities and how is education valued in the community; staff appointments are being perceived as fair
- **Wider teaching and learning culture within the school:** norms and values; organisation and curriculum development that contribute to learning participation for children with diverse educational needs; assessment policy and strategies; technical support including learning aids (e.g. handbooks available), as well as human resource availability

Classrooms as subsystems in the specific school

- 1) The **general physical** setting of the classroom: this will include the following elements that can influence teaching and learning in the classroom
 - a) Building facilities
 - b) Physical accessibility for all
 - c) Noise levels
 - d) Lighting
 - e) Ventilation and temperature
 - f) Display possibilities (e.g. posters on the walls)
 - g) Seating facilities
 - h) Class size
- 2) **General instructional/teaching and learning** aspects relate to how well the teaching and learning process is happening in general and the following more general aspects can give an indication of how teaching and learning is actually happening in a specific classroom:
 - a) **Predominant teaching style of teacher:** How the teacher in general facilitates active learning in the classroom: e.g. teaching strategies she/he uses (e.g. using group discussions or a question and individual answer approach; flexible or inflexible approach to prescribed curriculum) and how this facilitates the engagement/participation of students in the learning activities
 - b) How children with diverse educational needs, including children from different language groups and children with disabilities, are included in teaching and learning activities
 - c) Availability of teaching and learning material

- 2) **Social** aspects in the classroom: good interpersonal relationships are crucial in the development of effective inclusive teaching and learning classrooms and mapping group dynamics could include the following:
- a) Teacher characteristics that influence teacher–student relationships: a positive relationship for example is indicated by the following teacher characteristics: treats students with respect, being fair and recognising individual differences in the group, friendly, supportive and providing positive feedback and takes well-being of all students seriously
 - b) Group dynamics: peer group relationships e.g. patterns of communication (who talk to who); patterns of participation (do students seek help from others and offer to help others when needed) and who takes the lead and makes the decisions and who stays quiet and in the background and how is conflict and diversity handled.

1.12.2.2 Specific inclusive teaching and learning aspects (classrooms) that should be included in observation checklist in classrooms

1. Classroom management e.g.:

Arrange physical space to maintain minimally disruptive traffic patterns and procedures

Rules and procedures exist for non-instructional events e.g. student talk, movement around the room as well as for instructional events e.g. seatwork procedures, obtaining help etc.

Rules and routines clearly taught and displayed and praise for children keeping the rules

Clear evidence of rules that involve respect for other members of the class and verbal reminders how to treat one another

Teacher scans class regularly and is at all times clearly visible to all students

Uses non-verbal signals whenever possible to direct students in a non-disruptive manner

Administers praise in a fair way and uses specific praise statements

2. Time management e.g.:

Allocates generous time for instruction

States expectations for seatwork and transitions in advance e.g. informing students that lesson is drawing to a close and establishes clear lesson routines that signal a beginning and end

Circulate frequently among seatwork students to assist and monitor progress

3. Lesson presentation e.g.:

Whole-class:

Provides overview of previous day's work and concepts at beginning of lesson, actively testing students' understanding and retention of contents of work done previously

Provides clear overview of lesson and actively models and demonstrates concepts, learning strategies

Children's seating carefully planned, every child can see teacher

Access to teacher and any resources has been planned and background noise avoided where possible

Use of alternatives to questions made to invite responses e.g. making suggestions from which children can choose, speculating, making a personal contribution from own experiences

Independent and group work e.g.

Transition from whole-class to independent and group work activities clearly signalled and managed

Children's different needs for explanation are recognised and tasks made more open and closed according to children's individual needs

A variety of groupings in classroom is used so that children are able to draw upon each other's strengths and skills

Contribution of all children recognised and valued and clear that this is a secure and supportive learning environment where there is safety to try and answer questions and where it is safe to make a mistake

Teacher interaction with all children especially those at risk: interaction/briefly checking work and moving on/transmitting and directing lesson responses e.g. tells student what to work on, how to correct it/asks more in-depth questions about lesson material and enables student to respond in positive manner

1.12.3 References

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Merriam, S.B. 2007. Qualitative research: a guide to design and implementation. San Francisco: John Wiley & Sons.

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1.13 Guideline for Group Discussion at Stakeholder Workshop

General Remarks

The role of the facilitator is to encourage the participants to talk and motivate them get into a discussion. He/she should convey the position that there is no right or wrong answer and that the participants are seen as experts. The facilitator is not a participant in the discussion and should involve him/herself in the content of the discussion. The facilitator has to be aware of the time guide the group accordingly.

In Group Phase I the participants discuss without a facilitator, neither are group discussions recorded. Groups are asked to document their results on a flipchart paper and nominate one speaker of the group who is presenting the results to the plenary.

Photo Documentation

Please take pictures of ALL flipcharts elaborated during the workshop as documentation.

Group Phase II

Five groups are formed according to the main topic they are focusing on in their work.

Time for group discussion: 45 minutes (30 minutes discussion, 15 minutes documentation on flipchart)

First step: The facilitator

- welcomes the participants
- introduces him/herself

Second step: The facilitator

- explains that we would like to record the discussion as it is valuable data for our research project and we would like to capture it
- explains that the data will be anonymised and only be used in the frame of the research project
- asks if all the participants are ok with the recording
- switches on the recorder

Third step: The facilitator

- asks the participants to introduce themselves with name, institution, position, area of work

Fourth step: The facilitator gives a general introduction to the topic and the first stimulus for discussion. Something like:

“We are very pleased to have you present at this workshop as you are experts on education in Malawi / Guatemala. We are very interested in your experiences and your views.

Educational systems worldwide are faced with the challenge to increase participation in education for everyone. We are interested in the situation in Malawi / Guatemala. What are current developments with regards to Education for All in Malawi / Guatemala?”

Fifth step: Further questions to be integrated in the discussion:

- What are the main challenges in your area of work?
- What are current positive developments in your area of work?
- What are your questions you would like to have answered through this research?

Sixth step:

Three flipchart papers are prepared with one of these questions each. At the end of the discussion, participants are asked to document the main outcomes of the discussion on the three flipchart papers. Reserve 15 minutes for this task.

Closure:

The facilitator expresses thanks to the participants of the discussion. This time there will be no presentation to the plenary, but a Gallery Walk. This means the results of all groups are fixed on the wall and participants can stroll around and have a look at the results of the other groups before and during lunch break.

Group Phase III

Five groups are formed according to the sub-sector of education they work in or are most interested in (early childhood, primary education, secondary education ...).

Time for group discussion: 45 minutes (30 minutes discussion, 15 minutes documentation on flipchart)

First step: The facilitator

- welcomes the participants
- introduces him/herself

Second step: The facilitator

- explains that we would like to record the discussion as it is valuable data for our research project and we would like to capture it
- explains that the data will be anonymised and only be used in the frame of the research project
- asks if all the participants are ok with the recording
- switches on the recorder

Third step: The facilitator

- asks the participants to introduce themselves with name, institution, position, area of work

Fourth step: The Facilitator gives a general introduction to the topic and the first stimulus for discussion. Something like:

“Thank you for forming this group for the following group discussion.

The challenges connected to Education for All we have already talked about differ in the different sub-sectors of the educational system. We are interested in your views regarding the sub-sector xy. What networking is already happening in your sector with the goal to achieve Education for All and high participation?”

Fifth step: Further questions to be integrated in the discussion:

- Where would you like to have more networking?
- In which aspects are you interested in research results?

Sixth step:

Blanc flipchart papers and markers are prepared. At the end of the discussion, participants are asked to document the main outcomes of the discussion on the flipchart paper and nominate one speaker of the group to present the results to the plenary. Reserve 15 minutes for this task.

Closure:

The facilitator expresses thanks to the participants of the discussion and the speaker of the group for presenting in particular.

1.14 School Data Sheet

This form is completed through information of the principal. This interview with the principal is not recorded. The answers are written in this form directly.

Name of the School: _____

District, region: _____

Name of Principal: _____

Date of Interview: _____

1. Students

How many students attend the school currently in total? _____

Number of boys _____

Number of girls _____

How many students are in each grade?

	Girls	Boys	Total number of students
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			

What is the mother tongue of the children? _____

If several, please name them _____

Do students with disabilities attend the school? If yes, how many and what kind of disabilities _____

2. Teachers and other Professionals

How many teachers work currently at the school currently in total? _____

Number of male teachers _____ Number of female teachers _____

What percentage of the teachers does have formal training as teacher? _____

What is the highest level of their training?

1. Secondary school or equivalent
2. Initial teacher training diploma
3. Bachelor's Degree or equivalent
5. Other (please specify): _____

What other professionals work at the school (e.g. social worker, nurse, psychologist), how many?

3. Learning and Teaching

What is the language of instruction at this school? _____

If more than one language of instruction, please explain when and how the languages are used

How many children are in one class in average? _____

4. Resources and Equipment

Is there a SENCO or Itinerant teacher in your school? If yes, for how many hours per week?

Are there any support services available that support teaching and learning in the school, e.g. Resource Centres in the district, itinerant teachers, PODCAM committees, medical centres etc.? If yes, please name them. _____

5. School Background

Since when does the school exist? _____

Were there any special projects in the school? If so, who initiated them (NGOs, churches, donors...) and what were the thematical focuses of these projects? _____

How would you rank your school compared to similar schools in the same district (in terms of prestige, academic standards etc.)?

How would you describe your school's financial resources compared to other schools in the same district?
