

Workbook

Training of teachers in earthquake affected areas

*NWFP Directorate of Curriculum
and Teacher Education Abbottabad*

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Teacher Orientation Program
Directorate of Curriculum and Teacher Education
NWFP, Abbottabad
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Directorate of Education Extension
AJK Muzaffarabad



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Acknowledgements

Education enhances knowledge; training enhances both knowledge and skills. This course has been designed to enhance knowledge and skills that are particular to the needs of teachers working in the post-earthquake situation.

Soon after the massive earthquake of October 8, this Directorate in coordination with teachers, principals, NGOs, IERs, RITEs, PITE, GTZ, UNICEF, ISCOS and UNESCO formulated an outline based on the stated needs of these affected teachers. This process has been supported by the Honourable Maulana Fazal-e-Ali Haquani, Minister for Education, Government of NWFP and Mr. Amjad Shahid Afridi, Secretary, Schools and Literacy Department, Government of NWFP. The process was originally led by Mr. Fazal Mahmood Khan the then Director, Directorate of Curriculum and Teacher Education, NWFP Abbottabad.

I also acknowledge with gratitude the financial support of the U.K. Department for International Development (DFID) and the technical and financial support of UNESCO in the process and development of this material.

The process of discussion, drafting materials, guidance and professional input from experts in the field and then redrafting according to feedback has been a unique and challenging experience. People from both NWFP and AJK as well as the international agencies have contributed to this work. A list of writers and reviewers can be found at the end of this manual. In particular, I must mention Mr. Muneer Ahmed, Subject Specialist (DCTE) who was the co-ordinator of this process and Ms. Pamela Baxter (UNESCO). It is to these people that our heartfelt thanks and gratitude are extended. It is our hope that through using this manual to train our teachers, that we can rebuild our education system to achieve the quality towards which we are always aspiring.

Mrs. Razia Rashid
Director
Directorate of Curriculum and Teacher Education, NWFP Abbottabad.

Timetable

Day 1

0800 - 0845	Introductory session
0845 - 0930	Session 1: Overview of natural disasters
0930 - 1005	Session 2: Survival techniques during an earthquake: Introduction and activity 1
1005 - 1030	Break
1030 - 1115	Session 2: Survival techniques during an earthquake: Activity 2
1115 - 1145	Session 2: Survival techniques during an earthquake: Activity 3
1145 - 1230	Session 3: Effects of the earthquake on human behaviour: Activity 1
1230 - 1330	Break
1330 - 1415	Session 3: continued Activity 2
1415 - 1500	Session 4: Quranic teachings
1500 - 1530	Break
1530 - 1630	Session 5: Religious and social values: Activity 1, 2 and 3

Day 2

0800 - 0830	Review session
0830 - 0930	Session 5: continued: Activity 4
0930 - 1010	Session 6: Psycho-social well-being Activity 1
1010 - 1030	Break
1030 - 1110	Session 6: Activity 2
1110 - 1230	Session 6 continued: Activity 3
1230 - 1300	Break
1300 - 1410	Session 7: Emotional adjustment: Activity 1 and 2
1410 - 1440	Session 7 continued: Activity 3
1440 - 1500	Session 7 continued: Activity 4
1500 - 1530	Break
1530 - 1610	Session 8: Child rights
1610 - 1700	Session 8: Child Rights Activity 2

Day 3

0800 - 0830	Review session
0830 - 0930	Session 9: Conducive learning environment
0930 - 1015	Session 10: Managing a multi-grade class Activity 1
1015 - 1030	Break
1030 - 1120	Session 10: Managing a multi-grade class Activity 2
1120 - 1200	Session 10: Managing a multi-grade class Activity 3
1200 - 1235	Session 11: Health and hygiene Activity 1 and 2
1235 - 1335	Break
1335 - 1425	Session 11: Health and hygiene Activity 3
1425 - 1500	Session 12: School committees: Activity 1
1500 - 1530	Break
1530 - 1615	Session 12: School committees: Activity 2
1615 - 1700	Session 13: Evaluation and conclusion

Session 1: Overview of natural disasters (specifically earthquakes) and their effects on people

This part of the Islamic Republic of Pakistan has suffered the worst earthquake in our history. However horrific the earthquake has been for us, it is only one type of natural disaster. Floods, cyclones, volcanic eruptions, tsunami (giant tidal wave), bushfires and mudslides are all natural disasters and have occurred recently in various parts of the world. Some of these disasters have the same causes as earthquakes, some are made worse by human activity or lack of care (for example, logging where all the trees are removed that bind the soil, so that with heavy rains there is nothing to hold the soil and therefore a mudslide occurs). In this unit we will be looking at earthquakes, their causes and how they have affected us here in Pakistan.

Activity 1

In your small groups discuss the following questions. Remember that you are asked to give a two minute presentation to the plenary group.

You have 15 minutes for this activity

What is the perception in your group about the earthquake?

Why do earthquakes take place?

Conclusion

The earthquake has changed our lives. Now that we have an understanding of how earthquakes are caused we can, by the mercy of Allah, have an opportunity to learn from the experience and to understand what we should do in the future. This course should help us to do that.

Session 2: Survival techniques during an earthquake

The earthquake in October 2005 was the single biggest natural disaster in the history of Pakistan. As such the damage is not limited to loss of life or property, the infrastructure and economy have also been severely damaged. The greatest damage has perhaps been to the psyche and emotional well-being of the people. It is possible that a lack of knowledge and understanding of appropriate safety techniques added to the losses suffered; certainly the understanding now that specific knowledge could have saved lives weighs heavily in the hearts of survivors. This session is to help teachers to understand what and how to minimise damage in the future.

Activity 1



Brick and cement



Brick and plaster



Mosque (note reinforcing pillars)



Mud brick

Please circle the type of building where you spend most of your time. Draw a square around the type of building that you spend the next most amount of time in.

Keep in mind the type of buildings in which you live and work for the next activities.

Activity 1.2 Quiz

Draw a circle around the words true or false depending on whether you think the statements are true or not.

Statement	True or false (circle)	
1. All schools and organisations should have regular drills so that people know what to do in the event of an earthquake	True	False
2. The more structural elements in the building (columns etc.) the safer the building	True	False
3. Staircases and steps are the safest part of a building during an earthquake	True	False
4. Even a table can protect you from falling masonry or buildings (if you are under it)	True	False
5. It is safer to be outside a building in the event of an earthquake	True	False
6. Staying exactly where you are is the safest response to an earthquake	True	False
7. In the event of an earthquake, you should stay away from furniture such as tables or sofas	True	False
8. Cement block buildings are always safer than mud block buildings	True	False

Space for your notes

Activity 3

Each group should only read the scenario for their group. (That is group 1 reads scenario 1 and so on). **You have 10 minutes** to prepare a role play that demonstrated the situation and what you would do.

Remember! Your role play should not last more than five minutes.

Scenarios

Group 1

You are teachers in class on the 3rd floor of a school building. The tremors signifying the beginning of an earthquake start. You know that with 700 students in the school that not every-one will be able to get out in time. Demonstrate through your role play what you will do in your class.

Group 2

You have early childhood classes in a small mud-brick building that is separated from the rest of the school buildings. You feel the tremors that are the beginning of an earthquake. There is a large empty playing field near by, but you are concerned that as these are small children, they will panic and run away into danger. Demonstrate through you role play what you will do with your class.

Group 3

You are in the staffroom of a large school when you first feel the tremors. There are hundreds of students in the school although you are not currently responsible for any as you are not teaching. The staffroom is on the 1st floor very close to the stairs. You can hear students starting to cry out and fear that people may be crushed in the panic of trying to escape. Demonstrate through your role play what you will do.

Group 4

Your children are in school when you feel the tremors start. Your one wish is that you face whatever is going to happen all together as a family. You rush to the school to get your children, but you cannot find them. The school authorities tell you that they will look after the children and that you should find a safe place for yourself. Demonstrate through your role play what happens.

Group 5

Your job is school administration. You are in the office when the tremors start. You and your colleagues have fifteen schools in your area. The files and all administration work for all these schools and students are stored in your offices. Your office is in a new high rise building in the centre of town. Demonstrate through your role play what you will do.

Space for your notes

Activity 4

In your small groups you are to decide what knowledge is required to minimise loss of life in a disaster such as an earthquake. When you have a list, discuss in your group how you would teach this knowledge to be sure that students have internalised the knowledge and will be able to better protect themselves in the future. This work is to be done on a flip chart but this chart is included here for your own reference.

Knowledge required	Methodology to be used

You have 15 minutes for this exercise.

Session 3: Effects of the earthquake on human behaviour

So far we have looked at the causes of earthquakes and the perceptions about the earthquake in Pakistan. In this session we will be looking at the effect on the behaviour of children and how we can support these children.

Activity 1: Brainstorm

Space for your notes

Behaviour before the earthquake	Behaviour after the earthquake

Activity 2

Topics for small group discussion

Look at the behaviours described below and after discussing in your small group, list three constructive responses that teachers can make.

You have 20 minutes for this exercise.

Behaviour	Response
Children appear to be tired in class	
Children cannot concentrate on class work	
Children are exhibiting aggressive behaviour	

<p>Children are withdrawn and do not speak or play</p>	
<p>Children cannot complete the homework and academic standards are falling.</p>	

Conclusion

A situation such as the earthquake has had a major effect on the physical, mental and emotional health of the communities who suffered. This includes the teachers and the students. Remember that the behaviour you have observed and perhaps will continue to observe, is not abnormal behaviour; it is normal behaviour in response to an abnormal situation. As teachers we have a responsibility to support the students in our care and respond appropriately to their needs.

Session 4: Quranic Verses

Activity 1

After reading the teachings in your resource book, discuss in your small group and write one summary sentence for each of the three areas. Support your sentence with quotes if appropriate or an explanation.

	Summary sentence	Explanation
Warning and testing		
Forgiveness		
Application of teachings		

Space for your notes

Session 5: Religious and social values and disasters

Activity 2

Value	Behaviour
1	
2	
3	
4	
5	

You have 10 minutes for this task.

Now search your heart and think about any destructive behaviour that you may have demonstrated during the disaster. You are not asked to share these with anyone – they are between you and Allah.

There is space however, if you wish to write these down.

Space for your notes

Activity 3

Look back at the work done in the previous two activities. In your small group, you are asked to develop a plan of activities to help you to teach students so that they will understand the religious and cultural values which can support them in times of crisis and in the healing from a disaster.

You should prepare an outline of the activities only but specify how many lessons you think you will need and what you will do in the lessons. This unit of work should have a rights-based approach and use inter-active methodology to help support the security and confidence of the students.

You have 30 minutes for this task.

Space for your notes

Conclusion

It is extremely important for the rehabilitation and the progress of nations to preserve values. Religious values are equal to worship for Muslims. It is the duty of the teacher to promote these values, and to leave no stone unturned in its implementation. It is possible only when these are the part and parcel of our character, moreover, the environment of educational institutions should be conducive to these values.

Session 6: Psychosocial well-being

In session 2 you will recall that we looked at the effects of a disaster on the children with whom we work. It is understood that with a disaster as large as the recent earthquake, it is not only children and their parents who have suffered. Within the education system; teachers, school administrators and supervisory staff have also suffered. In this session we are looking at what this suffering is and how best we can learn to deal with it. Trauma is a term that is used freely to describe upset emotions or stress. But trauma is a specific reaction and invariably has both physical and emotional manifestations and behaviours.

Activity 2

Physical signs	Behavioural signs	Emotional signs

You have 20 minutes for the activity.

Case study 1

Alia is in middle school and before the earthquake she was doing well in class. Even though she returned to school as soon as it was opened, her behaviour has been erratic. Some days she is completely silent and sits staring into space, other days she is rude to both her teacher and her classmates. She has been seen fighting in the playground with other girls and the teachers feel that she is probably the instigator of the fighting. When the teacher has tried to talk to her, Alia complains of headaches and stomach aches. She says sometimes she is dizzy and cannot see properly to write. There is a medical team in the area but no doctor in the village.

Almost everybody in the school, including the teachers, suffered during the earthquake, losing homes and in many cases losing loved ones. Nobody has very much patience to deal with Alia and her behaviour is distressing to other students.

Case Study 2

Muneer is of primary school age, but has not attended school since the earthquake. For some weeks after school started, his teacher thought that his parents had moved to another town because their house was completely destroyed. But his parents have been seen by teachers and other parents although Muneer himself has not returned to school.

Just recently, Muneer's teacher saw him at the back of the market with some older boys. They looked like ruffians. Muneer's mother has been seen crying with her sister and other women in the community say that she is upset as Muneer is extremely rude and aggressive to her and to his father. His father lost two brothers in the earthquake and as they have no house, the whole family is living in a tent. Muneer's father is grieving for his losses and is very moody. It seems that Muneer's two younger sisters have been sick from living in these poor conditions but Muneer is not interested in helping the family.

Case study 3

Kamal is a secondary school student who has been consistently at school since the earthquake. He appears to be working very hard at his school work and is very quiet and obedient in school. His teacher thinks that he is coping very well with the situation after the earthquake although he has noticed that Kamal looks very tired. He has also noticed that Kamal does not interact with any of his classmates during the breaks: instead he sits in the corner reading. But because his work is still of a very high quality, the teacher does not see that anything is wrong.

Case study 4

Akram is just 4 years old. He lost his mother in the earthquake and he, himself was pulled from the ruins of his house several hours after it had collapsed because his father heard him crying. Akram is now staying with his grandmother and several aunts and uncles. Although everybody in the house shows him a great deal of affection, Akram sits on the floor in the corner, crying and rocking back and forth. He sucks his thumb continually. At night he cannot bear to be alone in a dark room and if he should wake suddenly in the night, he screams until somebody comes for him. He also wets the bed; sometimes several times in a night. His aunties and grandmother have tried to talk to him about his mother but he squeezes his eyes shut and turns to the wall. His grandmother is very worried and is trying to get help.

Case study 5

Khalida is in middle school, she lost her brothers in the earthquake and her parents are deeply grief-stricken. Khalida has talked to her teachers about how her own sadness, but she feels that she cannot comfort her parents and she can never replace her brothers. Even though she tries to be good and helpful at home, it seems that her parents don't even notice. All she wants is to go back to the time when the whole family were happy together. Even though her brothers used to tease her and wouldn't play with her, she feels sick when she thinks about the fact that they are gone. Several times she has vomited after thinking about them but she does not tell her parents as they are sad enough without having to worry about her. Her teachers have discussed the problem and are concerned that the family's grief is having a negative effect on Khalida.

Activity 3

Signs of trauma	Responses to the signs

**You have 10 minutes for the first part of the activity
You have 30 minutes for the second part of the activity.**

Space for your notes

Conclusion

Dealing with trauma is often a matter for professionals. As teachers, we may not feel that we have the skills to cope with these troubled children. But teachers are in a position to provide healing for trauma. Compassion, activities and interaction with children will help not just the children but also the teacher. If the professional mental health people are available, call on them, but in the meantime think of the things that you as a teacher can provide.

Session 7: Emotional adjustment among children and how to achieve it

Introduction

As we have seen in the sessions so far, the teacher is crucial to the process of recovery for the child. In the previous session, we looked at some of the issues and responses that teachers can make. In this session we will look at how teachers can support the healing process.

Activity 1: What do we mean by adjustment?

Standing on paper exercise and definitions

Space for your notes

Definitions of adjustment:

“We think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival”

(Geuner, B. Vonhaller)

“Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfaction of these needs”

(Shaffer, L. S)

“A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to a minimum the frustrations, the tensions and the anxieties which a person must endure.”

(Smith H. C)

These can be combined to develop this definition:

“Adjustment is a condition or state in which one feels that one’s needs have been(or will be) fulfilled and one’s behaviour confirms to the needs of a given environment or the environment is changed (or will be changed) in a manner as it confirms to the needs of the individual.”

Adjustment as a process:

Adjustment as a product:

Activity 2: Characteristics of a well-adjusted person

Space for your notes

You have 10 minutes for this activity.

Physical	Mental/Emotional	Psychosocial

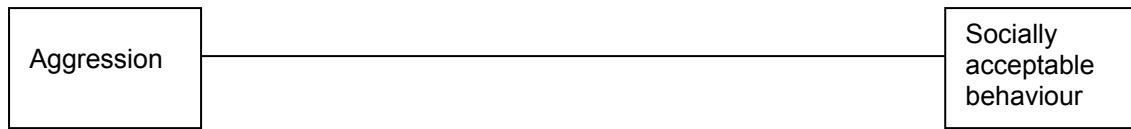
You have 10 minutes for this activity.

Activity 3

In your group list 10 games that require little or no materials and are non-violent. These games should be able to be played by both boys and girls.

1
2
3
4
5
6
7
8
9
10

Activity 4: Behaviour Continuum



Space for your notes

Conclusion

Post-earthquake, we all have to adjust: we have to adjust to the destruction of our material possessions and the fragmentation of our community through death or movement. It is not easy for any of us. For our children however, who do not have the emotional maturity to cope with rapid and radical change, it is very difficult to adjust. Our role as teachers is to analyse the behaviour and, knowing what we want them to achieve, develop the steps that help move the child forward, adjusting to their situation and becoming healthy and whole.

Session 8: Child Rights and education

Access to education for all children (and therefore inclusion of all children) is a right which is laid down in a variety of international legal instruments. These are based on the legal instruments of individual countries which in turn are based on the cultural values of that society. In Pakistan, as a Muslim nation, the core of inclusion is laid down in our Islamic teachings. Since the earthquake, where so many children suffered, access and inclusion to education is even more difficult to achieve. Many of our children now suffer physical and emotional disabilities as a result.

Activity 1

What are the international and national legal instruments that provide for children?

What does Islamic law say about the protection, care and education of children?

Complete the table by writing in what you, as a teacher, can do to support the rights listed.

CRC article	Rights based approach	What teachers can do
2, 18, 28, 30	Inclusion (non-discrimination based on sex, religion, status, ethnic/tribal group etc.)	
Preamble, 12 & 13	Respect	
8, 12 & 13	Learning according to potential	
16, 32, 33, 34	Protection	
2	Equal opportunity	
19, 34, 37	Safety	

Ref.	Rights of Children in Islam	What the teacher can do
Al Hadith	In accordance with Islamic precept “children” means both male and female “Acquisition of knowledge is obligatory for all true believers”	
	Right to be brought up properly, looked after and provided for and educated	
Al Quran 66:6	Right to religious, moral, ethical guidance, provided with an understanding of right and wrong	
Al Quran 52.51	Children are given in trust to their parents – who will be held accountable. “Everyone of you is a caretaker and everyone of you is answerable for his subjects”	
Abu Bakr RAA	Justice and equality: Inequality is injustice (forbidden in Islam)	
Al Quran	“He dieth not who takes to learning, to treat children affectionately and to kiss them are charitable acts”	
Al Hadith	“It is a child’s right that his father should teach him how to read, write ...”	
Abu Daud	“Whoever has a girl under his guardianship...[and does not] treat her with contempt, nor gives preference to his sons over her, Allah will admit him to paradise”	

You have 20 minutes for this exercise.

Activity 2

Brainstorm in your group for those who are also responsible.

Once you have decided who is responsible, list ways that the child can be supported by these responsible departments, agencies and groups.

Who else is responsible?	What should they do?

You have 20 minutes for this exercise.

Session 9: Conducive learning environment

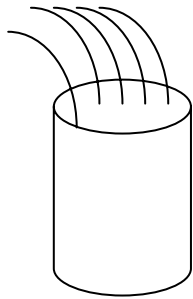
Activity 1: What is a conducive learning environment?

Brainstorm

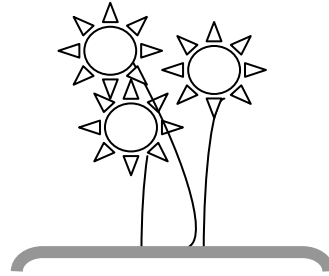
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Activity 2

Look at the two pictures. Each of them represents a teaching style.
List the characteristics of each teaching style.



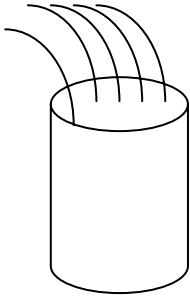
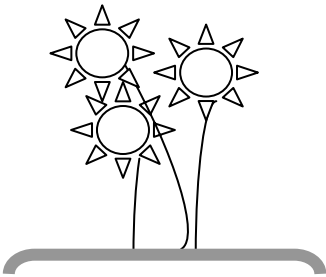
Filling the water pot



Helping the flowers to grow

You have 10 minutes for this activity.

Combined list of four participants

 <p>Filling the water pot</p>	 <p>Helping the flowers to grow</p>

You are to copy this combined list onto a flip sheet.

You have 15 minutes for this discussion.

Conclusion

Creating a conducive learning environment is much more a matter of the teacher's attitude than it is bricks and mortar. Teaching materials, support from education administration, community participation and the inclusion of all children regardless of sex, family background, ethnic group, religion, abilities are all part of creating a conducive environment, but the key to all of these is the teaching.

Session 10: Multi-grade classes

Activity 1

Where is the teacher? This is provided for you to record the work done in plenary.

Lesson components	1st grade group	2nd grade group
Introduction		
New content		
Application		
Revision		
Conclusion		

Space for your notes

Activity 2

Part 1: For the 1st grade group fill in all the components of a lesson (choose one that you know well).

Part 2: Fill in **only** those sections for the 2nd grade group that do **not** require the teacher' active involvement

Lesson components	1st grade group	2nd grade group
Introduction		
New content		
Application		
Revision		
Conclusion		

You have 10 minutes for this activity.

Activity 3

In your small group discuss and list the planning necessary for effective multi-grade teaching (i.e. what do you need to know and do in order for multi-grade teaching to be effective?)

Complete this chart in your small group.

Pre-requisites	Adjustments to be made

You have 15 minutes for this activity.

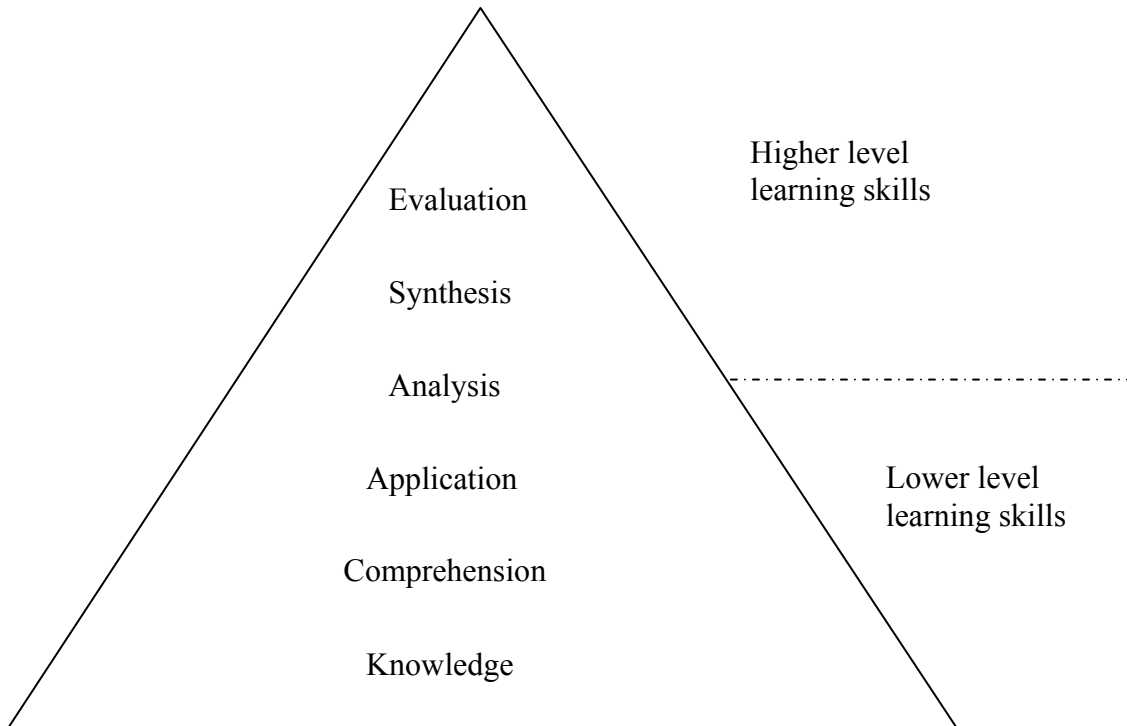
Space for your notes (feedback session)

Conclusion

Multi-grade teaching requires flexibility of programming, creativity from the teacher and thorough preparation. It also requires from the teacher an understanding that learning is not the same as teaching: the child can learn from a range of activities and it is the responsibility of the teacher to provide these. Many of these activities do not require the physical presence of the teacher. Multi-grade teaching is not so different to teaching a single grade; because even in a single grade, students are not homogenous and the teacher should be taking the individuality of the child into account. The biggest challenge in multi-grade teaching is the different syllabus for each grade. Flexibility of programming is therefore essential.

Alternative Session 10: Higher level thinking skills (Secondary teachers)

Activity 1: What is cognitive development?



Level	Definition
Knowledge:	
Comprehension:	
Application:	
Analysis:	
Synthesis:	
Evaluation:	

Space for your notes

Activity 2: Open and closed questions

	Advantages	Disadvantages
Closed questions		
Open questions		

Activity 3: Questioning Skills

Knowledge (Answers can be found in the story)	1. 2.
Comprehension (Shows an understanding of the story)	1. 2.
Application (Can use the information in a different context)	1. 2.
Analysis (Can 'take the information apart' to see the principles)	1. 2.
Synthesis (Use the information to come to new conclusions)	1. 2.
Evaluation (Judging the information)	1. 2.

Session 11: Health and hygiene

Activity 1

List five principles of hygiene (keeping healthy). These should be as specific as possible and looking at the current situation of life in tents or damaged buildings.

You have 10 minutes for this exercise.

Activity 2

In your small group pick the five principles that are most common to the group and develop teaching strategies to help students understand the need for these principles.

Principle	Teaching strategy

Remember! Each person should fill in this chart in their workbook but you also have to transfer your teaching strategies onto flip chart paper for the plenary group

You have 15 minutes for this exercise.

Activity 3

Read the health problems listed and the conditions that create or increase the risk of these problems. Then fill in the third column. Even though you are working together with your partner, make sure you complete the table in your own workbook.

Health problems	Risk Conditions	Prevention, minimization and interventions
Diarrhoea, cholera and dysentery	Overcrowded living conditions Inadequate quantity and/or quality of water Poor personal hygiene because of insufficient soap and lack of water Poor sanitation Inadequate health care services	
Malaria and other vector borne diseases (e.g., typhoid)	Standing uncovered water increasing the risk of mosquitoes breeding Congested living conditions increasing the possibility of infection. Exposure to areas where disease-transmitting organism are more common Increased population density promoting mosquito bites	
Respiratory tract infections (including pneumonia)	Inadequate shelter Poor health care services Overcrowding Lack of food, malnutrition Rainy season	

Water borne diseases	<p>Contaminated water (garbage in water source, urine contamination – animal or human)</p> <p>Inadequately treated drinking water (un-boiled or insufficiently boiled)</p> <p>Poor hygienic conditions in shelters</p>	
Skin infections	<p>Inadequate hygiene</p> <p>Poor hygienic conditions in shelters</p>	
Tetanus	<p>Open wounds (due to trauma)</p> <p>Poor hygiene</p>	
Animal transmitted diseases	<p>Unhygienic slaughtering</p> <p>Contact with infected animals due to lack of veterinary control</p> <p>Increased rate of diseases in animals</p>	

You have 15 minutes for this exercise.

Session 12: The role of the school committees (SMCs/PTAs)

In Pakistan, the concept of SMCs/PTAs is relatively new. In addition, school communities are also deeply affected by the earthquake, and their professional, financial, emotional and other resources may be overburdened.

This session addresses ways that teachers can include parents, guardians and community members in the PTAs and SMCs. This creates a continuous feedback loop for parents getting an accurate idea of their children's progress as well as providing community support for the schools.

Activity 1

Debate preparation

A) "School committees cannot help"	B) "School committees can help"

You have 15 minutes to prepare this exercise.

Activity 2

List 5 needs (not rebuilding or teacher training) and then decide what assistance can be provided by the SMCs

Needs	Assistance

You have 20 minutes for this exercise.

Conclusion

Even though the communities have suffered enormously as a result of the earthquake, helping others is part of the healing as well as being a directive of Islam. Not only will the schools be helped through the reintroduction of school committees, but so will the communities themselves.

List of contributors

Patron in Chief	Mrs. Razia Rashid Director DCTE, NWFP, Abbottabad	
Co-ordinator	Mr. Muneer Ahmed Subject Specialist, DCTE Abbottabad	
Writers	Mr. Zafar Arbab Abbasi Deputy Director, DCTE Abbottabad Mr. Abdussalam Subject Specialist DCTE, NWFP, Abbottabad Mr. Abdul Hameed Afghani Senior Subject Specialist CRDC, Muzaffarabad Ms. Saima Afzal ISCOS Islamabad Mr. Baakhtiar Ahmad Instructor, RITE (M) Peshawar Mr. Ashraf Ali Instructor, PITE, Peshawar	Mr. Muhammed Afzal Baig Senior Subject Specialist Directorate of Education Extension Muzaffarabad Ms. Lina Beltran, ISCOS, Islamabad Mr Riasat Khan Instructor, RITE (M) Haripur Dr. Abdur Rehman Assistant Professor Gomal University DI Khan Mr. Khalid Shah Deputy Director, DCTE Islamabad Ms. Pilar Robledo ISCOS Islamabad
Reviewers	Mr. Zafar Arbab Abbasi Mr. Abdussalam Mr. Abdul Hameed Afghani Mr. Baakhtiar Ahmad Mr. Muneer Ahmad Mr. Muhammad Akram	Ms. Sayma Ehsan Raja Muhammad Qadeer Khan Dr. Mumtaz Mangloori Ms. Pilar Robledo Dr. Abdur Rehman Mr. Jamshad Khan Tanoli
Materials Development and editor	Ms. Pamela Baxter Education Consultant UNESCO Islamabad	
Translators in Urdu (for original materials)	Ms. Farkhanda Akhtar Subject Specialist DCTE, NWFP Abbottabad Ms. Nasib-un-Nisa Alvi Subject Specialist DCTE, NWFP Abbottabad Mr. Amin Dad Subject Specialist DCTE, NWFP Abbottabad	Ms. Shahida Parveen Subject Specialist DCTE, NWFP Abbottabad Ms. Farkhanda Yasmin Subject Specialist DCTE, NWFP Abbottabad
Composition/ layout	Mr. Muhammad Farooq DCTE, NWFP Abbottabad (original materials)	Ms. Pamela Baxter Education Consultant UNESCO Islamabad (final materials)
Guidance and support	Mr. Hassan A. Keynan UNESCO Islamabad Mr. Arshad Saeed Khan UNESCO Islamabad	Ms. Eli Waerum Rognerud UNESCO Islamabad

Select Technical Review Committee

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