

Teacher's Handbook

Remedial Education



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June 2021

Acknowledgements

World Vision Syria Response has been implementing a remedial education program since 2014, while collaborating with and receiving support from the donor Japan Platform, World Vision Japan and the Ministry of Education in Jordan. Our hope is that this handbook will be used widely in Jordan and other countries, to provide quality remedial learning to vulnerable children in public education systems for their success and flourishing.

This remedial education handbook has been developed in close collaboration with World Vision Japan and World Vision Syria Response, as well as Genome Training and Consulting (independent consultancy).

The authors would like to acknowledge the valuable contributions to the handbook of: Professor Taro Komatsu from Sophia University in Japan, Margi Bhatt and Alana Christopher from The Inter-agency Network for Education in Emergencies.

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Cover photo: @WorldVision NewZealand. World Vision's Remedial Education teacher explains how to write an Arabic letter to a student.

Foreword

World Vision Japan partnered with World Vision Syria Response in 2014, in response to the prolonged Syrian crisis and its effect on children's educational opportunities. Since then, World Vision Japan staff have inaugurated a remedial education program, and continue to provide direction and support. We have three staff from Japan deployed in Amman to support the implementation of the education programs. We are happy to see that the first-hand knowledge gained from implementing the remedial education program in the field has been summarized in this handbook, so that it may be passed down to other practitioners. In this way, other teams and organizations can continue to provide support to the most vulnerable children now and in the future if we are not to lose a generation.

We also would like to express our special appreciation to Professor Taro Komatsu from Sophia University, and Margi Bhatt and Alana Christopher from The Inter-agency Network for Education in Emergencies. Last but not least, we would like to thank the World Vision team members in Jordan and Japan, who worked hard to develop this handbook, which will enable the continuation of high quality remedial education implementation.

Mariko Kinai
National Director
World Vision Japan



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Handbook Guidance



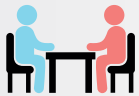
Important Note to Teacher

Tips



Practical Tips from World Vision's Experience

Sharing of Lessons Learned



Examples and Lessons Learned by World Vision



- World Vision Syria Response remedial education teachers



Remedial education provides responsive and flexible learning support.

1. Introduction to the Handbook and Remedial Education

I.1 Who is this handbook for?

This Remedial Education Handbook is for primary school teachers who are already working in school settings and who want to begin a remedial education program. This handbook is also useful for education personnel such as principals, administrators, and counselors, and can be used for teacher training. It was designed for teachers and education personnel working in Arabic-speaking contexts as a self-guided reference that can be used to design, implement, and improve remedial education classes.

This handbook was developed based on World Vision's experiences facilitating a remedial education program in a specific context (Jordan). However, its contents are versatile and can be applicable in many other contexts where children live in vulnerable conditions and require academic support and protection. With proper support through remedial education, children can continue learning and enhance their resilience to deal with challenging situations. This handbook includes practical tips for providing remedial education. It will also guide teachers in conducting quality remedial education classes that are aligned with international standards for quality education set by The Inter-agency Network for Education in Emergencies (INEE).¹

I.2 What is remedial education?

Remedial education programs provide responsive and flexible learning support for students as they continue to attend regular public-school classes.² Remedial education targets students for whom the regular education system is not the best fit, providing them with content and skills needed to succeed in formal education.³ Remedial education, moreover

- Supports students who may have fallen behind in their learning at school and are not performing at their grade-level in basic subjects (specifically in Arabic, English and Math), and who are at risk of not continuing schooling.
- Provides a curriculum focused on facilitating academic improvement, allowing for children to catch-up.
- Aligns with the national curriculum.
- Usually takes place after school in the school building or in centers near the school.
- Is flexible, with intensity ranging from a couple of hours per week on a particular subject to daily instruction.

¹ INEE is an internationally recognized entity that focuses on collaborating with members from across the globe to ensure all "individuals have the right to quality, safe, relevant, and equitable education." INEE developed a set of Minimum Standards for Education in Emergencies (EiE) that fall under five domains: Foundational Standards, Access and Learning Environment, Teaching and Learning, Teachers and Other Educational Personnel, and Education Policy. These standards are presented in INEE's Minimum Standards Handbook, which can be accessed through the following link: <https://inee.org/>.

² Alternative labels such as "enrichment program" are used elsewhere on the grounds that they have a more positive connotation, highlighting the way in which such programs build on the potential of learners. While the pedagogical approaches discussed in this handbook similarly seek to build on learners' potential, the label "remedial education" is maintained as it is the label used by the projects from which this handbook draws its lessons.

³ INEE, EiE Glossary "Remedial Program", <https://inee.org/eie-glossary/remedial-program>.

Remedial education provides responsive and flexible learning support.



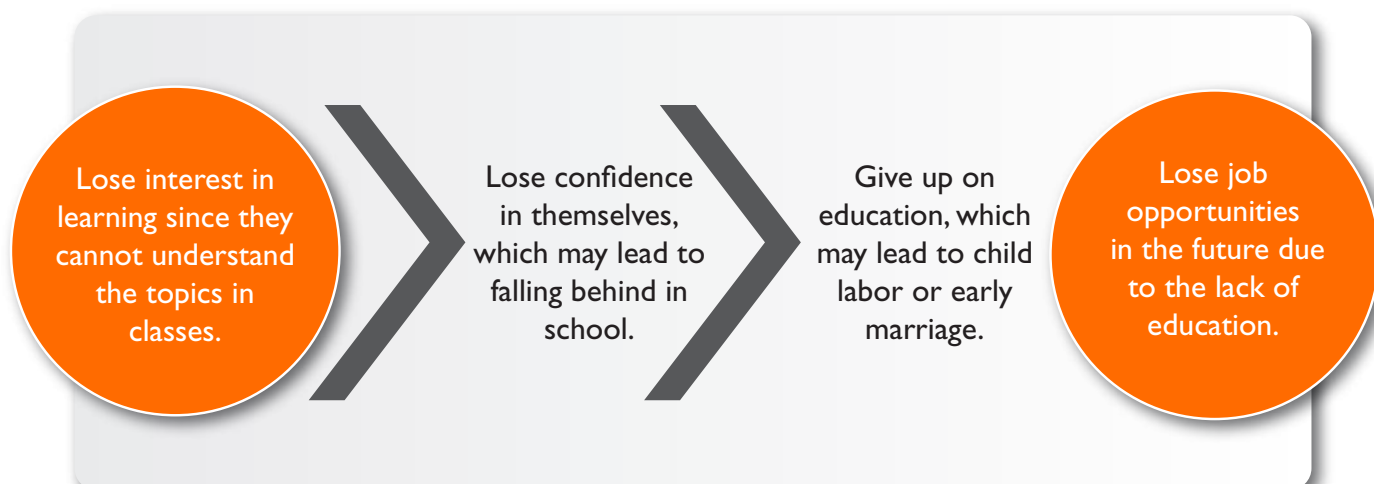
Teachers should be mindful of negative stereotypes surrounding remedial education programs, such as the perception that only students who are “behind” participate in them. While the main purpose of remedial education is indeed to support students struggling in regular classes, it is important to keep in mind that every student has her/his own unique strengths and potential, which may be better identified and honed through remedial classes. Teachers can advocate remedial education programs to stakeholders as existing to provide responsive and flexible learning support so that students can grow and flourish.

1.3 Why is remedial education important?

- Remedial education reaches children who are falling behind in their learning. Some children are at risk of dropping out of school because they are unable to keep up with their studies. In many cases, these students do not have people around them who can support them. Remedial education gives a helping hand to such students who need to catch up to their grade level in basic subjects and regain motivation to continue learning.
- Remedial education provides children with opportunities to have positive and successful experiences in remedial education classrooms. This helps students to understand the subject, motivates them to learn, and develops their self-confidence, having an overall positive impact on their lives.
- Many children targeted by remedial education are vulnerable and face challenges related to learning and protection. To promote their academic improvement and holistic growth, both issues (education and protection) are addressed in remedial education classrooms.
- All children have the right to education and protection. Remedial education ensures that vulnerable children are not deprived of these rights. In other words, remedial education is a tool to “leave no child behind” in the education system.

Remedial education provides responsive and flexible learning support.

If there is no remedial education, students may:



I.4 When is remedial education appropriate?

Remedial education programs will not solve all challenges schools and students face. However, they can positively contribute to improving students' educational opportunities and are appropriate

- When there are students who are underperforming or who cannot keep up because
 - the classroom is overcrowded;
 - schools are moving to a double-shift system and reducing class hours;
 - schools are closed or suspended during emergency situations (e.g., COVID-19 pandemic).
- When there are students who are at risk of quitting school because they cannot understand topics in the class due to the lack of basic academic skills.
- When there are students with significant learning gaps.
- When there are students from different backgrounds, such as refugees, who may need additional support both academically and psychologically in the class.
- When there are students who are having difficulties with core competencies in core subjects such as speaking, reading, listening, writing and numerical skills.

Becoming a remedial education teacher requires preparation and ongoing learning.

2. Preparing to Become a Remedial Education Teacher

2.1 What is my role as a remedial education teacher?

Remedial education aims to support students who have fallen behind or who need additional help to catch up to their grade level. As such, remedial education teachers play a different role from teachers in traditional, lecture-style classes. Remedial education teachers need to focus on individual students' learning needs and protection. Therefore, they should be equipped to:

- Understand each student's learning challenges and the underlying causes preventing them from succeeding academically.
- Motivate students to learn and facilitate their love of learning.
- Pay attention to students' attitudes and behaviors and respond appropriately to unusual behavior or situations.



The teacher's well-being is an important factor influencing students' well-being. Teachers should practice strategies to maintain their own well-being such as mindfulness, conflict resolution, and stress management techniques.⁴

2.2 What skills do you need to be a good remedial education teacher?

Here are some of the core skills a remedial education teacher is expected to have and develop. Don't worry – you will be guided on how to improve these skills throughout this handbook!

⁴ INEE, Introduction to Training for Primary School Teachers in Crisis Contexts (2016)

Becoming a remedial education teacher requires preparation and ongoing learning.

Can identify the learning gaps of each student.

Can create a safe and encouraging environment for children to ask questions and participate freely.

Can develop lesson plans addressing students' learning gaps.

Can involve all students in the learning process.

Can use child-centered teaching methods.

Can be patient and accommodate the needs of students who may need to hear the same instructions repeated more than once.

Can explain information clearly with examples.

Can correct students' negative behavior without using punishment.

Can provide appropriate learning materials to strengthen students' core skills.

Treat children with respect and build a trusting relationship with them.

Can properly track and evaluate students' performance.

Can communicate regularly and build trust with caregivers.



Can correct wrong answers and give feedback in motivating and appropriate ways.

”

I think a key factor in being a good remedial education teacher is being familiar with everything related to the subject one teaches, to a level where one can teach it in a smooth and entertaining way.

Remedial education teachers should try to understand the personalities of their individual students and engage with them in the best way possible to build their character and boost their confidence.

- World Vision Syria Response remedial education teachers

”

Becoming a remedial education teacher requires preparation and ongoing learning.

Several students who participated in World Vision's remedial education program and their caregivers shared what they thought about the program:

I like remedial class because I get higher marks and make my parents proud.

My personality has changed. I am more confident and not shy.

Remedial class makes me feel always prepared.

My child says: "My remedial class teacher knows simple and funny ways to teach us."

I like remedial class because I have a lovely relationship with my remedial class teacher.

My teacher keeps repeating the same idea until all students understand it.

My child is excited to go to school to meet the remedial class teacher.

I wish I could come to remedial class every day.

2.3 Do's and don'ts for remedial education teachers

Do's

Make learning interesting and entertaining for students.

Motivate students continuously.

Use a variety of teaching methods and tools to support all learning styles of students.

Speak in a respectful and friendly tone of voice, showing consideration for students.

Listen to and show interest in students and try to understand the way students think and perceive things.

Treat all students in a fair manner.

Cultivate a classroom culture of mutual respect, support, care, and teamwork.

Create a fun and visually stimulating classroom environment.

Take care of yourself so that you can better care for your students.

Continue to improve your teaching.

Don'ts

Say something that might embarrass students when they don't answer correctly or don't know the answer.

Go to class without having prepared in advance.

Move on to the next topic when some students still do not comprehend the topic at hand.

Raise your voice to scold students.

Talk about weaknesses of a child in front of others.

Use inappropriate words.

Use punishment or any kind of abuse.

Show favoritism to students.

Burden children with too many tasks.

Stop improving as a teacher, using out-of-date techniques for remedial education.

Becoming a remedial education teacher requires preparation and ongoing learning.

Tips for Remedial Education Teachers



Acceptance and care of students are important aspects of remedial education. Children in remedial classes often face big and small struggles every day and require adequate and appropriate attention and support. Most importantly, remedial education teachers need to convey the message to children that they will not give up on them. Remember, you may be the only person in the child's life who is able to deliver that message.



The important thing for a remedial teacher is being committed and passionate to support children who are struggling with low academic performance.

The most important thing is for a remedial teacher to be humane and sympathetic by understanding students and their feelings, and the circumstances they are in.

For me, the most important thing is to accept all students and to never, ever discriminate against any student.

- World Vision Syria Response remedial education teachers



2.4 Continue improving your performance as a remedial education teacher

Having a long track record of teaching experience is beneficial. However, it is even more important that teachers continue to learn and to improve their teaching skills. When teachers do not actively seek out continuous learning opportunities, they simply repeat what they did in their first year of teaching, year after year. Continuous professional development is one of the key qualities that sets a good teacher apart from a mediocre teacher. Professional development can take several forms, including:

- Reading educational articles, books, and publications.
- Following the latest developments in educational literature and research.
- Connecting with colleagues and exchanging experiences via in-person meetings or via social media.
- Having ongoing consultations with educational supervisors or specialists.
- Participating in classes conducted by other colleagues to learn new teaching techniques and apply them to your own classes.
- Signing up for professional development training and workshops (online or in-person).

Becoming a remedial education teacher requires preparation and ongoing learning.

Resources for professional development

The following free online resources may be helpful for Arabic speaking teachers seeking self-learning professional development:

Edraak (<https://www.edraak.org>)

Description: Edraak will help you learn about a variety of education related topics in Arabic

Teachers in Crisis Context Training for Primary School Teachers

(<https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>)

Description: INEE's Teachers in Crisis Context resource provides foundational teacher training content on Teacher's Role and Well-being; Child Protection, Well-being and Inclusion; Pedagogy; Curriculum and Planning; and Subject Knowledge.

INEE's two academic resources on teacher's well-being can also be helpful for those who want to study and improve teachers' working conditions and practices.

Promising Practices in Teacher Management, Professional Development, and Wellbeing

(<https://inee.org/resources/teachers-crisis-contexts-promising-practices-teacher-management-professional>)

Landscape Review on Teacher Wellbeing

(<https://inee.org/blog/now-available-5-languages-landscape-review-teacher-well-being>)

Good lesson planning leads to effective remedial education classes.

3. Planning Remedial Classes

3.1 Where do you start when planning for remedial education classes?



First, you need to develop a good lesson plan. An effective lesson plan states the lesson's learning outcomes, the teaching methods you will use, and how you will evaluate the results. A good lesson plan is especially important for remedial classes, which consist of students who are struggling with various kinds of academic challenges and learning gaps.

3.2 What is a lesson plan?

A lesson plan is a teacher's guide that details the learning path for a particular lesson. A good lesson plan includes the learning outcomes (what students are supposed to learn), how the learning outcomes will be reached (the teaching strategies and procedures), and the method(s) of evaluating whether the learning outcomes have been achieved.

Lesson plans are an important part of good planning. They enable teachers to keep track of useful teaching strategies and tools and help teachers in determining which strategies and tools worked best. Lesson planning also helps teachers become more effective, prepared, organized, and confident while teaching in the classroom.

This is World Vision's lesson plan template for a unit or lesson.

Unit / Lesson Plan

Subject: _____

Unit: _____

Level: _____

Date: _____

Day	Learning Outcomes	Teaching Aids/Tools	Teaching Strategies	Procedures	Evaluation Strategies	Evaluation Tools

Reflection after implementing the lesson:

Good lesson planning leads to effective remedial education classes.

3.3 How do you develop a good lesson plan?

1. Define **learning outcomes** for the lesson.
2. Decide on the most suitable teaching strategy and link it with the **learning outcomes**.
3. Decide which **evaluation strategy** and tools are most appropriate for measuring learning outcomes.

Tips for Developing a Lesson Plan

A good lesson plan:

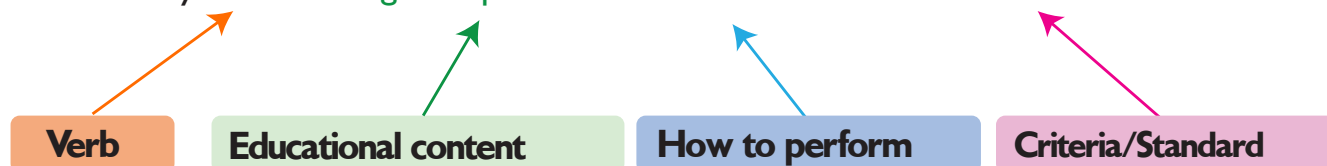
- Mentions the subject, date, class/level
- Allots an appropriate amount of time for each topic
- Includes techniques, teaching aids, and materials (e.g., charts, cards, audiovisual materials) and notes on how to use them
- Includes a reflection section to allow remedial teachers to reflect on what went well/what didn't go well after the lesson has been implemented
- Notes any connections between what students already know with the current lesson topic
- Is clearly developed, such that other teachers could conduct the lesson by simply looking at the plan

Good lesson planning leads to effective remedial education classes.

3.3.1 Learning Outcomes

Learning outcomes are an accurate and specific description of the desired educational goals for students. They describe the competencies students should possess upon completion of a lesson.

Example: After completing the Alphabet lesson, the student is expected to successfully **read** **the English alphabet** **from A to Z** **without mistakes**.



Learning outcomes should be SMART (Specific, Measurable, Achievable, Relevant, Timely):

□ Specific

- o Always use the template: "After completing the (Topic) lesson, the student is expected to successfully (Learning Outcome)."
- o Use only one sentence and one verb. Avoid unclear verbs such as "know", "under stand", "learn", "see", "realize". Instead, use specific verbs (e.g., "read English alphabet letters from A to Z without mistakes").

□ Measurable

- o Make sure a specific evaluation strategy can be applied to measure student progress and achievement (e.g., to measure if children can read from A to Z without mistakes, each child can read the alphabet aloud in front of the teacher).

□ Achievable

- o The outcome is realistic and can be achieved at the end of the lesson(s) and with available resources.

□ Relevant

- o The outcome is closely related to the topic of the lesson (e.g., the topic of the lesson for the above example outcome is Learning the English Alphabet).
- o The outcome aligns with the national curriculum.
- o As you plan the lesson, share the outcome with students to ensure it is understandable and relevant.

□ Timely

- o The outcome is catered towards children's learning needs and gaps.

Good lesson planning leads to effective remedial education classes.

3.3.2 Teaching Strategies

A teaching strategy is a plan that describes the actions taken by the teacher and students to achieve the desired learning outcomes.

Traditional lecture-based teaching is called “direct teaching strategies.” In this type of teaching strategies, teachers control the learning process and students play a passive role (teacher-centered approach). In “indirect teaching strategies,” students play an active role and are responsible for guiding the learning process. The teacher’s role is to facilitate the learning process (student-centered approach).

In remedial education, a student-centered approach should be used for the following reasons:

- A student-centered approach helps students take control of their own learning process, stimulating their cognitive development and learning abilities through actively working on assignments. This helps them deepen their understanding of what they are learning and retain more of what they learned. This process is even more necessary for children enrolled in remedial classes, who struggle to keep up in their normal classes at school, causing them to feel less in control of their learning and to lose motivation to learn.
- Compared to the traditional approach, a student-centered approach focuses on each child’s differences and uses techniques that are appropriate for each of them, making it easier for children with low academic performance or low self-confidence to participate.

Below are a variety of student-centered teaching strategies for remedial education classes.

Good lesson planning leads to effective remedial education classes.

Teaching Strategy	Description
Individualized Learning	A teaching method in which content, instructional technology, and pace of learning are determined by the abilities and interests of each individual learner. Teaching focuses on the needs of individual students, and targets one need at a time. This strategy can be used alone, or as part of differentiated learning (see below).
Differentiated Learning	This strategy focuses on responding constructively to what a student knows. It means providing multiple learning pathways so that students can have the most appropriate learning opportunities commensurate with their capacity to learn. Remedial teachers can design a variety of activities which take into account the various learning styles of students.
Peer Support	Remedial teachers may train students who have excelled in a particular subject as “little teachers” to take on the role of helping schoolmates in group teaching, self-study sessions, or even outside the classroom. Peer support helps students reinforce their knowledge, develop communication and cooperation skills, and establish friendships. Peer support is more suitable for higher-grade students.
Collaborative Learning (Group work)	Remedial teachers facilitate students’ collaborative work through some activity.
Dialogue and Discussion	Remedial teachers facilitate a process in which students think and exchange views and ideas on a particular topic, while respecting others’ opinions and suggestions.
Authentic Learning	Remedial teachers link any topic to a real-world problem (problem-solving approach) and use attractive and suitable teaching aids. For example, it is impossible to teach topics such as fractions, percentages, and geometric forms of math without using proper aids and linking them to real-world problems where abstract concepts can be illustrated and solved.
Role-playing	Remedial teachers present lesson information, or part of it, in the form of a story in a more interesting way, such as using a puppet theater, storytelling, or plays where students represent different characters.
Learning through play/ educational games/ electronic visual aids	Remedial teachers facilitate learning through activities or electronic visual aids such as educational videos and songs aiming at gaining knowledge, bringing learning principles closer and expanding students’ cognitive skills.

Good lesson planning leads to effective remedial education classes.



Tips for Teaching Strategy Planning

Teachers should account for differences among students as they plan their remedial classes. They can do this by diversifying their teaching strategies and adjusting them according to the different abilities and needs of students. Teaching strategies should always be aligned with learning outcomes. In other words, teachers should consider the following according to their students' needs:

What will be taught? / How will it be taught? / How will it be evaluated?

How do you choose the right strategy?

One strategy is not necessarily better than the other, and one strategy should never be adopted alone. To decide which strategies are best suited to your students and desired learning outcomes, consider the following points:

- The lesson contents to be offered
- The nature of the learning environment
- The number of students and their characteristics/personalities
- The educational and language levels of students
- The time available for lessons
- The teacher's preference and experience in the educational process



I use “little teachers” (peer support strategy) often because the students assigned as teachers for their peers will come prepared for the lesson, trying to understand the subject as much as possible before teaching their peers. Also, students in remedial classes have fewer opportunities to be the center of attention in school, so receiving the attention of their peers helps improve their confidence.

Discussion with brainstorming is often effective with my students because students can easily participate and contribute to the discussion as it is not as difficult as a debate. It gives them a chance to build on what other students say – so it is a kind of teamwork.

I often use learning through educational games for explaining lesson contents because students love to play games. Students understand the information better through games. Most importantly, we can keep them focused and prevent them from feeling bored during the lesson.

The most important points I consider when I decide on a teaching strategy for my lesson is whether I can keep all students active and involved in my class, whether I can give all of them a fair chance to participate and learn, and whether I can eliminate the chance of having children be unfocused or distracted.

- World Vision Syria Response remedial education teachers



Homework

In remedial classes, it is important not to overwhelm children with too much homework. Moreover, teachers are encouraged to give fun and effective homework. For example, instead of having students simply write the letter “K” on a piece of paper, you might ask them to draw a picture with a word that uses the letter “K” or have them color inside the letter “K” after drawing it. When homework is less of a task and more of a fun activity, students will be more deeply engaged in their learning.

Good lesson planning leads to effective remedial education classes.

Using teaching aids in remedial classes

Q. What are teaching aids? Why do we need them in remedial education?

Teaching aids are tools and devices used by teachers to help students understand and engage in the learning process in a more effective way. Some teachers believe that using teaching aids is a waste of time. On the contrary, teaching aids can capture children's attention and help them better understand. Moreover, teaching aids account for students' different learning patterns. Teaching aids can motivate students and help them enjoy learning, which is especially important for children in remedial classes who sometimes struggle with learning.

Q. What are examples of teaching aids in remedial education?

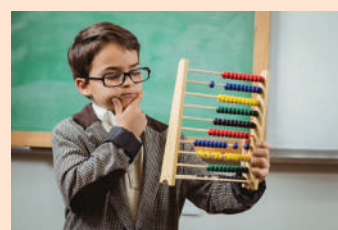
Alphabet cards



Puppets



An abacus



Geometric shapes



Geometric tools



Balls



Even forks, spoons, and cups from home can be teaching aids without any cost!

Q. How do you choose the right teaching aid?

You should choose a teaching aid according to your educational context, what is available, and what seems to be most appropriate to facilitate students' understanding. Ask yourself:

- Is it suitable for my lesson topic?
- Is it suitable for my class?
- Is it suitable for my students' developmental stage?
- Is it simple and uncomplicated?
- Does it align with the desired learning outcome?
- Is it interesting and exciting for my students?
- Can I afford the teaching aids within my budget?
- Can it benefit all students, without exception?

3.3.3 Evaluation Strategies

An evaluation aims to measure the effectiveness of teaching strategies. Based on the evaluation results, you should adjust the strategies and tools to match students' abilities. An evaluation is not only for marking grades but also for learning. An effective remedial teacher can engage students in the evaluation process, so that students feel like this is a part of the learning process and will not be afraid of being evaluated. An evaluation can be done before, during, and after your lesson, using the below methods:

Good lesson planning leads to effective remedial education classes.

Evaluation Strategy	What is it? When should I use it?	Methods and Tools
Non-verbal evaluation	During the lesson, you can instruct your students to respond to what you say or ask by raising their hands, putting their thumbs up, etc.	<ul style="list-style-type: none"> • Traffic Light Cups: Every student is given three cups, one green, one orange, and one red. They are asked to stack the cups on top of each other according to how they are doing. If a student is struggling, he/she places the red cup on top. If a student has a non-urgent question, she/he places the orange cup on top. If a student is fine, he/she places the green cup on top. • Hands-up: After an answer is shared with the class, the teacher asks, "How many of you agree with this answer?" By not revealing the correct answer in advance, the teacher enables students to find out if any of their classmates have similar ideas.
Evaluation through communication	Through communication activities, teachers collect information about students' progress as well as their characteristics. This also helps students reflect on their own learning.	<ul style="list-style-type: none"> • Interviews • Questions and Answers
Written evaluation	Tests to measure abilities and skills of a student in certain areas.	<ul style="list-style-type: none"> • Monthly test • Pop quizzes • Worksheets • Homework
Observation	The teacher observes the student during class in a "live" setting to evaluate his/her skills, values, behavior, ethics, and way of thinking.	<ul style="list-style-type: none"> • Anecdotal Record: This is a detailed, descriptive narrative recorded after a specific behavior or interaction of a student is observed. Anecdotal records inform teachers as they plan learning experiences, provide information to families, and give insights into identifying possible developmental delays. • Rubric: An assessment tool that lists a set of criteria or provides a detailed description outlining the requirements needed to achieve different levels or grades. • Rating Scale: An assessment tool that lists a set of criteria by using a scale. • Checklist: An assessment tool that lists a set of criteria that can be answered in a yes/no format.
Self-evaluation	Teachers have students reflect on their own learning, evaluating what they have learned and what will be learned later.	<ul style="list-style-type: none"> • Student Diary (Learning Log) • Student Portfolio (a folder including samples of students' work to track their progress over time)
Performance-based evaluation	A student shows his/her learning by presenting on how to apply skills and knowledge learned to real-life situations (e.g., presentation, speech, role-playing)	<ul style="list-style-type: none"> • Rubric: An assessment tool that lists a set of criteria or provides a detailed description outlining the requirements needed to achieve different levels of points or grades. • Rating Scale: An assessment tool that lists a set of criteria by using a scale. • Checklist: An assessment tool that lists a set of criteria that can be answered in a yes/no format.

Good lesson planning leads to effective remedial education classes.

Tips for Student Evaluation



If possible, refer to your students' midterm and final exam scores in public school. Compare them to check the progress of your students' academic performance. Another good way to gauge if your remedial class is working well is to check with your students' teachers in their public school to see if they have noticed any changes in your students' academic performance.



Using homework and worksheets are useful for me to see if students understood the lesson and know how to solve the quiz. Checking and recording the students' answers helps us to assess their learning gaps. If I don't provide homework and worksheets, it is hard for me to tell who understood the lesson well and who didn't, especially since shy students won't ask for an explanation in the class even if they did not understand.

During my class, I often use questions to be solved on the whiteboard so that my students will have the chance to reflect on what they learned and get praised for that. This is effective especially for shy students.

I do observe students' attendance closely, especially because whether a student comes on time to class or not is one of the indicators used to check their motivation and commitment to learning. From my experience, students who do not attend classes regularly tend to have a low attachment to school.

- World Vision Syria Response remedial education teachers



Good lesson planning leads to effective remedial education classes.

Using the student portfolio in remedial education

Q. Why is the student portfolio important in remedial education?

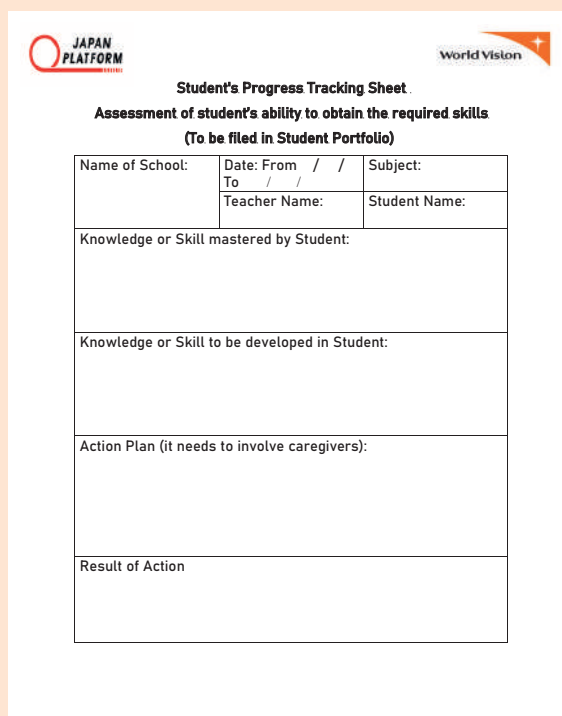
The student portfolio is an evaluation tool that provides remedial education teachers, caregivers, and students with more reliable and dynamic data about each student. Using this method provides clear information about the students, their weaknesses, and helps teachers plan their classes. It also helps teachers to provide support to students in a timely manner.

Q. How can you utilize the student portfolio?

- To track the students' progress and revise teaching plans accordingly.
- To track the student's behavioral, emotional, and other needs to be able to provide timely support.
- To share students' learning and progress with caregivers.

Q. What should you include in the student portfolio?

You can include the student's progress tracking sheets, tests, worksheets, teacher comments, a sample paragraph of the student's writing featuring a few key writing skills, video recordings of the student reading out loud or doing other performances (for e-Portfolios), photographs of students working, art projects, etc.



The form is titled "Student's Progress Tracking Sheet" and includes logos for "JAPAN PLATFORM" and "World Vision". It is intended for the "Assessment of student's ability to obtain the required skills" and is to be filed in the student portfolio. The form contains several sections for data entry:

Name of School:	Date: From / / To / /	Subject:
	Teacher Name:	Student Name:
Knowledge or Skill mastered by Student:		
Knowledge or Skill to be developed in Student:		
Action Plan (it needs to involve caregivers):		
Result of Action		

Student's Progress Tracking Sheet (Example)

Effective classroom management creates a safe and engaging learning environment for students.

4. Conducting Remedial Classes

4.1 How can you successfully conduct remedial classes?

4.1.1 Classroom Management

No matter how good your lesson plan is, and no matter how many teaching strategies you use, you cannot offer a meaningful educational experience to your students unless you can effectively manage the class in a structured and positive way. Remedial teachers should aim to make sure every student is happy, motivated, and following the lesson.

Important Principles for Managing your Classroom



- Be organized, punctual and clean in your appearance.
- Set standard routines and stick to them: e.g., a simple conversation everyday with each student.
- Track students' attendance and follow up with absent students.
- Clarify your goals and expectations with students.
- Focus on modifying student behavior rather than the student himself/herself.
- Be clear and specific from the beginning.
- Try not to speak in a monotone voice. Vary your pitch to keep students engaged.
- Don't be afraid to "get into character" and have fun; students will pay more attention to you.
- Show affection to your students with affirmative adjectives (e.g., Outgoing Ahmad, Helpful Lara)
- Use "we" instead of "you."
- Remember the names of all students.
- Involve all students in class and make sure they participate equally.
- Give students enough time to think and to process their ideas when you ask them questions.
- If you want students to listen to you, you should be the first to set an example by listening to them when they speak.
- Communicate regularly with parents and involve them in their child's learning process (See Chapter 7: Engaging Caregivers and Community Members in Remedial Education).

Effective classroom management creates a safe and engaging learning environment for students.

Here is a five-point checklist to help manage your classroom well:

Stick to
Routine



A consistent routine makes students feel safe and comfortable learning in the classroom. Having a routine doesn't mean that you should teach using the same methods and activities every day (which would bore the students!). A successful routine can include: welcoming students, chatting with each student every day, checking attendance, making sure everyone is seated comfortably, keeping the classroom clean and organized, sharing the schedule of the day with students, etc.

Share Clear
Expectations



Students often don't know what to do without explicit guidance. You need to share what you expect from students both academically and behaviorally at the beginning of the school year and of each class session. You should also let them know how they can meet these expectations. Maintain high expectations of your students, but keep them realistic. Having low expectations sends the message to your students that this is the best they can do and that you don't expect any better.

Engage Students in
Activities



Engage students actively in classroom activities. Keep them busy and passionate about completing the task. Prevent them from getting bored and having too much time on their hands! Research shows that lack of stimulating challenges contributes to negative behavior, including aggression. You should direct their energy towards learning tasks and challenges. This will fill your classroom with positivity and help students feel a sense of importance, responsibility, and belonging to the class.

Encourage
Desirable
Behavior
(Reinforcement)



Reinforcement is a method to encourage desirable behavior. It can be practiced in a positive way (e.g., giving rewards) or in a negative way (e.g., taking something away). As students in remedial classes often struggle with low self-esteem or self-confidence, positive reinforcement should generally be used. Examples of positive reinforcement include verbal encouragement, smiling, applauding, nodding your head in approval, or giving a high-five. Reinforcement should be given immediately after the desirable behavior, clarifying why the student has been rewarded.

Effective classroom management creates a safe and engaging learning environment for students.

Agree on Rules



To guide students, establish agreed upon classroom rules.

- Ask students to think of classroom rules and make a list.
- Choose 5-8 rules that are most important.
- Use short, clear, direct sentences with positive words.
- Discuss why each rule is being established (e.g., not running in class, because this can harm you and others).
- Clarify what the consequences are if rules are violated.

I raise my hand to participate.
I stand in line.
I make requests politely.
I listen to others.
I speak in a voice which others can hear.

4.1.2 Positive Discipline

Even after all your efforts to manage a classroom, some students may still behave negatively. Why might this be the case? To begin with, children do not have the same vocabulary or self-awareness to express their feelings as most adults do. Often, a child's negative behavior is a way for them to inform those around them that they are experiencing something that is difficult to cope with. For education in humanitarian contexts, including for refugees, it is important that teachers use positive discipline and reinforcement. Positive discipline is a model to develop children's positive attitudes and behaviors. It is preferable to punitive discipline, which instills fear and relies on physical or humiliating punishment.⁵ Observing a child and trying to understand why they might be behaving negatively is the first step in helping them using positive discipline.

⁵ INEE, EIE Glossary "Positive Discipline" <https://inee.org/eie-glossary/positive-discipline>

Effective classroom management creates a safe and engaging learning environment for students.

Why might your students be behaving negatively?



Is punishment a solution for negative behavior?

The short answer is “no”. However, when teachers are asked this question, many still answer “yes”, with reasons such as “this is how my parents disciplined me” or “previous generations that were raised with punishment are much more well-behaved than today’s”.

It is important to understand what we mean by “punishment”. Punishment is an action to stop unwanted behavior, and there are generally two types of punishment:

- **Corporal punishment:** any physical harm or threat made to the child, including kicking, shaking, throwing something, dragging, forcing him/her to perform excessive physical effort, or intimidating him/her.
- **Psychological punishment:** to humiliate the child psychologically and verbally, such as by isolating him/her from others, ignoring him/her, or shouting at the child.

Punishment is harmful, because:

- It causes injury.
- It causes mental injury, leading to future mental health issues.
- It humiliates the child.
- It creates fear of being punished again in the future.
- It models aggressive or anti-social behavior.
- It prevents a trusting relationship from being established between the student and teacher.
- It creates an unstable and volatile classroom environment.
- It reduces interest in learning and school, leading to increased dropout rates.
- Its effect on discipline or behavioral change is temporary.

Effective classroom management creates a safe and engaging learning environment for students.

What, then, can teachers do about negative behavior?

If you use positive discipline instead of punishment, you won't cause psychological or physical damage to your students. Positive discipline is also preferable because it has long-term effects in curbing negative behavior. To undertake positive discipline, you should:

- 1. Talk with the student to understand what is going on and check if the student performed the negative behavior intentionally.**
- 2. If the behavior was intentional, take one or more of the following actions as a second step:**
 - Clarify your expectations to the student.
 - Remind the student of what positive behavior looks like.
 - Stay by the student's side until he/she stops the behavior.
 - Suddenly stop talking and wait for the negative behavior to stop.
 - Rather than shouting, change the tone of your voice to catch the student's attention.
 - Explain the impact of the negative behavior and why it is unacceptable.
- 3. If the behavior does not stop, take the following actions as a third step:**
 - Involve the school principal to determine a suitable punishment if needed.
 - Meet with a counselor and set up a meeting with the student's caregiver.

Tips for Applying Positive Discipline

Punishment does little to modify negative behavior. Education delivered in a caring and thoughtful way is the most effective. Find a balance between assertiveness and positivity, and between discipline and fun, so that you can create a classroom environment in which children can thrive.

”

The relationship between students and us (remedial teachers) must be based on respect – because students in remedial class, usually with lower confidence, tend to be more sensitive to teachers' attitudes and remarks. If children feel that they are not being respected, valued, or paid attention to in any way, it makes it harder for them to participate and express themselves in the class.

- World Vision Syria Response remedial education teachers

”

A quality learning environment is well-equipped to meet children's physical and psychosocial needs.

5. Creating Quality Learning Environments for Remedial Education

5.1 The importance of the learning environment in remedial education

5.1.1 What is a “learning environment”?

The phrase “learning environment” refers to the physical space and context in which students learn. A learning environment also includes the culture of the school or class, how individuals interact and treat each other, and how teachers organize an educational setting for learning.⁶ It is of fundamental importance to create a safe and comfortable learning environment for all children, including those who are in vulnerable conditions, such as refugees. A safe learning environment enables students to learn in a healthy and comfortable way both physically and psychosocially.

5.1.2 Why is the learning environment important for remedial education?

The learning environment is important, especially for children in remedial education, because with a quality learning environment:

- Children can go to school and class safely and learn peacefully.
- Children can have a positive perception of school and learning, which many remedial students lack due to the challenges they face both in and outside school settings.
- Children can focus on learning, which many remedial students struggle to do.
- Children can feel safe and secure to express themselves and actively participate in the class.
- Caregivers can feel more comfortable sending their children to remedial class.



It is important to remember that the above points will help your students to continue learning and improve their academic performance. By creating a peaceful, bright, and fun learning environment, you can help your students replace any negative impressions they may have of learning with positive ones. This is one of the important roles of remedial education teachers.

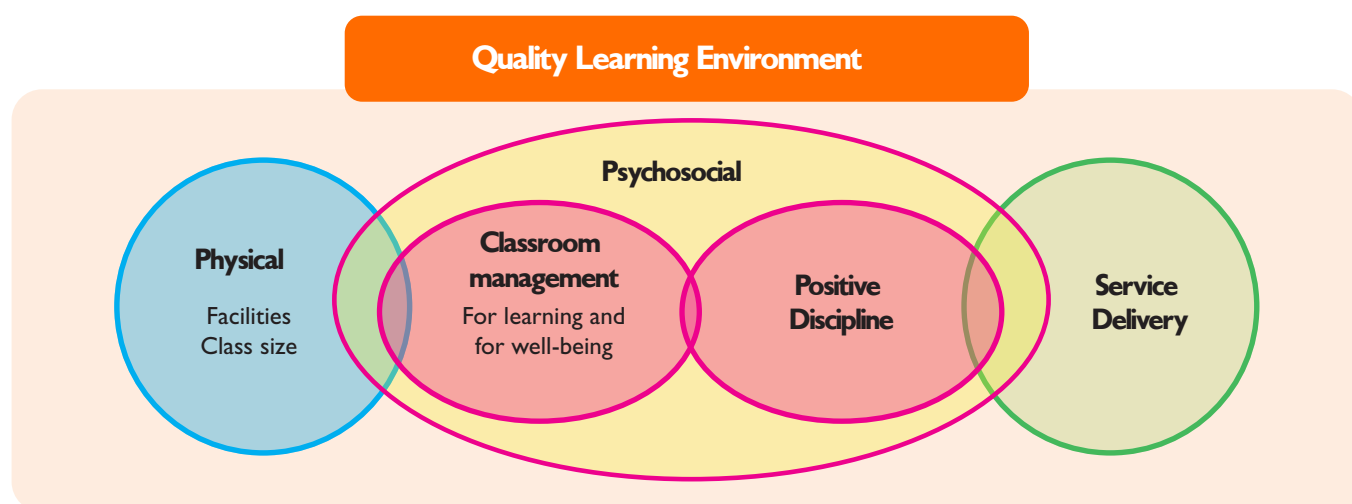
⁶ INEE, glossary term “Learning environment”, <https://inee.org/eie-glossary/learning-environment>.

A quality learning environment is well-equipped to meet children's physical and psychosocial needs.

5.2 How can you create a quality learning environment?

5.2.I What makes a quality learning environment?

First, a “quality learning environment” consists of three key elements: **physical, psychosocial, and service delivery** (UNICEF, 2000).⁷ Let us explore these topics further, focusing on how to create appropriate physical and psychosocial environments, where teachers play an important role, for your remedial class.



I. Physical Environment

Check if your classroom meets the following criteria for a quality physical environment:

⁷ UNICEF, "Defining Quality in Education", 2000.

A quality learning environment is well-equipped to meet children's physical and psychosocial needs.

My school and classroom are accessible for all of my students.

Some children might have challenges or barriers accessing the school and classroom because of a physical disability, the long distance to school, dangerous obstacles on the way to school (such as wild animals), etc.

My school and classroom are safe for all of my students.

Make sure there are no hazards in the classroom and other school facilities including the restrooms and playground (such as sharp objects, poisonous detergents, etc.).

My school and classroom are properly equipped to facilitate remedial class.

Painted walls of classroom, electricity and lighting, safe windows, a heating system, cleanliness, etc., are in place so students and teachers are physically comfortable being there. In addition, WASH block needs to be accessible for all and considerate of gender sensitivity such as having a separate WASH block for boys and girls.

My classroom has the necessary equipment and materials for learning.

Learning and teaching equipment and materials such as desks, whiteboards, audio-visual teaching aids, and water dispensers are readily available.

My classroom is welcoming and sets a positive mood for learning.

Posters and other cheerful decorations that are relevant to the subject being taught are arranged on the classroom walls (it is recommended to have one classroom per subject for remedial learning). This creates a positive atmosphere and mood for learning.

Sharing of Lessons Learned



It is strongly recommended to keep the size of remedial classes small, ideally less than 12 children per class, so that you can focus on individual students. You need to always be aware of when a child is struggling with their learning. Small classes make students more comfortable to talk and participate in class. Children can often be shy and fearful of making mistakes in front of their classmates.

Even if it is difficult to keep a small class size, make sure you are using a child-centered approach and teaching techniques introduced in Chapter 3 to most effectively address your students' needs. Even if you have a large class, students can still actively participate if the right strategies are employed. A child-centered approach will let students stay "busy" with the tasks, which makes it easier for you to manage the class.

2. Psychosocial Environment

The term "psychosocial" encompasses both psychological and social aspects. A quality learning environment is one where children can learn effectively, both psychologically and socially.⁸ It is an environment in which children have a sense of control,

⁸ INEE, "PSS-SEL Training Module", 2019.

A quality learning environment is well-equipped to meet children's physical and psychosocial needs.

a sense of belonging, a feeling of self-worth, positive relationships with their peers and teachers, and intellectual stimulation.⁹

Proper classroom management and positive discipline (covered in Chapter 4: Conducting Remedial Classes) are ways to cultivate psychosocial health for children's well-being. Classrooms should be well-managed, not only for implementing lessons but also for facilitating children's well-being. To do so, you may need to provide psychosocial support, which refers to the processes and actions that promote the holistic well-being of a child in his or her social world.¹⁰ This can be done through individual or group activities in the classroom setting or through a private meeting with a child. First, you need to know how to identify those students who may require support. Be sure to look out for the following characteristics:



Especially in a humanitarian context, remedial education students can experience serious issues such as:



⁹ IRC, "Creating Healing Classrooms: A Multimedia Teacher Training Resource", 2011.

¹⁰ INEE, EIE Glossary "Psychosocial Support", <https://inee.org/eie-glossary/psychosocial-support-pss>.

A quality learning environment is well-equipped to meet children's physical and psychosocial needs.

As a teacher, you should keep an eye out for what children are experiencing (Look), listen to them carefully (Listen), and refer them to appropriate support through internal or external service providers (Link).¹¹

 <p>Look</p>	<p>Look out for children experiencing severe distress.</p>	<p>Signs of stress include: the student stops talking; is acting like a small child; is quieter than usual; is unable to focus; is hyperactive; is crying; is always fighting; is acting out; is not interacting with peers; is fearful and anxious; is not participating in or disrupting activities.</p>
 <p>Listen</p>	<p>Ask about children's and caregivers' needs.</p>	<ul style="list-style-type: none"> • Don't ever force children to talk. • Listen carefully and stay focused. • Don't interrupt. • Reassure children when they are angry or stressed. • Don't talk to a child about sensitive issues in front of their classmates. • Listen carefully to caregivers and make an effort to learn about the child's background. • Let the child know that everything shared with you is confidential.
 <p>Link</p>	<p>Help children and families cope with problems or connect with support.</p>	<ul style="list-style-type: none"> • For mild psychological or social issues, provide one-on-one or group coaching sessions. Work closely with families when providing individual support. Give proper instruction to them to be applied at home. • For moderate to serious issues (such as anxiety, extreme hyperactivity, fatigue, violence, etc.), connect families with specialists. • Work closely with counselors in both cases.

Tips for Supporting Stressed Children



- Encourage students to express themselves. This will help teachers and students better understand one another. One good practice is to let children draw something on paper about what is bothering them or what makes them happy.
- Pay attention to how students act and their attitudes. Their behavior can say a lot about their psychosocial condition and problems they are going through.
- Find an appropriate way to ask caregivers if there are any issues with their child or problems they are facing at home (without invading privacy). Build a trusting, respectful, and friendly relationship with caregivers to enable openness and transparency in communication.
- Remember that you do not have to do everything on your own. You should work closely with any counselors at the school, connecting children to appropriate resources and services when available (e.g., local or international organizations or specialized social welfare services).

¹¹ Save the Children, "Psychological First Aid Training Manual for Child Practitioners", 2013.

A quality learning environment is well-equipped to meet children's physical and psychosocial needs.

Lastly, classroom activities help to foster a sense of community in the classroom and provide a sense of stability among students. Here are some examples of activities World Vision implemented and found effective for remedial education:

Creative/Recreational Activities

Children work on a creative or recreational activity such as painting, handicrafts, knitting, and games for 15-30 minutes after remedial classes. This helps children express themselves, feel less stressed, and feel more stable.

- Select an activity that suits the space you have and age groups.
- Plan properly and prepare needed tools and equipment.
- Make sure you distribute tools and equipment fairly to all students.
- Prioritize activities that require teamwork.
- Give clear instructions with examples, making sure the activity is well understood by all.
- Check if the activity is properly implemented by walking around the classroom and observing.
- Monitor and ensure the safety of the activity implementation.
- Seek children's feedback about the activity.
- Diversify the kinds of activities you conduct

Sports Activities

Children play team sports such as football or volleyball, with coaches if possible. It is worth dedicating one day (2.5 hours) per week to sports activities, as physical exercise helps children release excess energy and stress. Sports are also good for their development, improved health, and cultivating team spirit!

- Apply the tips mentioned above for creative activities.
- Ask children and let them choose their preferred sports.
- Prepare a safe and appropriate space.
- Organize teams based on age group.
- Focus on teamwork rather than winning.
- When appropriate, include children from different groups (different nationalities) on the same team.

A quality learning environment is well-equipped to meet children's physical and psychosocial needs.

Resilience Sessions

A series of sessions on topics to improve children's resilience, through learning the sense of belonging to a community, emotions, coping with stress, family and social connections, relationships with others, safety, and future dreams. These sessions need to be held continuously for 10 days and are effective for children ages 6-17. Resources are available online.

- Apply the tips mentioned above for creative activities.
- End each session with a reflection discussion to make sure the aim of the activity is achieved.

Leader of the Day (Japanese "Tokkatsu")

"Tokkatsu" are extra-curricular activities implemented in Japanese public schools. One of them is "leader of the day" which can be applicable in remedial classes. Students take turns being the leader of the classroom for a day. This involves being responsible for classroom routine chores such as arranging desks, serving meals, keeping a class diary, etc. This activity helps children think independently, practice responsibility, and to be proud of themselves (see Annex I "Tokkatsu" for further details).

- Make sure that the leader role is assigned fairly, such as assigning students in alphabetical order.
- Write the leader schedule on the classroom board, so students know when it's their turn to be the leader.
- Choose duties within the capabilities of the child.
- Explain the duties clearly to the leader.
- Explain the leader's tasks clearly to the other children to encourage cooperation and support.
- Make sure the leader does not bully other students.
- Thank the leader of the day in front of their peers.

Remedial education can contribute to social cohesion, which in turn leads to safer and more supportive learning environments.

6. Promoting Social Cohesion in Remedial Education

6.1 What is social cohesion?

Social cohesion can mean different things in different countries and contexts. In this handbook, we define social cohesion as the environment in which children feel safe, happy, and comfortable; where children can build bridges with other children through a sense of **belonging and inclusion, participation, and tolerance**.¹² Let's take a look at the key factors in each of these themes:

Belonging and Inclusion

1. Children feel consulted, listened to, and understood.
2. Children have good relationships with adults.
3. Children are treated equally.
4. Friends are present.
5. Trust is present both vertically (with adults and institutions) and horizontally (with friends).
6. Children know how to get help when they need it.

Participation

7. There is freedom of expression and participation.
8. Everyone is included in activities.

Tolerance

9. There is an absence of violence and bullying, both vertically and horizontally.

This chapter focuses on the factors that WorldVision found to be critical to the success of their projects in Jordan, where refugee and host community children live together in the community: trust (item #5 above), inclusion in activities (#8) and the absence of violence and bullying (#9).

¹² UNICEF Jordan, "Towards a Child-led Definition of Social Cohesion", 2019. Focusing on education, children's perspectives and a humanitarian setting, this handbook uses UNICEF's definition, which was developed based on consultation with children in Jordan focusing on factors essential to social cohesion.

Remedial education can contribute to social cohesion, which in turn leads to safer and more supportive learning environments.

6.2 What contributes to low levels of social cohesion?

In conflict and disaster-affected contexts, there is a great deal of social tension and conflict among different groups living in close proximity to one another. Such social tension and conflict typically stem from the following factors ¹³:

- Limited resources and high levels of poverty in the host communities.
- Differences in religious, cultural, and social norms between the refugee and host communities and the lack of social networks.
- Concerns related to reduced access to affordable and quality housing.
- Competition over job opportunities.
- Concerns related to reduced access to quality education.
- Selective aid programs.
- Negative stereotypes and communication from the media.

6.3 Why is social cohesion important in remedial education?

In Jordan, refugee and host community children have few opportunities to interact with each other. Many schools operate in a double-shift system that separates the nationalities, with one group attending school in the morning and the other in the afternoon. This can undermine the development of social cohesion, resulting in:

- Refugee children feeling like they don't belong and are excluded from the local community.
- Tension and distrust between different groups in the school community.
- Discrimination, harassment, violence, and bullying, which often occur during the students' commute to and from school.

A learning environment in which children feel unsafe or afraid is not healthy and is one major factor causing children to drop out of school.

While remedial education cannot solve all the issues related to social cohesion, it is essential to ensure that children live and learn in an environment where they feel safe and welcomed. Remedial classes can be a source of positive change in the community.

¹³ World Vision International, "Social cohesion between Syrian Refugees and Urban Host Communities in Lebanon and Jordan", 2015.

Remedial education can contribute to social cohesion, which in turn leads to safer and more supportive learning environments.

Sharing Lessons Learned



A remedial class with social cohesion is one in which:

- Children can safely develop their social and emotional skills alongside a group of supportive peers, regardless of differences between them.
- Children have trusting relationships with others, work together as a team, belong to a group, are able to express themselves, and listen to others.

These factors are essential to children's development, improving their confidence and learning quality.



Research from different parts of the world show the benefits of combining nationalities in the classroom. When children are separated into different class shifts based on nationality, they tend to have a more exclusive identity than those learning in separate schools (Levy, 2009¹⁴). Moreover, they are less likely to forge friendships with other group members than those who are learning in fully integrated schools (Hayes & McAllister, 2009¹⁵). This suggests that promoting social cohesion can be a challenge, especially for children studying in a double shift system such as in Jordan. Children are physically close to one another in the school and community but are unable to communicate with each other across social boundaries. Remedial education can play an important role in overcoming this challenge and promoting social cohesion among children by providing opportunities to interact and get to know each other.

6.4 What is a remedial education teacher's role in fostering social cohesion?

- Remedial teachers can model to students how to show respect without discrimination.
- Remedial teachers should try to include children from different nationalities or back grounds in remedial education activities, to the extent possible within the given school system.
- Remedial teachers should make sure there is no discrimination and violence among children due to differences between them, as this has a negative impact on a child's life.
- Remedial teachers should monitor the safety of children and act immediately if there is bullying and/or discrimination.

¹⁴ Levy, N., "Learning national identity: Schooling effects in post-conflict Bosnia-Herzegovina and Croatia", 2009

¹⁵ Hayes, B. C., & McAllister, I., "Education as a mechanism for conflict resolution in Northern Ireland. Oxford Review of Education", 4)35 ,(2009), pp. 450-437.

Remedial education can contribute to social cohesion, which in turn leads to safer and more supportive learning environments.

6.5 How can you promote social cohesion in remedial education?

Here are some tips on how to promote social cohesion in a remedial education classroom¹⁶:

- Have different groups of students in the same classroom, and encourage them to show respect to and learn about one another.
- Communicate to children the importance of accepting others in the classroom (e.g., “We are all equal regardless of our different backgrounds” or “It’s important to respect each other”)
- Post positive messages related to acceptance on classroom walls.
- Distribute cards and have each student write down a positive characteristic of other students.
- Look out for warning signs of tension, discrimination, or bullying based upon differences (e.g., nationality). Warning signs can include fights, verbal and physical violence between children of different groups, destructive behavior towards classroom furniture and the facility, or refusing to interact with children of different nationalities. Such cases should be handled by counslors.
- Conduct an orientation session for caregivers, inviting different groups to the same session so that they can meet, interact, and learn that they share common challenges.

Sharing Lessons Learned



WorldVision Syria Response remedial education teachers use key words and phrases to promote social cohesion in their classrooms, such as the following:

- Brothers and Sisters
- Beautiful friends
- (We are all) Heroes

Teachers have experienced that by using such words and phrases, children can feel closer to each other. For example, calling all the children “Heroes” makes them feel that they are all equally special.

In addition, teachers advise you to be proactive in noticing warning signs of tensions and conflict among children such as:

- A student being jealous of others
- A student refusing to share his or her desk in class or to talk with others
- A student comparing him or herself with other students in the class
- Students who look at each other in a disrespectful way or bully each other

Teachers always remind their students that they are all equal and that they all live in the same country, and therefore they should respect one another.

¹⁶ There are different pedagogical approaches to the development of social cohesion. The tips shared here reflect an approach adopted by a remedial education program in Jordan, which stresses commonalities between refugee and host community children and aims to develop inter-group bonding through joint classes and learning activities.

Remedial education can contribute to social cohesion, which in turn leads to safer and more supportive learning environments.

Examples of Activities to Promote Social Cohesion

Remedial classes mixing different groups

During winter and summer breaks when there is no schooling in public schools, remedial classes can include children of different groups in one class.

Creative/recreational activity mixing different groups

Group recreational activities to promote cooperation and teamwork among children of different groups.

Field trips mixing different groups

Field trips to historical sites or museums or other educational sites. Children can enjoy the extracurricular experiences outside school together and grow closer as friends.

Team sports mixing different groups

Team sports such as football, basketball, and volleyball, which can foster team spirit.

Session to think about friendship

Teachers can facilitate discussions about “good friendship” or children can draw pictures related to the theme.

Social cohesion can be promoted online as well. Here are some tips for online social cohesion activities:

- When conducting activities online, have different groups of children in one online group (e.g., via WhatsApp or Zoom).
- Teachers can promote communication in online groups. For example, teachers can ask students to send a virtual letter to each other including positive points about their peers.
- Teachers can facilitate positive communication among different groups through virtual meetings or classes. There should be careful oversight and monitoring of the interactions and communication. The teacher can try to elicit positive interactions between students by introducing students from different groups to one another.
- Teachers should maintain a balance between employing direct and indirect ways of educating students about differences among national groups. Children, especially those who are younger, may not understand if teachers are too indirect. Teachers should therefore be explicit, saying “students from a different nationality”. However, they should avoid naming the specific nationality (e.g., “Syrians” and “Jordanians”) or using group labels (e.g., “refugees” and “people from the host community”), which

Remedial education can contribute to social cohesion, which in turn leads to safer and more supportive learning environments.

can create unnecessary tension among students by highlighting differences among students excessively and undermining the solidarity of the class. Teachers should begin by explaining indirectly, and use more specific language only if necessary.

- Prevent online bullying and discrimination by sharing online safety tips with children and parents, and closely monitor interactions.



Sharing Lessons Learned

World Vision implemented an online competition activity when schools were closed due to the COVID-19 outbreak. Children selected one domain of the online competition to participate in. The domains included: sports, drama, reading books, and drawing. WhatsApp groups were created for each domain and children shared their work in the group. At the end of the online competition, virtual sessions were conducted over Zoom to discuss the work of each child.

How we promoted social cohesion online:

The drama and drawing domains were dedicated to facilitating social cohesion and to enabling the children to build good friendships with peers from different national groups. Teachers matched up two children from different nationalities and asked them to send a “thank you letter” to one another. This letter needed to include positive feedback about the peer’s work in the WhatsApp group. In addition, teachers facilitated a virtual reflection session on the topic of friendship across nationalities. They asked questions such as:

- o Did you make new friends of different nationalities during the competition?
- o Do you want to meet them and play with them in the school or neighborhood?
- o How did you feel when interacting with peers from different nationalities during the competition?
- o Would you like to continue being friends with them in the future?

Caregivers and community members can play an invaluable role in improving the quality of remedial education.

7. Engaging Caregivers and Community Members in Remedial Education

7.1 Engaging Caregivers in Remedial Education

Who are caregivers?

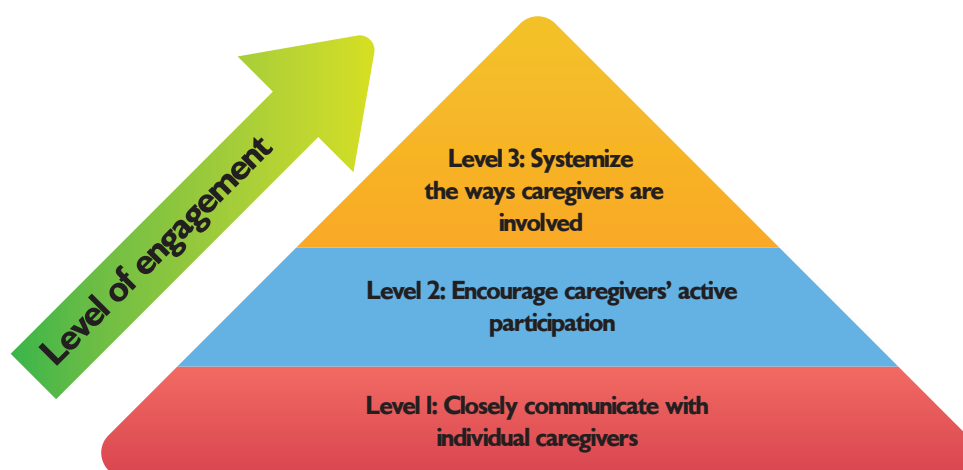
Caregivers are those responsible for taking care of a child at home and may include a parent, a grandparent, or an extended family member.

Why is it important to engage caregivers in remedial education?

- When caregivers are supportive and invested in their children's learning, children are more likely to attend classes and to feel motivated to learn.
- Caregivers are familiar with their children's daily routine and life. Teachers can improve how they provide remedial education activities based on caregivers' input. This input can include information regarding how the students are struggling in their learning, what challenges they face at home, and what kind of support they need.
- Caregivers can help children review what they learned in remedial classes. Teachers can help to facilitate this by communicating regularly with caregivers regarding the strengths and weaknesses of their children. Teachers can also provide caregivers with educational techniques and strategies to support their children at home.
- When there is a child with behavioral issues in the classroom, teachers should engage with the child's caregiver to better understand the child's background. This will enable the teacher to provide appropriate support to the child and caregiver.

How can we engage caregivers in remedial education?

There are multiple levels of engaging caregivers in remedial education. You can start from level one.



Caregivers and community members can play an invaluable role in improving the quality of remedial education.

Level 1: Closely Communicate with Individual Caregivers

First, you need to communicate with caregivers regularly about the remedial classes and how their child is doing. This is important for building trust with caregivers and responding to a child's needs appropriately and in a timely manner. Listen well to caregivers about behavioral challenges children face. Also, provide advice to help caregivers overcome the challenges. You can communicate over a phone call, SMS messaging, or in-person. It is also important that you get to know them through communication.

Tips for Communicating with Caregivers



- Initiate communication with caregivers early on when you start remedial education.
- Provide detailed information about remedial education and answer their questions and concerns.
- Get information from caregivers about how they prefer to be contacted.
- Learn from caregivers about what barriers may exist for them to be involved in remedial education.
- Be culturally sensitive with respect to gender-related dynamics (e.g., some fathers may not allow male teachers to contact their wives, whereas some mothers may not like female teachers approaching their husbands).
- Get alternative contact information in case primary phone numbers are unreachable.
- Be clear and direct when delivering messages to caregivers and do not promise them anything you cannot follow through with.



Oftentimes, there is no follow-up on students' learning by caregivers at home. So, it is important that we patiently keep asking caregivers to be cooperative and to follow-up with their children's learning.

- World Vision Syria Response remedial education teachers



Level 2: Encourage Caregivers' Active Participation

Second, you can encourage caregivers to be more engaged in remedial education by raising their awareness of the importance of their child's education and development and by motivating them through discussions. These discussions can be held regularly (for example, on a monthly basis) or be one-time events.

Caregivers and community members can play an invaluable role in improving the quality of remedial education.

Sharing Lessons Learned



World Vision conducted monthly sessions with caregivers, covering topics such as child rights and needs, the importance of education, parenting (parent responsibility, parenting styles and results, child development and personality types), and child abuse. Here are some lessons World Vision learned in the process:

- It is effective to use different ways to invite caregivers to sessions, such as sending an invitation card and/or SMS message to reach a wider audience.
- It is important to be flexible in scheduling a session (taking into account the time, place, weather, etc.) so that as many caregivers as possible can participate.
- It is important to learn about caregivers' needs and to provide advice on addressing those needs. Sometimes it is good to involve external expertise to meet their needs.
- The sessions can be an opportunity to reach out to caregivers of children who are not attending or performing well in remedial classes. These conversations can take place during or after sessions.

Important messages to communicate to caregivers

- Raising a child is wonderful, but it is also difficult, and there is no straightforward manual to guide the process.
- Children need and deserve the best possible care, so it is important that parents continue to learn about parenting.
- There is no perfect parenting formula. What works for one child may not work for another.
- Caregivers are the first teachers for their children, so they should act in ways that they want their children to act. Being a good example is one of the best things parents can do for their children.
- Negative emotions affect one's behavior and how one relates to children. Negative emotions can prevent caregivers from being a good example for children. Parents need to learn how to deal with their negative emotions to become good role models for their children.
- An example of a positive parenting style is when caregivers provide affection and support, but also rules for their children.
- A child's behavior does not define him or her. Behavioral change is possible.
- Positive aspects of a child's personality should be encouraged; negative aspects should be controlled or rechanneled.
- Difficult behaviors do not always mean a child needs professional help.
- Caregivers need to be especially patient, understanding, and nurturing towards children who have experienced loss or trauma.
- Caregivers should seek help from others if they notice any significant changes or unusual behavior in their children.

Caregivers and community members can play an invaluable role in improving the quality of remedial education.

Level 3: Systemize the Ways Caregivers are Involved

Third, you can engage caregivers more in remedial education by organizing groups to discuss and develop action plans for improving remedial education. Teachers and caregivers can join a pre-existing group, such as the school's Parent-Teacher-Association or School Management Committee, and make sure remedial education is included in the key topics. Or teachers and caregivers can form a new group to focus on remedial education and its students.

Sharing Lessons Learned



World Vision faced a challenge in that caregivers were too busy at home, or overwhelmed with other school-related meetings and were unable to find time to attend remedial education meetings. World Vision learned that it is essential to clearly communicate to caregivers the purpose and importance of the remedial education committee. Also, it is important to be flexible in setting a time for the meetings.

7.2 Engaging Community Members in Remedial Education

Who are community members?

Community members are those who belong to the community in which you conduct remedial education. For example, the mayor, community leaders (e.g., in Jordan, the Mokhtar and Sheikh), community police, professors, local organization members, community volunteers are all community stakeholders.

Why it is important to engage community members in remedial education?

- To get their support and assistance in making sure children get safely to and from the remedial education classes.
- Community members, especially influencers in the community, can play a key role in raising awareness of the importance of remedial education. Inviting them to remedial education activities or caregivers' meetings may improve their understanding of the importance of remedial education, which they can then communicate to others in the community.

How can you engage community members in remedial education?

As with caregivers, there are different levels of community member engagement in remedial education. The first level consists of closely communicating with individuals, whereas the third level consists of a more systemized approach.

Level I: Closely Communicate with Individual Community Members

One best practice is to identify an influential person (influencer) who is respected in the community, such as a religious leaders or professors. You can reach out to school principals to learn who the influencers are in the community and how to connect with them. Usually, principals already have relationships with the community influencers. The next step is to invite these community influencers to a meeting to explain the importance and benefits of remedial education, including its mission and goals. If you are not from the local community, try to understand the community's norms and values, being mindful that there may be different groups and dynamics in the community.

Caregivers and community members can play an invaluable role in improving the quality of remedial education.

Tips for Communicating with Community Members



- Respectful communication is key to building trust with community members. For example, it is important to respond to their phone calls in a timely manner, to closely consult with them, and to respond to their feedback.
- Because they have a deeper understanding of the community, influencers know how to effectively reach and communicate with people in the community, even those who are difficult to reach. Utilize these connections to spread awareness of remedial education.
- Ask community members to help with meeting caregivers' needs and in overcoming challenges. Caregivers may feel more comfortable speaking with the community influencer. Some of the influencers can instruct and help caregivers find solutions.
- You might find it challenging to engage community influencers in remedial education due to their busy schedules and unavailability. Still, it is worth the time to make the connections.

Level 2: Encourage Community Members' Active Participation

Ask and encourage community members to participate in remedial education activities. For example, invite them to attend sessions with caregivers.

Sharing Lessons Learned



In one of World Vision's caregiver sessions, community leaders and police were invited to discuss the dangers children faced in the community. The sessions featured hazard maps created by children through drawings that illustrated the areas where they felt unsafe. This activity was very successful. The caregivers and community leaders were able to have a serious discussion about the hazard maps. And as a result of this activity, it was decided that the community police would patrol the area around the girls' school. World Vision learned the following lessons through these sessions:

- Using resources such as children's drawings can be impactful and effective in raising awareness.
- It is effective to invite influential members of the community who have appropriate knowledge and expertise, to facilitate discussions on key topics.
- It is important to agree on action points and on who will undertake them during the session.

Level 3: Systemize the Ways the Community Members are Involved

The third level of engagement is to systemize the ways in which community members are involved to improve remedial education. Some examples include inviting community members to Parent-Teacher-Association (PTA) or to other existing groups such as School Management Committee, where they can discuss about implementation of remedial education.

Effective remedial education can also take place remotely.

8. Conducting Remedial Education Remotely

8.1 What is remote learning? Why do we need it?

Remote learning is a system in which children learn remotely from home rather than meeting physically in a classroom. There are various options for remote education that ensure continuous learning for children, such as television broadcasts, mobile phone apps, or an online platform. Remote learning is useful in emergency situations such as during a pandemic, when you cannot provide in-person remedial classes due to school closures. However, these strategies can also be useful in ordinary times, allowing teachers to use a blended approach in remedial education that combines remote and in-person classes. Remote learning has the potential to improve students' learning experience and access to remedial education, as it utilizes various teaching strategies and modern technology. What follows is based on World Vision's experience providing remote (online) remedial education during the COVID-19 pandemic.

Sharing Lessons Learned



Can remedial education classes be provided remotely? While World Vision was not sure at first, its teachers have seen many improvements in their students' learning through remote remedial education. They have received positive feedback from caregivers as well. Effective remedial classes can be offered remotely, and it is especially essential to do so during school closures to prevent remedial students from falling further behind in their schooling.

Commonalities

Teachers are expected to:

- Focus on individual differences among students.
- Apply appropriate teaching strategies.
- Facilitate a structured learning process.
- Evaluate students' learning progress.

What is different about remote education?

Teachers are expected to:

- Have access to technologies and be able to use them effectively.
- Empower students to take the lead in their learning process.
- Make up for the reduced in-person interaction between teachers and students by providing alternative options for interaction online.
- Provide educational resources that are easy for students to use on their own.
- Involve caregivers for successful home-based learning.

Effective remedial education can also take place remotely.



I think the major difference between in-person and remote education is that we cannot see students or interact with them in the classroom. It is challenging to build strong relationships with children.

- World Vision Syria Response remedial education teachers



8.2 What are the different forms of remote learning?

1. **Synchronous Learning:** Teachers and students meet online in real time (at a time set in advance) using an online platform such as Google Classroom and other application such as ZOOM.
2. **Asynchronous Learning:** Teachers provide learning resources (such as videos, worksheets, PowerPoint presentations, and audio recordings) and students work through the materials at their own pace and at a time that suits them.
3. **Blended Learning:** Teachers combine online learning with in-person learning in classroom in a normal situation. However, during COVID-19, teachers can combine synchronous learning which is alternative to in-person learning and asynchronous learning. For example, a teacher can distribute the week's learning resources in advance, then conduct a ZOOM session later that week to follow up with students and discuss the learning resources.

Is remote learning effective?



Here are five key factors for effective remote learning:

1. Teaching quality is more important than how lessons are delivered – meaning students can still learn through remote teaching.
2. Ensuring access to technology is key, particularly for disadvantaged students in terms of access to technologies.
3. Peer interactions can provide motivation and improve learning outcomes in remote learning.
4. Supporting students to work independently can improve learning outcomes.
5. Different approaches to remote learning suit different tasks and types of content. It is important, therefore, for teachers to consider what approach is best suited to the teaching content and the age of students.

INEE, "Best evidence on supporting students to learn remotely"
<https://inee.org/resources/best-evidence-supporting-students-learn-remotely>

Effective remedial education can also take place remotely.

Tips on the Role of Teachers in Asynchronous Learning

Asynchronous remote learning puts a heavy burden on students, as they become responsible for their learning progress. Remedial education teachers should help children strengthen their self-organization and self-management skills, such as showing them how to prepare a daily or weekly learning schedule, and encouraging them not to procrastinate on tasks. A teacher's role is to support children in building those skills and to enable them to take ownership of their learning.

8.3 Conducting Remedial Classes Remotely

1. Create a Lesson Plan for Remote Classes

In planning a remote class, creating a good lesson plan is as important as it is for in-person classes. Teachers should be creative in organizing remote lessons. For example, a teacher may send lecture videos to students first, and then prepare and conduct a virtual class by Zoom. When teaching remotely, teachers cannot immediately see whether students are understanding the material or respond to questions. Consequently, teachers should explain concepts and ideas of the lesson as clearly as possible (e.g., giving tangible examples from real-life situations, using visual teaching aids, etc.). For additional ideas on how to prepare a good lesson plan, see Chapter 3: Planning Remedial Classes.

2. Creating and Distributing Lesson Materials

Creating a group on a messaging application such as WhatsApp is one of the simplest and easiest ways to facilitate a remote learning environment. Teachers can easily send various learning resources through a messaging app, and caregivers have access to these applications. Here are some tips for creating materials and distributing them using a remote platform:

- **Lesson Videos:** Keep recorded videos simple, clear, friendly, and short (see Annex 2 for how to create such videos).
- **Digital Worksheets:** Make them simple, colorful, and relevant to the learning outcome. Remember to follow up on students' performance progress (see Annex 2 for how to create and use worksheets).

Effective remedial education can also take place remotely.

Tips for Creating Lesson Materials

Make the materials as simple and easy-to-use as possible. Keep in mind that remedial students are likely to be overwhelmed by too many words and instructions. Also, the lack of face-to-face interaction makes it even more difficult for children to stay focused and may inhibit their desire to learn. Teachers should design videos and materials that deliver the information in a simple and clear manner.

3. Provide a Virtual Class (Synchronous Online Lesson)

Virtual classes using online meeting applications are popular ways to conduct remote teaching as they can involve a large number of students at once. You may need to download a meeting application (e.g., Zoom) and create an account. You may also need to set up a link for the virtual meeting and send it to students. Instruct students to download the same application so they can join the class by clicking on the link you send. See Annex 2 for a list of tips on how to conduct a synchronous virtual class.

Teachers should also be mindful that online meeting applications usually require a strong and stable internet connection. Some students may not be able to participate due to insufficient internet or bandwidth. In such cases, teachers may want to consider other options to interact with students (e.g., online chats, texting, non-video calling, or other asynchronous learning options).

Tips for Conducting a Virtual Class

Teachers may need to orient students and caregivers on how to use online applications as some may face difficulties. Teachers can prepare an easy-to-understand orientation video, including step-by-step instructions. Alternatively, teachers can share a link to an instructional video online (e.g., on YouTube).

4. Assignments

In addition to worksheets, you can give assignments to students to reinforce their learning:

- Tasks should be simple and applicable to daily life. For example, if you explain about an alphabetical letter, you can ask students to collect 10 things at home which start with this letter ("P": paper, pen, pillow, pencil, etc.).
- It is good to have assignments (not an overwhelming amount, but enough to keep students engaged with the subject during the week).
- Have a variety of tasks so that students do not get bored repeating the same task.

Effective remedial education can also take place remotely.

8.4 Following Up and Providing Support

In remote learning, teachers are expected to follow up with students with more efforts than when conducting in-person classes. Here are some suggestions for how to provide feedback in a motivating way:

Start with Positives	Start with positive and encouraging feedback. Learners will be more motivated to listen to you and to take action. You can use the Sandwich method: start with positive feedback, note any constructive criticism, then close with additional positive feedback or words of encouragement.
Be Specific	General remarks like “you did great” or “you did poorly” do not help learners to improve because they do not give enough detail about what needs to be changed. On the contrary, they can be demotivating.
Offer Alternatives	Offer alternatives rather than criticizing. In this way, you can turn what would have been negative feedback into a positive suggestion (e.g., “If you have a ruler at home, you might use this to make your drawing more accurate”).

Communicating with Students Remotely

Once you create well-designed videos and/or worksheets, good communication is also essential to ensure that all aspects of the remote learning operate smoothly.

- When you start remote remedial classes, make sure that students in the online class know who you are, the purpose of the learning group, your expectation for students, and the rules in the group (and maybe your passion/love for the class!).
- Respond to input from students (submission of worksheets, assignments, messages, etc.) in as timely a manner as possible. You should also share in advance with the students when you are available and how soon you will respond (e.g., within a few hours, one day, etc.), to prevent them from feeling worried when they do not get an immediate response from you.
- When a student remains passive and doesn't communicate in online groups, you might want to contact him/her by text message or phone. If you are living in the neighborhood, you could visit the student's home and follow up with him/her, if possible.
- Try to be patient when conducting remote learning, as children's situations vary from household to household (e.g., they may be struggling with poor internet connection).
- It is good to maintain regular communication. You could set up a time to talk with a student or a group of students without any specific agenda, simply to express that you are happy with the progress they have achieved or to check-in on them.

Effective remedial education can also take place remotely.

Tips for Remote Communication for Learning

If a student is having trouble learning remotely, a phone call from the teacher might motivate them to continue learning. Try to have 1-on-1 communication with students from time to time.

8.5 Involving Caregivers in Remote Remedial Education

We need to rely on caregivers to help children achieve learning outcomes through remote learning. Here are some tips on how you can involve caregivers:

- Get consent from caregivers to contact them while being culturally sensitive (e.g., fathers may not want male teachers to contact mothers).
- Raise awareness of the importance of continuous learning and the need for caregivers to be involved in home-based learning.
- Build relationships with caregivers by answering their questions about lessons and other information, showing readiness to provide them with continuous support.
- Send caregivers a weekly newsletter if possible, including review of last week, learning outcomes of this week, schedule and assignments for this week, support needed from caregivers, etc. This is an effective way to keep caregivers informed and more comfortable with remote education.
- Give tips on how caregivers can support their children so they can achieve the desired learning outcomes for each lesson. Younger children may especially require support from their caregivers in areas such as navigating the technology to attend virtual sessions.
- Listen to caregivers' feedback throughout the process of remote learning and take their feedback into consideration for improving your remote classes. Google Forms is a free and useful tool for collecting feedback through an online survey.

Effective remedial education can also take place remotely.

Tips for Caregiver Engagement in Remote Education



In crisis situations, such as the COVID-19 pandemic, children may be stuck at home and feeling stressed. Teachers can help caregivers support their children by providing information on various topics, such as

- How to help your child cope with stress
- How to communicate and play with your child at home
- How to help your child stay safe online

Teachers can also help caregivers access available services and technology to ensure a smooth remote education experience for their children. Useful information can be obtained from reliable sources online, such as the UNICEF website (e.g., “Coronavirus (COVID-19) parenting tips”)

Example:

“Keep calm and manage stress from COVID-19”
available at UNICEF’s website, “Coronavirus (COVID-19) parenting tips”

(<https://www.unicef.org/coronavirus/covid-19-parenting-tips#9>)



8.6 Evaluating Students' Performance Remotely

You may be wondering how to evaluate students remotely. Here are some suggestions:

1. **Observation:** Examine worksheets and assignments which students submit to you to check on their level of understanding and progress.
2. **Performance activity:** Ask students to submit a documented task to show their understanding of remote lessons, such as a video in which they give a short speech using the words covered in the lesson.
3. **One-on-one virtual conversation:** Have a short virtual conversation with the student, or ask and answer questions via voice messages.
4. **Online test:** Design a test with multiple choice questions and narrative answers using free online survey tools such as Google Forms, Survey Monkey, SkillSurvey, Nearpod, etc.
5. **Student assessment records:** Keep track of how students perform on assessments (timely submission of worksheets, completion of assignments and activities, results of various evaluations such as those listed above, etc.).

Effective remedial education can also take place remotely.

8.7 A New Way of Working for Teachers

For many of you, working remotely may be a new experience just like your students. You will need to be well prepared and organized to deliver quality remote remedial classes. Also make sure you take care of your physical and mental health. When teachers take care of themselves, they will be more effective as teachers. Here are some tips to help manage remote teaching without overwhelming yourself:

- Set a teaching routine and try to adhere to it. Do not send videos or learning materials randomly without a set schedule.
- Separate your personal and professional life by having clear working hours. For example, 10 AM to 2 PM.
- To save money on resources, try to use and recycle teaching tools and materials multiple times for different purposes.
- Rely on trustworthy online resources to get new and creative ideas for teaching.
- Rely on advice and new ideas implemented by your colleagues (i.e., other remedial education teachers).
- Have a system to document and save your work, whether it is on paper or on an electric device.



Teachers will need more time and effort for remote teaching, as sometimes we need to follow up with each student separately based on caregivers' requests.

Sometimes, you may feel like face-to-face learning goes more smoothly and is more interesting. But always have patience and **never give up on teaching!**

- World Vision Syria Response remedial education teachers



The following link has some helpful resources for learning more about remote teaching and education:

• INEE's Resources on Distance Education

Link: <https://inee.org/covid-19/resources/distance-education>

Annex 1. Chapter 5 - Tokkatsu (Japanese Extracurricular Activities)

What is Tokkatsu and why is it beneficial?

Tokkatsu means “special activities” in Japanese and is a set of extracurricular activities incorporated in Japanese public education aiming at the development of the whole child through a variety of activities in the classroom and at home.¹⁷

World Vision introduced one of the Tokkatsu activities – “leader of the day” – as part of its efforts to create a quality learning environment and raise children’s well-being in remedial classrooms. This Tokkatsu activity gave students an opportunity to participate as an important member of the classroom community. The experience helped children develop a sense of control, a sense of belonging, feelings of self-worth, and positive peer and teacher relationships. As a result, children enjoyed World Vision’s remedial classes and relationships with their classmates more. The Tokkatsu activity also enhanced student learning, such as by making it easier for shy students to speak up in classes.

Tokkatsu activities can be easily incorporated into formal classes as well as remedial classes, as they do not necessarily need to be independent activities with special time allotted for them.

Examples of Tokkatsu activities

I. “Leader of the Day”: Practicing Responsibility in the Classroom

Students take turns being the leader of the classroom for a day. They are responsible for classroom routine chores, such as cleaning the classroom, serving lunch, etc. This experience helps build a child’s sense of self-efficacy and self-confidence. It also cultivates their sense of responsibility and leadership skills. During the scholastic year, every student ideally becomes “leader of the day” more than once. The leader cooperates with and receives support from classmates to complete his/her duties. In World Vision’s remedial education program, leaders were assigned the following tasks:

At the beginning of remedial class:

- Turn on the classroom lights

During the break:

- Ventilate the classroom by opening windows
- Wipe the whiteboard after each class

Before/After meals:

- Direct classmates to wash hands before having the meal

¹⁷ University of Tokyo, “Educating the Whole Child Tokkatsu”, <http://www.p.u-tokyo.ac.jp/~tsunelab/tokkatsu/>.

- Check if meals are distributed to everyone in the class with cooperation of classmates
- Lead the classmates in saying “BismiLlah” before eating the meal, and “Al Hamd li Llah” after eating
- Collect any trash with cooperation of classmates

At the end of remedial class:

- Instruct classmates to tidy up their desks and chairs
- Announce who the next “leader of the day” will be
- Write the class journal (date, weather, name of absent classmates, etc.)
- Make sure windows are closed and lights are off

Sharing Lessons Learned



As there is no textbook for implementing Tokkatsu, you should feel free to adapt what is described above according to your context and your students' needs. You can find more resources related to Tokkatsu at the following University of Tokyo webpage:
<http://www.p.u-tokyo.ac.jp/~tsunelab/tokkatsu/>.

Once your students have become familiar with the activity, it can be implemented every day with minimal effort. You will soon notice the positive impact it has on your students.



الدفتر اليومي Journal



	التاريخ: Date
	الطقس Weather
	اسم الطالب (القائد) Name of Student on Duty
	الطلاب الغياب Absent Classmate(s)
	الأنشطة الابداعية Creative Activities

قائمة المهام:

Checklist

- | | |
|--|---|
| <input type="checkbox"/> النوافذ Windows | <input type="checkbox"/> الاضاءة Lights |
| <input type="checkbox"/> الوجبات Meals | <input type="checkbox"/> اللوح Whiteboard |
| <input type="checkbox"/> الدفتر اليومي Journal | <input type="checkbox"/> المقاعد Desks & Chairs |

تعليقات و ملاحظات الطالب

Student's Comments

تعليقات و ملاحظات المعلم

Teacher's Comments

2. “Operation Little Helper”: Practicing Responsibility at Home

A child's confidence and sense of responsibility can be developed even at home. In this activity, caregivers plan with their child how he or she can help with household chores. The caregivers should closely monitor their child's progress by paying attention to him/her, encouraging him/her, and expressing gratitude. This simple activity will help children become more invested in family life. They will also become more independent and be able to recognize their role in the family. Moreover, they will become more aware of the often unacknowledged efforts of their other family members.

This activity can be implemented both remotely and in-person. The teacher's role is to explain the activity to caregivers and children, especially how it differs from regular household chores. Teachers can explain to caregivers how being attentive to the ways in which their children help out at home can have a positive impact on their child's academic performance. Teachers should make an effort to remind caregivers and children regularly of the importance of this activity, ideally on a monthly basis. They should also regularly check in with caregivers and children to learn how the activity is going for them and to offer advice.

The next page shows a part of the briefing which World Vision's remedial teachers used to explain the activity to caregivers during the implementation of remote remedial education.

Mechanism of “Operation Little Helper” Implementation

1. Set age-appropriate tasks.
2. Choose one task at a time (one task per week). Once the child masters the task, choose another task from the list or whatever is suitable.
3. Show and tell how to perform the task.
4. Encourage children to accomplish the task before playing.
5. Make chores fun.
6. Avoid threats.
7. Focus on effort, not results.
8. Be realistic when choosing tasks.
9. Be generous with praise.

Examples of Age-Appropriate Chores/Tasks for Children Ages 6-11

1. Wash windows and mirrors (use vinegar diluted in water for safety).
2. Carry clothing to laundry room and sort. Put away clothing after it is clean.
3. Answer the phone politely and take a message.
4. Vacuum a room.
5. Organize one's closet.
6. Help make dinner (older kids can eventually do this on their own).
7. Pack one's own lunch and make one's own breakfast.
8. Make thank you gifts for teachers, counselors, etc.
9. Be responsible for homework.
10. Use phone to call grandparents, friends, etc.

Encouragement and Appreciation

Express plenty of appreciation. A child shown appreciation will learn to appreciate themselves and others. Parents should help their children cultivate life skills that allow them to grow to their full potential and achieve the kind of resilience that will support them throughout life.

1. Praise sincerely and honestly.
2. Be specific and descriptive in one's praise.
3. Praise children's efforts and the process, not the result or their ability.
4. Avoid controlling or conditional praise.
5. Avoid comparative praise.
6. Avoid excessive praise for very easy tasks.

Example Words of Encouragement and Appreciation

1. Congratulations! You worked so hard on this.
2. You proactively solved this problem and achieved success.
3. Be proud of yourself.
4. That's a very creative answer.
5. You've come up with a lovely solution.

Annex 2. Chapter 8 – Checklists for Remote Teaching

Lesson Video Checklist

Technical

- ☐ Find a quiet room where you can record the lesson video.
- ☐ Avoid holding the camera by hand to reduce shakiness.
- ☐ Make sure the camera is well positioned, so the material being recorded is in the center.
- ☐ Use a pointer or any tool to point to the word or number being explained.
- ☐ Make sure the room has good lighting.
- ☐ Make sure your voice can be heard clearly.
- ☐ Practice at least once before the final recording.
- ☐ Don't create videos longer than 5 minutes.
- ☐ Save video files as soon as they are on your computer.
- ☐ When sending videos to students, be sure to include a title for the video (linking it to the correct lesson).
- ☐ If you have a mobile phone, keep it on silent mode (not vibration mode) to avoid noise while recording.
- ☐ If you are writing on the board in the video, make sure the writing is visible.
- ☐ If you show your face in the video, try to make eye contact with the camera as much as possible (and try to avoid reading from notes).

Educational

- ☐ Address students in a friendly manner (e.g., “my sweet children”, “my beloved student”, “my dear heroes”, etc.).
- ☐ Use motivational and encouraging words repeatedly.
- ☐ Use simple and understandable language.
- ☐ Speak in a friendly tone of voice, and vary the pitch and pace of speaking to keep students' attention.
- ☐ At the beginning of the video lesson, mention your name, date, subject, and title of the lesson.
- ☐ Focus on one learning goal per video.
- ☐ Mention any relevant points from previous lessons (so students can build upon prior knowledge).
- ☐ Use stationery or items of different colors to capture students' attention (e.g., sticky notes of varying colors to hide answers on the board).
- ☐ Use images and cards when necessary.
- ☐ Diversify educational aids and tools. Use objects that will help clarify the main points of the lesson.
- ☐ Try not to use the same teaching strategy repeatedly.
- ☐ Show and explain worksheets for the lesson.
- ☐ In the end, summarize what was learned and remind students of the task they are required to complete or submit after watching the video.

Lesson Video Exam-



This video is taken in an appropriate room; the camera is positioned well, with the teacher and whiteboard in the center; the teacher is using a pointing tool (marker); the teacher is making eye contact with the camera and smiling; the writing is visible; the whiteboard shows the class level (three), subject (reading) and the date.

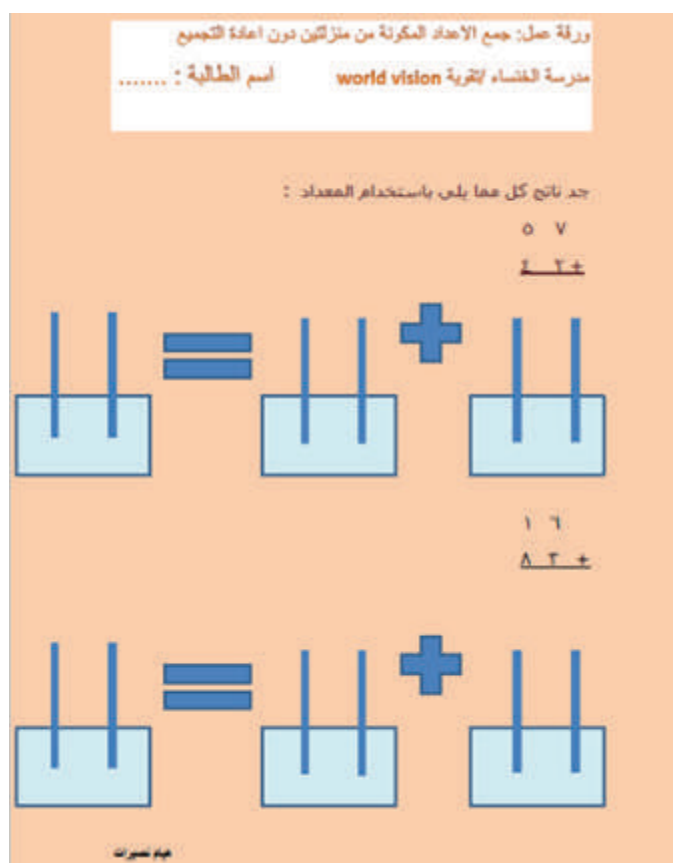


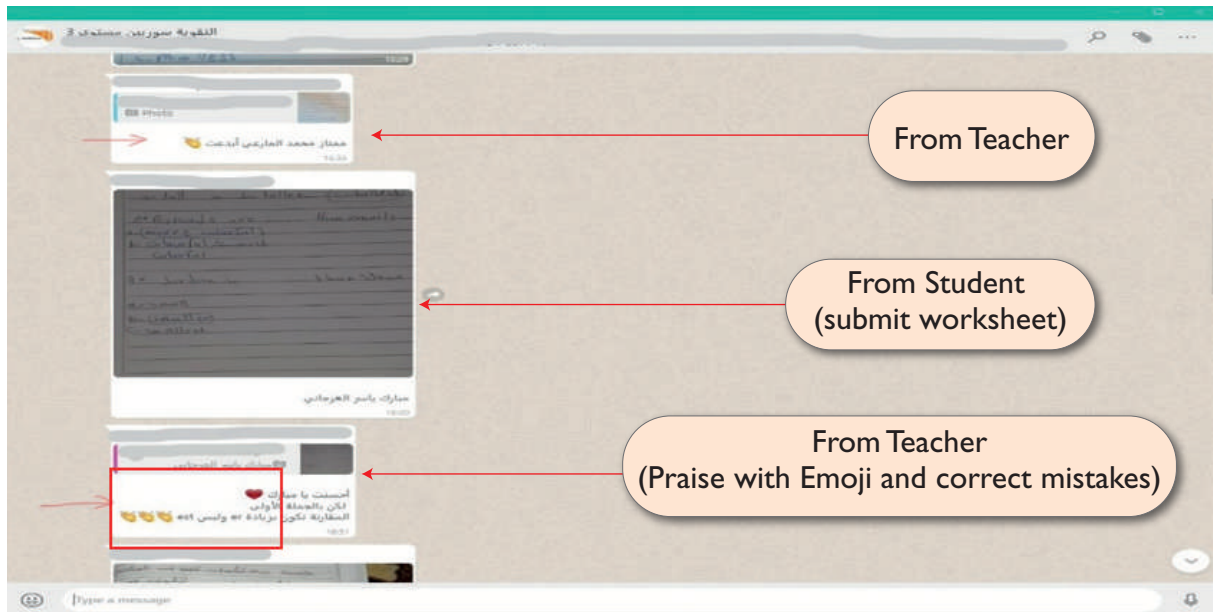
For math lessons, various items at home can be used as teaching aids to help children understand difficult concepts.

Worksheets (digital) Checklist

Technical	<ul style="list-style-type: none"> □ Create a digital worksheet using Microsoft Word or PowerPoint, or simply a photo. □ Send it via an online platform such as WhatsApp or Facebook.
Educational	<ul style="list-style-type: none"> □ Make sure the worksheet allows children to demonstrate their understanding of the concept covered in the lesson. □ Make sure contents are accurate and clear. □ Include instructions on how to complete the worksheet for parents and students. □ Remind students of the due date. □ Provide hints on how to solve the worksheet in the lesson video or during virtual sessions. □ When providing feedback on a student's worksheet, use a graphics editor application to add encouraging words. Students will know that you are interested in their work. Or you can send your comments through a text or voice message.

Worksheet and Online Feedback Example





Virtual Lesson (Synchronized Lesson) Checklist

Technical

- ☐ Find a quiet room where you can hold the virtual lesson.
- ☐ Sit in a comfortable position, preferably using a chair and desk.
- ☐ Choose a room with good lighting, and avoid sitting where there is a window behind you (if you can, sit in a position where the lighting is in front of you).
- ☐ Make sure there is stable and sufficient internet.
- ☐ Point your computer or mobile phone camera at you so that the camera is at a slightly higher level or at the same level as your eyes. Keep an appropriate distance between the camera and yourself, so that your face and upper body are visible. You can place a pile of books under your computer or mobile phone if necessary.
- ☐ Make sure the backdrop is appropriate and not too cluttered.
- ☐ Make sure you are dressed appropriately.
- ☐ Maintain eye contact with the students throughout the virtual lesson.
- ☐ Try to smile.
- ☐ Remind students to put their microphones on silent mode and activate them only when they are speaking.
- ☐ Have your lesson plan with you, so you can remember the main points to be covered during the lesson.
- ☐ Have a notebook and pen with you, and keep track of students' comments and contributions in debates and discussions.

Educational

- ☐ At the beginning of the virtual lesson, remind students of any virtual class rules (e.g., listen when others are speaking, respect others' opinion, attend the class from a quiet room without noise, etc.)
- ☐ At the beginning of the lesson, state the learning goals.
- ☐ Mention any connections between the new lesson and what they have previously learned.
- ☐ Try to answer all students' questions.
- ☐ When calling on students, call on them by name.
- ☐ Make the class interactive by asking questions and encouraging students to share their answers.
- ☐ Give all students an opportunity to speak, and avoid letting a small group of students dominate the discussion.
- ☐ Proactively ask questions and interact with students in order to stimulate their participation.
- ☐ Answer students' questions clearly and concisely.
- ☐ Use the technique "I agree to disagree" in discussions; in other words, let students know it is okay to have different opinions, and allow all students to express their opinions freely and participate without fear of being criticized.
- ☐ If you ask students to discuss with peers or comment on each other's work, specify the minimum number of minutes each student is expected to speak.
- ☐ Do not compare or review the performance of students on assignments publicly, to avoid embarrassing them.
- ☐ Make sure to monitor the discussion and take immediate action if there is any unacceptable behavior or inappropriate interactions among students.

Virtual Session Example



The camera is positioned at an appropriate distance; the lighting and backdrop are appropriate; the teacher is making eye contact with the students, and using multiple visual teaching aids.

