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Message from the Editor-in-Chief

I am very pleased to publish second issue in 2016. As an editor of International Online Journal of Primary Education (IOJPE), this issue is the success of the reviewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to International Online Journal of Primary Education (IOJPE), For any suggestions and comments on IOJPE, please do not hesitate to send mail.

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AN EXPLORATION OF STUDENT PERSPECTIVES OF PRIMARY CLASSROOM DESK CONFIGURATIONS

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ABSTRACT
Desk arrangements in primary classrooms can encourage or negatively influence learning. With no previous research reporting on student perspectives, we explored perceptions of two common desk configurations (Year 3, n=32, mean age=8 years). Qualitative data were collected by means of open-ended questionnaire, with an even spread of most preferred desk arrangements (n=16 Clusters, and n=14 Traditional Rows. Clusters were preferred for "increased interaction with friends", clearer view of the board" and "ease of movement/easier to get out of my seat". The reasons given for preferring Traditional Rows were "minimisation of peer distractions", "familiarity", "clearer view of board", and "can hear the teacher". Researcher observations were also undertaken during ten normal handwriting lessons (5 observations with Traditional Row configurations in place, and 5 observations during Cluster configurations). We observed fewer off–task behaviours during lessons held with Cluster desk configurations. Students tended to turn around more during lessons with the Traditional Row desk formation in place during completion of an individual task. Future research is needed to illuminate the impact of desk configurations incorporating a greater range of desk formations, larger sample sizes, varying socio-economic groupings, open–plan versus conventional classroom spaces and comparison of diverse technologies, student groups and lessons.
Keywords: Classroom spaces, desk configurations, perceptions

A BACKGROUND OF TYPICAL PRIMARY CLASSROOM DESK CONFIGURATIONS

Typicalprimary school classroomspaces from the 1930s to 1970s usually only exhibited the Traditional Rows desk formation. The Traditional Rowsconfiguration has desks evenly spaced in straight lines, with all students facing the front of the class, and the teacher's desk prominently positioned at the front (see Figure 1). According to Kathleen Lynne Lane, Holly Mariah Menzies, Allison L. Bruhn and Mary Crnobori (2010), this layout helps to focus student attention on the teacher. The rows formation provides an ideal environment for conducting individual work or student examinations (Unger 2011). For this particular purpose, desks can be spaced further apart to prevent wandering eyes and enable the teacher's ease of movement when supervising a test (Lane, Menzies, Bruhn and Crnobori 2010). Unfortunately, the Rows layout tends to limit student–to–student interaction and collaboration (Balli 2009). The other characteristic of this formation is that it can tend to take up a great deal of floor space (Unger 2011).
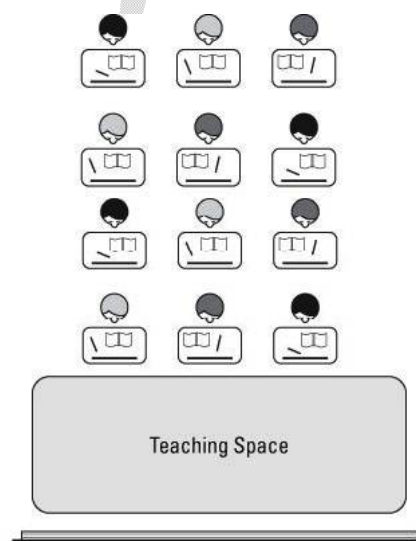
Figure 1: The Traditional Rows Desk Formation (Kelley 2016)

The Clusters Desk configuration arranges desks together in groups with students facing each other, but also being able to turn slightly to see the instructor if necessary out the front of the classroom (see Figure 2). This design encourages group projects and discussion as students' desks are directly touching enabling students to interact and establish eye contact (Balli 2009). This configuration, which may also be referred to as pods, is considered to most support group work or self-directed learning (Callahan 2004; Lofty 2012; Unger 2011). When desks are arranged into clusters, students can more easily collaborate and discuss ideas. Teachers can even strategically allocate students into groups such as combining gifted students together with struggling students, or noisier with more productive. Bennett and Blundell (1983) found that students seated this way produce a higher quantity of work overall compared with other arrangements. Students who do not work well together may also be easily moved to another cluster (Unger 2011).
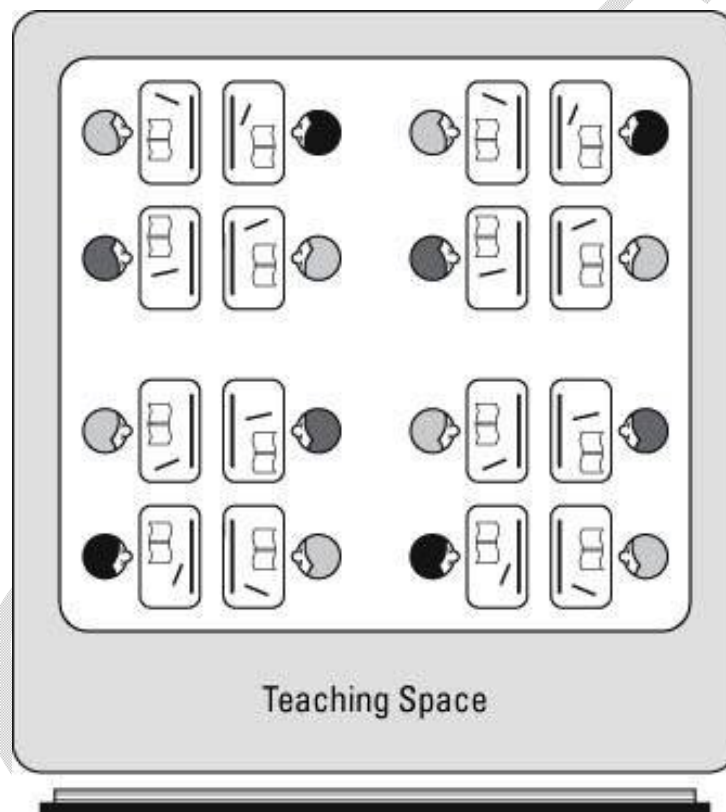
Figure 2: Cluster or Pod Desk Formation (Kelley 2016)

This design may be less ergonomically comfortable for students located in a position where they need to turn a great deal to be able see the teacher or board (Balli 2009), limiting its use for 'chalk and talk' lessons. Unlike the Traditional Rows formation, Wright (1998) found that instances of cheating increase when desks are placed in clusters. Therefore this seating arrangement is often less preferable for use during examinations. W. Michael Kelley (2016) also concluded that with this configuration, the farther apart the clusters, the more independent the groups may become with time. So he didn't recommend using this seating arrangement for the entire school year unless the teacher was willing to mix up the groups every now and then. Otherwise he said, students could become overly familiar with one another and begin to form their own rules.

The U–Shaped desk configuration (Figure 3) also referred to as the Horseshoe, places desks side by side in a large semi-circular pattern in the classroom, enabling students to see each otherand to see the teacher/instructor up-close when he/she steps into the 'U'. The teacher's desk may also be situated at the front, increasing her/his presence. This design fosters whole-class discussion or debate as students

are able to see and interact with one another, but it also enables the teacher to remain the central feature. The teacher may move freely through the teaching space, assisting a range of individual students at their own desk, or clearly demonstrate lesson tasks and homework assignments. Unfortunately, this configuration requires considerable classroom space for accommodating large numbers of students and it may not be possible to implement this desk layout in classrooms with too many students. One alternative is to line three Perimeters or walls of the classroom with one or two rows of desks joined side by side, forming a U–shape with straight lines. Free spaces or aisles allowing movement between desks to a front teaching space may be included in the configuration if required.

Figure 3: U-Shaped or Horseshoe Desk Formation (Kelley 2016)

The Two–Sided set up, also referred to as the Runway model or sectioned classroom formation, involves the teacher dividing the room in half, with half the desks on one side facing the desks on the other side, and the teacher located in–between (see Figure 4). This design provides ease of movement
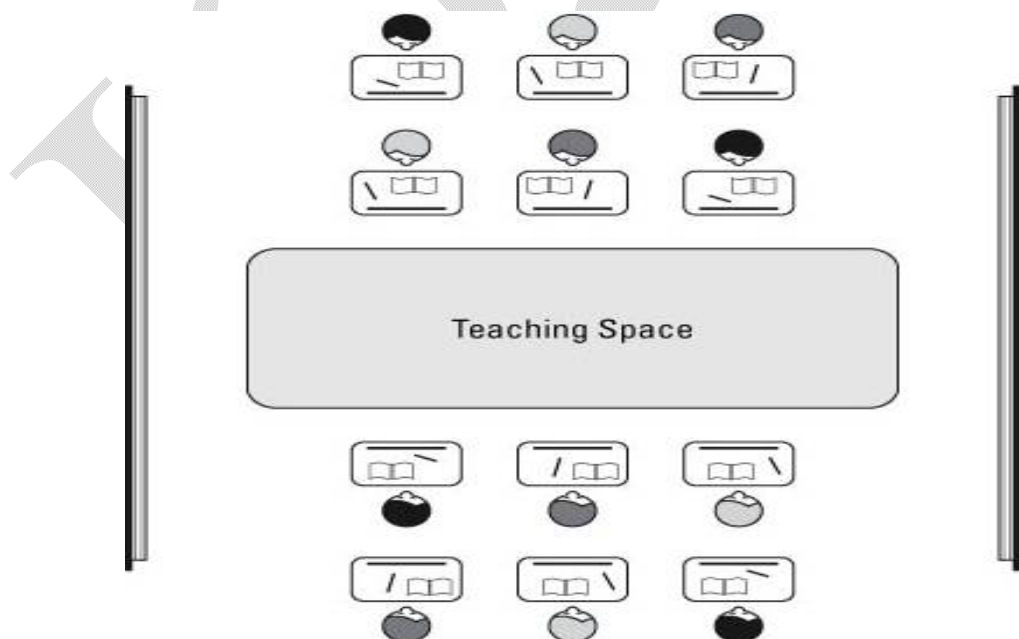
Figure 4: Two-Sided or Runway Desk Arrangement (Kelley 2016)

for students in the room while providing more opportunities for discussion than the Traditional Row design. This form of desk arrangement also changes the space in which the teacher manoeuvres, but it may be deemed effective in rooms that have blackboards located on each end of the room. This arrangement enables interaction between a greater range of students and puts the teacher in a facilitator role. However, students may start to 'identify' with their section in a team–like manner, which may contribute to competitive approaches. The layout may restrict discussion input from individual students who do not wish to exceed general contribution levels made by others from their section. This design is optimal for classes where mobility and teacher focus are crucial.

In comparison to the Traditional Rows and Two–Sided set-up, the E–Arrangement (in Figure 5) may be considered the most space efficient for most classrooms. This configuration
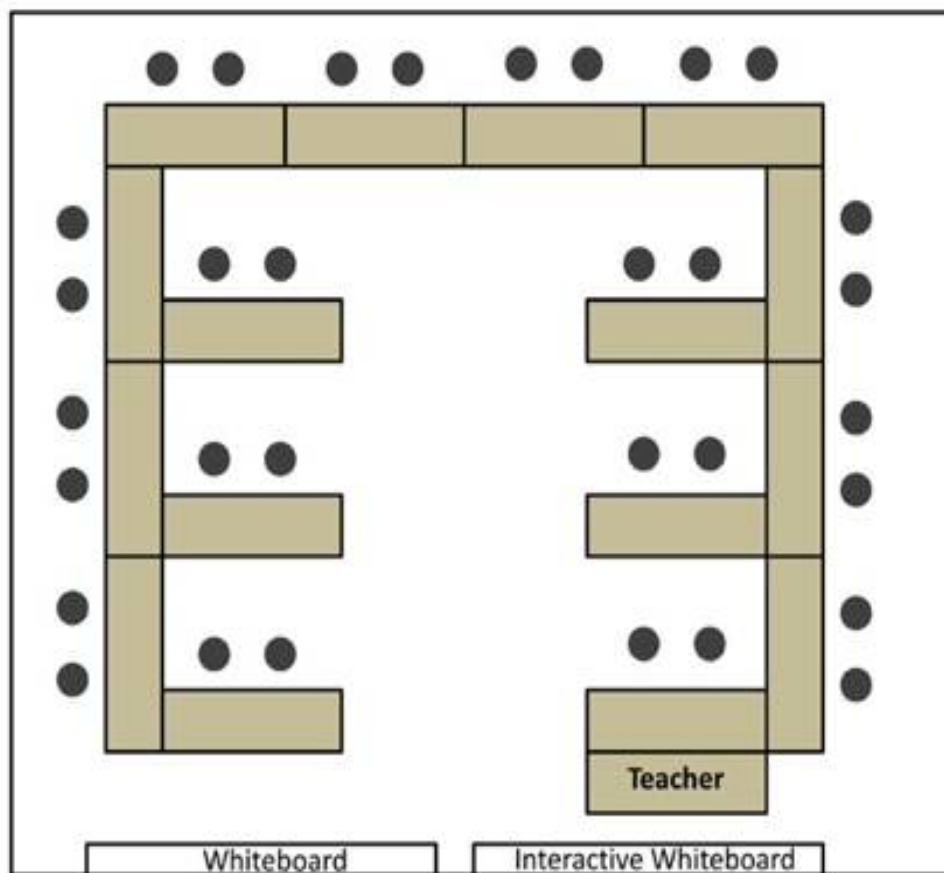
Figure 5: The E-Desk Arrangement

also suits large classes, smaller learning spaces, or computer labs. The Battleship desk arrangement (Figure 6) is not as commonly implemented within classrooms, but might serve thepurpose of reinvigorating learning or for when students have become demotivated. It might be a nice surprise too for students to suddenly walk into their room in the morning and see it arranged in a crazy design, instantly sparking their interest levels.

Figure 6: The Battleship Desk Formation (Kelley 2016)

THE RELATIONSHIP OF DESK CONFIGURATIONS WITH CLASSROOM LEARNING

Changing the classroom environment can increase academic engagement and decrease disruptive behavior (Caroline Guardino and Elizabeth Fullerton 2010, 8).

Researchers postulate that a well–organised classroom facilitates more positive interactions between children and teachers and reduces the probability that challenging behaviours will occur. There are many ways that classroom spaces can be modified, including improving student accessibility to equipment, delineating and clearing traffic areas, placement of partitions or barriers at particular locations, distinction between individual and group space, and rearranging desks (Guardino and Fullerton 2010). Following Caroline Guardino and Elizabeth Fullerton's (2010) modifications to a primary classroom space, they noticed a 45% increase in academic engagement of students.

Wheldall and Lam (1987) studied the impact of classroom desk configurations on learners in a large special school catering for children with moderate learning difficulties. Their study attempted to measure the potential effect of Clusters and Traditional Rows desk formations on classroom behaviour. They concluded that deskconfigurations have significant effects on children's classroom behaviour, and that Traditional Rows was an effective means of increasing on–task behaviours with fewer disruptions or distracted behaviours apparent in the classroom.

Callahan (2004) approached this area of research in a different manner and examined teachers' preferences for desk arrangements according to both teaching style and student learning. Two teachers stated that they preferred a Traditional Row arrangement versus a Cluster arrangement, whereas the other three teachers preferred Clusters although they had never taught with that desk arrangement present in the classroom before. They justified their decision by stating that the pod arrangement

allowed ease of movement throughout the room and increased ability to see more students' computer screens.

Lotfy's (2012) research explored the impact of desk arrangements in regards to students' on–task/off–task participationduring cooperative learning activities and discovered that when students sit in Clusters facing each other, they have a better opportunity to interact, assisting the overall learning process and development of on–task behaviour. The results of Rosenfield, Lambert and Black's (1985) study was similar to Lofty (2012), indicating that students seated in circles engaged considerably more with on–task behaviours as opposed to those at desks arranged in in Traditional Rows (1985). Furthermore, Moore and Glynn (1984) found that a student's desk location in the classroom is related to the number of questions he or she asks the teacher, which may influence the student's opportunity to learn through gaining feedback, clarification and reinforcement.

Hastings and Schwiesco (1995) experimented with optimal desk arrangementsand confirmed that a change from Traditional Rows to Clusters significantly enhanced the degree of on–task behaviours of students, including 3 challenging children. The level of behavioural disruption demonstrated by the three children decreased significantly. Bonus and Riordan's (1998)study determined that the U–Shaped configuration produced the greatest amount of social interaction between students, deemed to be the most valuable layout in lessons where the goal was to promote discussion, role–playing or other cooperative learning activities (Bonus and Riordan 1998). They recommended that Traditional Row arrangements be used for more independent student learning activities such as test–taking.

Creation of positive learning environments through physical layout such as desk arrangement is an area warranting further research (Hood–Smith and Leffingwell 1983). However, there has been no previous research published evaluating and reporting on students' perceptions of theirclassroomdesk configuration. As classroom desk layout has been proposed as a key fundamental step in establishing a positive learning environment (Savage and Savage 2010), we attempted to gauge the opinions of a class of primary students regardingtheir views of Traditional Row and Cluster desk formations. In doing so, we focused on the following two research questions; (a) What are the students' perceptions of Traditional Rows and Clusters desk formations in terms of preferences and reasons why,and (b) Which desk configuration is associated with the highest frequency of on–task behaviour? The next section outlines the methods used to access the data and analyse the findings.

METHOD

The main purpose of this case study was to explore student views of two types of desk configurations, Traditional Rows and Clusters.The case study method as outlined by Denscombe (2007) was used to obtain data, with observations of classroom behaviours and a written questionnaire allowinga 'very rich' picture of the real–life setting to emerge.

The participants (n=32, boys=17, girls=15, mean age=8 years) attended a Year 3 class at a primary school situated in a low socio–economic community located in South Western Sydney. The school had a diverse student population with over one thousand students, predominantly from low socioeconomic backgrounds. Ninety percent of the students enrolled at the school were from Non–English Speaking Backgrounds (NESB), predominantly Chinese, Vietnamese and Khmer. In the participating class, seventeen students spoke Vietnamese at home, six spoke Chinese, three Arabic, two Cambodian, one Laos, one New Zealand Maori, one Spanish and one student was from a Torres Strait Islander background.

Ten structured/systematic lesson observations (Traditional Rows=5, Clusters=5) were carried out in the classroom to help gain insight into those real-life situational factors that might influence human behaviours and viewpoints in the context of actual classroom learning situations and desk layouts.

Students' behaviours were observed, recorded, and measured using a checklist instrument. The overall research data were collected throughout a period of four weeks, accumulating to five morning lesson observations for each desk configuration, conducted on average three times per week. The observations were conducted from 9:10am-9:50am on Tuesdays, Wednesdays and Thursdays during Handwriting lessons. The researcher sat in the same unobtrusive location in the back corer of the classroom, and the students knew why she was present. Complete observation sessions each lasted for 40 minutes, totalling 200 minutes of observations for each desk arrangement and 400 minutes for both desk arrangements. The classroom desks were always replaced in the regular default arrangement following any data collection. Handwriting and spelling lessons were consistently taught in terms of lesson structure and learning approaches across multiple lessons or occasions. The learning strategies used in the lessons mainly involved spelling tests, handwriting tasks, copying from the board as well as spelling activities using the dictionary. The classroom teacher guided the handwriting lessons step-by-step.

On–task behaviour was defined as a student engaging with and attending to the teacher or set task, demonstrating an orientation towards completing the appropriate learning activity (e.g. writing or manipulating books, pencils or aids), or being out of one's seat with the teacher's permission. Off–task or disruptive behaviour of students was defined as interruption by a student that drew the attention of others in the class away from the learning task(s) they were engaged in. Typical examples include getting out of seats without the teacher's permission, not following a teacher's directions, playing or fiddling with something on their desk, not focusing on or commencing the task at hand (e.g. daydreaming, staring at something else in room), inappropriate talking such as social conversations amongst students not concerning classroom lesson content, making unnecessary noise, turning around, banging the desk, as well as aggressive acts towards peers. Inappropriate talking with other students involved talking that did not concern classroom content. Noise level did increase when students worked in pairs whilst completing dictionary activities. Hence, identifying talking that did not concern classroom lesson content was more difficult throughout this particular task.

The self-administered questionnaire was designed to specifically elicit qualitative data on the students' views of each desk configuration and any reasons for their preferences. Thirty students completed the questionnaire, as two were absent on the day. The written responses were content analysed using line-by-line coding. Relationships between categories were identified using the axial coding technique described by Strauss and Corbin (1990). The next section outlines the major findings.

FINDINGS AND DISCUSSION

Students' most preferred classroom desk configuration

The questionnaire responses (n=30) revealed that sixteen students preferred Clusters, with fourteen stating they preferred Traditional Rows in the classroom (see Figure 7). This was a fairly even split of opinions. Table 1 presents an overview of the main themes or reasons provided by the students
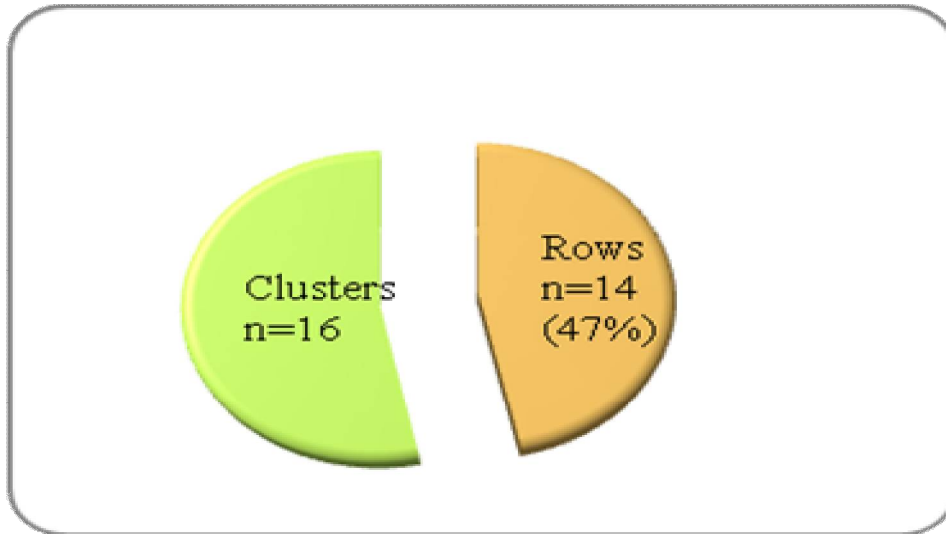
Figure 7: Students' Most Preferred Desk Configuration

Justifying their choice of desk arrangement. The most common theme to emerge regarding why students preferred Clusters was that it provided greater opportunity for interactive collaboration with friends. For the students who stated they preferred Traditional Rows, the main theme to emerge explaining this phenomenon included having a clearer view of the board. The second theme was its familiarity, as it was the current default desk arrangement that perhaps students were used to and felt most comfortable with.

Table 1: Insights to Most Preferred Desk Configuration

Themes	*Examples*
Clusters	
Increased interaction with friends	"I get to look at my friend's faces" "I can sit next to friends" "I can talk to my friends" "I can work together with my peers in groups" "I can see what my friends are doing" "I am able to ask my peers if I need help"
Clearer view of the board	"I can see the board better"
Ease of movement/Easier to get out of seat	"There is more room at the back and front of the classroom" "It is easier to get out of my seat"
Traditional Rows	
Clearer view of the board	"I can see the board better" "I can write easily as I don't have to keep turning around to see the board"
Minimisation of peer distractions	"Nobody will distract me"
Familiarity with desk arrangement	"I am more used to this arrangement"
Can hear the teacher	"I can listen better to the teacher"

Student reasons provided for the non–preferred desk configuration

The main reason and theme indicating why students did not prefer a Clusters desk formation was that it offered a poor view of the board. The main reason students provided for not preferring Traditional Rows was the lack of peer interaction possible. Table 2 below summarises the main themes to emerge from the data.

Table 2: Insights to Non–Preferred Desk Configuration

Themes	*Examples*
Clusters	
Poor view of the board	"I can't see the board" "I have to keep turning around to see the board so it is difficult to write"
Peer distraction	"Some people distract me in clusters"
Lack of familiarity with the arrangement	"The teacher gets confused about where students are seated as it is not our normal arrangement"
Traditional Rows	
Restricts collaboration	"It is difficult to see faces so I can talk" "My friends are too far" "It is difficult to see people in group" "I have to turn my head around to see others" "If I need help, I have to ask people behind me" "We cannot work together" "I cannot see what my friends are doing" "I might not like the person I am sitting with"
Restrains movement	"It is more difficult to get out of my seat"
Difficulty viewing the board	"It is difficult to see the board"

Off–task behaviours observed during lessons with clusters desk configuration

Tables 3 and 4 present the scores collated from all observations of lessons with the desks in clusters or rows formations. Every student in the class was observed (n=32). A greater mean incidence of off–task behaviours was noted during the lessons with Traditional Rows (mean=11.6) formation compared with Clusters (mean=8.6). However, this only equates to an average difference of 3 behaviours across a whole 40–minute lesson, so the variation is not vast.

Table 3: Summary of Off–Task Behaviour Observations During Cluster Configurations

Observation of Off–Task Behaviour	*Lesson 1*	*Lesson 2*	*Lesson 3*	*Lesson 4*	*Lesson 5*	Frequency Total
Getting out of seat without teacher's permission	III					3
Not following directions	I					1
Not focusing on task: Daydreaming or looking at something else in the room		I	III			4
Inappropriate talking with other students (Does not concern classroom lesson content)	~~IIII~~I	III	II	III	III	17
Talk-outs						0

Making unnecessary noise					0
Turning around	IIII			I	I	6
Banging the desk						0
Aggressive acts towards peers						0
Swinging on the chair	I					1
Fidgeting with object(s)		IIII	III	I	II	10
Total Frequency per Lesson	*15*	*8*	*9*	*5*	*6*	**Mean Lesson Score: Clusters = 8.6**

As indicated in Figure 8, the most frequent off–task behaviour observed during a lesson with Clusters desk configuration was Inappropriate Talking. So even though students nominated the main reason they prefer Clusters to be social interaction, the findings suggest that it may be linked with off–task talking and chatting between students, and not necessarily communication associated with the class learning activity at hand.
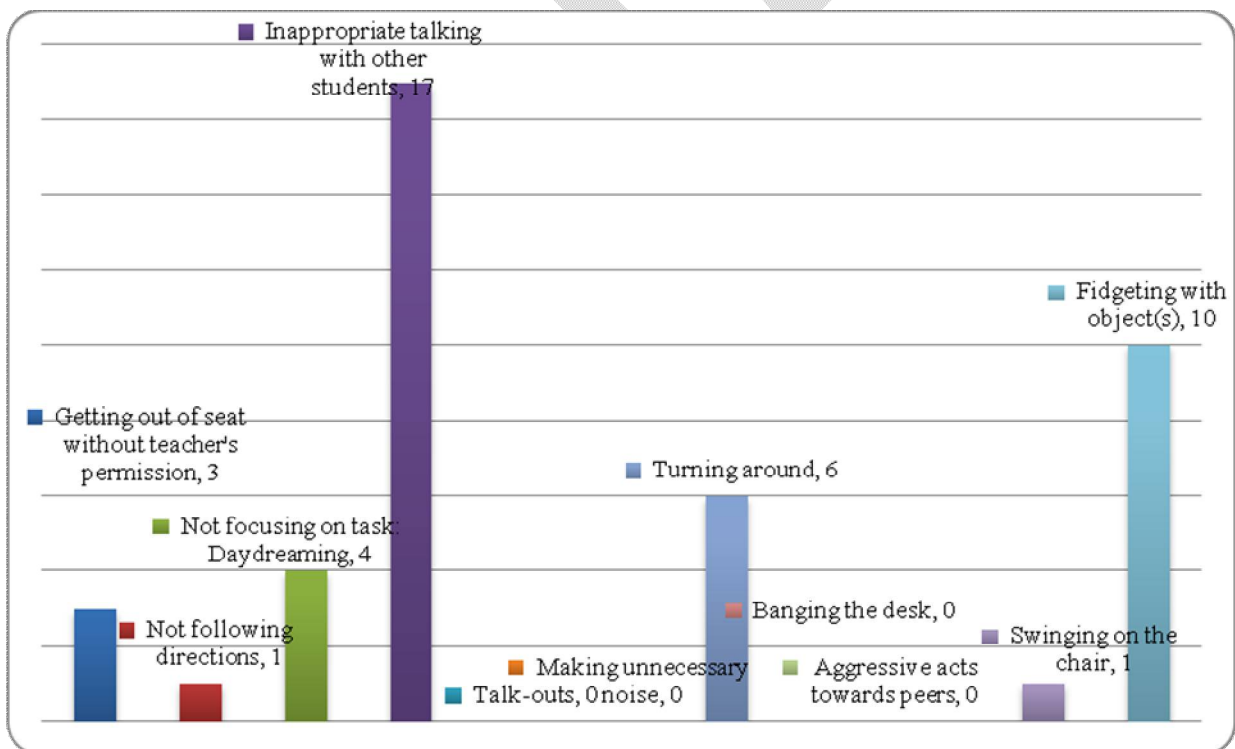

Figure 8: Frequency of Off–Task Behaviours During Lesson With Clusters Desk Configuration

Off–task behaviours observed during lesson with traditional rows desk configuration

Figure 9 below illustrates the frequencies of off–task behaviours highlighted in Table 4. We observed during lessons with Traditional Rows desk arrangements in place that inappropriate Turning Around was the most frequently occurring off–task behaviour (n=25). When students were seated in Clusters, this behaviour only occurred 6 times in total. While Inappropriate Talking occurred 14 times, this was similar to the score of 17 occasions during lessons with Clusters. Perhaps students want to see what's 'going on' or check with a peer that they are on the

Table 4: Summary of Off–Task Behaviour Observations During Traditional Rows

Observation of Off–Task Behaviour	*Lesson 1*	*Lesson 2*	*Lesson 3*	*Lesson 4*	*Lesson 5*	Frequency Total
Getting out of seat without teacher's permission		I				1
Not following directions				I		1
Not focusing on task: Daydreaming or looking at something else in the room		II		I	I	4
Inappropriate talking with other students (Does not concern classroom lesson content)	III	IIII-I	I	I	III	14
Talk-outs						0
Making unnecessary noise						0
Turning around	IIII-IIII	IIII	IIII	IIII III		25
Banging the desk						0
Aggressive acts towards peers						0
Swinging on the chair				I		1
Fidgeting with object(s)	IIII	IIII	I		I	12
Total Frequency per Lesson	*17*	*18*	*6*	*10*	*7*	**Mean Lesson Score: Rows= 11.6**

right track. Students may be attempting to communicate with each other or view what is taking place around them in a way that Clusters facilitates. Use of a Data Projector by the teacher to help explain, or provide a visual view of the class work that is expected and should typically 'look like' at that stage of the lesson might assist and help prevent students from turning around to the desk behind their own.

The findings may be explained to the extent that exists between the degree of a student's on–task behaviour and the proximity of his/her desk to the classroom teacher (Good and Brophy 1977). That is, the closer the student's desk to the teacher, the more appropriate her or his behaviour becomes. When the teacher is easily accessible, students may be more likely to receive positive reinforcement and verbal cues (e.g. praises), or non-verbal cues (e.g. smiles, eye contact, head nods), which increases the probability of positive and more desirable classroom behaviours. It was not known in our study, whether the generally more disruptive students of the class were located at desks to the rear of the room or further away from the teacher's location at the front of the room during data collection.
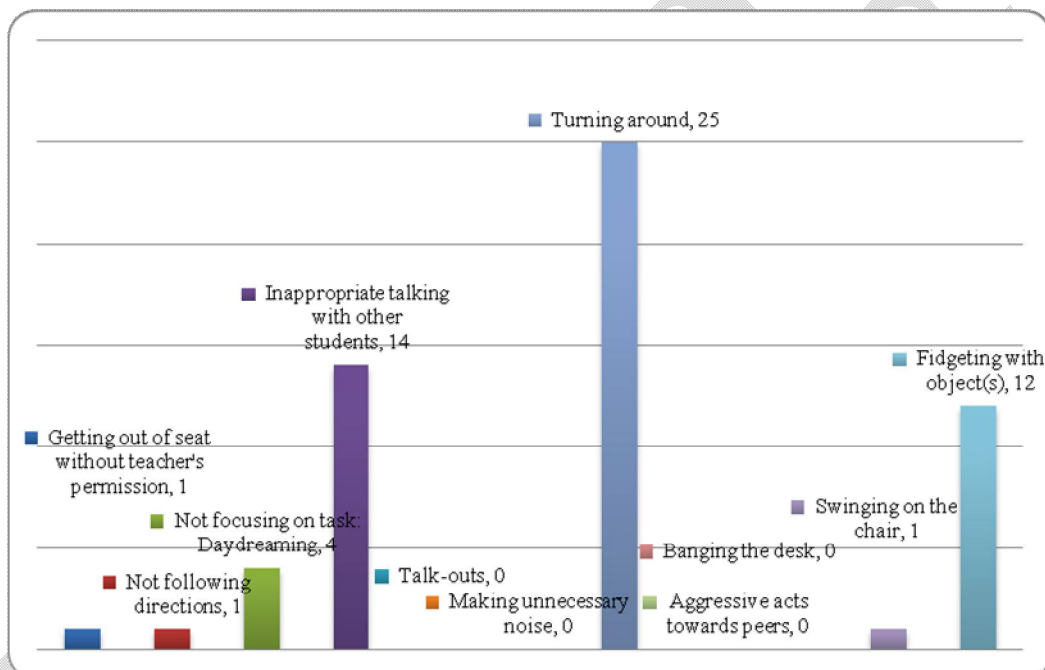

Figure 9: Frequency of Off–Task Behaviours During Lesson With Traditional Rows Desk Configuration

Students seated at a rear or side–facing desk as part of a Cluster might feel less connected or influenced by the teacher's presence, so more free to engage in social chatter. Similarly, students seated at the back few desks in the Traditional Row arrangement may be more tempted to turn around as they feel they can 'get away with it' and that the teacher doesn't notice. It might be necessary to seat more responsible, independent or capable students in desks located much further away from the teacher's desk or main 'teaching area' or the perimeters of classrooms.

According to Marx, Fuhrer and Hartig (1999), it is even possible, with a degree of certainty, to promote question–asking behaviour of fourth graders through manipulating classroom desk arrangements. Children's question–asking behaviour may be influenced by whether or not their desk location is inside or outside 'action zones' with the classroom. For example, the semi-circular space in front of the U–shaped desk arrangement is an action zone, and stimulates children's question–asking to a greater degree than when students are seated in rows (Figure 1). The front few desks of the Traditional Row arrangement is also an 'action zone' or location in classroom which stimulates engagement by students and greater question–asking by students (Marx, Fuhrer and Hartig 1999;

Rosenfield, Lambert and Black 1985). Closer proximity to the teacher or to other students may encourage greater social interaction because individuals feel more obligation plus are able to effectively establish face-to-face contact Steinzor's (1950).

Figure 10: Modifications to the Classroom To Suit the Activity May Increase Engagement (Source: Currie, 2014, 6)

CONCLUSION

The full impact of the arrangements of the desks in classroom spaces is not yet known. While we were able to establish some baseline student preferences, much research needs to be conducted on student behaviour in relation to the variance of classroom layouts, desk arrangements and space. This is an important area to explore as attention to seating arrangements can potentially make an important contribution to improvements in student behaviour and academic performance, particularly for those children whose behaviour and progress cause concern. When effective desk arrangements are put into place, teacher availability or time spent on learning–focused activities may then be increased. This then promotes learning and pro–social behaviours on the part of the students instead of management. Additionally, anxiety, tension as well as stress are then reduced as a result. This in turn promotes more teaching time through a decrease of discipline demands. Consequently, with an effective desk arrangement, less time is spent on behaviour management, and more on learning, so that we maximise student learning.

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SCHOOL COUNSELING AND STUDENTS WITH DISABILITIES

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ABSTRACT
The literature indicates changing criteria from a reactive to a proactive process to include people with disabilities in inclusion counseling in primary schools. This article outlines the additional factors that are contributing to the low professional visibility of school counselors. The Proactive Model of School Counseling presented here encourages counselors to widen their horizons, not only being responsive to the students seeking counseling on their own, but also reaching out to all students including "special students", for the implementation of concrete agendas. Their preplanning activities might include: developing a school guidance committee, conducting assessment surveys to prioritize student needs, planning an annual calendar for guidance activities, and making provisions for group guidance sessions. The Proactive Model emphasizes the conceptual, operational, evaluative, public relations, and personal development of student counselors. These components are sequenced, interrelated, and precede one another in significance during implementation. Each component is discussed and suggestions for implementation given.
Keywords: inclusion, counseling, disability, Proactive Model

The counseling services provided to children with disabilities are significantly outside the average range of general counseling. Many areas of the counseling profession in primary schools have fallen short, with a lack of understanding and appreciation (e.g., attitudes, values, beliefs), a limited repertoire of skills (e.g., techniques, strategies, interventions), and knowledge base. When school counselors do not provide services or develop programs to accommodate the needs of children with disabilities, they deny these students of their expertise and themselves of the enrichment that comes with working with children with disabilities who are challenging, deserving, and responsive.

There are a number of additional factors that are contributing to the low professional visibility of school counselors; lack of well-defined school counselor's roles, goals and job descriptions (Baker, 1992 ; Brown, 1989), too many administrative routine assignments and too high counselor-student ratio that don't allow school counselors to use their special skills (Gysbers, 1990). However, all students refers to those who are average, gifted and talented, low achieving and to those with handicaps and disabilities; those in all ethnic, and cultural, groups; those who speak Turkish as a second language; migrants; boys and girls; and any other "special students" in the school. This principle indicates that all students, including children with disabilities, should have equal access to counselors, the guidance curriculum, counseling resources, and all other direct and indirect services.

Children with disabilities will experience some of the following problems throughout their school age years. They may be subjected to a multitude of obstacles and barriers (i.e., non-acceptance, discrimination, stereotypically thinking). In some cases, these children experience more than their normal share of frustration and difficulty in attempting to resolve the issues that are encountered with daily living activities. It is not uncommon for children with disabilities to experience chronic hopelessness as a result of anxiety and depression. Sometimes they have access and performance problems in schools, which could or could not be related to the disability. Also, they show delayed development of self-concept that can influence one's sense of self-worth, and viewing one's self as dumb, damaged, weak, and vulnerable.

Counseling professionals historically have had limited contact with this population for a variety of reasons. Some counselors lack confidence and training to serve these groups. Some are uncomfortable around people with disabilities. Others have incorrect information about or prejudices toward those with exceptional needs (Tucker, Shepard, & Hurst, 1986). In addition, because services to children

with disabilities are most often delivered by special education personnel, counselors may believe that their skills are not needed for these groups (Tarver Behring, Spagna, & Sullivan, 1998).

Although children with disabilities are an extremely heterogeneous group of diverse learners, each with unique learning strengths and needs, many of the graduate counselor education programs have not provided prospective school counselors with adequate training for the development and provision of services or how to professionally interact with children who have disabilities, which includes physical behavioral, emotional and mental disabilities. In addition, limited preparation is provided in the area of cooperation and collaborative efforts in working with other specialists and professionals to provide children with disabilities a more comprehensive developmental holistic approach to services.

Children with disabilities are often misunderstood and frequently less served by the counseling profession, these children need services just as much as other children (McDowell, Coven, &Eash, 1979). In addition, all counselors have a professional and ethical responsibility to facilitate conditions that promote the full potential for all individuals, including exceptional groups (Baker, 1992; Holmgren, 1996). As knowledge and experience are obtained for this population, counselors can serve children and their families more fully as intended by legal and professional guidelines. Most counselors, however, do have many of the skills needed to work with these children and their families, such as communication strategies, a background in human, and experience with an array of therapeutic techniques (Cochrane & Marini, 1977). Moreover, a proactive approach to the role of counselor, a focus on relationship-building, a desire to operationalize equal opportunities policies, an inclusive approach to initial assessment, flexible and creative approaches to counseling, continuing professional training and awareness raising can be important facts in all counseling processes.

From a counseling perspective, these students, regardless of their specific handicap, present similar characteristics that preclude using traditional counseling methods. Inherently all of these students are believed to experience developmental delays that may impair one or more of their learning channels and may range from mild to severe. Individuals may exhibit inappropriate behavior relative to their chronological age and often are socially isolated. A poor self-concept is another quality found in this target population. Students may also lack adequate expressive language, are often disorganized in their thought processes, and usually have considerable difficulty with time management skills.

Keeping these factors in mind, school counselors are encouraged to do more in-depth research and preparation on specific disabilities, with strategies and interventions to assist the scope and direction of interventions that are effective when developing programs and providing services to children with disabilities. A number of empirical studies have verified the positive effects of group counseling interventions. Students have shown significant increases in academic persistence and achievement (Deffenbacher& Kemper, 1974; Morse, 1987), school attendance (Krivatsy-O'Hara, Reed, & Davenport, 1978), classroom behaviors (Myrick & Dixon, 1985), self-esteem (Herr, 1982), selfconcepts (Cangelosi, Gressard, & Mines, 1980), and their attitudes toward school and others (Herr, 1982). These increases held for special population groups, including low-achieving students (Thompson, 1987; Wilson, 1986a), disruptive students (Bleck&Bleck, 1982; Downing, 1977; Omizo, Hershberger, &Omizo, 1988), learning-disabled students (Amerikaner&Summerlin, 1982; Omizo&Omizo, 1987a, 1988b), gifted students (Kerr &Ghrist-Priebe, 1988).

As school counselors prepare to provide counseling services, it is important not to generalize across disabilities with handicapping conditions, putting children and adolescents with disabilities at risk. These children and adolescents vary just as much as individuals in any other group. Interventions may need to be more hands-on in the approach to the problem resolution as well as culturally sensitive and

appropriate. External issues, which are problems outside the child, may need to be addressed because of the direct or indirect implication on the disability. School counselors should be cognizant of the limits and biases that may be presented by children with moderate to severe disabilities. In addition, it is crucial that school counselors have knowledge of the laws and understand the rights of children with disabilities.

All of these issues challenge counseling professionals to be creative. Counselors attend to instructional practices, staff-student interactions, and other environmental factors that may impede development of students because;school counseling interventions have a substantial impact on students' educational and personal development.The initial stage of counseling requires the manipulation of several components in the counseling environment. Developing the setting is critical before learning can occur.

- Counseling activities should be no longer than 20 to 30 minutes.
- Distractions in the environment should be kept to a minimum or eliminated.
- Tasks should be structured and followed consistently.
- Multisensory approaches including auditory, visual, tactile, and kinesthetic, should be used by counselors while presenting activities to the students.

All of these components are designed to keep student confusion and frustration to a minimum and still allow the participants to function in a well-controlled environment using multisensory approaches to promote understanding.

The ability to communicate concretely is vital for success with handicapped students.

- Verbal generalities should be avoided. Abstract relationships and terms should not be used by the counselor.
- Questions beginning with the words how and why should be avoided.
- Short, concise, explicit sentences should be employed.

These guidelines will enable students to understand specific concepts and terminology used by the counselor so that they will be able to concentrate on learning.
Frequent and consistent repetitions are needed during the counseling session.

- A review of previous meetings and their objectives should occur at the beginning of each counseling session.
- Students or clients should be told what to expect at each session.
- A summary of the activity should be presented stressing the important areas for students or clients to remember.

Repetitions allow students to absorb each session and understand the continuity of the presentations.

There is widespread consensus concerning the desired nature and scope of school counseling for children with disabilitieswhich includes interventions to increase awareness, acceptance, and appreciation of cultural diversities(e.g., ASCA, 1981, 1984; ASCA, 1988; ASCA/NACAC, 1986).
In addition, counselors attend to school policies and procedures, instructional practices, staff-student interactions, and other environmental factors that may impede development of students because, school counseling interventions have a substantial impact on students' educational and personal development. Moreover, individual and small-group counseling, classroom guidance, and consultation

activities seem to contribute directly to students' success in the classroom and beyond, and school counselors should spend the majority of their time performing these interventions.

It is in the spirit of empowering the school counselors to gain their credibility, assert their significance, and make their own unique place in the school system and the professional community;the following Proactive Model of School Counseling is postulated.

Basically, the underlying professional zeitgeist of this model is to shift reactive approaches to proactive approaches in school counseling. In addition being responsive to the daily demands of some students who seek counseling on their own, the primary focus of this model is to help school counselors reach out to all students in a systematic, well-planned manner for the implementation of some concrete agenda.

To become proactive, it is high time that counselors use a balanced approach to counseling and heed Baker's (1992) admonition: Counselors in the twenty-first century must be able to provide prevention services that meet and enhance developmental needs and treatment services when interventions are needed. Counselors will need to be flexible in reacting to differing consumer demands and be proactive in providing services that enhance person development and coping skills. This approach requires school counselors to shift from a primarily responsive service orientation to school counseling partnerships that are proactive and developmental.

Proactive approach is an advocacy approach to promote and support student interests. When a school is not responsive to the needs of students or there are some school practices that are detrimental to the interests of students, a counselor might have to make a difficult choice either to meet the needs of the students or the demands of the institution. Proactive counselors serve as strong advocates of students when they have to face such matters as "confidentiality, injustice to students, inappropriate curricula, incompetent teachers, and unresponsive administrators" (Aubrey, 1970, p. 6). In their advocacy role, school counselors can collaborate with teachers to maximize potential of their students through information about different learning styles, motivational strategies, and new pedagogical approaches.

Student problems require enormous amount of time, networking with others is not a matter of luxury but a dire necessity. A counselor can build a large support group by developing a systematic, long-term liaison with a number of diverse groups within and outside the school. Within a school, students trained as peer counselors can effectively present topics such as self-esteem, peer-pressure, time-management, etc. to lower grade students. Similarly teachers trained by counselors could provide some group guidance activities in interpersonal skills, developing friendships, lifestyle decisions, developing self-discipline, and leadership skills. School counselors function at the forefront level in a manner that enhances teacher contributions in the proactive approach process. According to Hart and Jacobi (1992) counselors should train all school staff, from support staff through senior faculty and administrators, to contribute to the guidance function.

Since these services are basically instructional in nature, teachers can be extremely helpful in implementing them as classroom guidance activities. Since parents have a strong and direct impact on their children's personal development, their role in counseling and guidance can't be ignored. Parent involvement is an important component of programs designed to improve the educational outcomes for children with disabilities. When families are involved in collaborative relationships with school personnel and that active parent involvement is related to positive student outcomes such as increased student achievement and fewer discipline problems in the classroom and at home (Christenson, 1995; Christenson, Rounds, & Franklin, 1992; Christenson & Sheridan, 2001)

How can psychologists work with parents and teachers to foster the best possible outcome for students with disabilities in inclusive classrooms? School-based consultation is considered one of the primary vehicles for accomplishing this goal.Conjoint behavioral consultation(CBC) is a relatively new model of consultation that intervenes at the home–school level and actively engages educators and families in mutual decision-making (Sheridan, Eagle, Cowan, &Mickleson, 2001; Bulut, 2007). It is defined as a structured, indirect form of service delivery in which parents, teachers and support personnel join together in a collaborative effort to meet the academic, social or behavioral needs of children (Sheridan, Kratochwill, & Bergan, 1996).

The consultation process consisted of problem identification (PI), problem analysis (PA), treatment (plan) implementation (TI), treatment monitoring (TM) and treatment (plan) evaluation (TE), made operational by four structured interviews. The stages of CBC were implemented via standardized protocols detailing specific objectives and procedures of the model. The consultant developed the treatment monitoring (TM) stage to enhance fidelity to the intervention plan (Wilkinson, 2005).CBC counselors preplan their activities in advance to implement their guidance program for different levels; they are not just responsive to day to day situations and problems.Broadly speaking, counseling and guidance services are a shared responsibility of parents, school, and community.

Individuals who:
Level 1.Are not eligible and do not receive special services, (mild)
Level 2.Are identified as exceptional who are placed full-time in regular programs or classes, (mild)
Level 3.Are assigned to regular programs with supportive special services and resources, (mild)
Level 4.Are assigned part-time to a special program and part-time to a regular program, (mild)
Level 5.Are placed full-time in a special program or class (moderate)

The important distinction between consultation at Level 1 and the levels that follow is that many of the problems and needs in Level I do not legally qualify as exceptional. In such cases, the special educator may be precluded from providing direct services to the individual. However, existing legal guidelines do allow for CBC between any professional who is providing direct service and the special educator. This is an important and too often overlooked point. There is an understandable but unreasonable tendency to assume that any helping profession that is not directly engaged in service delivery is simply not involved at all. On the contrary, the professional who is responsible for the direct delivery of the service (e.g., classroom teacher, counselor, social worker) to the individual should assume an open invitation to consult with any other professional whose expertise has the potential for enhancing the effectiveness of the intervention.

Finally, school counselor responsibilities may include, but are not limited to:
• providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the comprehensive school counseling program
• providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP
• encouraging family involvement in the educational process
• consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student
• advocating for students with special needs in the school and in the community
• contributing to the school's multidisciplinary team within the scope and practice of the comprehensive school counseling program to identify students who may need to be assessed to determine special education eligibility
• collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services

• providing assistance with developing academic, transition and postsecondary plans for students with IEP's as appropriate (Tarver-Behring, Spagna and Sullivan, 1998).

Counselors can prepare themselves to serve exceptional groups in several ways. As a first step, they must clarify their feelings and attitudes about working with children who have disabilities. Pity, low expectations, repulsion to physical abnormalities, misinformation, and other biases can preclude effective counseling (Baker, 1992). Correct information and direct experience can facilitate accurate awareness and acceptance of these groups. In addition, counselors must obtain knowledge and training for working with specific groups with exceptional needs (Tarver-Behring,Spagna, and Sullivan, 1998; Tucker,Shepard,and Hurst, 1986). They can obtain this knowledge through, counseling workshops, consultation, supervision, current therapeutic literature, and community resources.

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IS THE COURSE 'EFFECTIVE COMMUNICATION' EFFICIENT CONSULTANT CANDIDATES' ATTITUDES TOWARD BODY LANGUAGE?

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ABSTRACT

Education is a one of the areas where face to face communication takes place, and includes many verbal and non-verbal factors of communication. Body language is a non-verbal factor which provides support from the visual aspects to verbal communication and consolidate what is said when it is used in an appropriate and efficient manner. There is a significantinfluence of the lecturer who uses his body language efficiently on students; having high motivation, and following the lecture without getting bored encourages efficient and productive communication between lecturer and learners.The aim of this study is to determine the perceptions of Girne American University Faculty of Education, Department of Guidance and Counseling Students on the body language use of faculty members and lecturers. A descriptive survey is carried out in this research. The survey is applied to Girne American University Faculty of Education in the 2014-2015 academic year studying 1st, and 4th grade students. Data were collected by "Body Language Attitude Scale" developed by Gökçeli (2013). In the questionnaire that was developed to measure attitudes towards body language of academics for students, there is an open-ended statement and 35 items are located. The resulting data will be analyzed with SPSS 20.0 software package and in statistical analysis; percentage (%), t-test (t), one way Anova and Chi-Square Test are used. In considering the results of the analysis it was found that with or without effective communications education students` attitudes to instructors` body language are negative.

Keywords: Effective communication, education, body language, counseling, attitude

INTRODUCTION

People present their thoughts and emotions for expressing themselves and sharing. Presenting emotions and thoughts are linked with communication practices. "The word *Communication* comes from the Latin word *Communicare* and in Turkish this word is identified as *Komünikasyon*, *Haberleşme* or *Bildirişim*." (Baltaş&Baltaş, 2014, p.19).

Engaging in communication as at therequested level, providing the same interaction between the sender and receiverensures effective communications. Effective communication occurs if the communication skills are incorporated into the communication process. "Communication skills which are accepted as a part of social skills interrelated communications such as oral, non-verbal, and empathy, listening skills, giving feedback correctly and using body language (Bulut, Özerbaş&Usta, 2007, p.125). Education and learning environments are the most important areas for efficient communication. The education process, the students are affected positively by non-verbal communication tools used effectively by the lecturer, while messages are being taught

orally to the students; it helps to build good communication in this area. Body language, one of the most effective communication tools, is also important in this process because body language is the best supporter of oral communication. Using body language correctly is an important factor in effective communication. This is because, without speech, body language is effective, plus if you add body language to oral communication you can provide successful interpersonal communication. "A person communicates firstly with body language then, uses body language to support oral language. Body language helps a person to emphasize and embody the statements." (Çalışkan&Yeşil, 2005, p.200).Yazıcı (2011) states that an instructor can express his/her emotions with body language, can support his/her speech with gestures and facial expressions, and can direct all the interest to one point with one look.

Guidance and Psychological Counseling (GPC) students are affected firstly by their instructors in school as a role model, and as potential guidance counsellors, see their instructor as a point of reference. During the lecture it is thought that it is helpful to lend support in terms of basic occupational education with the theoretical information and supporting body language on the part of the instructor, and it is thought that this makes them aware of how to communicate with issues that they will meet in the future.

The aim of this study is to analyze the GPC students' attitude with regard to the effectiveness of communication courses on the part of instructors who use appropriate body language. In this regard, we ask the following questions:

1. What kind of attitude do the students have with regard to the instructors' body language?
2. Are the students' attitudes affected by their gender, class level, their parents' education level and their parents' income?
3. Does the effective communication course make any difference for commenting the body language?

METHOD

In the research, a General Survey Method was used. The attitudes of GPC students to the instructors' body languages were examined from 6 different points of view. This study is a descriptive study, the reason of research students' answers.

The Universe And Sample

The research sampleconsisted of 192 students who were educated at the Guidance and Psychological Counseling Department of Girne American University in the Turkish

Republic of Northern Cyprus. The students are 1st & 4th year students in 2014 – 2015 academic year. In the research, the method of the sample was not used, it was tried to reach to universe. If some students were missing on the day of the survey or they did not want to take part in the research or if they filled in the form incorrectly, they were left out of the sample. The rate of return was calculated at 57%. The reason for choosing the 1st & 4th year students is that first year students have not been educated about the effective course yet.

Data Gathering Technique And Tools

The body language oriented attitude questionnaire (Gökçeli, 2013) was used in research as a data gathering tool. In the first part of questionnaire there were 7 questions related to personal information, while in the second part there were 35 statements each offering 5 points on aLikert scale in order to evaluate the attitude of the instructors to body language. Students indicated their views by choosing one of the following options: "strongly agree, agree, neutral, disagree and strongly disagree". Students answered these questionnaires during the lecture.

Data Analysis

SPSS.20.0 Packaged Software was used to organizethe data from the questionnaires. The status of being positive or negative in attitude statements was not considered when giving points to the questionnaire items. The attitude statements were marked as 5-4-3-2-1. It was determined that students could score 175 points at most, and a minimum of 35 points in the questionnaire. The result of the T-Test and One Way Anova Analysis and Chi-Square were tested at the $p=0.05$ significance level depending on the research question.

Results And Interpretation

Results and interpretation which are obtained from research according to the sub-problems are given below.

Table 1. Results in terms of attitude points

	n	Minimum	Maximum	Mean	Std. Deviation
Total	192	35,00	153,00	103,8073	14,60866
Valid N (list wise)	192				

It is observed that students could award at least 35 points, at most 153 points. 103.81 was calculated as a point average of answers to the scale. The body language attitudes of instructors were detected to be negative according to the GPD Department students.

Gender

The body language attitudes of instructors were analyzed in terms of the gender variable in the first research sub-problem by the GPD students. For this, students were divided into two groups - male and female - and both groups' points were determined by T-Test. We can see that 108 female students and 84 male students answered the questionnaire. The percentage distributions are56.2% female students, 43.75% male students. The female students' attitude points are 102.15 and the male students' attitude points are 105.60. The difference is directly proportional to the percentage. Both groups' attitude points were observed to be low. That is to say, the body language attitudes of instructors are not viewed differently in terms of gender.

Table 2. Results in terms of gender

		n	Mean	Std. Deviation	Std. Error Mean
Gender	Female	108	1,50	,502	,048
	Male	84	1,60	,494	,054

Class Level

Class level was determined as a part of the second research sub-problem. 1st and 4th year students were selected in terms of class level. Guidance and Psychological Counseling candidate responses were analyzed to see if there was any difference between first and last year students. The attitude score is lower for the 87 students in the 4th year than for the 94 students in the 1st year.

Table 3. Results in terms of class level

	Class	n	Mean	Std. Deviation	Std. Error Mean
Total	I	94	105,5851	14,61360	1,50728
	IV	87	101,7241	11,44724	1,22727

Mother's Education Status

The mother's education status was examined by observing the students' attitude to instructors' body language. When data were examined using One way Anova analysis, no meaningful difference was detected for (p>.05) in terms of the mother's education status according to students' attitude to instructors' body language as a result of meaningful (sig.) column .007 on the table.

Table 4. One way Anova results regarding mother's education status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4032,472	7	576,067	2,886	,007
Within Groups	36729,398	184	199,616		
Total	40761,870	191			

Father's Education Status

The father's education status was examined by observing the students' attitude to instructors' body language. According to the results, no meaningful difference was seen, so it was clear that the father's education status did not affect the student's attitude.

Table 5. One way Anova results regarding father's education status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1225,470	7	175,067	,815	,576
Within Groups	39536,400	184	214,872		
Total	40761,870	191			

Parents' Income Status

The sub-problem regarding parents' income status was examined by observing the students' attitude to instructors' body language. According to the One way Anova analysis, as a result of meaningful (sig.) column .392 on the table, it can be seen that (p>0.05) the father's income status does not affect the students' attitude to instructors' body language.

Table 6. One way Anova results regarding father's education status

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	879,774	4	219,944	1,031	,392
Within Groups	39882,096	187	213,273		
Total	40761,870	191			

Effective Communication Course

In the third sub-problem, the students' attitudes to instructors' body language was analyzed in relation to whether or not the students had taken the effective communication course. The data which were related to this sub-problem was analyzed using a Chi-Square Test. No difference was observed between the students who had already taken the effective communication and those who had not yet. Both groups' attitudes were negative.

Table 7. Chi-Square results regarding the effective communication course

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,087[a]	1	,768		
Continuity Correction[b]	,022	1	,883		
Likelihood Ratio	,087	1	,768		
Fisher's Exact Test				,883	,442
Linear-by-Linear Association	,087	1	,769		
N of Valid Cases	192				

Conclusion and Recommendations

As a result of this research which aims to determinee the attitude to instructors' body language in terms of the effective communication course which has been taken by some GPC students.

28There is a difference between the first year students who have started their education and the fourth year students who have taken the necessarytheoretical and practical courses. When we look at the attitudes of the first year students it is seen as positive, but the in the final year the students the attitude is negative. The means of effective communication seemed effective when the students have a positive attitude due to their possessing limited information concerning verbal or non-verbal behavior codes. The situation is different in the case of the fourth year students. These students were of the opinion that an effective lecture environment was not apparent. This was because they have taken the courses on this subject including effective communication courses, and they have observed the lecturers' attitudes based on this information.

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Personal Information
Class: ( )I   ( )IV
Gender: ( )Female   ( )Male
Mother's Educational Status: ( )illiterate( )Primary School Non-Graduate   ( ) Primary School Graduate
( ) Secondary school graduate ( ) High School Graduate ( ) Bachelor Graduate ( )Master/PhD Graduate
Father's Educational Status: ( )illiterate( )Primary School Non-Graduate   ( ) Primary School Graduate
( ) Secondary school graduate ( ) High School Graduate ( ) Bachelor Graduate ( )Master/PhD Graduate
Family Income Status: ( )Below 1000 TL ( )1000-1999( )2000-2999 ( )Above 3000 TL
Have you taken an Effective Communication Course: ( ) Yes ( ) No

	Your opinion about academician's attitude to body language	**RATINGS**				
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1	The instructor sits at the table while teaching the course.					
2	The instructor stands while teaching the course					
3	The instructor uses the front blank in the class.					
4	The instructor walks between the desks generally while teaching the course.					
5	The instructor flashesat the students to keep the silence.					
6	The instructor hits the board with an object to keep the silence.					
7	The instructor hits the pencil on the table to keep the silence.					
8	The instructor warns the students with loud volume.					
9	The instructor teaches the course with a smile.					
10	The instructor teaches the course without a smile.					
11	The instructor teaches the course with fast moves or walking.					
12	The instructor sometimes sits at students' desks while teaching the course					
13	The instructor sits at students' desks while teaching the course.					
14	The instructor crosses his/her arms while teaching the course.					
15	The instructor points with his/her finger at the students when asking the student to speak.					
16	The instructor points with his/her hand at the students when asking the student to speak.					
17	The instructor gets us to speak by touching our shoulders.					
18	The instructor gets us to speak by touching our hands.					

19	The instructor stands close to us while teaching the course.					
20	The instructor takes our answers by standing close to us.					
21	The instructor supports what the instructor told by lengthily the last word.					
22	In the speech of the instructor, there are silences, swallowing and vocal repetition.					
23	The instructor increases or decreases the volume of his/her voice often.					
24	The instructor's speech is not clear, he/she speaks fast.					
25	The instructor touches his/her hair, buttons or hair grip while teaching the course.					
26	The instructor wets his/her lips with his/her tongue while teaching the course.					
27	The instructor supports his/her speech with his/her gestures.					
28	The instructor reflects happiness and wonder with facial expressions.					
29	The instructor reflects anger, sadness, repulsion and fairness with facial expressions.					
30	The instructor supports his/her speech with voice tags (mm, eh..erm.. oh..).					
31	The instructor approves our speech by nodding his/her head to show he is listeningto us.					
32	The instructor sits cross legged on the table.					
33	The instructor sits cross legged on the desks.					
34	The instructor reposes on the wall while teaching the course.					
35	The instructor moves in the class with his/her hands together behind his/her back.					

The instructor's body languages behaviors that I like/ I do not like out of these….

THE ROLE OF READ (RURAL EDUCATION AND DEVELOPMENT) FOUNDATION IN QUALITY EDUCATION OF PAKISTAN

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ABSTRACT
Education means all round development, this all round development means intellectual, social and emotional development. It is only education that can mould the behavior of an individual. READ (Rural Education and Development) Foundation is not-for-profit organization established in 1994 to address the dire need for education and literacy in Pakistan. Pakistan is facing an educational crisis with more than 25 million children not being able to avail their constitutional right to a quality education. One in ten of the world's out-of-school children are Pakistani. Education is the only tool which can enable the country to develop and progress amongst the communities of nations. Realizing this problem, READ Foundation's founders envisaged building a school system to serve the marginalized communities and underprivileged families and to contribute for MDG,s. The main aim of this study is to assess the actual role of READ Foundation of quality improvement in Pakistan. The purpose of this paper is to examine and compare the key roles of READ Foundation for providing quality education in Pakistan. For this purpose a significant review of on hand literature was passed out. On the basis of deeper and critical investigation into the literature, the study found that the READ Foundation truly contributed with the admirable system of accountability with equal opportunities to all. Having good quality assessment system, non political interference, and quality curriculum and teachers motivation for achieving quality oriented goals.
Keywords: READ Foundation, education development, quality education, quality assessment

INTRODUCTION
Education is a vital process of the development of any society. It is considered one of the main pillars of a society (Adams, 1998). Education is the foundation of overall developments in the world. It is an established fact that in the world only those nations have made progress and development which have a sound education system (Ball, 1990). Education is process of creating awareness among the people about life and its challenges in the world. It helps to generate ideas and creativity. Thus educationally sound nations play leadership role in the world (American Federation of Teachers, 2000). Education is the most important developmental tool and requires special attention by the government and non-government sectors alike for growth and development. This fact is evident from the statistics of developed and under-developed countries as all poor countries have low literacy rates. Pakistan is also among the list of developing countries where education has never been given preferable part of society. This lack of focus is created by government; therefore private sector has emerged to cater the need of quality education over the past few years. However, private sector education providers have mostly concentrated on profits and they presented education as a business tool, thus leaving behind millions of Pakistani children to attend low quality private and government schools or remain out of school. READ Foundation is one of not-for-profit civil society organization working since 1994 for quality education in rural areas of Pakistan. It is duly registered organization with the Government of Pakistan and is one of the top-rated NGOs certified by the Pakistan Centre for Philanthropy for good practices in financial management, governance and Programme delivery. Since its independence, Pakistan lagged behind in national development and progress due to weak education system. Pakistan is facing an educational emergency with more than 25 million children unable to avail their constitutional right to a quality of education. One in ten of the world's out-of-school children are Pakistanis they need special attention for providing quality education. Realizing this problem, READ Foundation initiates a school system to

serve the marginalized communities by delivering quality education.

Starting its operations with one teacher and only 25 children, READ Foundation has grown into one of the largest indigenous educational organization of Pakistan. Today, READ Foundation is running a cohesive network of 344 educational institutions with over 92,000 children enrolled. These include Primary, Middle and High schools as well as colleges. The school level employs over 4800 teachers and many more in different level. READ Foundation is only the organization who provides free & quality education to very high number of 7,192 orphan students in Pakistan. It provides them with tuition fee, clothing and shoes, textbooks, stationery and knapsack including pocket money and gifts during special festivals. By establishing boarding schools of primary, secondary and higher secondary education near to their homes, READ Foundation enables them to pursue a bright future instead of turning into child laborers. In doing so, the Foundation is guided by the provisions and principles of the Convention on the Rights of the Child. READ Foundation has grown to become one of the largest education systems in Pakistan in the not-for-profit sector and the largest education provider in Azad Jammu & Kashmir areas.

READ Foundation vision is to strengthening nation for positive change though quality educaiton. READ Foundation working with the mission of helping society through quality-oriented, value-based and purposeful education and capacity building. To achieve this mission READ's schools are built through self-sustainable basis. A very low tution fee is charged from students, whereas deserving students are given financial aid by the Foundation. Through READ's orphan education programme no fees are charged from orphan children, who are also provided with education supplies for the whole year by the Foundation. Through school opening, campus building and school enhancement programmes, the Foundation builds quality education centers for communities in accessible means which do not otherwise have access to quality education.

Because of over 25 million children are out of school READ Foundation has developed a model of school system that has the ability to provide access to a wider group of underprivileged children in a country. READ starts their schools after proper need assessment and taking communities on board. Initially school opens with 25 children, one teacher and a room provided by the community itself. The organization does not provide running costs of its schools and all its schools are running on self sustainable model. However, it provides support to its schools for growth and development as they increase access for the children. It provides teacher trainings, science laboratories, libraries and furniture for the growing needs of school whereas it also provide sponsorship for the poor orphans who attend these schools. Sustainable schools running on their own resources and receiving support for their development as per need has proved to be most successful model of private schooling with charitable aims. It is the success of this organization that at present READ Foundation contributes about 35% in the enrolment of private schools in the Azad Jammu & Kashmir and overall in Pakistan.

QUALITY EDUCATION

The US Department of Education (2002) defines the quality of education by its fulfillment of the national educational goals and objectives. These objectives may broadly be classified into three categories:

- Social Excellence
- National
- Excellence
- Academic
- Excellence

INDICATORS OF QUALITY EDUCATION

Quality indicators can be specifies into three classes: educational inputs, educational outputs, and educational processes. Inputs contain financial procedures, physical procedures, and manpower procedures associated with the resources that are provided for students at each educational level. Financial procedures are generally summarized by educational expenditures per student. Physical procedures include the age, condition, and comprehensiveness of such facilities as classrooms, laboratories, and libraries and the provision and use of international materials and equipment. Manpower or human resource procedures include the number of personnel of different types, often expressed as ratios in relation to student numbers at each level. They also include background information about these personnel such as educational qualifications, experience, and perhaps knowledge competencies and attitudes (Murnane, 1987).

Educational outputs refer to the consequences of the educational process as reflected in measures such as the levels of knowledge, skills and values acquired by students while educational processes refer to all processes from curriculum development to final assessment including admission, teaching and learning. These quality indicators are difficult to measure. There are different approaches to deal with this problem. Harvey and Green (1993) identify five different approaches in measuring quality in higher education. These include the definition of quality:

- In term of the exceptional (higher standards)
- In terms of consistency (zero defects and getting it right the first time)
- As fitness for purpose (meeting stated purposes)
- As value for money and
- As transformative (transformation of the participant)

However, it is imperative that quality should be initially defined before specific mechanisms are identified. One of the most difficult problems in quality management and in assessing quality is how to strike a balance between external evaluators and internal evaluators. The current situation enjoys the benefit of nearly four decades of thinking in this regard, including the various conflicting approaches about whether attention should be given only to the output or whether both the inputs and the through output should be taken into consideration. The current thinking appears to favor a distinction between Quality Audit and Quality Assessment (Harvey & Green, 1993).

1. Quality Audit: The main features of quality audit procedures are:
They operate at the institutional, rather than course/program level. They are concerned with processes, procedures and their operations. They are not concerned with any assessment or evaluation of the objectives or with the appropriateness of the outcomes.

2. Quality Assessment: Quality assessment is the responsibility of the funding agencies. The aim is to assess the social relevance of the institution's programs and the worth of its products in terms of societal goal. Quality in education is a multidimensional concept, which includes all the related functions and activities that form part of the academic life in this system. Therefore, any framework for the assessment of quality should take into account the quality of students, teachers, infrastructure, student support services, curricula, assessment and learning resources.

A number of factors, such as internationalization, marketing, proliferation, competition, expansion of

quality education and greater accountability have brought the concern of quality of education to the forefront of national debate. Given below are some of the main indicators of quality education:

1. Quality of Staff and Faculty

a. Faculty Development: Focuses on the knowledge, skills, sensitivities and techniques of faculty members, rather than on the courses they teach.

b. Organizational Development: Seeks to change the structure, policies and organizational environment in which instruction takes place.

c. Instructional Development: Focuses on the systematic design, development, implementation and evaluation of instructional materials, lessons, courses and curricula.

d. Teacher training programs: These include

       i) Pre-service training programs

       ii) In-service training

       iii) Seminars, conferences and workshops

2. Quality of Students

The quality of the students contains the raw material of higher education, which requires special attention to their problems of access in the light of criteria related to merit (abilities and motivation); proactive policies for the benefit of the disadvantaged.

3. Quality of Curricula

The quality of curricula calls for: special care in the definition of objectives of training provided in relation to the requirements of the world of work and the needs of society; an adaptation of teaching methods to make students more active and to develop an enterprising spirit; an expansion of, and greater flexibility in, training facilities so as to make full use of IT and networking of curricula, students and teachers.

4. Quality of Infrastructure

The quality of infrastructure, internal and external environment:

5. Quality of Management and Governance

The quality of the management of the institution as a co-ordinate and coherent whole, interacting with its environment, it being impossible for institutions of higher education to exist as isolated enclaves. Rapid growth of knowledge useful to management will demand a higher quality of managers. The functions of the management are (Massey, 1992):

a. Decision-making	c. Staffing	f. Communicating
b. Organizing	d. Planning	
	e. Controlling	

6. Quality of Accountability

The quality of higher education is closely dependent on systemic evaluation and regulation. This entails inculcating a culture of evaluation within the institution, i.e. a concern to set up systems for the gathering of relevant, valid, reliable data to enable those with a role to play in this respect to take the necessary decisions to improve activities and outcomes.

WHAT IS QUALITY ASSURANCE?

Ellis (1993) defines quality assurance as a process whereby a consumer or other interested party is made confident that standard will be maintained. Carley and Waldron (1984) defined it as planned, deliberate activities instigated and carried out with the intent and purpose of maintaining and improving the quality of learning for participants. A more inclusive definition is provided by Harvey & Green (1993), who refer it as "those mechanisms and procedures designed to reassure various 'stakeholders' in higher education that institutions accord a high priority to implementing policies designed to maintain and enhance institutional effectiveness". Therefore, it is a combination of several principles (e.g., setting of quality objectives, planning activities to meet these objectives) and philosophies that promote commitment and motivation. Frazer (1992) in his critique of quality control argues that the overall quality of a university is dependent on all aspects of the university's activities.

QUALITY ASSURANCE APPROACHES

These include:

i. External Approaches
It is frequently stated that an institution's internal committees of faculty are kept on track through the guidance of external review committees (Dow, 1992). External review committees can be formed by a group of institutions and their faculties (Fincher, 1991). To Frazer (1992) the first stage of external review "must be a document reporting the self-evaluation", but further visits should be for the purpose of meeting with both small and large groups at the institution. However, quality assurance might be achieved within an individual program in a university as a process of internal review.

ii. Internal Approaches
L'Ecuyer (1993) mentioned that "quality assurance is first and foremost up to the institutions themselves. Central agencies are not there to do the institution's job, but to ensure that they do it properly and, if necessary, more satisfactorily". According to Becher (1992), it has a positive effect on faculty involvement, interest, and teaching effectiveness.

iii. Outcome Assessment
It is the assessment of institution as well as of students.
The above three components are clearly evident in most quality assurance systems. These three components must be part of an integrated approach to the quality of teaching and programs offered at an institution.

CRITICAL REVIEW OF LITERATURE

Pakistan is one of eight countries worldwide that spend less than 2% of GDP on education. Public spending on education, a vital input for improvement in access and quality, is mere 1.5% of GDP. Female literacy is 45% against male literacy rate of 69%. On average 32%, 40.5% and 67.7% of rural girls aged 5- 10, 10-14 and 15-19 respectively are out of school. Less than half of students are rarely complete primary school. The quality of education in the government institutions has deteriorated considerably. Standards of private sector schools are only better than other, but these are too expensive to reach to the normal population. Poorer parents preferred religious institutions which offer free food and boarding to their students. Today, around 25 million children in Pakistan not reach to their constitutional right to have

an education up to the age of 16. Average literacy rate is only 57% in the country. Inadequate access to the schools, low attendance and poorly trained teachers as well as weak supervision creates this pity situation. Pakistan is a disaster affected country and it has been continuously hit by major disasters in the past 10 years. As a result of an earthquake on October 8, 2005, the estimate of school-age children and youth who perished in both AJK and NWFP was over 17,000. Most of the victims were between 4 and 16 years old children's, i.e. primary and secondary school students. Thousands of children have been wounded, made orphans or both—and almost all were traumatized. The earthquake damaged lives of many teachers as well. More than 10,000 schools were destroyed or damaged beyond repair in the affected region. More than 955,000 children of school age were affected by the earthquake. Recent floods in 2010 and 2011 also caused serious damages to the education infrastructure of Pakistan. The developing country like Pakistan have always demanded an emphasis on education sector from state and non-state actors. There is no doubt that education is a key to solve many important issues confronting any society and it should be top rated priority for countries like Pakistan. READ Foundation is a not-for-profit civil society organization that started its operations with one teacher and only 25 children in the year 1994. The organization was formed with the mission of helping society through quality-oriented, value-based and purposeful education and capacity building. It is steadily translating its slogans into action by providing equal opportunities of a quality education to every child. It has now grown up as one of the largest indigenous educational organization of Pakistan, with an enrolment of 92,000+ children in its 344 schools with 4800 teachers. Working in partnership with parents, communities, and local and international organizations, READ Foundation provides easy access to high-quality, cost-effective and sustainable quality education programmes with an emphasis on gender parity. Quality education is supported through teacher training, improvement of the buildings and facilities, and development of locally relevant and appropriate materials. In doing this, READ Foundation is guided by the provisions and principles of the Convention on the Rights of the Child. The Foundation struggles to upgrade its existing schools in most remote areas of Kashmir so that quality of education may improve and these schools provide access to many underprivileged children in vulnerable communities.

Quick Facts and Figures

READ Foundation is committed to change the lives of its students and their communities by providing them equal access to quality education. READ Foundation is one of the leading not-for-profit organizations in Pakistan working in the field of education and literacy. READ seeks to engage the most pressing problem of Pakistan, i.e. an education emergency and it has already built a network of 344 education institutions, making it one of the largest education systems in the not-for-profit sector. READ affects the lives of over 92,000 students and their families in which 43% students are female and 12% of total students enrollment in AJK and 30% of total students enrollment in private school of AJK.READ employees 4800 teachers and education administrators currently working in its schools, organization having 55% of overall teaching staff, in which 75% of staff is female. There is 03 boarding schools for underprivileged girls and 8500 orphan are getting sponsorships furthermore 20,000 boys and girls graduated from READ's schools till the time in which 6000 orphans have graduated from these schools and 3000 orphan students get subsistence family support.500+ graduates of read schools pursuing higher education.

STATEMENT OF THE PROBLEM

The problems of quality education in Pakistan are very old from the beginning of the country when the newly independent state inherited an already defined system of education. This system was not enough to

cater the needs of communities and was badly discriminated. The system could not be reformed according to the needs and social genre of the people (Sheikh and Rasool, 1998). Due to this situation Pakistan still present the lowest literacy rate in the world even after 69 years of its existence. Pakistan is still facing an education emergency with 25 million children not being able to avail their constitutional right to a quality and equality in education. This study attempts to analyze the role of Read Foundation in quality education of Pakistan. In order to provide access to a quality education for all school-age children, especially demoralized, destitute and orphans without discrimination against any color, creed, gender, group or class, READ Foundation claimed that they primarily involved in providing quality education to underprivileged and orphan children of Pakistan. READ Foundation seeks to alleviate this situation by building and enhancing schools and facilities, educating children from marginalized communities, increasing focus on girls' education and improving education quality by capacity building and training of teachers. READ Foundation also has a dedicated programme for responding to emergency situations in response of natural disasters, while focusing on children and their education in the disaster situation. This study tries to explore the real contribution of READ Foundation for MDG's by providing quality education in Pakistan.

ANALYSIS OF THE ROLE OF READ FOUNDATION IN QUALITY EDUCATION

1. Comprehensive Strategy for Quality Education

READ Foundation follows a comprehensive strategy to open new schools and then maintaining quality of education. READ Foundation has a Department of Education that generally takes the following steps into consideration while opening a new school in an area:

- The field staff is responsible conducts baseline survey to select a village, where a school is needed to be open.
- Local communities are interviewed to assess and cater their needs and are also involved in the entire process.
- Schools are opened with one teacher, 25 students and a rented room. Gradual promotion of schools, from primary to secondary levels, takes place as per schools' need.
- Initially, READ Foundation is responsible to provide the basic needs of schools, such as furniture, black/white board, etc.
- All schools are established on self-sustainable basis and their running expenses are met locally through tuition fees.
- Read Foundation provide science laboratories, computer labs, and additional furniture either at the time of upgrading the school or if they cannot afford the additional expenditure.
- The average number of students per class ranges 25-30 to ensure good quality.
- Teachers are trained through round-the-year training workshops.
- An elaborate system of monitoring and evaluation, to ensure the quality of education, is in place.

2. Maintaining Quality Education

In order to provide and retain quality of education the organization particularly focuses on the following:

- **Low Cost or Free Education:**

READ Foundation orphan children are exempted from fee even organization provides them support including uniform, books and stationery. Schools charge nominal fee from other children to meet its expenditure. To maintain quality of education, READ Foundation conducts regular teacher training workshops for which schools do not pay. Similarly, READ Foundation also helps the schools in improvement of their infrastructure through support for providing them facilities like furniture, science lab and computer laboratories.

- **Environment Friendly Facilities and Holistic Learning:**

READ Foundation helps schools to provide an enabling environment to nourishing the natural talents, aptitudes and abilities of all students for a lifelong learning and education through innovative curriculum and teaching methodologies, standardized teachers training, professional and vocational skills advancement and a holistic human development. READ believes that learning becomes easy when the environment is enable. For this purpose, READ focuses on the improvement of physical and social environment of schools from internal and outside. Internal environment is improved through the provision of better services and facilities at classroom and school level, teacher training and extracurricular activities, whereas to improve the external environment, that may have an impact on school functions, the Principal of school keeps close liaison with the communities, government's education department and civil society organizations. In that way, READ Foundation constantly works with the communities to not only improve the learning environment at its schools but to raise awareness about the necessity of education as a key development tool.

- **Monitoring and Evaluation:**

For the strong monitoring and evaluation and expansion of schools different sectors of schools are working and especial department, Centers for Training and Coordination (CTC) are working. These centers act as a local facilitator and monitor of the schools and also a bridge between the Department of Education and schools. Each CTC has a manager, orphan worker and auditor.

3. School Development Components

Once school is up and running, READ Foundation continuously strives to maintain their sustainability while increasing capacity and access. In that way school remains committed to achieve the following:

- **Orphan Sponsorship**

READ Foundation's primary focus is the provision of education for underprivileged children in a bid to empower them for a better and brighter future. READ encourages its schools to identify and enroll orphan children at schools and to meet their educational expenditure arranges sponsorships from individual donors. Currently in 344 schools 8000 orphans are getting quality education absolutely free whereas a greater number has already benefited from this scheme.

- **Teacher Training**

Teachers is prime responsible for child development and training. Research indicates that teacher quality, and supportive school organization and management, significantly influence school improvement and eventually pupil learning. READ Foundation never loses focus of this important pillar and organizes regular teacher training programmes to make them well versed with the contemporary teaching practices. Department of Education with the help of CTC at regional level provides opportunities for the training of all new and old teachers as per their level and needs. During the past few years many events of teacher training were held at the central level whereas internal trainers developed and improved training manuals.

- **School Enhancement**

As explained a new school starts with one teacher, 25 children and a rented building. School enhancement is a process through which schools improve from basic level to primary, secondary and higher secondary levels. However due to limitation of resources schools cannot afford the cost for enhancement. READ Foundation helps school get new furniture, improve water and sanitation facilities, train teachers, establish science, computer laboratories and libraries. This investment not only improves school's standard and quality of education but opens doors for new students.

- **School Building**

The concept of a school remains incomplete without a proper building. READ Foundation puts special emphasis on construction of purpose-built schools. This programme of building campuses helps children receive education and care they need on a continued basis in a safe and supportive environment. School

campuses all around the world are a special focus of educationists, in order to make them compete with modern requirements of education. READ Foundation's Department of Construction is well versed with these requirements and has acquired years of experience in designing and delivering such campuses. So far, the organization has been able to provide purpose-built conventional and pre-engineered campuses for more than 40,000 children in 150 schools.

4. Financial Details

Every READ Foundation school is self sustainable. READ's Department of Education interacts with a school through its regional CTC. Schools provide annual budget forecast and financial feedback on a prescribed format for the review and record of the department. Below are the costs associated with different components:

S#	School Level	Estimated Cost
1	Primary School Building	$150,000
2	High School Building	$250,000
3	Orphan Sponsorship	$600/annum
4	Teacher Training	$1,000 / 30 teachers
5	Water Supply	$800
6	Toilets/Sanitation	$1,500

Table 1:   Source: READ Foundation Head Office Islamabad Pakistan

5. Read Foundation Statistics as of Sep. 2015

S.#	Region	Schools						Total Students			Orphans			Teachers			Non-teaching Staff			Average
		P	M	H	C	DC	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
1	Bagh	10	25	24	3	0	62	9814	8388	18202	876	890	1766	269	667	936	45	6	51	28.53
2	Bhimber	26	18	9	8	2	63	9474	8589	18063	676	635	1311	318	660	978	104	35	139	31.91
3	Kotli	7	41	11	7	1	67	9053	7996	17049	694	706	1400	368	505	873	49	16	65	26.15
4	Muzaffarabad	34	31	14	7	0	86	11119	8731	19850	1350	1157	2507	371	680	1051	92	42	134	27.30
5	Gilgit, Baltistan	0	8	1	1	0	10	2228	1055	3283	220	71	291	68	76	144	21	6	27	32.50
6	Mirpur	4	9	5	1	0	19	2673	2148	4821	130	101	231	72	213	285	31	14	45	25.78
7	Circle North-Murree	1	2	1	0	0	4	772	589	1361	60	56	116	24	58	82	21	5	26	34.90
8	Poonch	4	14	13	2	0	33	5137	4128	9265	452	448	900	116	347	463	53	15	68	31.41
	Total	86	148	78	29	3	344	50270	41624	91894	4458	4064	8522	1606	3206	4812	416	139	555	28.67

Table 2   P: Primary, M: Middle,   H: High, C: College, DC: Degree College

Source: READ Foundation Head Office Islamabad Pakistan

OBJECTIVES OF THE STUDY

The general purpose of the research is find out the back ground and objectives of READ Foundation, role of READ Foundation in imparting quality education in Pakistan and the importance of this organizations in promoting education to contribute MDG's. Specifically this study would evaluate how much READ Foundation succeeded in achieving the goal in imparting quality education and increasing the literacy rate and to see the impact of READ Foundation in civil society by providing equal access to quality education for all school-age children, especially demoralized, destitute and orphans without discrimination.

RESEARCH METHODOLOGY

For this research study researcher tries to investigate the role of READ Foundation in quality improvement in Pakistan .For this purpose, a vast literature was critically examined. Public and private institutes visited in comparison to READ Foundation's developed institutions and general findings were calculated in term of quality standards. In terms of data, secondary data have been used. For this collection, data has been searched from READ Foundation Head Office, Regional Offices, survey reports, annual performance reports, personal visits and web sources also been used and other relevant departments data used who working for quality education in Country. The main numeric findings collected form READ Foundation Head Office Islamabad Pakistan. On the basis of deep study of collected data the findings and conclusion developed and final recommendations have been presented below.

FINDINGS AND CONCLUSIONS

Education has never been Pakistan's strong point. As part of his program to overhaul Pakistan's institutions in the 1970s, Zulifkar Ali Bhutto nationalized private educational institutions, many of which were gifts by philanthropists. The government then wasted little time in quickly dissolving these schools into nothingness. The resulting mediocrity soon gave way to apathy, a phenomenon further compounded by the "quota system." This obstacle in the way of an equitable merit-based system exists even today. The result of these measures is the travesty that passes for education in Pakistan. There are basically three kinds of schools: the elite private institutions that cater to the upper class; the government-run schools serving the lower echelons of the population and the Madrassah, the religious school. Private schools have become a necessity for contemporary Pakistani society since the government has failed to provide quality education for its population. A majority of parents, even those from lower income brackets, send their children to private schools so they can receive an education that will enable them to be competitive. Also, most Pakistanis want their children to learn English. Private schools offer all instruction in English while government schools offer instruction in either Urdu or the local provincial language. Here we need the system which fulfills community needs with the limited financial resources and equal access to all school age learners.

The question of READ's contribution of quality in education is directly related to the quality of teachers, students and the infrastructure provided to them by the educational institutions. It is observe that the level of competence of teachers, curricula and the standards of student intake are the major contributing factors in the deteriorating quality of education in READ's Schools. In Pakistan, quality of education is deteriorating both in the public and the private sectors. This study highlighted some of the key factors that directly relate to READ's quality enhancement. The study revealed that both public and private sector have strengths and weaknesses. The study find out that READ Foundation is top-performing school systems recognize that having improved outcomes with advance instructions which providing equal, economical and easy access to quality education for all school age children without any discrimination. The system having friendly environment and enough advanced educational facilities which present enabling environment for all learners through innovative curriculum and teaching methodologies with support of quailed and trained staff and strong management. READ promote community involvement through interaction to endorse educational awareness and to ensure participatory monitoring to recognizes their rights and responsibilities.

READ Foundation is steadily moving towards more improvement where needed but there is a dire need of implementing national and international quality control standards.

RECOMMENDATIONS

The Organization has always been very concerned about curriculum and teaching methodology. The quality of education nevertheless depends just as much on the smooth day-to-day operation of the education system at all levels, and primarily at the level of the school itself. Researcher is therefore exploring other means that could have a considerable impact on the improvement of school achievement including, among others, the provision of textbooks and teaching materials, the use of information for daily management, the training of head teachers in the techniques of educational and administrative management, and the development of measuring instruments making it possible to more progress.

Education is human right with universe power to reform. There is no higher priority, no mission more important than the education for all. Educationist concluded that the process or stuff who eventually better as compared to others and give some positive response is called quality of education. From the collected data, general observation and conclusion the researcher come with the falling suggestions that will hopefully helpful for future betterment:

1. Teaching is the profession of work with full attention, vision and capabilities to build the new generation. So, teachers should be academically highly qualified and trained to improve the quality of education.
2. Political interference needs to be completely eradicated especially at the school level. For this purpose rules and policies need to be implemented efficiently and monitored effectively.
3. Investment in the quality of education necessarily calls for the development of educational research and of measuring instruments in particular. So, to improve the quality in education there is dire need to improve the monitoring system in education sector.
4. Examination system needs to be improved and made effective as per international standards.
5. Curriculum needs to be revisited, evaluated and revised keeping in view the needs of the child and the demands of the current age.
6. Teachers are needed to be encouraged through financial and other social benefits. The financial support to primary schools needs to be increased. Resources of teaching and learning need to be increased at the primary level.
7. Medium of instruction in the schools is needed to be improved. Teachers could be trained in the languages especially in English and Urdu.
8. A priority in many initiatives to improve the quality and efficiency of education is the increased use of information in policy formulation and planning. A considerable amount of attention and resources should be devoted to the design and implementation of Education Information Systems as a means of providing decision-makers with more accurate, relevant, and timely information.
9. In order to improve the more quality in education, number of teachers per schools needs to be increased and to train effectively on continuous basis.
10. It is observed that the Law of Teaching Service should be established that teachers must be evaluated based on professional teaching standards at least once in every years and if deficiencies are identified, support would be provided, in order to achieve required quality in education. Evaluations should include multi-faced evidence of teacher practice, student learning and professional contributions.
11. To enhance the capacity of the system to work effectively tough system of accountability need to be introduced.

12. The role of the Principals of a school is of prime importance. Each school is an enterprise whose director must manage available resources in the best possible way, seeing to the organization of teaching in the school, the distribution of pupils, teachers and premises, timetable management, and so on. Training in educational and administrative management should become a key element in improving school achievement.

13. The research findings identify and synthesize that research and development practices are very important to improve quality in education. READ's also needs to improve this sector.

14. Foundation education system should be supported financially by government special budgetary allocations because they are also contributing for MDG's achievement.

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LIFELONG LEARNING: CONCLUSIONS FROM A LITERATURE REVIEW

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Abstract

Lifelong learning is one of the most frequently used learning approaches and is based on all of an individual's life processes from birth to death. This research is a literature review which aims to examine the historical development process, application areas, place in educational programmes, competencies and the importance in terms of human life of the lifelong learning approach. In order to answer these general questions, scientific studies retrieved from different databases and the results of these scientific studies were examined in detail.

Key words: lifelong learning, educational programmes, lifelong learning approach

1. Introduction

In modern society, education is an important factor in every individual's life in order that they sustain their lives in a qualified way. Furthermore, it is widely known that education is a leading concept which facilitates the development of all aspects of society and paves the way to achieve this. Education is defined as "the process of changing behaviour" in its most general and simple terms and there are many other definitions of education in academic literature. Uzunboylu and Çelik (2011), Latagan and Jedlikowska (2014) defined education as all social processes that are effective in an individual's acquisition of society's standards, beliefs and living styles and all processes in which individuals develop talent, attitude and other behavioural patterns that are valuable for society.

Changes and innovations in the world require individuals to constantly evolve, which has resulted in a need for lifelong learning throughout society. In other words, people need lifelong learning in order to keep up to date with the changes in the world, sustain their occupational and intellectual development and improve their personal skills in different areas. In modern society, the lifelong learning approach plays an important role in human lives and has emerged as a research subject which requires detailed examination. The main aim of the current study was to evaluate the lifelong learning approach from different perspectives based on the current academic literature. In order to achieve this general aim, the following questions will be answered.

1) What is the lifelong learning approach?

2) What are the general characteristics of the lifelong learning approach?

3) What are the general skills of the lifelong learning approach?

4) What are the general characteristics and the structure of lifelong learning programmes in the European Union?

2. METHOD

This research, which examined the lifelong learning approach according to different literature sources, is a qualitative study that used a documentation screening model. In order to achieve this general

objective and other sub-objectives, descriptive content analysis was used to analyse the data obtained from scientific studies retrieved from different databases and sources.

3. RESULTS

In this section, the results obtained through the sub-objectives of this research are provided and discussed.

3.1 Lifelong Learning

According to Smith (2001), the concept of lifelong learning was first proposed by Basil Yeaxlee in 1929. Furthermore, the concept of lifelong learning was also adopted and discussed in detail by UNESCO in a conference organized in 1960 (Ohidy, 2008; Günüç, Odabaşı&Kuzu, 2012). According to another source, the concept of lifelong learning reached an intellectual dimension as a result of studies on adult education by Eduard Lindeman in the 1920's (Bilir, 2004). Aksoy (2008) stated that the concept of lifelong learning was firstly suggested in 1919 as a discussion regarding the educational needs of individuals who work in the armed forces and industry. It can therefore be understood from this information found in previous studies that there is not a consensus about the emergence of the concept of lifelong learning.

Karaman (2012) stated that the importance of lifelong learning has increased as a result of rapid change in the world, and the lifelong learning approach began to appear in educational systems in the 1970s. Hürsen (2012) and Akbaş and Özdemir (2002) summarized the statements in the UNESCO international education commission:

1. Educational activities should not be limited to school age and school buildings.

2. Education should be considered as the main component of all educational activities, which includes both school education and out-of-school education.

3. Educational activities should have a more flexible structure.

4. Education should be designed as a lifelong process.

Although the historical development process of lifelong learning approach is summarized in this above mentioned way, there are different opinions towards this concept.

The lifelong learning approach is an educational phenomena that includes all life processes from birth to death and all activities that aim to develop individuals' knowledge, skills and competencies (Lengrand 1989, Celep 2003, Güneş 1996, Cassin 2002, Freref 2004, Commission Européenne 2008 & European Commission, 2002). Klug, Krause, Schober, Finsterwald and Spiel (2014) and Ozcan and Uzunboylu (2012) described lifelong learning as a process that includes a rapid change through which individuals acquire competencies in different areas during their lives. Ozdamlı and Ozdal (2014) stated that every individual needs lifelong learning for both their occupational and individual needs; they also indicated that changing world conditions and developing technology makes lifelong learning essential for all individuals.

In their studies, Demirel (2011) and Gorghiu, Gorghiu, Doğan and Gerçeker (2013) stated that the lifelong learning approach is a recognition of the world and oneself, creating new things, learning habits and behavioural mannerisms. According to a similar definition, lifelong learning was defined as all activities that include formal, prevalent and informal learning that continue from birth to death and it has a comprehensive and visionary structure (Preece, 2013). Ersoy and Yılmaz (2009) described the lifelong learning approach as "a road with no ending" and indicated that it has an important role in the development of individuals and therefore society as a whole.

Jarvis (2004) and Özcan (2011) defined lifelong learning as a complement of theoretical and individual learning. A similar definition by Dinevski and Dinevski (2004) stated that lifelong learning is an approach which provides equal opportunities to individuals by removing restrictions related to location, time, age, socio-economic status and education. According to Bosher (1988), lifelong learning is a set of organizational regulations that would provide learning opportunities based on the interest of the individuals throughout their lives. Göksan (2009) and Hus (2011), with a wider definition, indicated that lifelong learning includes learning acquired in both formal and informal educational processes and subsequently provides the opportunity to complete the learning that was unfinishedor deficient during formal education.

Based on these general statements, generalizations can be made regarding the lifelong learning approach as listed below.

- Lifelong learning contains all life processes from birth to death.
- Lifelong learning is based on the personal and occupational needs, interests and learning requirement of individuals.
- Lifelong learning contributes to the development of skills and talents of individuals.
- Lifelong learning is an approach which includes comprehensive components.
- Lifelong learning has become a compulsory aspect of individuals' lives as a result of changing world conditions and developing technology.
- Lifelong learning provides equal opportunities to individuals and removes restrictions such as learning, age, socio-economic status and educational level.

In order to better understand the lifelong learning approach and interpret it in detail, it is also important to examine its general characteristics. There are many opinions suggested by researchers regarding the general characteristics of the lifelong learning approach.

3.2 General Characteristics of the Lifelong Learning Approach

When opinions regarding the general characteristics of the lifelong learning approach were examined, it was found that there are similar expressions in previous studies. According to these opinions of the lifelong learning approach, it can be said that:

- It is regarded as a guide for educational and instructional information resources.
- It is an approach based on learning through "doing and experiencing".
- It supports learning of individuals from each in groups.
- It takes a guiding role for evaluation and learning strategies and contributes to the discovery of the learning methods in further processes.

- It contributes to the development of educational and individualized learning plans.
- It states that learning is a continually ongoing process.
- It supports the view that people have access to opportunities to learning facilities during their lives (World Bank, 2003; Hürsen, 2012; Günüç, Odabaşı&Kuzu, 2012).

3.3 Lifelong Learning Skills

Hürsen (2011) examined lifelong learning from the perspective of six competencies:

- Self-management competencies: ability to make own decisions for occupational development; realize the inadequate aspects in the process of individual development; make self-evaluation in the learning process; make collaborative research; motivate oneself for occupational development and new learning; take individual responsibilities in team work; actively participate in activities; find creative solutions for problems which might occur in occupational life; adjust to new ideas; manage projects which aim to achieve occupational development; and study continuously to learn a new subject.
- Learning to learn competencies: ability to identify available opportunities for occupational development and know necessary learning activities; ask questions in the learning process without hesitation; select the important components and documents when learning a new subject; realize the problems which might occur in the learning process; use language effectively in the learning process; and develop empathy.
- Initiative and entrepreneurship competencies: ability to make decisions about any subject; adjust to information change in occupational life; convert ideas for occupational development into action; plan the activities which can meet the information needs in occupational life; direct oneself to reach determined targets and select the appropriate learning environment; use knowledge for the determined targets; produce creative solution suggestions for problems.
- Information acquisition competency: ability to communicate in an effective way in the process of acquiring information; express ideas about any subject without hesitation; provide information transfer via e-mail; use the methods of accessing information on the internet; use mobile devices to access new information; use social networks in the process of acquiring information.
- Digital competencies: ability to use a computer for storing information; use the internet and other communication tools
- Making decisions competency: ability to evaluate to what degree he or she has reached their determined targets; resolve all problems that prevent occupational career development; evaluate the possible risks in the process of occupational development; make evaluations about time when learning a new subject.

The European Commission (2007) examined the lifelong learning skills under eight headings, which are: communication competency in the native language; communication competency in foreign languages; basic competencies in mathematics; science and technology competencies; digital competencies; learning to learn competencies; social and citizenship competencies; taking initiative and entrepreneurship competencies; and cultural awareness and expression competencies. Similar to these headings, according to Knapper and Cropley (2000), individuals who have lifelong learning skills;

- Plan their own learning.
- Evaluate their own learning.
- Are active.
- Are open to learn in both formal and informal environments.
- Integrate the knowledge to different subject fields in appropriate situations.
- Use different learning strategies for problems or different situations.

When the data in previous studies was examined, it was found that there is a consensus concerning the basic skills that the lifelong learning approach embraces. According to the lifelong learning approach, an individual generally should have communication skills in both native and foreign languages, use technology effectively, be open to learn, be social, be active, be entrepreneurial and should have cultural awareness.

3.4. Lifelong Learning Programmes in European Union

Lifelong learning programmes in the European Union were constituted with the aim of transforming the European Union into an advanced information society that has social coherence and a sustainable economic structure.

The European Union's approach to lifelong learning consists of six programmes. These are (Turkish Republic European Union Ministry, 2011):

1. Comenius Programme: The basic aim of this programme is to develop the knowledge and understanding of students and educational staff towards European culture, language diversity and values. Furthermore, it aims to develop their basic skills of individual development. The target audience of the Comenius programme is pre-school, primary and secondary educational institutions as well as education faculties.

2. Erasmus Programme: This programme was generated to foster collaboration between higher education institutions in Europe. Through this basic aim, the Erasmus programme provides unrequited economic opportunities for higher education institutions to produce and apply common projects as well as to make short-term student and personnel exchanges. In addition to this, it contributes to the increase in collaboration between higher education institutions and other business environments to improve employment opportunities for university graduates by developing the system of higher education institutions in line with the requirements of the business world.

3. Leonardo Da Vinci Programme: This programme was generated to support and improve the occupational education policies of countries that are either members or candidates of the European Union. Furthermore, this programme contributes to the improvement of collaboration between countries and increases the quality of occupational education. Occupational education and occupational education practices are the basis of this programme.

4. Grundtvig Programme: This programme was generated to satisfy the needs resulting from the changing structure of knowledge and provides opportunities for adult individuals to develop their knowledge and qualifications during their lives. The Grundtvig programme focuses on informal education and adults apart from the occupation education.

5. Programme with Common Subject: This programme was generally constituted to support the quality and recognition of the education systems of countries that are members or candidates of the European Union in domains including activities of two or more sub-programmes.

6. Jean Monnet Programme: This programme was constituted to encourage instruction, research and intellectual activities in European integration studies and supports the presence of institutions that focus on the topic of European integration.

According to the data retrieved from previous studies, although the properties of the lifelong learning programmes of the European Union are different from each other, it can be seen that they have the same fundamental aim. The lifelong learning programmes of the European Union are shaped based on topics such as occupational education, collaboration, supporting educational institutions and foundations, training qualified manpower, opportunities for employment and coherence to the European Union.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

In this research, which examined documents concerned with the lifelong learning approach, varied results were obtained. The notion that the lifelong learning approach is a phenomena which continues from an individual's birth to death is one of the most distinct and general results. Additionally, it was found in the previous publications that there is a consensus on the basic skills which the lifelong learning approach embraces. It was also found that the basic competency and skills that the lifelong learning approach embraces are communication skills in both native and foreign languages, digital competencies, taking initiative andentrepreneurship, making decisions, learning to learn as well as social and citizenship competencies.

In this research, different results related with the basic characteristics of lifelong learning approach were obtained. It was discovered that the lifelong learning approach is considered as a concept that provides the opportunity to access educational and instructional information sources, is based on learning through"doing and experiencing", removes restrictions resulting from factors such as time, age, socio-economic status and argues that learning should be a continually ongoing process.

In the light of this information, the European Union lifelong learning programmes were also examined in this research. The primary lifelong learning programmes of the European Union are the Comenius programme, the Erasmus programme, the Leonardo Da Vinci programme, the Grundtvig programme, Programme with Common Subject and the Jean Monnet programme. Although the characteristics of the lifelong learning programmes of the European Union are different from each other, they are based on the same fundamental aim. The lifelong learning programmes of the European Union are shaped based on topics such as occupational education, employment, coherence to the European Union, creating awareness about different languages and cultures, fostering collaboration between the higher education institutions of countries that are the members or candidates of the European Union, and satisfying the needs resulting from rapid information change.

This research was conducted using information obtained from the documents in previous publications. In the future, the number of studies on the lifelong learning approach should increase in terms of quality and application.

Lifelong learning is an important approach for an individual's personal development as well as their occupational information in terms of basic characteristics and practice areas. In particular, rapid information change and technological advances in the world have made lifelong learning essential for individuals. Further awareness about the lifelong learning approach should be created through activities such as seminars, conferences, panels etc., which will be organized in the light of this information. Furthermore, through collaboration between universities and the Ministry of Education, new lifelong learning programmes should be constituted and they should contribute to the development of society as a whole.

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