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"Can quality education for all be achieved when education is packaged in a language that some learners neither speak nor understand? This is the situation faced by many children from ethnic minority groups when they enter formal school systems – the official school language is very different from the language they speak at home. Forcing children to learn in a language they do not understand creates an educational handicap that should not exist."

Quote from Advocacy Kit for Promoting Multilingual Education: Including the Excluded

Contents

Articles

cover picture by Simon Baker

courtesy of Terje M. Watterdal / IDP Norway

Editorial

The increased focus on inclusive and child-friendly schools is currently reforming the education sector in many countries throughout the region. However, in this process of reform many merely understand inclusive education to be about access for children with disabilities to education, while child-friendly schools is often merely about cosmetics with colourful walls and furniture and are unable to merge new paradigm with what actually works with their current systems. The changes that are implemented will therefore not necessarily help countries to develop education systems that ensure that children and youth will succeed and prosper in an increasingly competitive and interactive world.

We should be able to develop systems that facilitate both access to education for all as well as quality education for all. Fact is that a broad understanding of inclusive and child-friendly education, not merely focused on access and cosmetics, will help schools and communities to develop and provide the basic skills and knowledge children will need to meet the challenges and opportunities of the 21st century. The economic crisis large parts of the world is currently in, has laid bare the shortcomings of many societies and economic systems and structures. Economies that have exclusively focused on service industries are beginning to realise that we need a wide range of professionals to sustain growth and development. Many education systems have neglected traditional subjects like science and mathematics or they are being taught without any linkages to other subject matters so that the children fail to understand their true significance and how they relate to everyday life. The basis for our very existence as a developed word depends on progress within the field of agriculture, fisheries and aquaculture and development of new and sustainable technologies related to transportation and infrastructure, in addition to development of humane and inclusive societies that value and respect diversity

of abilities and backgrounds. Schools must therefore become better at responding to the current and future needs of both individuals and communities. Solidarity towards our fellow citizens regardless of gender, abilities and backgrounds must be promoted effectively to reduce the negative impact of an increasingly polarised world. Inclusive and child-friendly education will help us to successfully meet these challenges, however only if we understand the true fundamentals and core values of these ideas.

The articles in the current issue of EENET Asia provides us with some successful examples of schools and systems in Cambodia, Indonesia, Malaysia, New Zealand and Timor-Leste that are moving towards inclusiveness, examples that should be discussed and further developed so that we can reach the goals of quality Education For All (EFA) and the development of a more humane and sustainable society. We have also invited an article from our sister continent Africa. Our colleagues and friends in Handicap International in Niger shared their thoughts and experiences with us. We will in future editions include. voices from Africa to enrich our experiences here in Asia. We hope this issue of EENET Asia will encourage you to continue your efforts to reform your schools and your education system to ensure that every child in future is provided with a quality education in their home communities addressing the needs and issues that are important to them, their families and communities - an education for sustainable development.

EENET Asia Editorial Team

The Cultural Self-Review - Helping Teachers to Provide a Culturally Appropriate Education to Maori Students in New Zealand

Jill Bevan-Brown

Maori are the indigenous people of New Zealand. They make up approximately 15% of this country's population. Unfortunately, many Maori students are failing at school. In general their participation and achievement levels are lower than non-Maori students and they are more likely to leave school earlier and without any qualifications. Similarly, Maori are over represented in Special Education. Numerous causes contribute to this situation but foremost amongst them is the cultural inappropriateness of the education many Maori students receive. They do not see their experiences, language, home, culture and values reflected in their schooling. Consequently, these students can find it difficult to relate to what they are taught and to their non-Maori teachers and classmates. They feel that they and their culture are not valued and so may give up on their studies or opt out of school altogether.

Being a Maori myself I am deeply concerned about this situation. My experience has shown me that teachers in New Zealand really do want the best for their Maori students. However they often do not realise how the education system and their own practices can make things worse and not better for these students. So, in an attempt to make positive changes I developed and trialed a Cultural Self-Review as part of my doctorate study. This involved two stages.

Stage 1. I researched what Maori believed was a culturally appropriate and effective education. This turned out to be schooling that was based on eight important principles. These are: partnership, participation, cultural development, empowerment, tribal authority, equality, accessibility and integration. I also collected many real life examples of successful educational practices that demonstrated these principles. Next, schooling was divided into eight areas and these, together with the eight guiding principles, became the framework of the Cultural Self-Review.

Cultural Self-Review Framework

Programme areas	Principles					
Environment	Partnership	Participation	Cutural Development	Empowerment & Tribal authority	Equality & Accessibility	Integration
Personel						
Policy						
Process						
Content						
Resources						
Assessment						
Administration						

I also developed a questionnaire - one question for each area in the framework - and a "filled in" framework with examples of good practice. For instance, in the Content area, a question under the principles of Empowerment and Tribal authority is: *What involvement do Maori have in deciding curriculum content?* The real life example for this question is: *Tribal elders advise teachers about local versions of Maori stories and historical events, the use of tribal dialect and songs to be avoided because they are 'tribally offensive'.* In the Administration area, a question under the principle of Cultural Development asks: *What administrative procedures support and promote Maori culture, language and values?* The example provided is: *The school's Special Needs register records children's tribal affiliations and their parents' wishes regarding cultural input into their children's special education programme."*

Stage 2. A Cultural Self-Review process was developed and trialed in 11 schools and early childhood centres. Teachers were given the questionnaire described previously and over a two-week period they collected answers relating to themselves and their school. In a staff meeting, these answers were shared. They were recorded on a large Cultural Self-Review framework and then analysed. For example, this analysis might show that there were only a small number of entries in some grid areas. Maybe other areas had lots of answers but they only came from the junior school not the senior school or perhaps there were no examples of policies being put into practice.
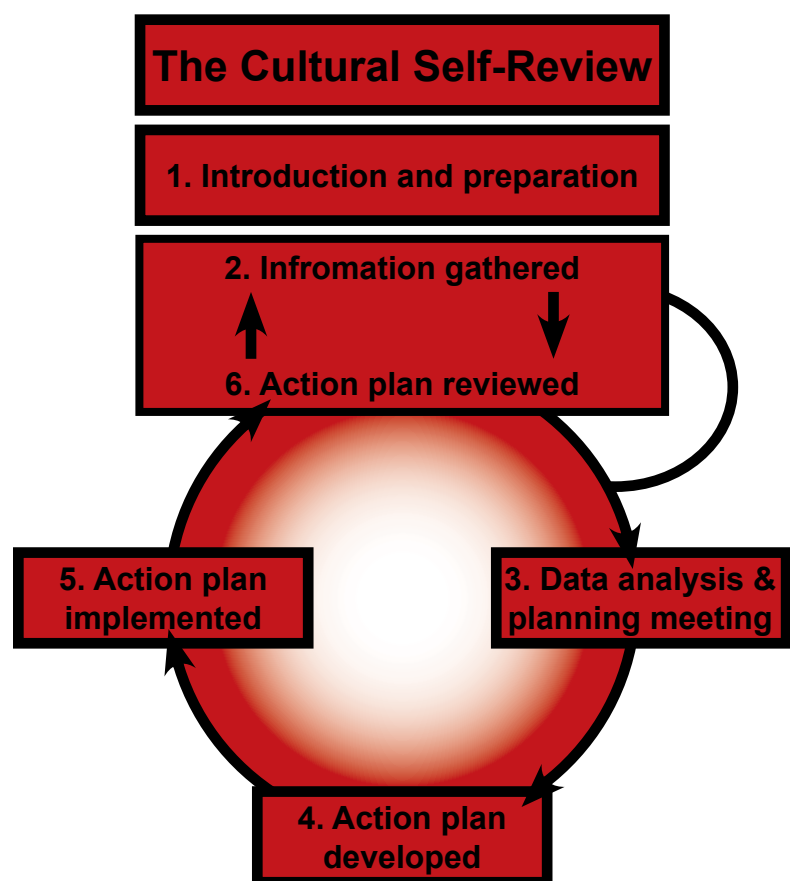
Having analysed the information and identified areas of weakness, teachers then brainstormed and decided on improvement strategies. They developed an Action Plan in the format used for a Special Education Individual Education Plan. Once this Action Plan was finalised it was put into practise and reviewed every six months - then the whole cycle started again.

Does this Cultural Self-Review actually work?
I have had many reports from people who have conducted a Cultural Self -Review in their schools. These reports have been very positive. Not surprisingly, they show that the more time and effort teachers put into conducting a review, the greater the benefits obtained both for the school and for Maori students. For example, one school with many failing Maori students and poor home-school relationships reported conducting a Cultural Self-Review to improve this situation. As a result of the review: teachers and students increased their Maori cultural knowledge; parents become more involved in their children's education; wider family members and the community became more supportive of the school; relationships between staff and students improved; students' school work improved and absenteeism dropped considerably.

Is the Cultural Self-Review of benefit to cultural groups other than Maori?
While the questions and examples used in my Cultural Self-Review are only relevant to Maori students, the process involved can be used in any country or situation where students are failing because of a culturally inappropriate education. Firstly, teachers need

The Cultural Self-Review

1. Introduction and preparation

2. Infromation gathered

6. Action plan reviewed

5. Action plan implemented

3. Data analysis & planning meeting

4. Action plan developed

to find out what people from the culture in question consider important for their children's education? What cultural principles, practices, values, content and so forth do they believe should be included? Secondly, based on the information they gather, teachers should develop a set of questions to investigate their school's performance in relevant areas. They should also collect a variety of successful examples to share. After developing this material, the Cultural Self-Review process shown in the diagram above can be used to bring about needed improvements. When students feel they are valued, when they see their cultural values, content and practices reflected in their school environment, when their preferred ways of learning are provided for and their parents and families are acknowledged and welcomed into the school, the students' progress can be amazing. Their learning is facilitated, their self-esteem raised and they feel emotionally and psychologically safe and valued - what a wonderful aim to work towards - good luck.

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Inclusive Education in Vietnam

Marieke Stevens

Introduction

Based on our initial experience in an inclusive education project in the small province of Bac Kan in the north of Vietnam, I would like to reflect on inclusive education practices in the area. Bac Kan is the third poorest (measured on income) province of Vietnam. About 80% of the population in Bac Kan belongs to an ethnic minority group.

The inclusive education project in Bac Kan is carried out in a consortium between Handicap International and Save the Children. During 3 years (2009-11) we will try to implement inclusive education through a number of activities at different levels:

- **Local government** - baseline survey, strategy development, training of education officials and planners in inclusive education
- **Schools** - training of teacher and school director, developing of learning aids, making schools accessible, development of quality monitoring and evaluation tools for inclusive education
- **Families** - training for parents, creation of parent clubs, delivery of equipment and devises for children
- **Community** - inclusive social events, awareness raising campaigns

Up until now we have implemented some training of teachers and of education officials and planners in inclusive education, we created parent clubs and we started initial awareness raising campaigns. It is too soon to share success stories so early in the project, but we can reflect on some of the challenges we have faced in implementing inclusive education in rural and remote areas.

Challenges in inclusive education

The teachers and local government officers understand by know the basic concepts of inclusive education and seem to be willing and motivated to implement it. However, in practice we have seen many barriers to education for all (EFA).

Although Vietnam has made great efforts to achieve universal primary education over the past years, it has still not reached education for all. Primary education is compulsory for children between 6 and 12 years old, but this has never been enforced for children with disabilities. Approximately one third of children with disabilities have never gone to school. These children are often not included in the net enrolment statistics.

When children with special educational needs do find their way to school, no extra support is available, which often makes them drop out before completing primary education. The first findings of our baseline survey show that children mainly drop out of school because of economical reasons, the quality of the teaching, attitudes of teachers and other children, and the distance to schools.

We have also observed difficulties with the language of instruction used in schools. Although most teachers are from ethnic minority groups themselves, most of them only use Vietnamese in school. Children from ethnic minorities who do not understand their lessons because they are taught in Vietnamese are often labelled as 'slow learners' or as having a intellectual disability. In this way the results of these children are not calculated in the mainstream school statistics, and as a consequence teachers and schools don't assess and re-evaluate their own teaching methods and styles.

courtesy of ASB

The teachers themselves reported that they have little or no skills in inclusive education and need more training in applying new teaching approaches such as active teaching and learning.

Vietnam has a very strict curriculum and rules for examinations which allow only a minimum of flexibility for teachers to make adaptations. However, these adaptations are crucial when implementing inclusive education successfully. The Ministry of Education and Training supports inclusive education and new teaching and learning approaches, but will have to revise the national curriculum to make this possible.

Education for children with special educational needs in Vietnam is organized through both special and inclusive education. The special schools have now received the additional task of supporting mainstream schools and teachers in inclusive education. However, the teachers in the special schools are not quite ready for this task as they lack both knowledge and skills in inclusive education.

Also in their function as special school these schools face difficulties as they often only accept children with quite minor disabilities. One of the entry criteria is that children need to be able 'to take care of themselves,' children with more severe disabilities will therefore mostly stay at home.

Accessibility of schools is a major issue in this province. All schools are built with a lot of stairs. It is therefore very difficult for children with physical but also visual impairment to enter the school building and their class rooms. Even if the schools were accessible, the roads from home to the school are not. This is another factor that prevents many children from coming to school, especially children with disabilities, but all children struggle to come to school during the rainy season. The villages are situated in the mountains, often with only a small roads towards the schools. During the rainy season these roads become inaccessible and the rivers become too high and the torrents too strong for the children to cross without a proper bridge.

In our project area we have so far met only one child with a wheelchair. However, she was not able to use it because the roads in her village where too small, muddy and bumpy. Apart from this girl, almost no children with disabilities have the equipment they would need to go to school, follow their lessons and succeed with their education.

At last the definitions of inclusive education that are regularly used in Vietnam don't really support inclusive education. Inclusive education is explained as an education system where children with and without disabilities learn together. Children with other special educational needs are often forgotten. In a rural and mountainous area it is essential that also children from ethnic minority backgrounds, from income-poor families and children who are living in remote villages are included in education to ensure the goal of EFA is reached.

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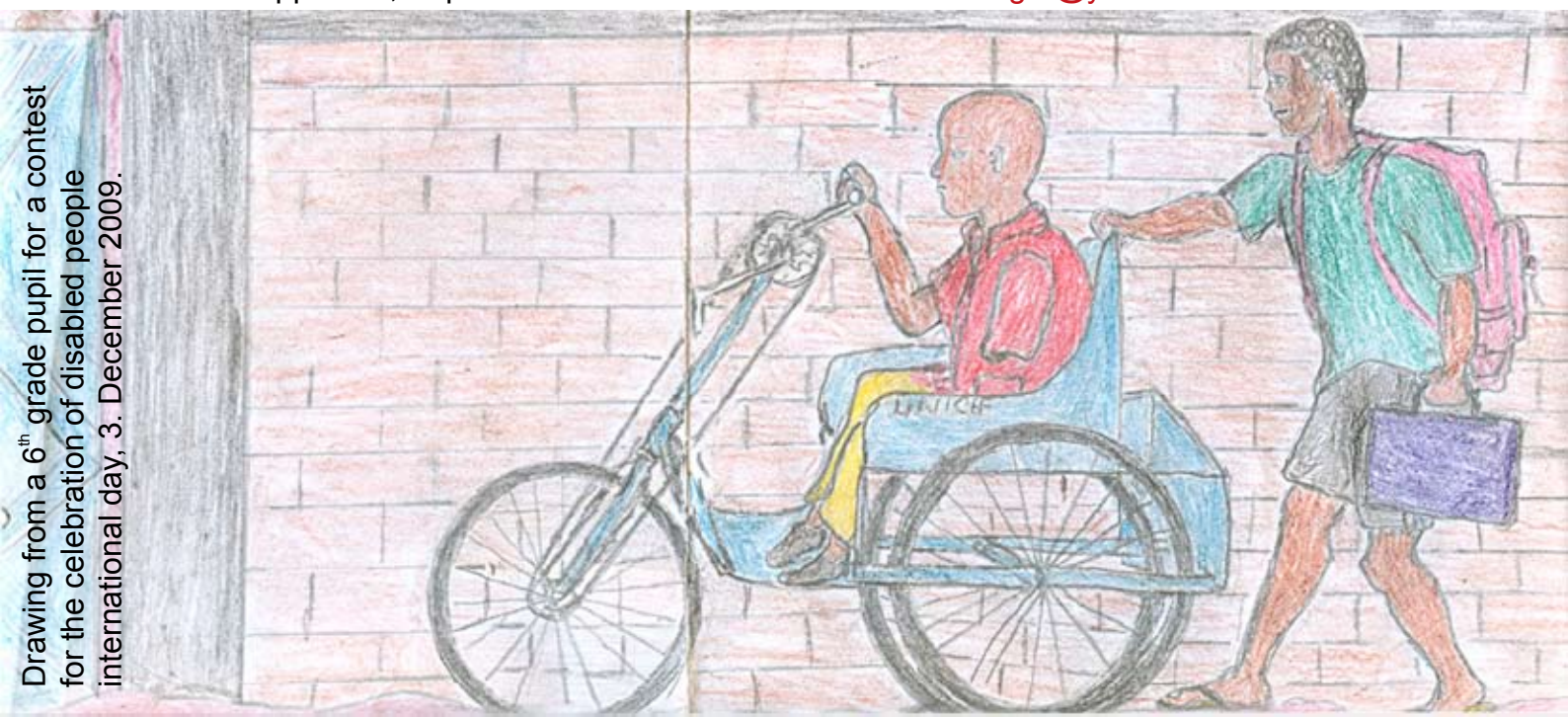
Implementing Inclusive Education in Niger: A Challenge for All to Tackle

Josée Lemire

In order to achieve Education For All (EFA) in Niger, we need to address the question of schooling for children with disabilities and other groups of children who are often excluded from and within the education system. It is in that context that Handicap International (HI) has initiated a project for the implementation of inclusion education in Niamey the capital of Niger. To contribute to the schooling of children with disabilities in an education system that includes all children and offers appropriate pedagogical responses to their special needs, the inclusive education project in Niger must encourage all its partners to collect information and ideas regarding schooling of children, especially children with disabilities from both individual and institutional stakeholders. One idea that has been adopted is to develop operational tools for key stakeholders that Introduces a sequence of activities necessary to provide children and youth with disabilities access to school, but also helping them to stay in school and complete their education. The tool includes a sequence of 6 activities: 1) children mapping; 2) socio-medical assessment; 3) awareness raising; 4) training; 5) school orientation; 6) monitoring. This tool will also allow field actors and partners to capitalize on their experiences and share good practices with each other. However, the implementation of the inclusive education approach, requires active participation and capacity building of all main stakeholders, from the central ministry level, to school levels, including teachers and parents. Like any change or introduction of a new approach, inclusive education will need time, effort and willingness in order to succeed. One way to facilitate the active involvement of children in school is through the organization of children discussion groups. This activity allows children with and without disabilities to communicate with each other and express their ideas on what needs to be improved to ensure educational and social inclusion in schools. It also contributes to get children closer together, regardless of disabilities and backgrounds, and gives education stakeholders information about what children with disabilities need to succeed in school. The next step is to put in place favourable conditions for children with disabilities to ensure that can participate in education. Priority action here is teacher training on two fundamental aspects: perception of disabilities and educational approaches for children with disabilities. With these basic notions, teachers will firstly become willing to welcome children with disabilities into their classroom, and secondly, be able to respond appropriately to their education needs.

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Drawing from a 6ᵗʰ grade pupil for a contest for the celebration of disabled people international day, 3. December 2009.

Timor-Leste Opens its Office of Inclusive Education - A Significant Step Forward
Janet Nye

On December 18th 2009 the acting Minister of Education, His Excellency, Paulo Assis Belo, and the Director General of Education, Apolinario Magno, cut the ribbon to open a new beginning for Inclusive Education in Timor-Leste.

Inclusive Education has been on the Ministry of Education's agenda for over two years and opening an office within the Ministry, under the guidance of the Director General was a commitment to a way forward. Inclusive Education is one of the four components under the Fast Track Initiative (FTI) which commenced in Timor-Leste in April 2009. The main purposes of this FTI program are to expand access to education for marginalized groups and improve the quality of the learning experience for these groups and to increase participation in learning and improve retention rates in schools.

The opening of the Office of Inclusive Education marks the beginnings of a process for ensuring inclusion is on the agenda of all departments within the Ministry. During his opening speech, the Acting Minister said, "Now the office is established, the challenges begin; we must maximise the office to assist children with disabilities' access quality education".

Within the basic education arena the main challenges Timor-Leste faces are:
- Increasing the numbers of children enrolling in primary school. Current figures show that only 49% of 6 year olds are enrolled at the right age. There are no figures to indicate the number of children with disabilities enrolled in primary school, but recent research by PLAN Timor-Leste suggests that 1% of children enrolled in primary school have some form of disability and there is no information available on out-of-school children with disabilities.
- A further challenge is keeping children in school to ensure they successfully complete nine years of basic education as currently a high percentage of children dropout before reaching grade nine.
- The third priority is making sure children go through grades 1-9 in nine years as it is estimated that it takes children an average of over 11 years to move through grades 1-6.

Children who are disadvantaged within Timor-Leste include not only children with disabilities, but also children who live in remote mountainous areas many kilometres from their nearest primary school, children who are expected to care for younger siblings and children whose parents do not realise the value of education.

In November 2009 the Ministry of Education launched its first draft 5 year strategic plan from 2010 to 2015 and within this plan under Social Inclusion, Inclusive Education is one of the priority programme areas. The 5 year strategy is a significant step forward in not only understanding the issues but also in developing methodologies to address them successfully.

The next 12 months will be important as the Office of Inclusive Education works toward developing a position paper on Inclusive Education, commences the establishment of inclusive education focal points in school clusters and undertakes training. It will establish the first National Resource Centre in the capital Dili and work toward raising awareness of the value of Education for All (EFA), and finally concentrate on pre-school and primary enrolments specifically for disadvantaged children.

The Democratic Republic of Timor-Leste is a new country, gaining independence in May 2002 after voting to separate from Indonesia in 1999. It became the 191st United Nations member in September 2002 and is among the poorest countries in the world. Timor-Leste has made substantial progress in rehabilitating its economy, developing infrastructures and reintegrating internally displaced people,and both health and education are Government priorities.

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Enhancing Inclusive Education in Yogyakarta Province, Indonesia

Pradytia P. Pertiwi and **Gabriella Lissa**

Indonesia achievements towards Inclusive Education

Indonesia has put considerable effort into achieving the Millennium Development Goals including Goal 2 "Achieve universal primary education" and has recognized that education is a fundamental right for all children, including children with disabilities. On March 31. 2007 Indonesia signed the UN Convention on the Rights of Persons with Disabilities. Article 24 states that persons with disabilities should be guaranteed the right to inclusive education at all levels, regardless of age, without discrimination and on the basis of equal opportunity. Nevertheless 95% of children with disabilities are not accessing school.

Over the past 10 years, the Government of Indonesia has issued National and Provincial regulations to promote equal rights for children with disabilities including access to education. To date, there are at least 130 mainstream schools in Yogyakarta Province, from kindergarten to secondary education, who welcome children with disabilities. The Education Department supports registered inclusive schools by providing scholarships for children with disabilities, subsidised school fees, support teachers and training for regular teachers on special education topics.

Increasing the quality of education

Arbeiter-Samariter-Bund (ASB), works in Indonesia since 2006 and conducted Disaster Risk Reduction education to children with disabilities. This included working in 113 inclusive schools in Yogyakarta and all 60 special schools and trainings for hundreds of children with disabilities not yet in school.

courtesy of ASB

ASB, in partnership with Yogyakarta Provincial Education Department, has initiated a project co-financed by the European Union[1], to establish a framework for the implementation of inclusive education. In line with Ministry of Education decree No. 70, 2009 on inclusive education, the Education Department of Yogyakarta Province and ASB are also collaborating with the five district Education Departments in Yogyakarta province. These are: Bantul, Sleman, Yogyakarta City, Gunung Kidul and Kulon Progo.

The project includes producing technical guidelines on establishing criteria for what is an inclusive school, strategy for teacher training, management and administration of inclusive schools, and monitoring the implementation of inclusive education. In order to produce achievable, workable and locally-specific guidelines and to support the later implementation of these guidelines, an Inclusive Education steering committee, composed of provincial and district education authority representatives has been established.

A school based survey has also been conducted to support the needs analysis and the development of the guidelines. A sample-survey of 57 schools was conducted combining direct observation in schools, interviews with school administrators, structured discussions with mainstream teachers, school committees and special school principals. The survey showed that major challenges faced by schools are linked to low awareness and understandings of inclusive education, knowledge and resource constraints in making adjustments and flexibility with the curriculum, local regulatory and financial constraints, relations with special schools and support teachers from these schools. A further issue related to poor medical and academic assessments, which have resulted in inaccurate identification of children with disabilities and class repetitions. Some schools also face attitudinal barriers from the wider community regarding the presence of children with disabilities in mainstream schools.

Best practices in inclusive schools
From survey, good practices could also be observed. Some schools have started to overcome a range of issues with simple and practical solutions. For example, a teacher in the primary school of Tegalrejo Baru uses peer-tutoring techniques to assist a child with hearing impairment and to overcome communication barriers. The teacher combines this strategy with adapted seating arrangements (the child with hearing impairment sits in the front row) and uses demonstrative teaching techniques as much as possible. The teacher also regularly gives reading assignments to the child to enrich her vocabulary. As part of the whole adaptation process, the teacher prepares specific evaluation instruments and marking systems for this student based on her ability.

"It is important to keep the student's (with hearing impairment) confidence by giving proper marks to her. I explained to all students not to be jealous of her because everyone's capacities and conditions are different"
Teacher, SD Tegalrejo Baru

To overcome financial constraints the private school Sanggar Anak Alam (SALAM), in Bantul, applies school fee subsidies based on the families' income. Participation of student's parents plays a significant role in this process, as SALAM does not receive any funds from either the provincial or district education departments, as it is registered as a non-formal educational institution.

SALAM uses an adaptable curriculum and individual education plans for children based on their abilities. Teachers creatively provide simple and affordable materials. For a student with Down-syndrome who started recognizing letters, the teacher made simple word cards using the names of classmates.

courtesy of ASB

"I made these cards with names of his classmates because Yani has a good relationship and good emotional attachment with them. This might help Yani to recognize and remember words and letters" - A teacher in SALAM

Attitudinal support plays a crucial role to increase motivation for school. *"Yes I like going to school. All my friends are praying for my feet to recover so I could walk again"* says Muhammad a young student in Kretek 2 primary school. Eko a student in Bulurejo 1 primary school says he likes school too *"because my teacher teaches me thoroughly and patiently, she doesn't get angry"*.

These good practices provide valuable information on what are potentially replicable and not necessarily costly solutions. As such they help to guide the development of the guidelines and help ensure they are relevant and meet the existing needs and local constraints of all. Overall, the project aims at improving the quality of education and is expected to benefit all children. The guidelines will be completed by the end of 2010 and will be disseminated through all districts in Yogyakarta Province. Hopefully, they support the long term implementation of inclusive education and inspire other regions who wish to promote Inclusive Education. Further it is hoped that this will contribute to and support Indonesia's national motto 'Bhineka Tunggal Ika' ('Unity in Diversity').

Note: Names of respondents have been changed.

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ILFE Toolkit: Adapted Afghan Version - Dari and English Version

"This Toolkit addresses these issues and offers comprehensive, practical, and cost effective cases and suggestions on how schools and classrooms can become more inclusive and learning-friendly. It has been developed by building on experiences gained by the organisations and individuals working for inclusive education as well as for Child-Friendly Schools (CFS) over decades in Asia and beyond. I wish this Toolkit, adapted carefully to suit the needs and context of Afghanistan by key government and non-government stakeholders over the past 12 months, to be an inspiration for all those who are working in schools and classrooms with diverse student populations."
(Excerpt from the preface by Shigeru Aoyagi, Director UNESCO Kabul)

"The publication of this Toolkit by the Ministry of Education and UNESCO in collaboration with all the member organisations of the Coordination Working Group on Inclusive Education (IECWG) is a timely initiative as the Ministry of Education sees inclusive and child-friendly education as one of the main means of fulfilling its national and international commitments to provide equal access to quality primary education for all by 2020."
(Excerpt from the foreword by Farooq Wardak, Minister of Education, Afghanistan)

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You can download the toolkit via
www.idp-europe.org/ilfe_toolkit/ilfe_toolkit_af

The "Orang Asli" Education in Malaysia - A Success Story

Nor Aniza Ahmad and **Abd Razak Ahmad**

"We achieved success in educating the "Orang Asli" students in this school by revising its vision and mission to be student-oriented, comprehensible and achievable. As a result, we develop an integrated system to narrow the achievement gap between orang asli and mainstream students in this school."
(Mohd Sahri Sahalan, the Headmaster, Penderas Primary School)

The "Orang Asli" (literally means original peoples) is a small community of 141,230 indigenous people of Peninsular Malaysia representing 0.5% of the total population of Malaysia. They comprise of three main tribal groups; Senoi (55.5%), Proto-Malay (41.8%) and Negrito (2.7%). They are also further divided into 18 sub-ethnic groups according to their languages, cultures and customs. For example, the Senoi is divided into six sub-ethnic groups namely Jahut, Chewong, Mah Meri, Semai, Semoq Beri and Temiar. Approximately 36.9% of Orang Asli lived in remote jungle areas, 62.4% lived in jungle peripheries and about 0.7% lived in urban areas. They have varied ways of life and the main economic activities are agriculture and fishing, while a majority of them also live from hunting and gathering. Among the Negrito groups there are a small percentage who are semi-nomadic. For those who live in urban areas, they are engaged in both waged and salaried jobs. The Orang Asli students at Penderas Primary School are mainly of the Jahut group who live in jungle fringes.

Penderas Primary School is located in the state of Pahang (Peninsular Malaysia consists of 11 states and two federal territories), that is approximately 200 kilometres from Kuala Lumpur, the capital and largest city of Malaysia. It was founded in 1960 and originally administrated by the Department of Orang Asli Affairs. However since 1993, the Ministry of Education have taken over the management of all these schools. Since then, these schools also follow the national curriculum. Prior to 1993 the drop-out rate in primary schools for Orang Asli was 45%. Over the years, the drop-out rate has dropped to 1%. However, the drop-out rate at the secondary school level still remains high compared to the national average.

In this article, we share the experience of the school's headmaster in his effort to motivate and inspire academic achievement among his students. For two consecutive years (2006 and 2007), the school received a

courtesy of Nor Aniza Ahmad and Abd Razak Ahmad

national award of excellence for best results in the Primary School National Assessment. Besides academic achievement, students also excel in their co-curricular activities. One of the students, Zuhaizah Jasni, received the national student award of excellence in 2007.

courtesy of Nor Aniza Ahmad and Abd Razak Ahmad

The commitment shown by the school administration, especially the headmaster is remarkable and evident in instilling the importance of education and career development. Challenges faced by the school management, students and parents were clearly identified. Prior to that, an effort to disseminate the school's revised vision and mission to all parents and teachers were carried out to inform the school's strategy to improve teaching and learning and encourage academic excellence among all students. The actions taken by the school's head can be summarized into five categories: (i) teachers and management of teaching and learning, (ii) students, (iii) parents, (iv) school and society, and (v) school infrastructure.

I Teachers and Management of Teaching and Learning

1. Organising quality improvement activity on Mondays. Through these activities the teachers discuss and plan for improvement in their teaching and learning strategies for the week. In this manner, teachers are conscious of their effort to improve their teaching skills and to monitor their students' progress.
2. The quality improvement activity also motivates teachers to take the challenge of changing the perception students and parents about the importance of education and career development in order to improve their quality of life and to contribute to nation building.
3. Monitoring and ensuring discipline and punctuality among the teachers so that they can become effective role models. This includes identifying and counselling teachers who are struggling with their performance.
4. All teachers to engage in students' co-curricular activities for one hour in the morning (from 7.30 a.m. to 8.30 a.m.) twice a week to foster a more student-oriented social environment.
5. Encouraging and motivating teachers to develop and use optimal teaching aids.
6. Conducting management meeting on a weekly basis to discuss unresolved issues.
7. Organising staff development programmes that can boost productivity, creativity and motivation among teachers.
8. Implementing quality objectives for each subject with regards to the amount of workload and/or homework given to students.

II Students

1. Identifying potentials in students.
2. Offering rewards in form of incentives and prizes to encourage academic achievement.
3. Having lunch with the headmaster for Year 6 students.
4. Inculcating students with reading and learning interest through various reading programmes:

a. Nilam Programme: In this program, each book read by a student is self-recorded.
b. "Bookworm" Programme: Students are encouraged to read as a leisure activity.
c. "Chat with the Teachers" Programme: On Fridays, students are allocated a ten minute chat with their teachers.

Motivational Lectures and Trip to Universities: To install the importance of higher education and awareness of career development among students and their families.

III Parents

1. Organising educational visits for parents to other successful schools to create awareness of best practices by other parents.
2. Successful adult Orang Asli are invited to give motivational talks to parents and students.
3. Parents are encouraged to actively support their children's learning and school activities through the "Parent as Role Model" program. Parents who contribute and support are acknowledged with a certificate of appreciation by the school. A 70% increase of parent attendance at Parent-Teacher Association (PTA) meeting was recorded in 2009 as compared to attendance in 2008 and 2007.

IV Culture and Society

The school community participates in the cultural festivities of the Jahut community in the area such as weddings, traditional healing or funeral ceremonies as well as music and dance festivals.

V School Infrastructure

1. Restoring and upgrading classrooms and beautifying the school to create a comfortable and conducive learning environment.
2. Improving the hostel management and upgrading its amenities.
3. Increasing the number of books at the school library.
4. Increase maintenance of available infrastructures in terms of cleanliness and safety.
5. Increasing the quality and quantity of teaching aids.

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courtesy of Nor Aniza Ahmad and Abd Razak Ahmad

The Child in the Cage

Anisa Brakzai

Inclusive education means changing the attitude of people, but the way I see it we must not just change attitudes, but also change the life of all those involved to create a better future for our children. Even if you don't believe it; it is a reality! It is not just a word. This story is an example of just that.

During the last three years I have achieved a number of different objectives, all towards reaching the main goal of access to quality Education for All (EFA). I have to tell you what when I understood this approach I changed myself, I change my attitudes in the class towards children and I changed my teaching methods. Now I am working closely with children in the class, but that is still not enough to create a sustainable change in the lives of children. I believe there is a need for the whole community to create a real inclusive environment. The following story is real, I experienced it during my first and second year of working with inclusive education in Kabul.

I started training on inclusive education in mid 2007 and by the end of 2007 I was selected as a master trainer for other teachers. In the second year I met a fellow teacher and she told me about her son. She is a teacher in our school. When I heard about her son I was shocked:

She was very ashamed and had difficulties to starts talking about her son. She never talked about him before. She has a son who is 9 year old and for 6 years he had been locked in a cage. She and her husband thought it was a sin to have this kind of child sothey never talk about him in front of other people. They didn't want to show him to anyone. She made a cage for him to be in so that he would not disturb his brothers and sisters. She gave him food and water inside the cage; during the night sometimes he would sleep in the cage as well. She said my son is very dangerous. He cannot come to school, he will beat all the other children in the school, I don't want him to come to school. He is not able to do anything and to even think about giving him an education is impossible.

After several meeting with her, she finally agreed to bring him to school but she suggest that I should first go to her house and visit him. She promised me to support his teachers in the class and help him at home. When we saw the boy he was sitting like a wild animal in the corner of this cage. He was 9 years old. He was really in a bad condition, his dress was filthy, and his hands, face and hair was very dirty. I took his hands to take him out of the cage. I tried to walk with him but he didn't want to. When his mother and I took him out the cage, he wanted to escape from us, but he was not able to run because his muscles were not that strong enough to support him so he would fall down.

I talked with his mother and father that he should be taken out of the cage for good; with difficulties the parents agreed. We registered him in my school. We also agreed to work together to support him, the parents were not very keen to start working with him. Finally the mother accepted to work more with the child and she started to attend the monthly trainings with other teachers and parents. Slowly after three months he had learned to walk a little bit and his mother would take him in a wheelchair to school every day and, started to do some exercise with him so that his muscles would become stronger. Now after more than one year he is coming to school by himself and he can eat properly and drink by himself. Now he is washing his hands and sometimes he is even washing his clothes. He has learned some words and he can sit on a chair for much longer time than he could before, and he seems very happy now, especially when he is in the school. He is interested in drawing and he is listening to his mother. His intellectual capacity has developed and improved a lot. He is following simple instructions which are given through his mother or his teacher. His understanding has improved. His teacher is also participating in the pilot programme for inclusive education and his mother continues to receive training with other teachers. She is working hard with him, sometimes she asks for help I am supporting her. The young boy just told his teacher: "Now my life is better."

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Education for Visually Impaired Children in Cambodia: Towards a Taken Care by the Ministry of Education

Hem Sangva

The educational system in Cambodia is slowly getting back on its feet after the Khmer Rouge regime and the many years without any schooling structures. In 2000 the Cambodian government signed the Millennium Development Goals (MDGs) and committed to the "Education for All" goals of providing universal primary education by the 2015. Indeed, over the last years the rate of school-aged children attending school has increased significantly. However the enrolment rate among children with disabilities remains low. Around 166,600 persons are blind in Cambodia (Fred Hollows Foundation, census 2007) including more than 33,000 children (22% of the blind population). Most of them do not attended school.

The first Krousar Thmey School for Visually Impaired Children opened in 1994 in Phnom Penh. Nowadays 5 schools provide a specialized educational programme according to the National Educational Curriculum from grade 1 to grade 12 (primary to secondary school). Besides developing blind education program, Krousar Thmey has collaborated with the Ministry of Education, Youth, and Sport to open inclusive classes in public schools. One of the main objectives of Krousar Thmey is to offer blind children access to a suitable education in order to lead them to an independent adult life and recognition into Cambodian society. Thus, developing education for blind has to face two challenges: how to develop a specialized education on the edges of the public authorities, and how to involve government and raise society awareness in blind people issues?

Introduce specialized education for blind children in Cambodia
Krousar Thmey began with creating all the pedagogical tools necessary for developing a specialized education. Thus, in 1993 Krousar Thmey set up a complete Braille system in Khmer, inspired from Thai system. The educational team found an equivalent for the 33 consonants, the 21 vowels and the

punctuation of the Khmer alphabet. Nowadays, the teachers and the program coordinators meet every year to improve the Braille system for example by adding the transcription of new mathematical or physics symbols. The next step will be to set up an abbreviation system to enable the children to write faster.

To work towards an official recognition of blind education, Krousar Thmey's programs should follow the Ministry of Education curriculum. Therefore, facing the lack of school equipment, Krousar Thmey created a "bookmaking workshop" to translate all the textbooks from the public school curriculum. Krousar Thmey uses translation software called KBT (Khmer Braille Translator) and the DBT (Duxbury Braille Translator) software. In 2009, Krousar Thmey purchased the Braillo 200 machine, which is able to print 200 cells per second and approximately 600 pages per hour. Thus, at the beginningg of each school year, all the classes are provided with as many books as there are children.

In addition to the classic curriculum, blind children attend two more specific lessons. Krousar Thmey elaborated two specialized courses for grade 1 pupils to enable them to quickly reach autonomy inside the school and during the lessons: Khmer Braille learning, and mobility and orientation course. When a blind child enters grade 1, it is often the very first time he gets out of his house and his isolation; therefore, he is not at all used to walk outside. The purpose of this course is to guide children towards a greater autonomy in their own movements. Therefore when a blind child goes to school for the first time, he starts in grade 1, and no matter how old he is.

Education for Visually Impaired Children in Krousar Thmey schools also uses Information and communication technologies as JAWS (Job Access with Speech): it is a program which guides the students in the computer utilization thanks to the voice emitting. Every blind student knows how to use a computer

and Internet. After this first adaptation step, the schooling with Krousar Thmey is exactly the same than in the public schools.

During the last sixteen years, Krousar Thmey developed all the skills and the equipment required to provide a suitable education for blind children. Every year teachers and staff from the bookmaking workshop attend several trainings in collaboration with other NGOs to improve their abilities. Concurrently with providing blind children with specialized education, Krousar Thmey seeks to integrate disabled people into Cambodian society and involve the Ministry of Education. The essential collaboration with the authority is also strengthening with the implementation of the Inclusive Classes. Schooling them with non-disabled children also makes young generations aware and helps them to accept handicaps and differences.

Lead children to getting a place into Cambodian society: inclusive class' challenge
Public awareness and common wisdom must be educated about disability issues. It is a global process which also implicates the government's commitment in education programs for visually impaired children. Blind children have to break the deadlock: Inclusive Classes appear as the best way to introduce them into society and involve the authorities. This immersion among non-disabled children facilitates a better integration of the blind children. It offers them the opportunity to show their skills to their classmates. Thus, from grade 3 on, all our blind students attend class in local public schools. Thanks to their schoolbooks translated into Braille, they can attend classes like their sighted

counterparts. As in Cambodia children only go to primary school half a day, students come back to Krousar Thmey School the remainder of the day and can revise or acquire a deeper understanding of their lessons with Krousar Thmey specially trained teachers. We hope that this early integration will help to accelerate the change of mentality towards blind and other disabled people in Cambodia. But, this program has to deal with two hindrances: in one hand, the lack of trainings for the teachers in public schools. Many of them complain because they have not adapted abilities to teach blind students. In the other hand, blind students are often disturbed by public school environment: it is difficult to be concentrated among classrooms because they are noisy and pupils are very numerous. Even this system needs adjustment, 14 blind students became high school graduates after finishing grade 12 (full cycle of study) since 2006, and 9 of them are currently studying at university.

The government shows gesture of good will. A national plan of action for persons with disabilities is under development during 2009 - 2011. The Ministry convened all the resource persons to collect data. Krousar Thmey takes part in this collective work. Moreover, in 2010 a huge step was taken: all the educative staff from Krousar Thmey schools will be integrated to the Ministry of education list. Education for Visually Impaired Children in Cambodia is still under building, but step by step it goes on.

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courtesy of Krousar Thmey

Realising Inclusive Education Through Child-Friendly Schools - Part 1/2

Sheldon Shaeffer

The UNESCO Institute of Statistics calculated that in 2006 31% of primary school-aged children in South and West Asia not in school were expected never to enrol in school and another 64% had dropped out - with nine million drop-outs in India and Pakistan alone, half of the world's total.

The 2010 EFA Global Monitoring Report indicates that girls make up 58% of out-of-school children (primary school age) in both Central Asia and South and West Asia and that there remains one grade difference in the school life expectancy in favour of boys in South Asia.

The gap between the richest and the poorest 20% of the population in terms of number of years in education is 6.5 years in Pakistan, 6.9 in India, and 4.4 in Bangladesh. In the Philippines "education poverty" rates among the poor are four times the national average.

In rural Pakistan, a recent survey found that only two-thirds of third grade students could subtract single-digit numbers. In rural India, just 28% of grade 3 students could subtract two-digit numbers and only a third could tell the time.

Cohort tracking in Pakistan, for example, indicates that for every 100 children of the official school entry age, only 43 will finish the last grade.

In terms of literacy, 60% of the illiterates in South and West Asia are women. Over half of the world's total illiterates are found in just four countries of the region: India, Bangladesh, Pakistan, and Indonesia. And the gaps are huge - in India, from almost 0% illiterate in Mizoram to 50% in Rajasthan; in Pakistan, with rural illiteracy rates twice that of urban rates; in Bangladesh, with the literacy rate for the richest 76% and for the poorest, 28%. The gap between speakers of the national (and therefore usually tested language) and those with different mother-tongues is especially large.

The 2010 Global Monitoring Report suggests that evidence from household surveys shows that official data may understate the number of out-of-school children by up to 30%!

I. Inclusive education - what is it?

"Inclusion is...seen as a process of addressing and responding to the diversity in the needs of all children, youth, and adults through increasing participation in learning, cultures, and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children."

Few issues in education have as many varied meanings as "inclusive education"; the range in definitions reflects, among other things, historical trends, educational philosophies, and development agency agendas. The original focus of inclusive education was on education for "special needs" - the needs of learners with disabilities. This focus, promoted particularly by a variety of disability interest groups concerned with specific impairments (of sight, hearing, mobility, emotional and cognitive functioning) and supported by a number of development agencies and international non-government organisations (INGOs), tried to ensure that the needs of such learners were recognised and responded to by the education system.

These needs, however, were usually neglected by "regular" schools of the official education system. Learners with special needs were considered too difficult to manage and too costly to support - and often parents of "normal" learners (and their teachers) did not want them disrupting the classroom. Such

neglect usually led, where feasible, to the establishment of special institutions, often one set for each impairment. Many of these, in fact, were managed by ministries of health or social welfare rather than education (which led, in some countries, to the exclusion of these learners from official education statistics - both the numerator and denominator of the NER), were poorly funded and inadequately staffed, and had only weak links to the formal education system and curriculum.

Increasingly, however, the terms "mainstreaming" and "integration" became important mantras in the rhetoric about special needs. These approaches allowed children with disabilities into regular schools, sometimes with special assistance and/or separate classrooms for some subjects. These approaches became popular as a means to lower the perceived stigma, isolation, and expense of special institutions. But they also often led to children with disabilities being **physically** included in a classroom but **pedagogically** excluded from the learning which occurred within it; the children had to adapt to the school's environment, curriculum, methods, values, and rules, or they failed.

But being in class is one thing and learning is another. This situation led to the concept of disability-focused "inclusive education" - ensuring that the education system and school adapted themselves to the learners rather than the other way around. This became the term of preference in regard to the fulfilment of the special needs of learners with disabilities.

Over time, however, another "re-definition" occurred: a wider range of "special needs" was identified as obstacles to participation and to learning. It became clear to governments and development agencies alike that the expansion in the number of schools - and even the improvement of the quality of education they offered - was not going to attract a certain percentage of children who remained stubbornly out of the system - or entered it and quickly left. Gender, health and nutrition status, language, geographic location, culture, religion, economic status - all, in different contexts, were clearly barriers to the achievement of Education for All. Broadening the definition of

inclusion beyond disabilities to cover all barriers to education was therefore seen as a way to profoundly transform education systems and learning environments, to get them to welcome and respond to difference and diversity, and to genuinely achieve Education for All.

Thus, **an inclusive system or school is not one which responds, separately, to the needs of discrete categories of learners (girls with one programme, children with disabilities with another) but rather one which responds, through its curriculum, pedagogical strategies, physical facilities, and special services, to the diverse, specific, and unique characteristics of each learner, especially those at risk of marginalisation and underachievement.** In reality, of course, this is also a good general definition for education of good quality.

In summary, an inclusive approach to education:
- insists on getting **all** children and youth into regular, public schools/mainstream systems or private systems of (at least) equal quality - and **all** illiterate adults into literacy programmes;
- is concerned with not only initial enrolment, regular participation, and grade promotion but also longer-term achievement through the quality of education provided; access to education of poor quality is not access;
- requires both an analysis of the causes or drivers of exclusion and the proactive searching for, and targeted support to, those excluded;
- implies the re-structuring of school cultures, policies, and practices to meet the diversity of students; and, above all,
- is not an outcome, ever perfectly achieved, but rather a process, always "in process".

II. Who are the "excluded"?
There is more than one kind of exclusion and more than one category of the excluded. In general, excluded learners, from early childhood education programmes through the formal school system to tertiary, adult, and continuing education, include the following:
- **those completely excluded from school.** These are the children who have never enrolled in primary school, because, inter alia, of **where they are** (in slums, remote areas, or refugee camps with no schools), of **how they live** (in poverty with the costs of schooling

too high), and of **who they are** (their caste, disability, sex, or ethnicity disqualifies them, or their family, religion, or culture rejects schooling - e.g., no education for girls).

• **those once in school but then dropped out or were "pushed out".** These participated in school; they enrolled but then dropped out or, more often, were pushed out by the nature of the school itself - a language they could not understand, irrelevant curricula, difficulties in gaining initial literacy, increasing fees, etc.

• **those enrolled in school but not learning.** These potential learners sit in the classroom (and are counted as enrolled) but do not learn, because of their own individual or group characteristics (girls not called on by the teacher, children with disabilities who are ignored, learners who do not understand the language of the teacher), because teachers cannot adequately respond to their more individual learning needs, or because of the low quality of education provided.

More specifically, of course, there are large categories of learners excluded from education. These include:

• **Girls and women.** Traditionally disadvantaged in most systems of education around the world - and despite progress over the last two decades since Jomtien - girls and women remain an important excluded group. The 2010 EFA Global Monitoring Report indicates that girls make up 58% of out-of-school children (primary school age) in both Central Asia and South and West Asia and that there remains one grade difference in the school life expectancy in favour of boys in South Asia. Rates of youth illiteracy also show gender disparities in South and West Asia (10%) and of adult illiteracy in the same region (22%) and in East Asia (5%). Girls in school are also often excluded from learning - less is expected of them by their teachers, questions are directed to them less often, and they are counselled towards less professional futures.

• **The poor.** The poor (especially those in what is usually called "extreme poverty") are both rural and, following internal migration patterns, increasingly urban. They live on less than $1 a day (and there are almost 650 million of them in Asia and the Pacific), are landless and unemployed or work as day labourers and small vendors, and have little access to adequate social services. They also often belong to low social castes, adding to the weight of their exclusion. And they are often getting poorer. In 2000, the poverty rate among non-Kinh ethnic minority groups in Viet Nam was two and a half times higher than that of the majority Kin; by 2006, it was five times higher.

As a result, the children of the poor suffer. In the Philippines, for example, "education poverty" rates among the poor are four times the national average. And in India, the richest 20% attain over 11 years of schooling and the poorest 20%, four.

A special and increasingly significant category of the poor are those who live in slums. One-third of all urban dwellers in the world now live in slums, and the absolute poverty of many slum residents is complicated by their frequent lack of formal residence status and birth certificates for their children; the children, in this sense, are invisible to the education system.

• **People living in rural and remote areas.** A particularly difficult group to reach with social services of any kind are people living in rural and remote areas - small villages on mountain tops and in the deep jungle, people living on isolated islands, and nomadic desert tribes. Where schools exist, they are usually poorly resourced in terms of infrastructure, teachers, and learning materials - with predictable results. "In rural Pakistan, a recent survey found that only two-thirds of third grade students could subtract single-digit numbers. In rural India, just 28% of grade 3 students could subtract two-digit numbers and only a third could tell the time."

• **Ethnic and linguistic minorities.** In the same study, 62.7% of school heads surveyed in the Philippines reported that the first language of **all** of their students was different from the language of instruction. This figure would not be unusual in a region with 3572 languages and only 50 official/national languages! The results are again not unexpected. Literacy rates between native speakers

of the national language and those of other languages show great disparities. The great diversity of languages in many countries does present many educational problems, of course - the lack of orthographies, books and materials, teachers, etc. - but the underlying cultural and political issues surrounding language and ethnicity make these groups particularly difficult to "include".

- **People with disabilities.** A commonly accepted figure is that there are approximately 150 million children with disabilities in the world; UNESCO estimated in 2006 that of the 77 million primary school-aged children out of school in the world, at least 25 million of them had a disability , and a UNICEF survey has shown that 26% of children 2-9 years old screened positive on at least one question related to disability in Mongolia, 21% in Bangladesh, and 15% in Thailand. But depending on the definition of, and criteria for, disability used, the percentage of a given population with some kind of disability (or multiple disabilities) varies widely from survey to survey - one problem being, of course, the invisibility of many people with disabilities from formal survey methods. Somewhat less problematic, however, are estimates of the percentage of children with disabilities who are in school - special or regular. The numbers are generally very low.

- **Others.** The categories of other excluded populations are almost endless - including people in prisons and orphans - but the most significant "other" excluded groups are child workers (13% of children aged 5-14 work in South Asia, 10% in Southeast/ East Asia excluding China, and 45% in Cambodia), street children, children of migrants and refugees, and children affected by natural disaster, conflict (14 million children aged 5-17 are displaced due to conflict), and HIV and AIDS. The economic motivation for migration, the political causes of seeking refuge, and the incidence of natural and man-made disasters will likely only increase in the future. And the refusal of education systems, schools, and the communities which surround them to allow children

infected with HIV or only affected, through their families, by the presence of AIDS does not go away.

There are two important issues in regard to these categories of exclusion. One is the problem of multiple exclusion. "Poverty, gender, ethnicity and other characteristics interact to create overlapping and self-reinforcing layers of disadvantage that limit opportunity and hamper social mobility." A girl from a poor family, with a disability, from an ethnic minority, and living in a remote area will be much more difficult - and costly - to include in school than her opposite. Thus the need to get Ministers of Education to realise that their obligation to fulfil the right to education to both is equal.

A second important issue in any discussion of who is excluded is where the blame lies for such exclusion. Ask the average mid-level Ministry of Education official why children don't enrol in - or drop out of - school and the first several answers will usually "blame the victim" - the children themselves (lazy, stupid, absent) or their parents (poor, ignorant, unaware of the value of education, using their children for house work or economic activities). Only when pushed, perhaps, will the official begin to consider how the system itself might be to blame - an irrelevant curriculum, a language the learners don't understand, absent teachers, formal and informal school fees.

In summary, children are excluded from education - or exclude themselves - for many reasons. A study in Indonesia found these: "poverty combined with dysfunctional communities, dysfunctional families, and dysfunctional schools that threaten, abuse, and disable young people to the point where they decide that the most appropriate choice in all their complex circumstances is to leave school." And the opportunities outside of education may seem better than those inside. Adopting a policy of inclusive education "requires a move away from explanations of educational failure that concentrate (only) on the characteristics of individual children and their families, towards an analysis of the barriers to participation and learning experiences by students with education systems.

To be continued in EENET Asia Newsletter 9.

Education Sector Response to HIV and AIDS

EENET Asia Editorial Team

Every year throughout Asia nearly half of all new HIV infections are amongst school-aged children and youth below the age of 25. While the vast majority of international funds in the past decades have been spent on providing anti-retroviral drugs for those who are already infected, new generations of children are growing up without sufficient knowledge about how to protect themselves against HIV. In a recent survey, the UNGASS Indonesia Country Report for 2008-09 published the percentage of young women and men aged 15-24 who werw able to both correctly identify ways of preventing sexual transmission of HIV and who reject major misconceptions about HIV transmission to be at a concerning low rate of 14.3%.

The investment in anti-retroviral drug treatment for persons who are living with HIV has proven to be extremely successful. As a result of these efforts hundreds-of-thousands of lives have been saved, and those who are living with HIV now have near "normal" life expectancy, but the prevailing stigma and discrimination continues to keep a majority of these people from receiving proper medication and care, as well as opportunities for a job both in the private and public sector. This same stigma and discrimination is a major contributing factor to the spread of the epidemic hindering the enabling environment and restraining those living with the virus from sharing their experience to educate others on prevention.

What can the education sector learn from the successes of these health interventions? How can we make the education sector response equally effective? How can we help young people to make informed and wise decisions related to drugs and sex? How can we prevent HIV from plaguing new generations of youth? How can we reduce stigma and discrimination of those who are affected by HIV?

We discussed these issues with Ahmed Afzal, who is the HIV and AIDS & School Health Consultant for the UNESCO Cluster Office to Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste.

UNESCO's global mandate within the UNAIDS Division of Labour on AIDS promotes the EDUCAIDS Framework, which is Global UN Initiative on Education and HIV and AIDS. EDUCADS, led by UNESCO, focuses on the role of education in preventing HIV transmission and on efforts to reduce the impact of the epidemic on the education sector. UNESCO coordinates UN interagency efforts and programmes related to AIDS and education using Regular Programme funds in the Education Sector and Extrabudgetary funds such as UNAIDS UBW (Unified Budget and Work-Plan).

The main goal of the UNESCO Cluster Office Jakarta is therefore to strengthen culturally appropriate, scientifically and strategically sound education sector responses to HIV and AIDS in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste.

What practical measures has UNESCO been able to implement so far in the five cluster countries?

We have been developing advocacy and teacher training materials as well as translating awareness materials into different languages used throughout the region together with key stakeholders. It is extremely important that HIV prevention education material is made available in national languages to ensure that teachers, school directors, parents, and the children themselves have access to updated and correct material in a language that they can understand to prevent misunderstandings and misinformation. We have also been working with secondary schools throughout Indonesia to promote HIV prevention education. We are also planning to reach 10,000 university students with HIV prevention education through interactive e-learning distance course programmes. However, it is evident that much more needs to be done to halt the spread of HIV throughout Asia.

In addition we are also supporting the ministries of education in all the cluster countries to mark the International AIDS Day on 1st December. This is done in close collaboration with the National Commissions for UNESCO in the respective countries and the civil society organisations. These events help to keep the media as well as the public aware of the dangers of HIV and of the importance of effective prevention and response programmes.

What are the main challenges you face when talking to education planners and teachers about HIV prevention education?

HIV prevention education is challenging as it touches on cultural and religious sensitivities. The promotion of condoms, as one of many means of HIV prevention, is sensitive, as many teachers and parents believes that the distribution and promotion of condoms indirectly encourages young people to become sexually active. However, we know from research throughout the world that promotion of condoms, when done as part of culturally and age appropriate sex education initiatives, promotes responsible sexual behaviour among youth and often delays the age of sexual debut.

"The children in my class work hard in school. Their parents have high expectations but not all of these can be fulfilled. The children are looking for different ways to escape and the temptations are many. So to prevent the children from getting into trouble we teach about the dangers of drugs. Many parents do not realise the pressure their children are under and wonder why we teach about drug- and HIV prevention in school. But it is our duty as teachers to prepare children for the world the way it is, not the way we wished it was!"

The voice of a teacher from Manila in the Philippines

The feeling that HIV is an infection that mainly affects "fringes" of the society unfortunately prevails among many key stakeholders. However, the fact is that large percentages of youth experiment with behaviour and practices that will put them at risk for HIV infections. Peer pressure is often extremely strong during these formative years. Therefore, unless young people are educated about the consequences of high risk behaviour they are less likely to protect themselves and make wise and informed decisions about sex and drugs.


UNESCO TEACHER EDUCATION MANUAL ON HIV AND AIDS PREVENTION AND RESPONSE — Malaysian Pilot Version

"When I was 13 years old I tried drugs for the first time. All my friends were doing drugs so I wanted to try it as well. I spoke to my parents about drugs and wanted to ask them some questions, but all they said was that I should not talk about it, because if I used drugs I would go to hell. This wasn't what I needed to hear. I wanted hard facts. I wanted to know more about drugs so that I could make an informed decision myself, but this was never given to me, in school or at home. Soon after starting to smoke drugs and taking pills I soon started injecting drugs. My friends and I shared needles and syringes. Seven years ago I found out that I was HIV positive. I do not know when I was infected, or how. I have been on anti-retroviral drug for a few years and my health is fine. My biggest problem at the moment is to get a job. Not many are willing to hire a person who is living with HIV, even if my status is not affecting my health or ability to work.

I wish I had known more about the dangers of drugs when I was a teenager. It is therefore important that schools and parents talk to children and youth about drugs in an effort to combat HIV and other drug related infections. Currently the response of too many is simply to ignore the fact of what is taking place in schools and homes across Indonesia.

The voice of a young man living with HIV in West Java, Indonesia

In parts of the region the belief in "takdir" or destiny is strong and affects every aspect of life. An HIV infection is sometimes seen as a part of one's destiny and as a punishment by God. This fatalistic approach often prevents those who engage in high-risk behaviours and practices from taking proper precautions. Similar beliefs are common in indigenous religions, cultures and traditions in Papua which is the part of Indonesia that is most affected by the HIV epidemic.
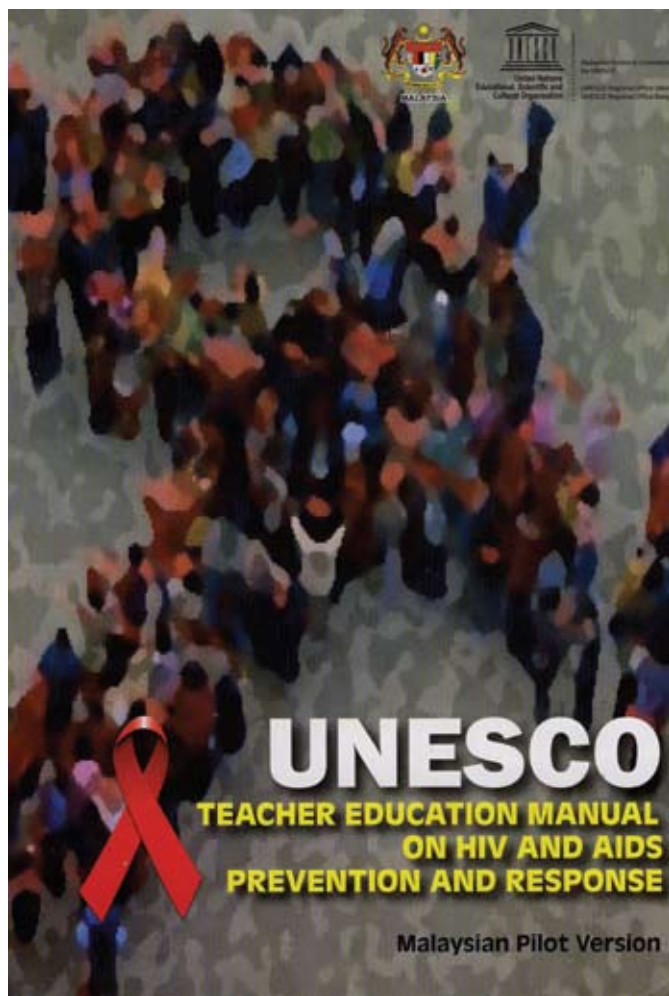
Many religious leaders are negative to the promotion of condoms as they believe it promotes promiscuity and as it goes against established religious teachings. How do you plan to counteract these attitudes and ensure that youth learn about safer sex and means and ways of protecting themselves against HIV and other sexually transmitted infections?

This is a challenge but there is room for optimism. It is important to realise that people do not have sex just because condoms are available. However, if they use a condom when they have sex it will reduce the number of unplanned pregnancies and young people are less likely to get infected with HIV and other sexually transmitted infections. It is important to reach young people with this message. This is why the e-learning programme for university students is so important, as it will reach more than 10,000 young people, many of these young men and women will become practicing professionals (such as teachers, directors, educational authorities) when they have graduated from the university, which will help making the education sector response against HIV and AIDS more effective in the future. Furthermore, in Indonesia for example, the religious leaders have established a network called "Interna" (The Indonesian Interfaith Network on HIV and AIDS) which regularly meets to overcome these challenges. In a recent workshop, they met to adapt a module they received from Africa on how to do HIV prevention education for Religious Leaders,

under support from World Vision International. In another workshop, the group met to focus on finding the Quranic verses and Hadiths statements on non-stigma and discrimination, love and compassion and helping the people who needs help and support. Religious leaders in most of South East Asian countries have significant influence in the daily life of the average individual and such groups are an opportunity for education and information dissemination.

We recognize that abstinence and being faithful are pivotal preventive measures. In addition, we also recognize that the usage of condoms is also effective preventive tool in the case of discordant couples.

Statement from International pre-conference Muslim Workshop on HIV/AIDS Bangkok (2004)

We hope that UNESCO and all other organisations working within the field of HIV prevention and response succeed with their work, as effective HIV prevention education programmes will the save the lives of future generations of Asian youth.

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courtesy of UNESCO Jakarta

Yes They Can: Connect The Goals With Rights

Christopher Colclough and **Elaine Unterhalter**

Since the turn of the millennium global access to schooling has expanded substantially: an additional 20% of primary school-age children have enrolled in school in Africa and an extra 10% in South and West Asia. This is a tremendous turnaround, with a six-fold greater expansion during this decade than happened in the 1990s. Notwithstanding that progress, much remains to be done in order to achieve the 2015 aspirations set by the two MDG goals which focus on education.

72 million children worldwide remain out of school; almost half are in Sub-Saharan Africa and a majority of the rest in South Asia. Around one-quarter and one-seventh, respectively, of all primary school-aged children are affected in these regions. It is the poorest countries which are the least able to scale up their school systems so that all can be enrolled.

Girls make up far more than half of these numbers and with two-thirds of the world's 780 million "illiterates" being women, the need to meet the MDG 2 (universal primary education) and 3 (gender equality) is evident. In 2005 the world missed an initial target for MDG 3: gender parity (equal proportions of girls and boys) in primary and secondary schools was not achieved in 74 countries. This fact in itself should have made the New York summit a moment for caution and reflection. We need to learn from experience.

Achieving the international targets for education is a crucial part of delivering basic human rights to the world's population. It is clearly in the interests of both rich and poor nations to do so, underlining that promoting human rights and sound economics support, rather than contradict each other. This is an emphatic positive message that hopefully was heard by world leaders in New York.

Strong research evidence shows the myriad economic and social benefits which flow from providing access to education. On average, a further year of education increases wage-earnings of individuals by about 10%, and the quality of learning also brings economic payoffs. Thus, reducing educational inequality helps to reduce economic inequality. Countries with more schooled populations enjoy higher rates of economic growth, higher international test scores are associated with faster rates of per capita income growth, and schooling improves people's productivity in rural self-employment. More educated women are able to participate more fully politically, economically and socially. They often have fewer children, and enjoy better health from improved nutritional diets and earlier and more effective diagnosis of illness.

These largely economic arguments accord well with the human rights case for education, and thus world leaders can actually find help and inspiration from standards that have already been set by the international community. In many countries these are enshrined in law and expressed as part of immediate obligations that every country in the world has formally affirmed.

This would meet the 'puzzle' that global and national rights activists have with the MDGs: that they are silent on so many of the norms, legal obligations - and even the aspirations - contained in other UN declarations, as well as national constitutions and international treaties, including the Covenant on Economic, Social and Cultural Rights, the Convention on the Right's of the Child and Women's Rights Convention.

Noticeable omissions from the MDGs relate to the lack of targets on women's literacy, the lack of recognition given by the indicators to women's work in the agricultural and informal economy, where the majority worldwide are employed, and the absence of indicators to monitor levels of violence against women, even though the epidemiological tools to register this have improved markedly. Similarly, the international goals are silent about making education free and compulsory, even though these are minimum human rights norms and are enshrined in the all human rights treaties.

Another illustration of how the goals are ill-formulated - and thus in need of major revision by 2015 - is the shocking fact that there is no mention of the quality of education. What ultimately is important, for the individual learner and for the economy, is not just how many girls or boys are enrolled in what level of schooling, but what they learn, the quality of their teachers, and how learning can develop capabilities to access health provision and forms of economic, social, cultural and political participation that are potentially available and valuable to them.

The nations of the world must remain committed to achieving the right to education - both as an end in itself and as a powerful tool for achieving human emancipation and advancement. That is as true for the industrialised world as it is for the rest of our global population. This was possible to achieve in New York; delegates just needed the courage to make the connection.

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What is there?	What is missing?
MDG 1 recognises that extreme poverty has a detrimental impact on all aspects of human development and needs to be eradicated to ensure a life in dignity (the premise of all human rights).	By focusing mainly on economic deprivation, MDG1 does not recognise a broader interpretation of poverty that encompasses social and educational deprivation. Nor does it highlight the crucial issue of economic accessibility of education for the poorest. This is especially relevant in the light of the complete silence on free primary education in MDG2.
Target 1.B acknowledges the need to eliminate discriminatory or exploitative forms of work.	Target 1.B misses the fundamental link between the minimum age of employment and the end of compulsory education. It also lacks consideration of the need for an education that is adaptable and relevant to the interests of students so to facilitate the transition from school to work and their full development.
MDG 2 acknowledges the immediate priority given to primary education and the importance of achieving it for all.	MDG2 does not mention that primary education should be free and compulsory, an immediate obligation under human rights law. It also does not reflect the quality and content aspects of acceptability and adaptability and the need to have minimum standards.
Target 2.A takes on board the obligation to make primary education available and accessible without sex discrimination.	Target 2.A equals education with schooling, but "schooling does not necessarily amount to education".3 The target also overlooks additional forms of direct and indirect discrimination on other grounds against other groups.
MDG 3 reflects the immediate obligation to eliminate discrimination against women so to ensure equal rights with men.	MDG3 fails to include other dimensions of discrimination and inequality: violence against women; gender stereotypes; cultural, religious, traditional beliefs; differences in levels of literacy; political and economic disparities; discriminatory civil, penal and personal status laws on marriage and family relations, etc.
Target 3.A integrates the principle of non-discrimination in education.	Target 3.A adopts a staged approach whereas the prohibition of discrimination "applies fully and immediately to all aspects of education".3 The target also lacks attention to the quality and content aspects of acceptability and adaptability of education.

Useful Publications

HIV and AIDS

HIV Preventive Education Information Kit for School Teachers, Bangkok: UNESCO,
English version: http://www.unescobkk.org/fileadmin/user_upload/hiv_aids/Documents/
Information_Kit/HIV_advocacy_toolkit_final_low_res.pdf
Adaptations:
Cambodia: http://unesdoc.unesco.org/images/0016/001622/162247KHM.pdf
China http://www.unescobkk.org/fileadmin/user_upload/hiv_aids/Documents/Information_Kit/
School_headmaster_manual.pdf
Indonesia: http://www.unescobkk.org/fileadmin/user_upload/hiv_aids/Documents/Information_
Kit/Bahasa_Indo_Information_Kit.pdf
Kazahkstan (Kasakh): http://www.unesco.kz/publications/hivaids/Information_Kit_kz_kaz.pdf
Kazahkstan (Russian): http://www.unesco.kz/publications/hivaids/Information_Kit_kz_ru.pdf
Kyrgyzstan (Kyrgyz): http://www.unescobkk.org/fileadmin/user_upload/hiv_aids/Documents/
Information_Kit/Information_Kit_kg.pdf
Kyrgyzstan (Russian): http://www.unescobkk.org/fileadmin/user_upload/hiv_aids/Documents/
Information_Kit/Information_Kit_ru.pdf
Lao DPR: http://www2.unescobkk.org/hivaids/fulltextdb/aspUploadFiles/InfoKitlao.pdf
Nepal: http://www.unescobkk.org/fileadmin/user_upload/hiv_aids/Documents/Information_Kit/
Information_kit.pdf
Philippines: http://www.unescobkk.org/fileadmin/user_upload/hiv_aids/Documents/Information_
Kit/HIV_Preventive_Infokit_Philippines.pdf

Statistics

EFA Global Monitoring Report 2010, Paris: UNESCO,
http://www.unesco.org/en/efareport/reports/2010-marginalization/

**The State of the World's Children 2010: Celebrating 20 Years of the Convention
on the Rights of the Child**, New York: UNICEF, http://www.unicef.org/rightsite/sowc/

**Because I am a Girl Report 2009 - The State of the World's Girls: Girls in the Global
Economy: Adding It All Up**, Finsgate: Pan, http://www.plan-uk.org/pdfs/BIAAG_2009_English_
full_report.pdf

Human Rights

Needs & Rights Assessment - Inclusive Education in Afghanistan, Kabul: UNESCO,
English: http://www.idp-europe.org/docs/Needs__rev3plus.pdf
Dari: http://www.idp-europe.org/docs/Needs_Dari.pdf

**Compendium for Indonesia, 4th Edition - Agreements, Laws and Regulations
Guaranteeing All Children Equal Right to Quality Education in an Inclusive Setting**,
Jakarta: IDP Norway, IDPN Indonesia, http://www.idp-europe.org/docs/Compendium_
Indonesia_indonesia_4.pdf

**Children's Right To Be Heard and Effective Child Protection: A Guide For Governments
and Children's Rights Advocates on Involving Children and Young People In Ending
All Forms Of Violence**, Bangkok: Save the Children Sweden, http://seap.savethechildren.se/
Global/scs/SEAP/publication/publication%20pdf/Child%20Protection/Right%20to%20be%20
heard%20and%20effective%20child%20protection.pdf

Language

Advocacy Kit for Promoting Multilingual Education: Including the Excluded,
Bangkok: UNESCO, http://www2.unescobkk.org/elib/publications/110/

Khmer Sign Language Dictionary, Phnom Penh: Krousar Thmey,
http://ijs.92.dico.free.fr/dictionnaire_langue_signes_sign_language_khmer_cambodge/

Make Development Inclusive - How to Include the Perspectives of Persons with Disabilities in the Project Cycle Management, http://www.cbm.org/article/downloads/52691/Make_Development_Inclusive_A_Practical_Guide_PCM.pdf

The International Technical Guidance on Sexuality Education, Paris: UNESCO
Volume 1 - The Rationale for Sexuality Education: http://unesdoc.unesco.org/images/0018/001832/183281e.pdf
Volume 2 - Topics and Learning Objectives: http://data.unaids.org/pub/ExternalDocument/2009/20091210_international_guidance_sexuality_education_vol_2_en.pdf

Gender Equality In and Through Education: INEE Pocket Guide to Gender, Geneva: INEE, http://www.ineesite.org/uploads/documents/store/INEE_Pocket_Guide_to_Gender_EN.pdf

Education Financial Planning in Asia: Implementing Medium-Term Expenditure Frameworks, Bangkok: UNESCO,
Republic of Korea: http://unesdoc.unesco.org/images/0018/001848/184851E.pdf
Mongolia: http://unesdoc.unesco.org/images/0018/001848/184849E.pdf
Nepal: http://unesdoc.unesco.org/images/0018/001875/187541e.pdf
Tajikistan: http://unesdoc.unesco.org/images/0018/001877/187723e.pdf
Thailand: http://unesdoc.unesco.org/images/0018/001848/184850E.pdf

From Curriculum Delivery to Quality Education: Know Your Students to Improve (E)quality of Learning Through Effective Teaching and Classroom Management, Nepal: Save the Children Sweden, http://sca.savethechildren.se/PageFiles/3106/Discussionpaper.pdf

Young Voices - Toung People's View on Inclusive Education
Part 1: http://www.youtube.com/watch?v=BGw3pdICRUw
Part 2: http://www.youtube.com/watch?v=0AfK67RPEu8
14 minute long documentary on what young people them selves think about inclusion and exclusion in school. Here represented by young disabled and non-disabled people from three schools in Uganda and Tanzania practising inclusion.

What About Us?
Part 1: http://www.youtube.com/watch?v=K7uRd19qaVM
Part 2: http://www.youtube.com/watch?v=q1L-MYNmGck
The film highlights the barriers to learning, development and participation faced by children in the Province of Balochistan in Pakistan, and what needs to be done to reduce and if possible remove these barriers all together to ensure equal access to quality education for all.

I'm Just a Child
Part 1: http://www.youtube.com/watch?v=uUPgIRosQb0
Part 2: http://www.youtube.com/watch?v=96XdwjUfwoU
Part 3: http://www.youtube.com/watch?v=EII1dJVNPM8
The film describes the implementation of inclusive education in Islamabad.

All links to the publications are available online via http://www.idp-europe.org/eenet-asia Just click the newsletter where you have found the publication and again click "Useful Publications". Should you still have challenges please contact us via asia@eenet.org.uk.

Please let us know if you or your organisation has interesting documents to be presented here. Please send us the document and the contact infromation via email to asia@eenet.org.uk

Other

CFS

Videos

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