



“In a school moving Towards Inclusion quality education should be provided in a child and learning friendly environment, where diversity is experienced, embraced and recognised as enrichment for all involved. Curricula, and teaching approaches and methods should be characterised by emphasising social aspects of learning, dialogue, sensitivity to children’s needs and interests, sharing - rather than competing and creative and flexible teachers and classroom management. All children, also children experiencing barriers to learning, development and participation, including children with disabilities, have the right for quality education in a school that is close to their home and a class that suits their age”

Miriam Donath Skjørten / 2006

EUNET asia newsletter

Third Issue November 2006



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Picture above taken by Jannik Beyer

The picture on the cover is courtesy of Save the Children Sweden, Pakistan

Editorial: Reflections on Effective Teaching and Classroom Management

How teachers perceive discipline and other forms of behaviour management depends on how they see their job as a teacher and to what extent they believe that all children can learn. Classroom behaviour and learning outcomes are much influenced by the quality of teaching. Teachers have control over many factors that influence motivation, achievement and behaviour of their students. The physical environment in the classroom, the level of emotional comfort experienced by students and the quality of communication between teacher and students are important factors that may enable or disable optimal learning.

Teachers are responsible for many different students, including those from poor or disadvantaged families, students who may have to work after school, or those coming from different ethnic, religious or language minority groups or those with a variety of learning difficulties or disabilities. None of these situations or factors has to cause educational problems, however these children may be at risk of negative and meaningless school experiences if teachers are not responsive to their needs and abilities or able to use effective and individually adjusted instruction and classroom strategies.

To reduce or remove barriers to learning and participation of students requires insight into where these barriers may come from and why and when they arise. It is important for a teacher to be aware of the socio-economic and family background of students to be able to also understand non-academic factors that influence their learning. Many social factors that affect learning cannot be immediately altered, but understanding these factors will enable teachers to see students “failure” or “misbehaviour” in perspective and create learning environments that reduce instead of increase the effects of these factors. Good teachers consider this a personal and professional challenge.

However, teachers also need to critically reflect on what happens inside the classroom

as student behaviour is often a reaction to factors within the school. Teachers need to reflect on the learning environment they have created and whether this environment engages all children actively and meaningfully. It is important for teachers to investigate how teaching styles can affect progress and behaviour of all students. Some of the things we do as teachers may be helpful to learning, some rather useless and some even harmful!

When seeking explanations for lack of achievement and behaviour problems, teachers need to be prepared to first consider inadequacies in the learning environment and process rather than within the child. They need to reflect on what and how they teach. What do they say and do in the classroom to develop understanding among students? How do they introduce new topics? How do they link new knowledge with what children already know?

Timing of teaching-learning interactions is an essential part of classroom management. Many discipline problems can be avoided by managing the classroom environment better and improve the timing of classroom activities. Teachers tend to point out students’ deficiencies more than praising them for their efforts and (small) improvements. For many children this is very discouraging, and may result in feelings of inferiority and failure. Teachers need to realize this. Effective teachers have learned and experienced that problems are relatively rare in classrooms where children are actively involved and interested, and in which they are appreciated for who they are, where they come from and what they are able to contribute.

Teaching is generally a group activity, while learning is a more individual activity and not all students learn at the same pace or in the same way. Teachers need to consider how many policies and practices lead to labelling of students. Research on teacher-student interaction shows how teachers often behave differently towards individual students based on their perception of a student’s ability. Those

labelled as “low-achievers” or “slow learners” often get less opportunity than others to participate, and those perceived as “undisciplined” are treated as such, even when behaving well.

Teachers need to reflect on their assumptions and expectations by asking children for feedback on teaching-learning processes and on what happens in the classroom in general. All teachers should do this as it reveals to them what students identify as quality characteristics in teachers, which almost without exception have to do with a teacher’s ability to relate to them as individuals in a positive way, treating them fairly and with respect, making lessons interesting and varied, providing encouragement and telling them to believe in themselves and their abilities.

This means that positive teacher-student relations and classroom climates are important factors in influencing how children experience school. Teachers do not only teach knowledge and skills, they also help students to define who they are. From their daily interactions with teachers, children learn whether they are important or not, bright or slow, liked or disliked. A teacher transmits these messages through his behaviour, gestures and words. From the messages children receive they decide whether to risk participation in class activities or not. Teachers must recognize that such involvement may not always come easy and that this requires a trusting, psychologically comfortable classroom environment.

Motivation to learn and to behave is based on interest. If teachers manage to stimulate the curiosity among students, they will also discover willingness among students to learn and to behave. Teaching that satisfies children’s curiosity motivates far more effectively than forcing them to perform tasks they consider irrelevant and boring. Therefore the way teachers interact with and teach children is crucial in preventing misbehaviour. However, despite such efforts of positive interaction, behaviour problems may still occur and teachers must be prepared for this with different techniques ranging from counselling, focusing on understanding, mutually solving a problem to ignoring inappropriate behaviour

while reinforcing appropriate behaviour. What is crucial though is that teachers should always make clear that it is the behaviour that is unacceptable, not the child! The issue is whether teachers can look beyond a student’s immediate misbehaviour and see a human being worthy of respect. Passing this test will make teachers more credible, not only as teachers but also, and more importantly, as genuine caring human beings.

Teachers may focus too much on what to do when children misbehave. Discipline techniques are often perceived by teachers as something separate from teaching techniques, only to be employed if and when problems arise. Classroom management though is an integral part of effective teaching which prevents behaviour problems through better planning, organising and managing of classroom activities, better presentation of instructional material and better teacher-student interaction, aiming at maximising students’ involvement and cooperation in learning. Disciplinary or behaviour control techniques will in the end be less effective as they do not promote the development of self-discipline or children’s own responsibility for their actions. Students do not automatically become self-disciplined at a certain age or through control or force. Values and social skills have to be taught and modelled by teachers. Learning to become responsible human beings and make responsible choices requires practice, including making mistakes. That is what effective teaching and classroom management is about. And that, not just delivering a curriculum, is the purpose of education!

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EENET Open Meetings

EENET Asia Editorial Team

To promote the EENET Asia Network throughout the region we have over the past few months held a number of EENET Open Meetings in connection with national, regional and world events held in Asia.

We hope that more EENET Open Meetings will be held and that more national EENET Working Groups will be established in the months and years to come. If you are organising a national or regional event on education or child rights and are interested in hosting an EENET Open Meeting please contact us on asia@eenet.org.uk or eenet-asia@idp-europe.org. The purpose of the EENET Open meetings is to promote the sharing of ideas and experiences among key stakeholders and practitioners throughout Asia as a part of our common goal to ensure that ALL children in future will have access to quality education in an inclusive and child friendly setting.

Kuala Lumpur, Malaysia - The first EENET Open Meeting was held in connection with the 12th World Conference of ICEVI [International Council for Education of Persons with Visual Impairment] in Kuala Lumpur in July 2006. The Open Meeting was sponsored by UNESCO Jakarta and IDP Norway. More than 400 key government and non-government stakeholders from throughout Central, East, South and Southeast Asia participated. 500 EENET Asia Newsletters were distributed among the participants in the Open Meeting as well as in workshops and seminars during the conference. The EENET Asia Network was promoted as an instrument to share good inclusive and child-friendly practises among key stakeholders as an inspiration and tool to reach the goal of quality Education for ALL by 2015.

Bandung, Indonesia - The second EENET Open Meeting was held just a few days later at the Indonesian University of Education [UPI] in Bandung. The Open Meeting was held in connection with a workshop on 'inclusive and child-friendly education' sponsored by UNESCO, UNICEF, the World Bank and IDP Norway. The idea of establishing an EENET Asia Indonesian Working Group was launched during the Open Meeting. To promote the EENET Asia and Global Network in Indonesia, university lecturers, education officials, head masters, teachers as well as education, disability and child rights activists were encouraged to participate with articles for the newsletters, input to the online EENET Asia 'Food for Thought' discussions and other EENET initiatives. The Faculty of Education and the Graduate School at the Indonesian University of Education [UPI] will host the Secretariat for the Indonesian Working Group. The Working Group will in future be responsible for collecting and translating articles as well as participate in and support international EENET events and programmes.

Islamabad, Pakistan - The third EENET Open Meeting was held late August in connection with a seminar on 'inclusive and special needs education' in Islamabad. The seminar was organised by the Pakistan Disabled Foundation [PDF] and sponsored by the private sector, IDP Norway as well as the EENET Asia Network. More than 100 EENET Asia Newsletters were distributed among the participants and the latest 'Food for Thought' was discussed and more than 50 representatives from the Pakistani disability movement responded. In connection with the Open Meeting, Sight Savers International [SSI] in Pakistan declared their intention to co-sponsor the translation of EENET Asia and Global Newsletters into Urdu through their co-operation with the University of the Punjab. During the Open Meeting it was agreed to establish an EENET Asia Pakistan Working Group based at the University of the Punjab and the Allama Iqbal Open University [AIOU]. The Working Group will collect and translate articles as well as participate in and support international EENET events and programmes. The Working Group will be represented at the Inclusion Seminar scheduled for late November in Delhi, India.

Inclusive Education in China

Based on two articles from **Peng Xianguang** and **Meng Deng**

Schools for children with disabilities were not established until the late 19th century in China. These early institutions mainly focused on children with hearing impairment and children with visual impairment.

Legal Background

The open-reform policy in the 80s encouraged more attention from the government to the rights of children with disabilities. The Constitution, published in 1982, states in article 45 that the nation and society should arrange employment, a decent living and education for persons with hearing impairment, persons with visual impairment and persons with other disabilities. The Compulsory Education Law 1986 mandated that “all children who have reached the age of six shall be enrolled in school and receive compulsory education for the prescribed number of years”. The enrolment of students with disabilities has since become a nationwide quality index of school district performance. This was further mandated through the Law on the Protection of Disabled Persons from 1990 (LPDP), that all persons with disabilities should have equal rights including the right to education. Article 3, Section 18 of LPDP states that the society and families should provide education for children with disabilities. This law and the 1994 Regulations on Education for Persons with Disabilities both call for 9 years of compulsory education for all children with disabilities.

Programmes and Initiatives

Considering the enormous population with disabilities in China and low enrolment rates for school aged children with disabilities in the country, other options were encouraged rather than establishing additional special schools. With municipalities to establish a “support or guarantee system” for children with disabilities attending regular schools and requested that local government devote budget resource to develop their own policies to enhance the quality of education for children with disabilities. By 2003, more than 100 districts have participated in this experiment by developing different levels of support systems. The support system at provincial level is called “integration education supervisors system”.

Under this system supervisors travel from district to district on a regular basis and primarily provide guidance to the mainstream teachers where children with visual impairment are enrolled. The support system at district level is called “itinerant resources teachers system”. Under this system itinerant resource teachers work at resource centers and travel from school to school regularly. These experiments have already been pushed forward in most districts in China.



Picture from Golden Key Project taken by Peng Xianguang

In addition to the efforts made by the government, initiatives in co-operation with NGOs have emerged:

Yangtse River New Milestone Project

This project, with the support from Li Jiacheng (Hong Kong), was implemented in 2000, and involved 12 provinces or autonomous regions. The Ministry of Education and the China Disabled Persons’ Federation wanted to urge local authorities to increase the enrolment of children together with children with visual impairments in Middle-West areas of China. The goal was to support children with visual impairment from poor families to attend inclusive schools and to provide them with necessary free learning materials. During a five-year period a total of 19,800 children with visual impairment were enrolled in schools.

Ministry of Education and UNICEF

Since 1994, the Ministry of Education has been working with UNICEF to enhance access to education for children with disabilities. The goal was to increase enrolment and lower drop-out rates. More than 30 districts in 11 provinces have been involved in this project.

Golden Key Project

The Golden Key Project started an experiment in 1987 on integration of children with visual impairment in 4 provinces (Shanxi, Jiangsu, Hebei, Heilongjiang) and in Beijing. Since then, the Golden Key Center has begun similar efforts in Guangxi province and Inner Mongolia with the objective of expanding education services for children with visual impairment supported by the Ministry of Education and provincial Education Commission. The project has assisted at least 3,178 children with visual impairment to get education in regular schools.

Anhui Integrated Education Project

Started in 1988, the project was a co-operation between the Elementary Division of Anhui Provincial Education Commission and Save the Children UK. Each participating pre-school class has admitted 2 or 3 children with learning difficulties per year. The goal is for children to be integrated into a nearby primary school.

Challenges

Curriculum: All students who are enrolled in general classrooms are required to learn the same task, reach the same level, and pass the same exam. So integrated students with disabilities have to learn the same content of the same curriculum in order to keep up with their peers. Curricular adjustment and adaptation of instructional materials and practices must be made. But the decision to modify the curriculum is not a simple one.

Classroom Size: Classrooms usually have between 40 and 55 students and in mountainous areas some teachers have to teach more than two grades in the same room (multi-grade teaching). Even though some inclusive schools have adopted a policy to reduce by two or three the number of sighted children if the classroom has one visually impaired child, the class size is still large.

Low Enrolment: There are still many children with visual impairment not in school at all, especially in Middle West regions where the enrolment rate in some mountain areas is about 20% and dropout rates are very high.

School Drop-Outs: There are many reasons for these high drop-out rates. Firstly, many parents do not see the value to educate children with disabilities. They feel that it is enough that these children are fed and cared

for. Secondly, regular classroom teachers often do not have the skills necessary to make learning meaningful for children with disabilities who become discouraged and drop-out of school. Thirdly, some children exhibit health and behavioural problems that regular teachers are unprepared to deal with.

Funding: Integrated education for students with visual impairment in regular school costs less than special school education, but it doesn't mean integrated education is free. As we look back on our experience of the past decades we realize that in our effort promote the development of integration we overemphasized the cost savings. As a result, some of integrated schools in poor areas have not provided for the support needed in the areas of teaching aids, studying tools and equipment. This has affected quality improvement of our programs of integration.

Nevertheless, many disabilities (e.g. learning disability, autism) are not recognized or diagnosed effectively. Some (e.g. severe intellectual impairments, multiple disability) are not served by schools due to resource constraints. Most children with severe or multiple disabilities are still out of school. Few support services are available in mainstream classrooms, teachers and students with disabilities are not adequately provided with basic materials (e.g. Braille textbooks) and related service (e.g. sign language instruction or speech therapy). It is not uncommon for parents in rural areas to stop sending their children with disabilities to schools due to access issues such as difficult transportation or high expenses related to their children's education. More efforts are needed to create positive social attitudes towards children with diverse abilities and disabilities, and to improve the quality of education for all in classrooms.

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Inclusion and the Right to Education: A Case Study from Bandung, West Java

Budi Hermawan

For the past century children with disabilities in Indonesia have had to go to in special schools or institutions. If at all they have educated separately from their non-disabled peers often forced to live in dormitories far away from their families and friends. Since Inclusive Education was introduced in Indonesia a few years ago, there substantial efforts and improvements have been made in many provinces.

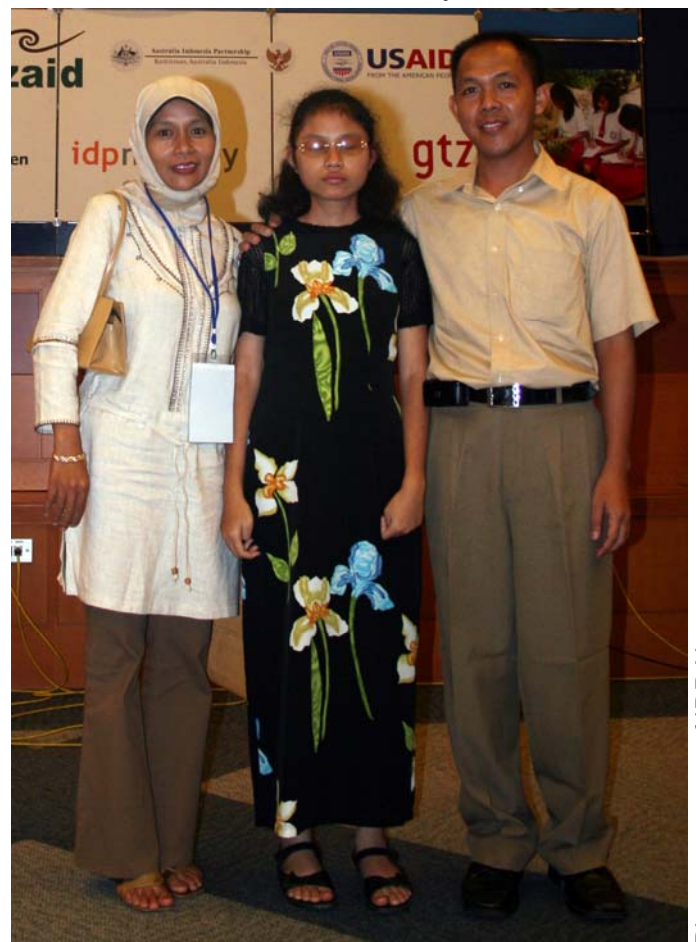
West Java Effort

In West Java inclusive education started with a Round Table Discussion with key stakeholders and the establishment of a Working Team for Inclusion in 2002. The team consisted of people from Bandung Resource Centre, Indonesian Education University [UPI], West Java Education Bureau and NGOs. The Directorate of Special Education and Braillo Norway supported the development of the Working Team for inclusion. A young girl named Fiersa (Both Fiersa and her parents have permitted us to use her name) was the first child with a disability (visual impairment) to participate in the programme. "Tunas Harapan" a government primary school (SDN) located in a Sub-District in Bandung was the first school to join the inclusion programme in 2002. Even though SDN Tunas Harapan is considered by the community and education authority to be one of the best schools in Bandung the head master accepted admission of a child with disability in his school - at that time most other headmasters wouldn't. Fiersa used to be a student in the oldest special school for the blind in Indonesia, SLBN-A Pajajaran in Bandung. She studied from grade 1 until 3 in the special school before she transferred to the regular school.

Head Master, Teacher and Other Stakeholders' Support

The support of the head master and teachers ensured that SDN Tunas Harapan became the first primary school in West Java to fully accept children with disabilities, learning together with other children as equals, side by side. The West Java Working Team for Inclusion organised pre-inclusion activities in SDN Tunas Harapan and two other selected

pilot schools; Workshops for parents, head masters, teachers, education planners and other education stakeholders. The training for teachers from the special schools was also executed in order for them to know how to become itinerant resource teacher. The activities closed with 10 days evaluation and monitoring activity. All activities were supported by DitPLB / Braillo Norway, UNESCO, Indonesian Blind Union (PERTUNI), and West Java Education Bureau, Bandung District Education Bureau as well as Sub District Education Bureau of Cijerah.



Picture courtesy of IDP Norway

Ms. Dante Rigmalia became Fiersa's class teacher in SDN Tunas Harapan. She participated in all activities organised by West Java Working Team for Inclusion. For almost two years Dante taught and motivated all the pupils in the class to work and learn together. With her positive attitude she was able to improve the participation of ALL the children in the class. Fiersa has been encouraged by her teacher to perform well. Beside Dante, one itinerant resource teacher from Bandung

Resource Centre came to SDN Tunas Harapan on a regular basis to ensure that Fiersa got the support she needed, including Braille books and materials, slate, orientation and mobility training, etc. Fiersa's mother was her strongest supporter, advocating for Fiersa to obtain proper services and support from SDN Tunas Harapan and the Regional Resource Centre in Bandung. When Fiersa didn't get receive the support she needed she was the first person who convinced, even "forced" SDN Tunas Harapan and Bandung Resource Centre to deliver on their promises.

Fiersa said, "I really like to study, sing and communicate with other pupils in the regular school. I would like for not only me to study in the regular school, but also for other blind children."

Fiersa's Current Situation

When Fiersa had successfully passed her primary school examination in mid 2005 she had to pass two additional test: "Quality Education Test" (UMP) and "District Standard Test" (TSK). These tests are obligatory for all pupils who will continue their education to lower and upper secondary schools in Bandung and Cimahi Districts. Fiersa passed her tests and is currently studying in a lower secondary school in Bandung.

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Pictures taken by Save the Children UK in Kyrgyzstan, IDP Norway, Simon Baker, IDP Norway

Knowing How to Teach

As she stood in front of her 5th grade class on the first day of school, she told the children something that was not true. Like most teachers, she looked at her students and said that she liked them all. However, that was impossible, because there in the front row, slumped in his seat, was a little boy named Karma.

Ms. Choeden had watched Karma the year before and noticed that he did not play well with other children and that his gho was messy. In addition, Karma could be unpleasant. It got to the point where Ms. Choeden would actually take delight in marking his papers with a thick red pen, making bold Xs and then putting a big "F" at the top of his papers.

At the school where Ms. Choeden taught, it was required to review each child's past records. She put Karma's off until the very end. However, when she reviewed his file, she was in for a surprise.

Karma's first grade teacher wrote: "Karma is a bright child with a ready laugh. He does his work neatly and has good manners. ... He is a joy to have around". His second grade teacher wrote: "Karma is an excellent student, well liked by his classmates, but he is troubled because his mother has a terminal illness and life at home must be a struggle." His third grade teacher wrote: "His mother's death has been hard on him. He tries to do his best, but his father doesn't show much interest and his home life will soon affect him if no steps are

taken.” Karma’s fourth grade teacher wrote: “Karma is withdrawn and doesn’t show much interest in school. He doesn’t have many friends and he sometimes sleeps in class.”

By now, Ms. Choeden realized the problem and felt extremely uneasy and ashamed of her self. She felt even worse when her students brought her Losar presents, wrapped in beautiful ribbons and bright paper, except for Karma. His present was clumsily wrapped in the heavy, brown paper that he probably found somewhere lying around. Ms. Choeden took pains to open it in the middle of the other presents. Some of the children started to laugh when inside she found a bracelet with some of the stones missing, and a bottle that was one half full of perfume. But she stifled the children’s laughter when she exclaimed how petty the bracelet was while putting it on, and dabbing some of the perfume on her wrist. Karma stayed after school that day just long enough to say: “Ms. Choeden today you smelled just like my mom used to.”

After the children left, she cried. On that very day she decided to stop just teaching reading, writing and arithmetic. Ms. Choeden decided to try to understand her children as individuals and as she did so she became a different person. She talked and joked with them and in particular applauded Karma’s achievements. She spent time talking to him and soon he began to respond to her loving care. By the end of the year, Karma had become a confident learner.

A year later she found a note under her door from Karma telling her that she was the best teacher he ever had.

Six years went by before she got yet another

note from Karma. He wrote that he had finished high school, stood third in his class and she was still his best teacher. Four years after that, she got yet another letter, saying that while things had been tough at times, he had held on and would soon graduate from college in India with the highest honors. Ms. Choeden was still his best teacher!

Then four years passed and yet another letter came. This time he explained that after he got his Bachelors degree, he decided to go a little further. The letter explained that she was still the best and favorite teacher he ever had. But now his name was a little longer. The letter was signed, Karma Wangchuk M.D.

The story does not end there. You see, there was another letter that spring. Karma said he met a girl and was going to be married. He explained that his father had died a couple of years ago and he was wondering if Ms. Choeden might agree to sit at the wedding in the place that was usually reserved for the mother of the groom. Of course Ms. Choeden did. And guess what? She wore that bracelet, the one with several stones missing. Moreover she made sure she was wearing the perfume that Karma remembered his mother wearing on their last Losar together.

They hugged each other, and Dr. Wangchuk whispered in Ms. Choeden’s ear, “Thank you, Ms. Choeden for believing in me. Thank you for making me feel important and showing me that I could make a difference.”

Ms. Choeden with tears in her eyes whispered back, “Karma, you have it all wrong. You were the one who taught me that I could make a difference. I did not know how to teach until I met you.

“Education is a major instrument for economic and social mobility. It is also important that we prevent alienation of youth belonging to disadvantaged groups. Our youth must have faith in their future and derive hope from our educational system”

Excerpt from speech by Dr. Manmohan Singh, Prime Minister of India during a meeting with teachers, 4th September 2006
<http://pmindia.nic.in/lispeech.asp?id=385>

Creating Child Friendly Communities in Mountainous Ethnic Minority Areas of Vietnam

Marc Wetz

Enfants & Développement (E&D), formerly Save the Children France, started implementation of a 'Child Friendly Ethnic Communities Project' in early 2004 with financial support from Novib (Oxfam Netherlands). This article will focus on the rationale and the process of creating Child Friendly Communities (CFC) and not on describing the activities implemented.

What is a CFC?

There is no standard or globally accepted definition for a Child Friendly Community - we understand it to be **a community respecting and actively realising all the rights of all children**, as declared in the Convention on the Rights of the Child (CRC). We could say that it is a community that looks at all aspects of the life of a child - the child as a whole.

What is a CFC Initiative?

Following the definition of a Child Friendly Community, it is clear that a CFC initiative needs to focus on the whole social environment of a child. It needs to work together with all social systems and agencies in coordinated initiatives targeting major areas like Health/Nutrition, Education, Protection and Participation using an inter-sectoral approach.

Why Creating a CFC Initiative?

The main reason is that working coordinated, using an inter-sectoral approach, working on an issue from different angles gives better result than working in one single sector. For example in order to achieve a change in hygiene practices, it is better not only to work with families and health authorities in the villages but also with teachers and schools. Looking from an education perspective, we cannot consider the school as an island with no links to the outside world. Although we have advocated for our Child Friendly Schools and Inclusive Education Initiatives to make links with the families and communities of the children, the activities are leaning on the initiatives of schools and education authorities. It would strengthen our activities if a parallel

and coordinated initiative could be conducted by other child-rights providers to improve child-friendliness in families and communities, for instance in prevention of corporal punishment.

Implementation Area

E&D has been developing child-friendly-community models in mountainous and remote ethnic-minority-areas in Lao Cai province in northern Vietnam. The Hmong are the main ethnic group. The area is considered to be one of the poorest in Vietnam. It suffers from seasonal food shortages and the population has almost no access to information from the outside. The malnutrition rate for children under the age of 5 is 40%, the functional illiteracy rate (in Vietnamese) among women is 90% and the Grade 7 attendance rate is 35%. In these remote areas, the social environment of children is limited to the school they visit, their family and community. Therefore the project has established two main intervention components: the Child Friendly School and the Child Friendly Village.

Child Friendly School

All education levels that are available in the area are included in the Child Friendly School (CFS) initiative: Pre-school, Primary and Secondary School. The interventions cover all the six dimensions of CFS (as postulated by UNICEF) and are divided into 4 main groups:

- Equal access to preschool and basic education, especially for girls
- Physical environment and school-based health service
- Psycho-social environment and children participation
- Education quality in terms of teaching methods, relevance and appropriateness

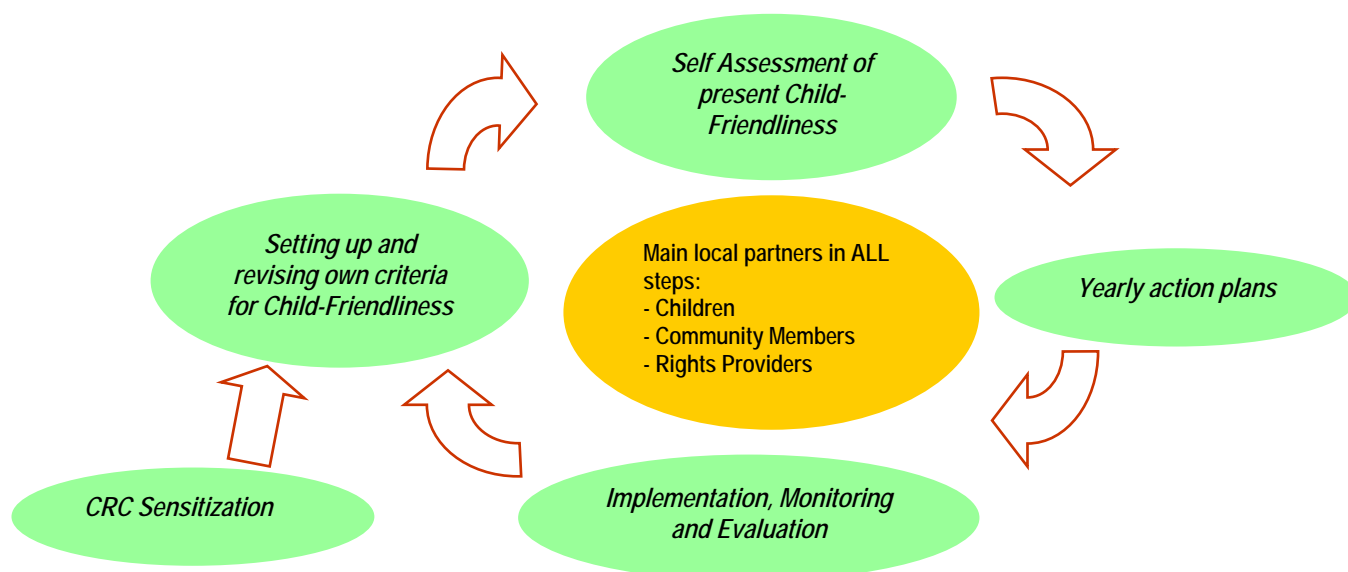
Child Friendly Village

The main targets of the Child Friendly Village intervention are to improve child-friendliness in terms of safety, hygiene and recreation, and to improve child-friendliness in terms of care, protection and participation. The interventions are divided into 4 main groups:

- Safe, healthy and hygienic living environment
- Child care and protection practices of parents and communities
- Appropriate recreational opportunities and facilities
- Life and livelihood training for adolescents

What Approach / Process are We Using?

To maximise the participation of stakeholders, the project implemented the following yearly process which enables them to become 'owners' of their own development process:



Village, reflecting on the CRC and external criteria before deciding on a set of criteria relevant to their specific setting and situation. These criteria are revised at the beginning of every year to ensure that local partners continue to identify with them. Some examples of these 'local criteria' are that children have the opportunity to celebrate their indigenous culture, that teachers understand the culture of children and that they speak slowly with a soft voice and that good boarding facilities are available (for children in remote settlements).

1. CRC Sensitization

As the CRC is the framework for Child Friendly Communities, it's important that local partners, including children, have good understanding of ALL the rights of ALL children. It will 'enlarge' their views on what are the rights and needs of children. It can be done through specially designed events at the beginning of the project. It should not be a one-time activity but repeated through continuous reference to CRC in all project activities. Good experiences were made with child rights songs for smaller children, child rights dramas, using elder children as co-facilitator for the younger children in sensitization activities and in organizing child rights summer camps.

2. Setting criteria for child friendliness

It is very important not simply to adopt international or national criteria but to allow local partners to define their own. This is being done by the stakeholders in villages visualizing their Child Friendly School or Child Friendly

3. Self assessment of the current level of child friendliness

After setting criteria, the local partners assess the level of child-friendliness in their school or village. Major short-comings are being identified and earmarked for the yearly action plans. Good experiences have been made when children and community members assess their own groups before presenting their results.

4. Yearly action plans

Action plans react directly to major short comings in child-friendliness and are the main part of the CFC initiative. They decide on most of the project activities, taking existing policies, programs and available local resources into account. High importance is given to activities where children and community members have an active role in their implementation. Good experiences have been made with earmarking two or three main priorities involving children and community members so that they are not neglected in the decision making process.

5. Implementation, monitoring and evaluation

As in all CFC activities, children and community members are equal and crucial partners. Action plans are not only implemented and monitored by local

authorities or teachers, but also by children and community members. To facilitate this we made good experiences in letting them develop and implement their own projects and activities to improve child-friendliness and in developing appropriate monitoring checklists.



Picture courtesy of Marc Wetz

Additional Tips for the Implementation of Your Own Child Friendly Community initiative

<i>Do</i>	<i>Don't</i>
Advocate the CRC to all members of the community as the foundation for all activities. Understand that different target groups require different methodologies and tools.	Don't be impatient, participatory processes take time, but generate ownership and enthusiasm in local partner.
Make sure that those who implement CFC initiatives have a proper understanding of CRC, and have the capacity to use and adhere to participatory processes.	Don't take for granted that adults really understand the situation of children. For example, few adults see physical punishment as a concern, but children always do.
Try to use older children as much as possible in your activities. For instance, involve lower secondary school children as co-facilitators for the CRC sensitizations for children in primary schools.	Don't do everything yourselves, or have everything done by technical persons from district or provincial level due to pressures of project timeframes or initial failures of beneficiaries at grassroots levels.
Show respect for local communities and include indigenous knowledge in all activities.	Don't underestimate the resourcefulness of local communities.
Develop model activities together with local partners and make sure that you adapt tools and methodologies to their specific context.	Don't be confident that your partners fully understand CRC after a short introduction, but continue to refer to CRC in all activities.
To show that your CFC initiative can be replicated, let local partners replicate using their own financial and human resources.	Don't leave out the views and opinions of children for the sake of quicker and smoother implementation of your CFC initiative.

A series of publications and working documents are available on the Child Friendly Ethnic Community project.

Marc Wetz is the Country Representative of Enfants et Développement in Vietnam. He can be contacted on marcwetz@yahoo.com

UNHCR Project: Increase School Attendance of Refugee Children

Roza Turgunaliyeva

A survey commissioned by UNHCR found that a significant number of children from refugee households attended school irregularly or even dropped out of school after a while. Parents and teachers have often cited the lack of money for clothing, textbooks and school materials, the need for children helping out in the fields, the tradition of marrying girls off at a young age as some of the main reasons for the irregular school attendance and the high drop out rate.

Kyrgyzstan is host to a small community of refugees, most of them ethnic Kyrgyz, who fled Afghanistan and Tajikistan during the years of civil conflict. UNHCR has been the lead agency to support these refugees with their social and economic integration into Kyrgyz society. UNHCR has supported assistance programmes in 20 schools for nearly 3000 refugee children to improve their opportunities for higher education and better employment. UNHCR provided support to programmes that offered alignment classes for children of refugees with the aim of levelling their knowledge and language skills to their respective age groups in order to facilitate their inclusion into the Kyrgyz school system.

A recent study by Save the Children UK (SC UK) on childhood poverty in Kyrgyzstan indicates that 29% of children in primary and secondary schools attend school irregularly, the majority of them from income poor families. 56% of them stated money and work related issues as reasons for irregular attendance. Due to their social economic situation, children of refugees are more at risk of irregular school attendance or dropping out of school.

In an attempt to address this trend and reverse poor attendance rates UNHCR approached SC UK to undertake a project in 12 schools in 13 local communities to “increase school attendance of refugee children through school - community cooperation”. The Project started in late September 2005. In all 12 schools, community education committees (CEC) and children’s clubs (CC) have been established.

Both have received training to carry out intervention programmes to solve problems related to school attendance. Household surveys have also been made and an analysis of this survey is currently being undertaken

SC UK will continue to promote children’s participation in the project as a means to address stigmatization and to focus on refugees. Linkages will be made with children’s parliaments and in their absence, children’s clubs will be established.

As part of the project process regular communication, review and planning sessions and presentations will be facilitated by SC UK between the community education committees, children’s clubs and the rayon/ oblast [district] education departments.

SC UK, UNHCR, its partners as well as other organisations working with or for children will offer guidance and support in case of specific legal or protection problems like ethnic conflicts, gender-based violence or early marriages if and when discovered by field workers so that the children are provided with proper and efficient assistance.

From experience gained under the USAID project, SC UK has learnt that the empowerment of communities and their participation in school affairs is a gradual process, and that empowerment and participation are essential if regular school attendance and low drop out rates are to be sustained.



Picture courtesy of Save the Children UK in Kyrgyzstan

This project serves two purposes:

1. To support community education committee and children club initiatives and activities that improve school attendance, and facilitate the implementation and impact monitoring of these programmes.
2. To initiate project activities aimed at supporting community based interventions in the 12 schools to increase school attendance for all children vulnerable to exclusion and marginalisation including children of refugees.

The project outputs are:

1. Building a clear understanding of the barriers that keep children of refugees from attending schools and completing their education.
2. Addressing these issues through joint and collaborative efforts between communities, parents, children and education authorities and accelerating the process with initial support of school projects and child led activities.
3. Building the capacity of the education departments to monitor school attendance.

The project targets 2608 children of refugees, which represent around 25% of the total student body of 15 schools in the target sites. The nature of the project design also encourages the participation of non-refugee children in project activities so that interactions between children promote greater inclusion of children of refugees in school and community life.

SC UK facilitates the establishment of community education committees and offers training for leadership, on objective oriented planning, fundraising and social networking. It supports the committees in negotiating/ networking with school and education authorities so that education policies and practices are reviewed to ensure equal access to school and individual development for ALL children. The project implementation pays particular attention to the situation of refugee girls as they are at a higher risk of dropping out of school and/or attending irregularly due to cultural gender related practices. Therefore, particular emphasis is given to raising awareness among parents and community members regarding four of the articles in the

Convention on the Rights of the Child as an entry point to increase the support for children's education:

1. Non-discrimination (Article 2)

"All rights apply to all children without exceptions. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights."

2. Best interest of the child (Article 3)

"All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or other charged with that responsibility, fail to do so."

3. The Child's opinion (Article 12)

"The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child."

4. Refugee Children (Article 22)

"You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave his/her country because it is not safe for him/her to live there".

SC UK works on seeking an agreement with each of the rayon or district education departments to assign one of their staff members to participate in project activities as a focal person. The focal person will be responsible for networking with school authorities, parents, community leaders and the private sector, coordinate data collection and maintain effective links with the Ministry of Education and the general public.

The partnership between government, non-government and community organisations and collaboration between different initiatives is essential to make sure that all children vulnerable to exclusion and marginalisation, including children of refugees, have access to quality education in their neighbourhood schools.

Roza Turgunaliyeva, Field officer, Save the Children UK in Kyrgyzstan. E-mail: roza@savechildren.kg

From EENET Global Issue 10: The EENET Interview

Ingrid Lewis

In February 2006, the Atlas Alliance (Norway) ran a four-day inclusive education workshop in Zanzibar, East Africa. Most of the 45 participants were from its member organisations and partners working in East and Southern Africa, Nepal and Palestine. The workshop helped participants to share experiences and learn from each other. Various participatory activities were used, including photo elicitation - the use of photos to stimulate reflection on our interpretations and experiences of inclusion. Blind participant Mr. Zefania Kalumuna was interviewed by EENET's Ingrid Lewis about the use of photo elicitation.

What do you think of the use of photos to stimulate discussions among sighted and blind workshop participants?

I think it is a very good approach. It is important to remember the role that visual images can and should play in the learning process of everyone, including blind people.

What methods did your group use to include you in these activities?

I found the best solution is to have at least two people describe the picture to me, so I can gather several interpretations about what is happening in the picture. This was the same when we did classroom observation during the school visits. It was best if two people described the class to me (one local person and one 'outsider').

Did everyone describe the photo in the same way?

No! One person focuses on one thing and someone else notices a different thing in the photo. Each person had a different idea about what barriers to inclusion the pictures showed. I could build up an idea in my mind about what they described, based on different opinions.

What happened when your group discussed and analysed the photos?

I was able to suggest interpretations based on the descriptions. Sometimes my interpretation of the barrier being depicted (and the possible causes/impacts) was the same as the sighted participants'; sometimes I suggested things they hadn't thought of.

What is your view on the benefits of this activity for yourself and sighted participants?

We both really benefited from the activity. It

was different for me to use this activity, but I was able to find out a lot about what was happening in the schools from the pictures. The sighted participants benefited because they had to look more closely at the picture than normal, which helped them analyse the situations of inclusion/exclusion that might exist in the picture.

Does this activity have a wider relevance to inclusive education?

Definitely! When blind children are learning to read at school they may have Braille books containing words, but sighted children have books with words and pictures. Especially in Grades 1 and 2, books are 75% pictures. This means the child with the Braille book is missing a lot. They may be together in the



Picture courtesy of IDP Norway

same class, but they are separated by different books.

What solution do you recommend?

I have worked with a project that transcribes children's books into Braille and there are several solutions I have learned about. Of course, sighted and blind children should be assisted to read together, so that the sighted child can describe the pictures to the blind child. They will both benefit from doing this. We can assist by ensuring that Braille books have both the Braille-page number and the printed-page number on every sheet of the book. This way blind and sighted children can easily know they are reading from the same page.

Another thing we do is to make an audio cassette that has sound effects relating to the pictures. For example, if the printed book has a picture of a lion, the cassette has a sound effect of a lion roaring, and the blind child can listen to this while the sighted child looks at and describes the picture. The sighted child obviously also learns more when they listen to such a cassette.

And even if we really can't afford Braille or cassettes, we should train teachers how to teach sighted and blind children about how to



Picture courtesy of IDP Norway

work together effectively from printed and picture books.

Mr. Kalumuna co-ordinates special needs education for visually impaired persons within the Ministry of Education and Vocational Training, Special Needs Education Unit. He is Chair of the Information Centre on Disabilities and the Tanzania Braille Audio Trust, and is Assistant Chief Editor of the Tanzania Writers Association.

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For further information about EENET Global Newsletters please visit their webpage:

www.eenet.org.uk

Assessing the Status of Education: A Collective Action with a Difference

Anupam Ahuja

Picture taken from Annual Status of Education Report (ASER) 2005



One look at the picture inserted in this write up could raise some questions. Why is the boy carrying the burden on his head? What is the volunteer assessing the child for? Why is the volunteer working with the child on the roadside? What are the thoughts of the schoolboy (with his back towards us)? Why did the photographer take the picture? Though some of the features stand out clearly such as the burden on the boy's head and the schoolbag on the other boys back, one wonders if we have answers to all these questions?

The fact is that the picture is a snapshot of a scene on a particular day in a district in Rajasthan a state in India in November 2005. Snapshots were taken by twenty thousand volunteers while carrying out an assessment of both the provisions and outcomes of elementary education in India. It looked at some basic indicators and has led to many unanswered questions.

The entire activity took less than 100 days and the young people involved experienced a oneness of India in its villages. The team travelled to the remote areas of hilly north and the northeast, the plains of Harayana, Punjab, and Uttar Pradesh. Everywhere they were greeted with great warmth in every home. They also ventured into the east, west and south and also into dangerous territories where there is no contact readily available. Social contacts came alive and helping the team on the ground were innumerable hospitable people: families of volunteers, bus drivers, telephone booth operators, college principals, printers, neighbours and friends. The act of assessing children brought people together, children showed curiosity and were willing to be assessed and mothers wanted to know "Can my child read"?

The survey consisted of three parts - household level interviews, assessing children's ability to read a simple paragraph and story, solve simple sums, and observe the school settings. This may seem to simplistic to many people in academia and to educationalists used to debating the fine points of learning and assessing. Yet discussions with people involved in the survey revealed that they felt that such an assessment helped to draw the attention of parents and community leaders to how children were learning and how the same could be improved.

The results have been published in the form of a report "Annual Assessment Education Report". It consists of mainly tables, charts, and graphs and a discussion on the methodology. There is a limited textual analysis and commentary, as it is believed that facts speak for themselves. The intention is to launch a periodical ASER discussion to further analyze the data. The ASER is resulting in forming a movement that takes the scientific methods of assessment and analysis to large numbers of ordinary people and demystifies them. The plan is to take the ASER results back to the districts and villages so that people

can think about what to do next. The people will it is hoped extend a helping hand to the various levels of government action and be partners in changing the situation.

The findings are quite interesting. The disturbing finding is that close to 14 million children are still out of school! The good news is that the gender gap in the percentage of out of school children has come down. The alarming findings relate to reading and writing. Close to 35% of children in the 7-14 age group could not read a simple paragraph (at grade 1 level) and almost 60% children could not read a simple story (grade 2 difficulty level). The situation with respect to mathematics is also quite alarming.

Despite so many years of back-to-back school programmes and bridge courses in some states the percentage of out of school children continues to be worrying. The situation for example in Andhra Pradesh is particularly alarming in the light of girl child labour in cottonseed farms and in cotton plucking. This state traverses a pre industrial agrarian situation with a highly modern information technology industry. The data generated by ASER needs far more rigorous analysis and this is planned for in the coming months.

The idea behind ASER was not to take a snapshot for display or to merely make a statement. It was more than that. The feeling was that India is our country, these are our children, and the snapshot is to inform ourselves, the people of India, so that we understand the situation first hand and act to change the picture.

The following lines capture the spirit involved:

*We
People of India
From different states and regions
Speaking different languages
Sat with our children
And looked within
Inside our homes
At our villages
And prepared the report
For ourselves
To build a better India*

The single most important contribution of ASER is that it is that an independent group got together with an interesting range of individuals and organisations to find out what is really happening to our children. Creating a space for independent (neither government sponsored nor donor driven) assessment of India's progress towards universal elementary education is invaluable. This effort could perhaps encourage groups across the country and beyond to initiate similar audit of education, child development, health and indeed many other dimensions of development.

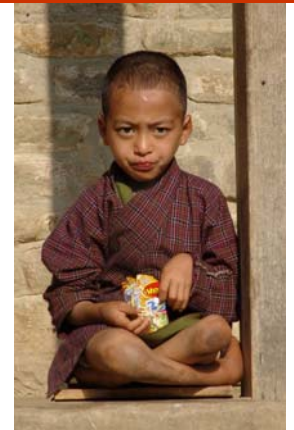
ASER is linked with constructive satyagraha to insist on the right of citizens to participate in the functioning of the Government. The belief is that good work has been done by governments and there is a lot of it which deserves to be applauded; yet we need to accelerate outcome oriented steps to improve the learning of all children in the country.

This write up has been adapted from the Provisional Annual Status of Education Report 2006, Pratham Resource Center, Mumbai, India. For more information contact: Pratham Resource Center; Ground Floor; YB Chavan Center; Gen. J. Bosale Marg; Nariman Point; Mumbai, India 400 021 or send an email to: aser@pratham.org



Enabling Primary Education in Rural Bhutan - A Visual

For further information please contact Els Heijnen [heijnen@druknet.bt] or Rinchen Dorji [dorji@...]



ual Journey

nchen04@yahoo.com] at the National Institute of Education [NIE], Paro, Bhutan

Pictures by Jannik Beyer



Is Poverty a Seedbed for Child Labour?

When cotton farmer Vidyadhar Rathod, 38 swallowed pesticide in Malvagad village near Mahagaon town (in India) on January 18, 2006, his 12-year-old son Raghav became a debtor by inheritance. Today months after his father committed suicide, Raghav toils from 6 am to 8 pm to herd the cattle of a big farmer for a paltry sum Rs. 20 (less than half a dollar) a day. Staring into space he says...“I have forgotten I used to go to school. It is not possible now and then after a short pause continues...I miss my friends in school and my teacher who always said I was a clever boy and am doing well in class. I know she loved me and cared for me as she smiled, patted my back and hugged me often. Now I have no time as I have to help my mother Rukmabai feed the family and look after my three younger siblings.”

All children have a right to education and leisure and other means that allow them to develop fully. Yet many children like Raghav have to begin work at a very young age to help their families. Some are forced to work to learn the trade of the family and are expected to continue it later. Millions of tender hands are engaged in work and pluck tea leaves, roll cigarette, polish gems, pick and open cotton pods, tie carpet knots, weave silk cloth, stitch buttons on finished garments, make slates etc. The list is long as young children perform a variety of jobs working in factories, on plantations, or in homes.

It is often the children of the poor and economically and socially disadvantaged who work as child labourers. Why are children being exploited and forced into labour? Is poverty the seedbed for child labour or is it simply because of a tolerance towards children being out of school? Many are of the view that the persistence of child labour very much depends on the demand for it. This demand for child labour is either from employers who want to make profits by employing cheap workers or from small employers or household enterprises that use child labour to survive in low productive activities.

Persistence of child labour also has to do with the assumption that some kinds of work activities are better performed by children than by adults. In addition to exploitative working conditions, children may be “selected” as better workers because of their small hands, assumed preciseness and improved quality of work performance. India has all along followed

a proactive policy in the matter of tackling the problem of child labour and always stood for constitutional, statutory and developmental measures that are required to eliminate child labour.

The Indian Constitution consciously incorporated relevant provisions to secure compulsory universal elementary education as well as labor protection for children and the policy on child labour has evolved over the years against this backdrop. The present regime of laws has a pragmatic foundation and is consistent with the international labour laws. However, due to cultural and economic factors, these goals remain difficult to meet. Child labour is both a rural and an urban phenomenon. Megacities in India and other parts of Asia are hiding high numbers of child workers in small-scale, informal industries and homes. This includes child domestic workers, who work in homes of other people, who are below the legal minimum working age and who are prevented from going to school. This is another form of exploitative child labour and many child domestic workers are found in cities. Most of them are full time residents in the employers’ households. They are on duty throughout the day and their movements are often restricted by their employers.

A large number of children work on the street selling goods to earn some money. As well as disguising the scale of the problem, the lack of visibility of child labour in factories and homes, increases the potential for exploitation and abuse. In India alone we have more child workers than the entire population of Belgium. The current legislation in India does not ban all

forms of child labour. For instance, the act does nothing to protect children who perform domestic or unreported labor, which is very common in India. In almost all Indian industries girls are unrecognized labourers because they are seen as helpers and not workers. Girls are therefore not protected by the law.

Taking cognizance of the issue, the Ministry of Labour recently issued a notification banning children below 14 years of age from working in residences and the hospitality sector. After agriculture, these are the areas where children are employed in large numbers, and it is hoped that prohibiting their employment in homes and at waiting tables, will address a large lacuna in the current laws against employing children. This is a welcome step yet far from adequate. Implicit in the above legislation is the view that certain types of employment are more hazardous than others. However, are ultimately not all forms of child labour hazardous? Documentation on specific types of labour done by children in different parts of India revealed the exploitative contracts and abysmal conditions of work.

Children work long hours (eg. 12-14 hours in the lock making industry), for one-tenth the salary of an adult (eg. for gem polishing) and in dangerous work environment close to hot furnaces in the glass factories. Literacy is often low and they suffer ailments at an early age. Their life expectancy is likely to be low.

There are many gaps in the existing legislation as it excludes several dangerous processes. For example it prohibits the child to work in a sawmill but not in a carpenters workshop.

Working with agriculture machinery is prohibited but field labour using a sickle is permitted. All working children are exposed to a variety of hazards only arising from the work environment, the exploitative conditions of work, and the intrinsic vulnerability of children. It is commonly argued that child labour cannot be stopped and may even be harmful to end till such time as poverty is reduced and therefore the main policy thrust should be towards eradication of poverty. Experiences from some developed and newly industrialized nations reveal that the achievement of universal education and the abolition of child labour was not dependent on the level of per capita income or the level of industrialization or the socio economic status of families.

Experience in Kerela (a state in India) also indicates that near universal schooling and a very low incidence of child labour can be achieved at relatively low level of per capita income. Thus rather than income growth preceding a reduction in child labour the chronology was in fact that the spread of mass education and accompanying reduction in child labour preceded economic growth and can be viewed as a precondition for economic development. The abolition of child labour does not have to wait for the ending of poverty.

It is time to end all forms of child labour. The battle has to be won with a change in existing social norms, values and attitudes, proper legislation and its implementation.

Adapted from an article by Swaminathan.S, "Time to Ban all Forms of Child Labor." in *The Hindu*, 10th October 2006

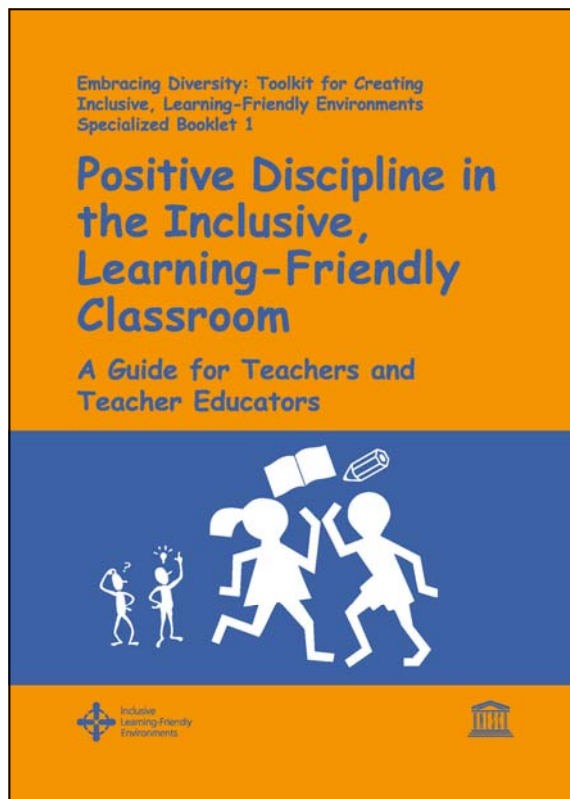
EENET-Asia would like to hear your views.

- Do you agree with the author?
- Is child labour a problem?
- Should all child labour be banned?
- What do children have to say themselves on this issue?
- Can child labour and quality education be combined?
- Do you have suggestions to better promote, protect and implement these children's right to education without endangering their other basic rights, such as for example the right to nutrition, survival, shelter, etc?

We will report back, including your views, in the next issue of EENET-Asia. Please include your name and country when responding.

Embracing Diversity - Toolkit on Creating Inclusive, Learning-Friendly Environments [ILFE]: Two New Booklets

Ochirkhuyag Gankhuyag and Johan Lindeberg



Positive Child Discipline in the Inclusive, Learning-Friendly Classroom

Discipline in the classroom is a topic of great interest in schools throughout the world. For many children corporal punishment is a regular part of the school experience. Corporal punishment is a common practice in many countries - only 15 out of the more than 190 countries in the world have banned corporal punishment. In the remaining countries, parents and other caregivers, including teachers, retain the "right" to hit and humiliate children.

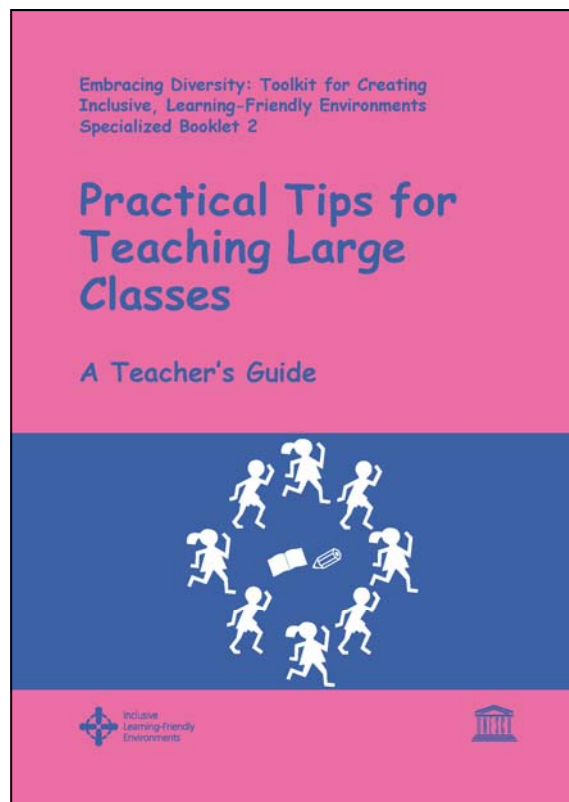
The lack of skills to handle disciplinary problems in schools, leads many teachers to physically or verbally abuse their students.

This booklet gives some ideas on how headmasters, teachers and other care givers can use positive discipline techniques to create a learning friendly environment in their schools.

Practical Tips for Teaching Large Classes

Many teachers in Asia and the Pacific work in primary schools with large classes and overcrowded classrooms. Large classes are often seen as one of the main obstacles to quality education. On one hand, research findings point to the disadvantages of large classes and advocate small classes as a factor to achieve quality education for all. On the other hand, large classes are a reality in many of our schools.

There are many books that will tell us WHAT we should do to offer our students quality education in an inclusive and child friendly environment. However, few books that will tell us HOW to go about it. This booklet is specifically designed to help teachers by giving practical tips about how to start overcoming the challenges of teaching large classes. It draws on experiences of teachers who have had to learn to teach such classes creatively and enjoyably. The key idea in this Booklet is how to make learning more meaningful for both children and teachers.



For further information please visit www.unescobkk.org/ie or contact Johan Lindeberg [j.lindeberg@unescobkk.org] or Ochirkhuyag Gankhuyag [o.gankhuyag@unescobkk.org]

Nine Mile Registered Non-Government Primary School

Shahriar Islam

Pictures courtesy of Save the Children in Bangladesh



Due to the commitment of the head teacher, the other teachers also take their job seriously. They feel that it is important for parents to be involved in the school. Teachers at the school like Mr. Thandar, regularly take the time to talk to parents and explain the importance and value of education. When a

Mr. Thandar Kishore Tripura is the head teacher at Nine Mile Registered Non-government Primary School in Dighinala Upazila of Khagrachari District in the Chittagong Hills Tracts of Bangladesh. Most of the people in this area are from indigenous minority ethnic groups which have languages and cultures different from the dominant Bengali population.

Nine Mile Registered Non-government Primary School is a small school with approximately 100 children in grades 1 to 5. All of the children are from the Tripura indigenous group. Tripura is their mother tongue and the language of communication in their communities. The exception is in the school where Bangla is the language of instruction. Mr. Thandar explained that all children when they enter grade 1 do not speak or understand Bangla and admits that this is a problem for them. Not understanding what is being taught contributes to a high drop out and poor attendance in most schools in the Chittagong Hill Tracts.

Teachers in Nine Mile Registered Non-government Primary School are trying to make education more child-friendly, especially in the lower grades of primary. Though teachers feel obligated to use Bangla in the classroom since it is the official language, they do use the children's mother tongue to explain ideas or instructions. The children's mother tongue is not recognised officially for use in government schools.

child does not come to school without a reason, a teacher or Mr. Thandar will visit the home of the child and discuss the reason the child is not at school.

The national curriculum does not reflect their language, culture or way of life. During Jhum cultivation [slash and burn cultivation] most parents take their children to the Jhum field rather than leave them alone in the village to attend school. But the school calendar does not recognise this yearly event. For example this year when parents and children return from cultivation the school is closed for Ramadan. To address this, the teachers are working together to form a policy or system for a more flexible school calendar for areas with indigenous people.

Zabarang Kalyan Samity a local indigenous NGO has begun working with the school to improve the quality of education. In partnership with the local communities and the school, Zabarang will support mother tongue education with a transition into Bangla within a child-friendly learning environment. They will also support advocacy for a flexible school calendar and localised curriculum.

From an interview with Mr. Thandar Kishore Tripura, Head Teacher of Nine Mile Registered Non-government Primary School, Khagrachari by Mr. Shahriar Islam, Save the Children UK

Education Sector Response to HIV and AIDS in Indonesia

More than four million Indonesian children between the age 6 and 15 are out of school. Some children never enrol while others drop out or are expelled from schools because of violence, drug abuse, pregnancy or their HIV status. Where does the education system fail? How can it better respond to the realities and challenges facing children young people today?

Picture courtesy of IDP Norway



How Does the Education System Fail?

It failed me when my school chose to keep their reputation and hands clean, and ask my mother to take me to go to school somewhere else when they found out that I was using drugs.

It failed one of my friends when her school decided that keeping a pregnant student in the school is a very bad thing and kicked her out of school without any follow-up.

It failed my neighbour and one of my best friends when he decided that he was an agnostic. He was open about it, because he thought that a man should be free and that freedom included the freedom to choose ones faith. The school wouldn't tolerate his stance and decided that he had to leave school even if he was one of the brightest students in his class.

I was lucky, after they kicked me out from one school, another school accepted me or at least they allowed me to go to school there. I continued school for a couple of years and managed to finish my junior high school before I became a chronic drug addict. You may ask: What is the point of your article if being accepted by another school didn't prevent you from becoming a drug addict? But, what would have happened if I had been able to stray in my first school? Not being rejected? Not sent to another school? What would have happened if I had received drug counselling? In high school, I could no longer control my drug consumption and my life became terribly chaotic. I dropped out during the first year of high school and went to a rehabilitation centre. After a six month programme, I relapsed, then, I joined another programme, relapsed again, and so on.

I finally managed to stay clean four years ago. Now, I work at the United Nations as a Civil Society Liaison Assistant with UNAIDS. Five years ago, when I realised I needed to change and start a new life, I believed that if I really wanted to change, I could do it. I believed that after I learned to manage my life, I could get a job, earn some money to support my self. But I never dreamed that I could support a family, but now I have a good job and a family of my own.

Because of the education I have, even though it is not on a very high level I have hope for the future now - I just received my high school diploma a few weeks ago through an out-of-school education programme. I dare to dream now, because I speak some English, I now how to operate computers, and I have other skills that life and school has taught me. Most people are not as lucky as I have been. The community as well as the family of my friend and neighbour, who was an agnostic, tried to force him to give up what he believed in - freedom of choice and freedom of religion. However, he remained faithful to his conviction. He was therefore never accepted

into any high school and was left without an education. What a terrible consequence for a young man who was once the brightest student in the school. His life was ruined because he remained true to his conviction, which had nothing to do with his abilities and performance in mathematics, science, language or any other subject matters.

No school wanted to accept my friend who was pregnant. She overdosed on drugs at the age of 19. As a result a young boy now has to grow up without a mother. I always wonder: How will the school and education system treat him? Will he become one of “us”? Will he become one of those children that the school will give up on? Because the education system failed us when they gave up on us...

Rico Gustav

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Picture courtesy of IDP Norway

How can we prevent children and young people from being abandoned by the education system? How can teachers be equipped and empowered to assist their students in the transition from child to adulthood, exploring life and testing

boundaries without experimenting with drugs and without becoming infected with HIV or any other sexually transmitted infection? The Curriculum Centre under the Indonesian Ministry of National Education has attempted to respond to some of the challenges described by Rico Gustav above. Through their initiative local education authorities, headmasters and teachers will in future be better prepared to address the challenges facing children and young people in our communities in a constructive way.

Integration of HIV and AIDS into the Curriculum on District Education Unit and School Level

The new national Curriculum [KTSP] is designed to be adjusted and implemented on district education unit and school level. A key principle of the Curriculum is that it should be student or child centred - focusing on the individual potential, abilities, needs and situation of the students - ensuring their well being. The inclusive and child friendly approach makes the integration of HIV prevention and AIDS response in different subject matters more effective.

Including facts, concepts, problems and other relevant issues facing students, schools and communities in connection with HIV and AIDS into the new Curriculum is part of a wider national strategy to reduce the risks of HIV infections among students in schools.

The implementation of a comprehensive education programme on HIV prevention and AIDS responses is based on Decrees No: 9/ U/ 1997 and No: 303/ U/ 1997 issued by the Minister of Education.

Education Sector Response to HIV and AIDS in Indonesia

continued...

How to Integrate Issues Related to HIV and AIDS into the Curriculum?

1. Search for facts, concepts and other information on AIDS, HIV and other sexually transmitted infections [STI] especially focusing on:
 - The connection between drugs and other forms of substance abuse with HIV and AIDS.
 - The impact of drug abuse and HIV and AIDS on the life of the children and young people who are infected or affected.
2. Select the content related to drugs, HIV prevention and AIDS response that can be integrated into regular lessons in different subject matters.
3. Set the objective of teaching according to the target for each subject matter without reducing the content and message on HIV prevention and AIDS response.
4. Adjust the content to the abilities, age and maturity of the students.
5. Develop interesting teaching and learning activities without reducing the target for the subject matter as well as content and message on HIV prevention and AIDS response.

Series of workshops for teachers have been held in East Nusa Tenggara and Jakarta which are two of the provinces with the highest prevalence of HIV infections in Indonesia.

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Ideally issues related to HIV prevention and AIDS response should be part of all pre- and in-service teacher education programmes. UNESCO is therefore currently revising their 'Teacher Education and Training Manual - Reducing HIV/AIDS Vulnerability Among Students in the School Setting'. The revised

version of the Manual will be tested out in the Master's Degree Programme in Inclusion and Special Needs Education at the Indonesian University of Education [UPI] in Bandung in West Java already in December. The manual will later be piloted in universities in Indonesia and possibly in Malaysia.

In June, UNESCO, IDP Norway, Plan International, Save the Children UK and Braillo Norway launched a pilot version of a 'Compendium on Agreements, Laws and Regulations Guaranteeing All Children Equal Right to Quality Education in an Inclusive Setting' as a part of their Education Sector Response to HIV and AIDS within the framework of Inclusive Education. A final version of the 'Compendium' is currently being developed in co-operation with the Ministry of National Education, Ministry of Justice, the National AIDS Commission and UNAIDS - This will be published in time for the World AIDS Day on 1st December.

A successful Education Sector Response to HIV and AIDS will depend on all key stakeholders co-ordinating their efforts. With the initiatives from the Ministry of National Education, the National AIDS Commission, UNESCO, UNAIDS, IDP Norway, Plan International, Save the Children UK, Braillo Norway and a host of local organisations of persons infected or affected by HIV and AIDS, Indonesia has certainly made huge steps in the right direction.



Enabling Education for Internally Displaced Children: Sri Lanka

They do not yearn for toys or even three square meals. They only wish for books, teachers and lessons. “We may lose another year” 17 year old Brintha says, now struggling to attend school in Kalmunai after having been displaced from Muttur due to the recent violence. She is adamant to somehow sit for the O/L exams even though books, pens, uniforms and teachers are hard to come by.

Brintha was in Colombo recently to push the cause of education for all children especially those affected by the on-going armed conflict. Many children and youngsters like Brintha live in trying circumstances in the north and east of the country. A group of them were in Colombo to launch “Rewrite the future”, a global initiative by Save the Children to ensure quality education for children affected by war worldwide, while closely cooperating with the Ministry of Education and the provincial and zonal departments.

- 300.000 of them are internally displaced.
- Despite being a middle-income country where education is free, Sri Lanka’s expenditure on education as a proportion of the GDP at 2.9% in 2002, was one of the lowest in South Asia. However, the country spent 5% of its GDP on defence.

The story of Kalayarasi, 13, now living in a welfare camp in Trincomalee, speaks for itself. She has been displaced 4 times, moving from Kilivetti to Muttur back and forth 3 times due to shelling and firing since 1996. “I heard that my English teacher got killed recently. A building in my school was also damaged during the war,” Kalayarasi says, adding that her ambition in life is to become a dance teacher.

These are the hopes of the children and youth caught up in a conflict not of their making. Realities though are different: children dropping out of school, lack of access to schools, insecure school environments and lack of teachers and material resources are some of the issues children face.

Stressing that donors have done very little to address the education of these children and only 2% of global humanitarian aid, which constitutes a large part of the aid given to countries in chronic conflict, is channelled to education, Save the Children has urged:

- The international community to do more to fill the funding gap by providing an extra US\$ 5.8 billion in aid for education in conflict affected fragile states.
- Make education a part of the humanitarian response in every emergency.
- All national governments to ensure that government forces and armed militia who are violent towards teachers and students are prosecuted.

Adapted from: *Sunday Times (Sri Lanka)*, 24th September 2006.



Picture taken by Michael Keller

In Sri Lanka, Save the Children advocates for equity in resource allocation, access and security in schools to rewrite the future for children affected by more than two decades of war.

Some of the facts:

- An estimated 900.000 Sri Lankan children live in conflict-affected areas.

Events

12th ICEVI World Conference 16th-21st July, Kuala Lumpur, Malaysia

Kicki Nordström



The 12th ICEVI World Conference was the biggest ever with more than 1200 participants. The conference was well planned with material in Braille for all who needed it. The program was extensive with interesting topics and good speakers. A new board of directors was elected while Larry Campbell was re-elected as president.

Strategies for a change

37 million people in the world are currently defined as blind. 4 million of these will never have a chance to attend school. That is the reason for the global campaign “Strategies for a change”. The objective is to ensure that all children with visual impairment will have access to quality education by 2015.

“We need research, statistics, facts and information, so that we can open the locked doors to the schools for blind and visually impaired children” said Larry Campbell. ICEVI’s strategy is a combination of targeted advocacy, visual assessment and education programmes - More resources are needed to implement policies and create public awareness and change attitudes.

Legislation

Paul Ennals, UK stated that both legislation and policies are extensive in some countries but there is gap between theory and implementation. Even if the legislation is

appropriate, educational quality is sometimes poor not of the same quality for all children.

Young blind children need highly qualified teachers. Policies and practices must be adapted to this so that the educational needs of blind children’s will be acknowledged and catered for. Most blind children do relatively well in mainstream schools but some fail. This is in particular true for blind children with additional disabilities. Resources are needed, such as improved teachers training and education but also rehabilitation services and training in Activities of Daily Living [ADL].

The diversity of learning

Schools must change to meet the diverse needs of all children. Charlotte McClain Nhlapo, South Africa stated that “Inclusive education makes social, educational and financial sense. It is essential that diversity is recognised”. She continued; “Inclusive education is about participation and democracy. All children can learn and should go to school. We must reach out to the 10% of the children who are out of school due to their disability”.

Education for all children, with special focus on educational opportunities for children with visual impairment was the goal of the Conference. Regional Education for All [EFA] initiatives for East Asia were presented by Terje Watterdal, Alisher Umarov, Karin van Dijk and Shahid Ahmed Memon and their IDP, UNESCO and EENET Asia networks on Monday afternoon. These initiatives are proof that programmes in one country and region can stimulate and inspire to activities in other regions.

Physical activities, art, geography and mathematics are often the most difficult subjects for blind children. Lack of support,

appropriate programmes, equipment and service, create barriers for children with disabilities attending schools. There are, however many examples of good projects. In order to reach the ICEVI goal by 2015 good examples must be publicised and scaled up. One such project is the private initiative Braille without borders which aims at strengthening the status of Braille.

Stigma and Prejudices

Many blind children have good social skills which is an important factor to be part of the society. In some cases, however, the school environment create barriers for inclusion and participation, the teacher's attitudes affect the status of blind children. A report from Tomtebodas School in Sweden reveals that 70% of children with visual impairment have very low status among the other pupils in school. One reason for this is the teacher's low estimation of children with visual impairment which in turn affects the children's status among their peers. Some teachers may acknowledge the children's skills but do not attempt to raise the children's status in the classroom. Many blind children often feel sad and show signs of depression due to their low self-esteem.

Abuse and violence

Low self-esteem makes children more vulnerable to violence and abuse. 20% of children in general in Europe, according to new studies, have experienced violence or abuse before the age of 18. Studies also find that almost all abuse and violence are committed by men. These figures are probably just the top of an ice berg as the subject is treated with secrecy and the children often do not know what is normal or not.

Teachers, social workers and others who deal with children must be trained to know how to detect if children are victims of violence or other abuse.

Children with disabilities are more vulnerable and more a risk for abuse. Many children

discover that they have been exposed to abuse when they start talking to other children. This often results in trauma for the child and it is therefore necessary that teachers become aware signs in the child's behaviour of possible abuse.

The consequences of sexual violence and abuse will affect the child for life. Children need to learn about their body and its' function. They need confidence and self esteem and most importantly children must be taught not to accept unwanted intimacy. The child needs to learn to say NO.

Lucia Piccione, Argentina informed the conference that Christian Blind Mission [CBM] has established an advisory board on violence of children with special needs in Argentine.

Wide range of training

Steve McCall, UK from Sight Savers International [SSI] and Vice President of ICEVI said that the next challenge for ICEVI is to prepare a whole range of professionals, not "just" teachers! The campaign, Strategy for Change must get a jump-start if the goal to open the school doors for children with visual impairment before 2015 is to be realised.

Education and training persons with visual impairment must be adjusted to the needs in the labour market. The education and training should also include subjects such as Activities of Daily Living [ADL], social skills, sexual and reproductive health, etc.

There was an extensive report on the campaign Strategy for Change. All material including an executive summary of the campaign will be posted on the ICEVI website.

Kicki Nordström is the Immediate Past President of the World Blind Union [WBU]. She can be contacted via email: kino@iris.se. Postal Address: SRF Iris AB; S-122 88 Enskede; Sweden

Human Rights Institutions in Asia-Pacific Call for Realisation of EFA

31st July to 3rd August 2006, Suva, Fiji

National Human Rights Institutions (NHRIs) in Asia-Pacific have called on governments to maximize the allocation of resources to ensure the realization of the right to education. NHRIs will also assist governments in the region in a review of progress towards the attainment of the Education for All (EFA) goals.

Representatives of NHRIs gathered for the annual Asia Pacific Forum of National Human Rights Institutions (APF) from 31st July to 3rd August 2006, in Suva, Fiji. The forum is one of the largest human rights events in Asia Pacific and was hosted by the Fiji Human Rights Commission.

The APF is a non-profit organization that gives national human rights institutions the opportunity to share and learn from each other's experience, contribute to the promotion of human rights in the region, and function as the regional coordination focal point between the institutions.

During the Fiji meeting, the Advisory Council of Jurists (ACJ), which advises the APF Forum Council on the interpretation and application of international human rights standards, made a set of 19 recommendations to the NHRIs (which refers to members of the APF only) in relation to the protection and promotion of the right to education. Based on the interim report prepared by the ACJ, the recommendations include:

- NHRIs should assist their governments in defining, promoting, providing and monitoring the right to education. In accordance with international standards, primary education should be compulsory and available free to all. Secondary and vocational or technical training should be generally available and accessible to all
- NHRIs should ensure that their govern-

ments acknowledge that education is a right that is vital to both individual development and economic growth. To this end, NHRIs must encourage governments to allocate the maximum available resources to ensure the realization of the objectives of the right to education

- NHRIs should ensure that national EFA plans and other education sector strategies are devised, monitored and implemented in accordance with a rights-based approach
- NHRIs should assist their governments in the review of progress towards the EFA goals of 2015 by ensuring that rights based indicators, recently developed by UNESCO and UNICEF are utilised in the review.

Sheldon Shaeffer, Director of the UNESCO Asia and Pacific Regional Bureau for Education in Bangkok also spoke during the meeting, highlighting the major challenges the region is facing in achieving EFA by 2015. He also clarified the link between the right to education, rights in education and rights through education, and discussed the core principles of creating a right-based education system.

He also talked about quality education, and UNESCO and human rights education strategies. UNESCO and APF had earlier signed a memorandum of understanding to jointly promote universal respect for human rights and fundamental freedoms, support the Plan of Action of the World Programme for Human Rights Education, and recognize the financial and technical assistance needs of human rights institutions, among others.

Download Sheldon Shaeffer's presentation during the meeting. Visit our website for more information about UNESCO Bangkok and human rights education (www.unescobkk.org/ehr) or e-mail j.lindeberg@unescobkk.org. To know more about APF, visit their website (www.asiapacificforum.net)

National Conference on Inclusion and Special Needs Education

31st August to 2nd September 2006, Islamabad, Pakistan

The Pakistan Disabled Foundation [PDF] with support from the private sector as well as IDP Norway and EENET Asia organised a three day conference to raise awareness among members of different disabled person's organisation [DPO] about inclusion and the need for reform within the special education system to reach the goal of quality Education for All in an inclusive setting by 2015.

HE Mr. Shaukat Aziz, Prime Minister of the Islamic Republic of Pakistan addressed the conference in a facsimile message: *"Pakistan ... should adopt a shift from exclusive system of education to that of inclusive education for the children with disabilities and ensure the provision of quality services to all segments of age groups for persons with disabilities, through expansion and strengthening of service delivery infrastructure."*

In his opening speech HE Mr. Sardar Ateeq Khan, Prime Minister of Azad Jammu and Kashmir [AJK] promised to support the implementation of inclusion in schools throughout the Pakistan administered part of Jammu and Kashmir under guidance of UNESCO, UNICEF and IDP Norway.

The Symposium Issue of EENET Asia Newsletter with the Recommendations from the International Symposium on Inclusion and the Removal of Barriers to Learning, Participation and Development and the Compendium on a rights-based approach to education [from Indonesia] was distributed to the 150 participants. UNICEF presented the Urdu translation of 'Embracing Diversity - Toolkit for Creating Inclusive, Learning-Friendly Environments' during the EENET Open Meeting.

Questionnaires based on the EENET "Food for Thought" on labelling and stigmatisation were translated to Urdu and distributed among the participants. One of the participants replied: *"I have been a victim of discrimination through stereotyping. Because I am a blind many people have a bad impression of me - I lost my sight in an accident,"*

Towards the end of the Conference the participants formulated 33 recommendations for the Government of Pakistan to strengthen the efforts Towards Education for All in an Inclusive Setting.

Selected Recommendation from the Conferences

1. Education of all children, both with or without disabilities should be the responsibilities of the Ministry of Education.
2. All schools through out Pakistan should become more inclusive and child friendly.
3. All children, both with or without disabilities, should have equal access to quality education in an inclusive setting, learning together in the same school and in the same class room.
4. School should focus in equal measure on children, social, emotional, physical and academic development.
5. All school should be made physically, financially and socially and academically accessible for children with diverse back ground, need, abilities and disabilities.
6. All children should have equal access to book and reading material a medium that is suitable to their individual needs either in print, adjusted print or in Braille.
7. All children experiencing barriers to learning should have access to individual support services in order to fulfil their rights and obligations as citizen of Pakistan.
8. Curricula, assessments, testing and exams for children should be flexible to inspire rather than to create barrier to learning, development and participation.
9. All teachers in regular and special teacher education programmes should be prepared to teach children with diverse needs, abilities and disabilities in inclusive community schools.
10. All government, non government and international donors finance programme should be coordinated in order to support the goal of equality of education for all by 2015.

For further information visit www.idp-europe.org.

Workshop on Inclusive and Child Friendly Education in Musi Banyuasin

18th-19th September 2006

Musi Banyuasin is a rural district a few hours drive northwest of Palembang, the provincial capital of South Sumatra in Indonesia. The district has never been invited to participate in any of the many government and non-government programmes on inclusive and child friendly education. However when Mr. Ade Karyana, Head of the District Education Office participated in the 'International Symposium on Inclusion and the Removal of Barriers to Learning, Participation and Development' in Bukittinggi in September 2005 he realised that inclusive and child friendly education could offer some solutions to the many challenges facing the district education authorities.

Musi Banyuasin is an ambitious district. Four years ago when Mr. Alex Nurdin took over as Mayor it was one of the least developed districts in the province, now all the children in the District have access to free education from primary to upper secondary school. In addition to the improvement of access to education services, the district authorities, with active support from Mr. Zulgani Pakuali, the Head of the District Parliament, have launched free health services for all its citizens. Last year Musi Banyuasin received national recognition for good governance and was considered one of the three best governed districts in Indonesia.

The authorities realised that improving access was not sufficient - the quality of education also had to be improved. In addition to working with the Sampoerna Foundation and their SQIP [School Quality Improvement Programme] for the improvement of their upper secondary schools they invited the West Java Preparation Team for Inclusive Education and IDP Norway to launch inclusive and child friendly education in their primary and lower secondary schools. In September more than two hundred headmasters and teachers from schools in all the sub-districts in Musi Banyuasin participated in the first in a series of workshops on inclusive and child friendly education.



Picture courtesy of IDP Norway

'Embracing Diversity - UNESCO Toolkit for Creating Inclusive, Learning-Friendly Environments' and the 'Compendium on Agreements, Laws and Regulations Guaranteeing All Children Equal Right to Quality Education in an Inclusive Setting' was used as resource material. Education, inclusion and child-rights specialists from the Indonesian University of Education [UPI] in Bandung, the West Java Preparation Team for Inclusive Education and IDP Norway were responsible for the workshop while the Education Authorities in Musi Banyuasin funded the event through their own local budgets.

It will truly be interesting to follow the development in Musi Banyuasin in the years to come. Their first steps Towards Inclusion have truly been impressive.

National Seminar on Inclusive and Child Friendly Schools

25th-27th September 2006, Beijing, China

Based on the results of the pilot project on Child Friendly Schools implemented between 2001-2005, the seminar aimed at developing an action plan for drafting national standards on Child Friendly Schools. In this context, the Seminar deliberated on: 1) the key dimensions of inclusive and child friendly schools and their rights-based rationale 2) the Chinese experience on inclusive and child friendly schools 3) the wider Chinese context supporting the framework of inclusive and child friendly schools and 4) a plan of action for developing national standards.

Vice-Minister of Education, Mme. Chen Xiaoya in her opening remarks at the Seminar noted that the overall objective of Ministry of Education-UNICEF cooperation on child friendly schools is to

- include all children into schools,
- encourage children to participate, learn and express,
- respect differences and diversity,
- treat each other equally and
- eliminate sexual discrimination.

The most important of all is to provide all children with quality education to ensure that every child develops according to his or her age. This is in line with China's latest curriculum reform in basic education as well as a wish of promoting a more holistic approach to building a human-oriented and harmonious society.

Key speakers of the seminar were: Yang Jin, Deputy Director General (DDG) of Basic Education Department; Du Yue, DDG of the UNESCO National Commission; Zheng Zengyi, DDG of the Basic Education Department; Cream Wright, Global Chief of Education, UNICEF New York; Sheldon Shaeffer, Director of Asia-Pacific Education Bureau of UNESCO Bangkok; Anjana Mangalagiri, Chief of Education, UNICEF China; Johan Lindeberg, Programme Officer, UNESCO Bangkok.

About 80 participants attended the Seminar including administrators, educational experts, researchers and university lectures as well as school teachers.

National and provincial representatives presented the salient achievements and highlights of best practices of the Ministry of Education-UNICEF pilot project on Child Friendly Schools. The focus was on experiences related to teacher quality improvement, school-based research by teachers, children's participation, tackling gender issues and learner assessment. Results from a study on the existing status of Child Friendly Schools conducted by the China National Centre for Educational Research highlighted the salient features of the policy that formed a strong basis for Child Friendly School standards development. Through group discussions, participants highlighted the need for developing Chinese dimensions of inclusive and Child Friendly Schools. The need for designing inputs as a means to achieving impact on children rather than an end in itself was emphasized by experts.

The Seminar reached a consensus on the next steps in the development of national standards on Child Friendly Schools in China, which included:

1. strengthening advocacy on inclusive and Child Friendly Schools,
2. consolidating strong technical teams to support the development and implementation of national standards at national and local levels,
3. identifying gaps between existing policies and field practices through field study and policy review, and
4. establishing a broader partnership and network at international, national and local levels.

Announcements

Regional Workshop on Inclusive Education and Child-Friendly Schools **21st-23rd November 2006 New Delhi, India**

UNESCO Bangkok in co-operation with UNESCO Delhi, UNICEF and Save the Children will organise a Regional Workshop for South-Asia on Inclusive Education and Child-Friendly-Schools from 21st until 23rd November 2006.

The purpose of the workshop is to share experiences of inclusive and child-friendly education practices in South Asia and to develop recommendations on how to further promote more rights-based approaches to education in the region within the framework of Education for All. The specific objectives are:

- 1) To discuss the potential of inclusive- and child friendly approaches as a means to improve the overall quality of education and improve education systems to ensure inclusion for all.
- 2) To demonstrate and promote inclusive, rights-based and child-friendly approaches to formal and non-formal education.
- 3) To develop recommendations of how to promote inclusiveness with particular emphasis on the implementation of

Education for All national plans of action (NPAs) building on recent regional and national initiatives.

- 4) To create a regional action plan linked to SAARC for continued networking, cooperation and inclusive child friendly education policy development.
- 5) To discuss and promote inclusion and Child Friendly School approaches to education in emergency situations.

The participants of the workshop will include: Parents; Teachers and teacher educators; selected practitioners; EFA Coordinators; Senior policy-makers from Ministries of Education; International experts and academic researchers and Representatives of international organisations, NGOs and donor agencies.

See www.unescobkk.org/ie or contact Johan Lindeberg (j.lindeberg@unescobkk.org) or Kjetil Bergsvag (k.bergsvag@unescobkk.org)



The 10th APEID International Conference: Learning Together for Tomorrow Education for Sustainable Development

6th-8th December 2006, Bangkok, Thailand

The Asia-Pacific Programme of Educational Innovation for Development (APEID) will convene the 10th APEID International Conference "Learning Together for Tomorrow: Education for Sustainable Development" in Bangkok, Thailand, from 6th to 8th December 2006. This conference is to promote the United Nations Decade of Education for Sustainable Development (DESD), 2005-2014. UNESCO is the lead agency for DESD in the Asia-Pacific Region.

The 2006 APEID International Conference aims to bring together members from the APEID network as well as ESD educational practitioners to share research findings, innovative practices, experiences and lessons learned in the area of ESD. The key objectives of this conference are to: strengthen co-ordination and collaboration among APEID network members, raise awareness and understanding of ESD, and serve as a catalyst for the creation of ESD action plans. It is hoped that the conference will serve as a change mechanism for the new era of APEID and ESD.

Education for Sustainable Development

One of the objectives of the Conference is to enhance understanding of the role of education in addressing sustainability in the Asia-Pacific region.

The concept of Education for Sustainable Development (ESD) is complex. It can mean different things to different people depending on their perceptions, and may lead to varying visions of sustainability and priorities. Inherent within the concept of ESD is its relevance to local context, condition and culture.

As a lead-up to the Conference, we wish to share some thoughts from ESD experts with you each month. We hope they will stimulate your own thinking and participation at the Conference.

EENET Global and EENET Asia

EENET Global and EENET Asia will be represented with a stand at the Conference to promote inclusive and child-friendly education. At the Conference EENET will promote "... the recent development of EENET Asia as a regional network and the way it supports regional developments in inclusive and child friendly education, particularly through the publication of an Asia focused inclusive education newsletter and EENET Open Meetings and discussion forums attached to regional and national education conferences. We will also provide examples of how an action research approach can enable stakeholders in inclusive education to document and share their experiences in a range of formats"

For information, to send articles, to join the EENET Asia online discussion groups please contact us on:

asia@eenet.org.uk

Useful Publications

HIV and AIDS

2006 Report on the Global AIDS Epidemic: A UNAIDS 10th Anniversary Special Edition. Geneva: UNAIDS. http://www.unaids.org/en/HIV_data/2006GlobalReport/default.asp

Listen, Secrets!, Issues and Research by Children Affected by HIV/AIDS in Xinjiang and Yunnan, China. Beijing: Save the Children. http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/4016_listensecrets.pdf

AIDS in South Asia. Washington: The World Bank. http://siteresources.worldbank.org/SOUTHASIAEXT/Resources/Publications/448813-1155152122224/southasia_aids.pdf

Girls' Education

Getting Girls Out of Work and into School: Policy Brief. Bangkok: UNESCO Bangkok. <http://www2.unescobkk.org/elib/publications/089/girls.pdf>

Reaching the Girls in South Asia: Differentiated Needs and Responses in Emergencies. Kathmandu: UNICEF ROSA, UNGEI. http://www.ungei.org/resources/files/unicef_Reachinggirlsinsouthasia.pdf

Educating Girls in South Asia: Promising Approaches. Kathmandu: UNICEF ROSA, UNGEI. http://www.ungei.org/resources/files/unicefrosa_educatinggirlsinsouthasia.pdf

Wining People's Will for Girl Child Education: Community Mobilization for Gender Equality in Basic Education. Kathmandu: UNESCO. <http://www.ungei.org/resources/files/142944e.pdf>

EFA

EFA Mid-Decade Assessment Meeting Report. Bangkok: UNESCO. http://www.unescobkk.org/fileadmin/user_upload/efa/documents/Final_Meeting_Report.PDF

Education For All Global Monitoring Report 2006 - Literacy for Life. Paris: UNESCO. <http://www.efareport.unesco.org>

Education For All Global Monitoring Report 2007 - Strong Foundations. Paris: UNESCO. <http://www.efareport.unesco.org>

Child Labour

The End of Child Labour: Within Reach. Geneva: ILO. http://www.ungei.org/resources/index_763.html

Global Child Labour Trends 2000-2004. Geneva: ILO. http://www.ilo.org/iloroot/docstore/ipecc/prod/eng/2006_Global_CL_Trends_En.pdf

Always on Call - Abuse and Exploitation of Child Domestic Workers in Indonesia. New York: Human Rights Watch. <http://hrw.org/reports/2005/indonesia0605/indonesia0605.pdf>

Right to Education

Compendium: Agreements, Laws and Regulations Guaranteeing All Children Equal Right to Quality Education in an Inclusive Setting. Jakarta: UNESCO, Plan, IDP Norway. <http://www.idp-europe.org/indonesia/compendium/>

Failing Our Children: Barriers to the Right to Education. New York: Human Rights Watch. http://www.ungei.org/resources/files/hrw_education0905.pdf

Child Protection - A Handbook for Parliamentarians. Geneva: Inter-Parliamentary Union. New York: UNICEF. http://www.unicef.org/publications/files/Guide_Enfants_OK.pdf

Teachers and Educational Quality: Monitoring Global Needs for 2015. Montreal: UNESCO Institute for Statistics. <http://www.uis.unesco.org/TEMPLATE/pdf/Teachers2006/TeachersReport.pdf>

Global Education Digest 2006. Montreal: UIS. <http://www.uis.unesco.org/TEMPLATE/pdf/ged/2006/GED2006.pdf>

Gaining Respect - The Voices of Children in Conflict with the Law. London: Save the Children UK. http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/3989_GAINING_RESPECT.pdf

The Right Not to Lose Hope, Children in Conflict with the Law – A Policy Analysis and Examples of Good Practice. London: Save the Children UK. http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/3566_The_Right_not_to_LR.pdf

Making Their Own Rules - Police Beatings, Rape, and Torture of Children in Papua New Guinea. New York: Human Rights Watch. <http://hrw.org/reports/2005/png0905/png0905text.pdf>

Lessons in Terror - Attacks on Education in Afghanistan. New York: Human Rights Watch. <http://www.hrw.org/reports/2006/afghanistan0706/afghanistan0706webfull.pdf>

Living In Fear - Child Soldiers and the Tamil Tigers in Sri Lanka. New York: Human Rights Watch. <http://hrw.org/reports/2004/srilanka1104/srilanka1104.pdf>

Guidebook for Planning Education in Emergencies and Reconstruction. Paris: UNESCO International Institute for Educational Planning. <http://www.unesco.org/iiep/eng/focus/emergency/guidebook.htm>

Right to Education During Emergencies - A Resource for Organizations Working with Refugees and Internally Displaced Persons. New York: Women's Commission for Refugee Women and Children. http://www.womenscommission.org/pdf/right_to_ed.pdf

The Out-of-School Children's Programme in Nepal: An Analysis. Paris: UNESCO International Institute for Educational Planning. <http://unesdoc.unesco.org/images/0013/001376/137633E.pdf>

Higher Education in South-East Asia. Bangkok: UNESCO Bangkok. <http://www2.unescobkk.org/elib/publications/084/HigherEdu.pdf>

The United Nations Secretary General's Study on Violence Against Children. <http://www.violencestudy.org/>

United Nations General Assembly - 2006 High-Level Meeting on AIDS Uniting the world against AIDS. <http://www.un.org/ga/aidsmeeting2006/>

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UNESCO International Institute for Educational Planning. <http://www.unesco.org/iiep/>

UNESCO HIV/AIDS Impact on Education Clearinghouse. http://hivaidsclearinghouse.unesco.org/ev_en.php

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