"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I have a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or honour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised."

Poster - Ministry of Education - Pakistan

EENET asia
inaugural issue JUNE 2005

EENET Asia: An Introduction

EENET (Enabling Education Network) – Asia is a very timely initiative for South, Southeast and Central Asia, and the organisers must be commended for their efforts. Such a network, and this newsletter which will help hold it together, can only serve to inspire and support closer collaboration and the exchange of very essential information among those policy makers, programmers, and practitioners alike who are concerned with Inclusive Education.

It is quite clear that Education for All (EFA) cannot be achieved unless education systems put in place education programmes both formal and non-formal in approach which are genuinely inclusive of all learners. What has to be done to make this possible?

First, ministries of education must rise above their satisfaction with 90% or 95% or even 98% net enrolment rates and commit themselves to eliminating the net non-

enrolment rate of 2% or 5% or 10% which, in some countries, can still mean millions of children not in school. They must do this by identifying those groups of children who are not enrolled or perhaps enrolled, but not learning whether because of poverty, gender, disability, remoteness, linguistic or cultural difference, or HIV/AIDS status. They must answer several questions about these children: Who are they? Where do they live? Why are they not in school? And they must then work to decide what policies can be put in place to make it easier for these groups to get into school and stay there - whether it be general policies promoting more child-friendly schools or more specific actions such as subsidies for girls, individualised

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Class room in Bangladesh [Courtesy Els Heijnen]

contents

programmes for children with disabilities, initial literacy in mother tongue for linguistic minorities, or laws that forbid discrimination against children affected by HIV/AIDS. A similar analysis, of course, should be done in relation to youth and adult illiterates. This means, ultimately , adopting a rights-based approach to education development which, among other things, insists that all people have a right to a quality education.

Secondly, and similarly, individual schools and communities must actively seek out those children not in school and then find a way to get them into school and keep them there. Experience shows that various mechanisms can make this happen in institutions of local government, parent-teacher associations, even students themselves in exercises of community mapping. But such an effort is not always a welcome one. Many teachers and many parents do not want their schools filled with children who may be more difficult to teach because of poverty, disability, language difference, or HIV/AIDS status. They are happy to teach those who knock on the school door and want to get in -- but are not terribly eager to increase the size of their class or complicate their work by having to teach a classroom characterised by diversity. The goal is to get parents to feel responsible for the education not only of their own children but also of those of their neighbours and teachers to be both willing and able to see diversity in a classroom as an opportunity rather than a problem.

Those excluded from education are often simply not seen; if seen, they are not counted; if counted, they are not served. Inclusive education really means making the invisible, visible, and ensuring that all learners fulfill their right to an education of good quality. It is my hope that ASIA EENET will make a major contribution in achieving this goal.

Sheldon Shaeffer is the Director at UNESCO PROAP, Bangkok. He can be contacted at s.shaeffer@unescobkk.org

From the Editor Team

Welcome to the first issue of EENET-Asia, which is both an e-mail group and a regional newsletter, covering Central, South and South-East Asia. It is part of the global EENET, which stands for "Enabling Education Network". At present we are a team of six editors [based in Bhutan, Hong Kong, India, Indonesia and Kyrgystan] working closely together. One of the aims of decentralizing EENET is to encourage a more contextualized sharing of experiences and information, and where relevant translating into other languages. Translations into Bahasa Indonesia, Chinese and Hindi are being planned.

We have decided not to involve professional editors reflecting the fact that English is a second or third language for most of us. The less than perfect English you may find throughout the newsletter may also reduce the barrier for many of us to contribute and thereby make it more inclusive.

As many of our readers may not have access to internet or even electricity, we are distributing hard copies of this newsletter. To do this we need funding and would like to request all of you to help us identify potential sponsors. Furthermore, we need your advice on who should get this newsletter; practicing teachers, teacher education and training institutions, disabled persons organisations, ministries and education departments, parent organisations, mainstream and "special" schools, donor agencies and non-governmental organisations, community based organisations and others.

This first issue of EENET-Asia is still a general issue. It is not about inclusive education or disability issues alone, but about enabling education in the broadest sense. This issue may still be a bit theoretical so we would like to invite all of you to share your practical experiences of enabling education for all learners. Enabling education programmes can be very context specific and may range from community

based education programmes, school-based teacher training, active learning, inclusive education policies and monitoring impact for the marginalised and excluded. We would like to write and read about enabling education from different perspectives, especially from the learners and teachers. You are encouraged to provide feedback on the articles and other contents.

We have received many articles which we could not print in this issue - These will be kept for later. You should continue to send articles, case-studies, announcement of events, or pictures. During the March 2005 regional meeting on child-friendly school (CFS) development in Asia, it was suggested to have an issue with special focus on CFS. Please, let us know about other topics for future issues and receive guidelines for writing articles through: ahujaa@vsnl.net or heijnen@druknet.bt or watterdalterje@braillo.no.

The e-mail group facilitates on-line discussions and sharing of information on events. This is an inclusive group so everyone is welcome with his or her comments regarding the Newsletter or information on education in our region. It uses the following e-mail address: asia@eenet.org.uk

From the editorial team we would like to thank Alexander Hauschild for his great support in designing and formatting this EENET-Asia Newsletter.

Happy reading!

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Chinara Djumagolova
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Vivian Heung
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What is in a Name…
Labels and Terminology Regarding Disability and Special Education Needs

Els Heijnen

Negative and patronizing language produces negative and patronizing images. Words are important and teachers in particular must make sure that words do not offend or reinforce negative stereotypes.

Language can be used to shape ideas, perceptions and attitudes. Words that are in popular use reflect prevailing attitudes in society. Those attitudes are often the most difficult obstacles to change. However, positive and respectful attitudes can be shaped through careful use of words that objectively explain and inform without judgemental implications.

Words like impairment, disability and handicap are often used interchangeable. The World Health Organisation (WHO) carefully defines these three words (See box), but has in the meantime decided that these *are no longer acceptable* in terms of human rights and respect for difference and diversity. Disability is now seen as a complex collection of conditions, many of which are created by the social environment. Hence the management of the problem requires social action, and it is the collective responsibility of society at large to make the environmental modification necessary for the full participation of children and adults with disabilities in all areas of life. The issue is therefore an attitudinal or ideological one requiring social change, which at the political level becomes a question of human rights.

When talking about persons with a disability people often use words or labels that imply a negative judgement. People say that persons **are** disabled, **are** deaf or **are** mentally retarded as if that is their only characteristic. Persons **are** not impaired, disabled or handicapped, but they may **have** an impairment, disability or handicap as one of their many other characteristics.

Talking about "the handicapped", "the disabled", "the deaf" is rather insulting and hurtful to a person's dignity. It devalues individual people and labels them in one big group perceived as being the same or similar, reinforcing stereotyping. Such labels focus primarily on the disability and not on the person.

"Mental retardation" is another negative label, which hurts the person in question as well as his/her family members. It is preferred to use the term "intellectual disability" instead of mental retardation.

New terminology like PWDs (Persons With Disability), CWDs (Children with Disability), PALs (Persons Affected by Leprosy) is as demeaning as earlier used labels. Real people should not be made into acronyms. We are not using acronyms for any group of people and should not do so for people with a disability.

It is important to realize that diversity among people is normal and that within the different categories of disabilities people differ as much from each other as within other groups of people. A teacher may have two children with visual impairments in his/her classroom that require very different teaching approaches due to such normal diversity among people with and without disabilities.

Education and learners with impairments/disabilities:

Mainstreaming, integration and inclusion are descriptions of situations where children with impairments/disabilities are allowed to learn together with their peers without impairments/disabilities provided they can adjust to the mainstream system and

requirements (mainstreaming/integration). Only 'inclusion' reflects on the human rights and social justice issue of educational exclusion, for example as a result of inflexible policies and practices in the mainstream education system.

Mainstreaming is allowing children with disabilities to be placed in regular schools, but only if they can follow the mainstream curriculum academically without problems and without the teacher having to make curriculum adaptations. Mainstreaming mostly occurs for children suffering from illnesses that have no impact on cognitive abilities such as epilepsy or asthma and for children with a sensory impairment (having the necessary assistive devices such as hearing aids or Braille books) and those who only have a physical impairment. Mainstreaming does not require teachers to adapt the curriculum or change their teaching methods.

Integration means: placing students with (whatever) impairments in classrooms with their peers without disabilities. Integration implies that you think about in what school or classroom a child would be placed if (s)he would not have a disability. It often happens in integrated schools/classrooms that children only follow the lessons that they *can* follow according to the teacher, and for many academic subjects these children may receive alternative lessons or remedial teaching in a separate classroom – segregated from their peers. Integrated placement is not synonym to instructional and social integration, because this very much depends on the support that is given in school (and the wider community).

Inclusion is: a social and educational philosophy. Those who believe in inclusion also believe that all people are valuable members of mainstream society, whatever their difference or diversity. In education this means that all children, irrespective of their abilities or disabilities, socio-economic background, ethnic, language or cultural background, religion or gender go together to the same community school.
The inclusive philosophy is about: belonging to, contributing to a (school) community and about being respected. The opposite is exclusion which conveys a sense of rejection, inferiority and powerlessness, and often leads to frustration and resentment. Inclusion and inclusive education do not look at whether children are able to follow the mainstream education programme, but looks at teachers and schools that can adapt educational programmes to individual needs.

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Impairment: this word refers to an abnormality in the way organs or systems *function.* Impairment usually refers to a medical or organic condition, e.g. short-sightedness, heart problems, cerebral palsy or hearing problems.
Disability: this is the *functional consequence* of an impairment. A child with spina bifida who, because of this impairment cannot walk without the assistance of callipers and crutches, **has** a disability. However, a person with short-sightedness who is provided with correcting glasses may see very well and *thus has an impairment but **no** disability!*
Handicap: this is the *social or environmental consequence* of a disability. Many people with a disability do in principle not feel handicapped. Society often **makes** them handi-capped by creating barriers of rejection, discrimination, prejudice and physical access, preventing them from making choices and decisions that affect their lives. E.g. if a child who uses a wheelchair cannot enter the community school, (s)he will have a handicap in making use of the school. When the school is made accessible for users of wheelchairs, this handicap disappears. Handicaps do often reveal the (lack of) flexibility, resources and attitudes of a community in which the person is living.

Educational Inclusion is not about Disability or Special Needs

How can we create schools that will help students thrive in a diverse society?

Picture this scenario: Tom*, a quiet 11-year old 6th grader gets his lunch at school. He starts to put his plate with food on a table already occupied by other children. One of the boys at the table says, "Go away." Tom, leaves the table and approaches another occupied table. There he is told, "Get out of here". Tom walks away and puts his plate down on a third table, realizes he has forgotten a spoon and goes back to the counter to get one. When he returns to the table where he had left his lunch, he finds his plate gone.*

How would you assess this situation? Is there a problem here? If so, whose problem is it? What should the head-teacher/other teachers do about this situation? Should Tom be removed from school because others don't want to sit with him? Perhaps your assessment is that the social climate in the school is problematic and that something should be done to build community and develop more appropriate social skills among the students. Perhaps you would extend this analysis to issues of race, class, language, sexual orientation, gender, or ethnicity, questioning what problems might be present in the school and how these issues could be addressed. Probably you would find the other students' behaviour inappropriate, unacceptable for future citizens of a global community. What if I told you that Tom is a student with a wonderful sense of humour, a love for science fiction books, great enthusiasm for soccer, and also, by the way, Down syndrome. Would your analysis change? Would you now see the situation differently? Would you say, "Oh, he is a special education student!" Would you conclude, as did the head-teacher of Tom's school on inclusion, "Well, this behaviour shows conclusively that inclusion does not work and that Tom should be in a special school

with others like him where he won't be treated like that"? The is a true story.

This situation raises many other questions. If the children treat Tom this way, how do they respond to the girl who is overweight, the boy with severe acne, the student with two lesbian mothers, or the girl who has just arrived from Cambodia with limited English skills?

Do we believe that students at this school are welcoming and accepting of all forms of diversity – except disability – and that this issue is only about special education? Or does this story help us think about the ways in which schools both mirror the broader society and create it? How might we use the story of Tom's maltreatment to think about the policies, practices, and norms in our schools that encourage or impede positive responses to difference and diversity?

Tom's presence and experiences in this school are indicators of imperfections in our schools' curriculum, pedagogy, social climate, and teacher preparation – a needs assessment and progress report on the road to creating inclusive schools and an inclusive world.

Teasing and harassment are issues far broader than disability. One important principle for dealing with this kind of behaviour that occurs in public is for teachers to respond to it with an explicitly educational and public response (with reference to equal respect).

The classroom's social climate is critical to equal opportunities in participation and learning, but teachers are often too busy with covering the curriculum and preparing for tests and exams. Just creating students who can pass tests but who treat one another cruelly or indifferently is not a formula for successful schooling or a democratic society.

Everyone needs strategies for responding with courage to oppressive language and behaviour, and students, parents, teachers and administrators should be part of developing such strategies.

We can start by examining humor. Almost everyone has been told a joke that (s)he found offensive or singularly "unfunny". Did (s)he say something in response? Why or why not? What are the possible or real consequences of saying, "I don't think that is funny" or "I don't like jokes that make fun of people from other countries."? What can you say if the joke teller is your parent or your teacher, a popular student in class, or your boss?

Students in inclusive classrooms are learning to ask, "What do we have to think about to make everyone participate in meaningful participation and learning" and "What do different children bring in into the learning environment that everyone can benefit from".

If we move beyond seeing inclusion as a special education concern, beyond seeing those to be included as those with disabilities, then we have the potential to challenge and transform far more within our schools and society.

We need to question the words we use:Isn't what we call special education actually segregated education for many students? Why are only some students included in inclusive classrooms? What about making a commitment that ALL students be included, renaming *inclusive classrooms* simply *classrooms*, or *standard practice*? Inclusion is just a matter of social justice for all.

Adapted from "Teaching All students" pg 25-28, "Inclusion: A matter of Social Justice" by Mara Sapon Shelvin (Educational leadership October 2005)

Inclusive Education
Promoting the
Right to Education
for All

Getting All Children into School and
Helping Them Learn

Child-Friendly Schools with Ethnic Minorities

Marc Wetz

Photographed by Marc Wetz

For several years Marc Wetz was responsible for Education in the UNICEF office for Northern Thailand. Since he took over his new position as Country Representative for Enfants et Développement in October 2003 he has implemented the Child-Friendly concept in two projects in remote mountainous ethnic minority areas of Northern Vietnam. In this article he is sharing some important factors that have contributed to the success of the CFS concept in an ethnic minority context.

All schools need to become child friendly - Not only primary schools

I am amazed that many organizations still plan to implement CFS in Primary Schools only. Advantages of applying the CFS concept in pre-, primary as well as secondary schools are evident. Do we want to expose children to harsh critic, even physical abuse in secondary school if they participate in the classroom with an inquiring and pro-active mind as they were taught in Child-Friendly Primary Schools? In that case we better leave them alone instead of confusing children, teachers and community members!

Complement the CFS initiative with a Child Friendly Village/Family initiative

Many reasons why children have difficult access to school and difficulties in continuing to stay in school are to be found in communities. CFS does incite schools to get proactively involved in community initiatives, which is good but let's be not only child friendly but teacher friendly as well. We should link CFS with a child friendly community/ families initiative that could take care of the general improvement of the living standards in the villages as well as help finding solutions for low attendance rates.

Implementation of all CFS components/ dimensions at the same time

In areas with such huge challenges in terms of access and retention, like in most ethnic minority areas, there is often a tendency to only focus on setting up enough and accessible classes and improve the physical environment of schools. However other dimensions, especially the psycho-social environment (e.g. active learning, child centered teaching methodologies and life skills) are as important and should be implemented right from the beginning. All CFS dimensions are inter-related and enhance each other. What is the sense of improving access to schools if once in school the children do not want to stay because they are hit, can not voice their opinions, the curriculum is not adapted to their needs, or it is no fun in school? Great school infrastructure will not achieve the goal of keeping all children in school. Activities in the field of psycho-social environment are important pull factors and if not included into our CFS implementation strategy can become a push factor.

Adaptation of CFS to the local context through identification of unique priorities of each geographic area (external and internal indicators)

Schools are exposed to different social and economic contexts in ethnic minority areas than in the ethnic majority areas. This has to be taken into account by the schools and they must therefore set up their own priorities

instead of taking on the priorities of the ethnic majority. This is absolutely essential and if it is done with high participation of children and community members it will significantly contribute to the development of ownership towards CFS initiatives. A method that has proven to be successful is to let stakeholders reflect on external criteria and set up their own internal criteria during CFS consultation meetings. It is very important that the main priorities of children (e.g. 'teachers should speak slowly and with a pleasant voice') and community members are respected when the final set of criteria/indicators are established.

Enabling high participation of children and community members

This is not only important for ethnic minority groups however in those it is crucial due to the fact that ethnic minorities often have low self-esteem, do not understand the national language the teachers speak and might themselves have been in school only for two or three years. They usually feel that they do not have the capacity to get involved in school affairs and that school is an alien place. Even if it is challenging the benefits of including them in all steps of the CFS initiative are immense as they usually respond enthusiastically once true participation and trust has been build. A proven participation process is to include them right from the beginning in CRC sensitizations, visualization of their 'dream-school', setting up their own CFS criteria, school self assessment, setting up an yearly school development plan and in the monitoring process of the implementation through appropriate and adapted monitoring tools for children and community members.

Implementing a local curriculum for making education more appropriate to the context and as a first step to let schools become community-friendly

A good way to make school curricula more appropriate to local context is to develop local or indigenous curricula. All ethnic communities have a wealth of local resource persons who could teach/transmit local knowledge in the schools [e.g. livelihood skills like weaving, language, beliefs, history, stories, songs etc.] These local resource persons would need some in-service training and support from the teachers as they do not have necessarily the capacity to teach in school settings. Including local curricula in the CFS initiative is not only beneficial in making education more appropriate to the local context but through bringing community members into schools it helps making the school part of the local community. This process returns self-esteem to ethnic minorities. It proves that not only 'external knowledge' is relevant for the life of their children but their own local/indigenous knowledge as well. Reducing the gap between communities and schools is also an excellent basis for adult learning (adults using schools for literacy classes and life-long learning) and make schools not only child and teacher friendly but community friendly as well.

Boarding facilities should not be left as they provide an excellent opportunity for introducing Life Skills Activities

Many ethnic minority areas are not densely populated. We cannot expect that each child will have in the future a lower secondary school at less than 2 hour traveling distance as there will be not enough children to create more schools. Therefore appropriate boarding facilities are a must for each CFS. They need to be healthy, safe and protective (crucial for adolescent girls) and provide an excellent opportunity to conduct extra-curriculum activities like interest clubs with Livelihood and Life Skills Training which can be a good entry point to introduce such activities in the schools

Advocacy for ethnic minority friendly policies

A CFS initiative should include efforts to make government policies more child friendly for ethnic minority groups. For instance a flexible school year should be possible to accommodate harvest time and the cold winter period in order to increase the attendance rate. There is a need for flexible and adapted curriculum as well as for schools proactively including married children.

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The Role of Resource Centres in a Process Towards Inclusive Education

Dewi Marza

Indonesia has recently embarked on the road towards inclusion. Inclusive education is based on the belief that every child can learn and needs to be respected for who (s)he is and receives the services (s)he needs.

Until recently children with disabilities had to go to special schools, only a few children were integrated into regular schools. Studying at a special school isolates children from mainstream society. It is therefore more challenging for them later to become active members of their local communities. Solidarity, empathy, mutual respect, friendship and character are shaped when children from the same neighbourhood with different abilities play and learn together.

Payakumbuh (West-Sumatra), Indonesia is implementing inclusion by providing services to children with visual impairment and their class teachers in regular schools. The Resource Centre gives the support for Children with Special Needs. At the moment, the centre can offer learning and teaching devices, books in Braille and adjusted print and trained itinerant resource teachers to support and counsel children with special needs in the regular schools. Inclusive education can be implemented in Indonesia but like elsewhere it must be adjusted to local conditions. It needs comprehensive understanding of the education system at different levels.

The resource centre receives support from the Ministry of National Education through the Directorate for Special Education and Braillo Norway (central level) , from Education Authorities of West-Sumatra (provincial level), from Education Authorities of Payakumbuh (municipal level) and from the community.

Duties and Function of the Resource Centre
- Assessment activities
- Training of itinerant teachers
- Services and counselling to regular schools with pupils with visual impairment
- Production and distribution of books in Braille and learning and teaching devices for pupils with visual impairments
- Individual training programmes to develop the skills and talents of pupils with visual impairments
- Cooperation with parents, community and others stakeholders
- Awareness activities related to children with special needs through seminars and the media

All of the activities listed above have already been implemented using the human resources available at the resource centre. Throughout the planning and implementation process many important lessons and experiences have been gathered. This has helped us to develop the resource centre to what it is today.

Visiting mainstream schools is the main activity of the resource centre. In Payakumbuh 26 children with visual impairments in primary, lower secondary and higher secondary schools are currently supported. Services have recently been extended to other nearby cities on an on-call basis. Itinerant resource teachers are doing a valuable job supporting pupils with special needs in regular schools helping them to improve the quality of their education.

The second strategic programme established is the production of books in Braille and teaching devices that addresses the needs of pupils with special needs. Another task of the Braille production unit is to make tests and examinations available in Braille. This is done in cooperation with the local schools.
Recently, pupils with visual impairment studying in regular schools took the initiative to establish an Association of Students in Inclusive Schools. The students

meet regularly at the resource centre. This organisation is very important for them, as they can share their experiences in the regular schools. They are also producing a magazine in Braille published every three months.

Recently we found an eight-year-old child with visual impairment that was not yet sent to school. The parents did not want their child to stay in a dormitory in the special school, because they did not want to separate from their child. The resource centre therefore identified a regular school that would be able to offer an inclusive environment. The following steps were followed:

- Visit the home of the child and the regular school
- Invite the parents to the resource centre to discuss the education programme for their child
- Give initial training to the child, the parents and the teachers of the chosen regular school
- The Braille production unit prepares the books that will be needed by the child in the new school

Through this programme the resource centre tries to prove that inclusive education is the solution for parents who want their children to study in the regular neighbourhood school [rather than in a special school].

To further develop the process towards inclusion special schools should be transformed into resource centres. The centres should work together with the regular schools to give optimal service to all children who need extra support regularly or at certain times and/or in certain subject areas. The itinerant teachers from the resource centre can support the children and their class teachers to increase the quality of education for all children with special needs or otherwise at risk for non-achievement.

Inclusive education is a team effort and it is a reward, a challenge and a privilege to be a contributing member of a TEAM!

Dewi Marza is the Head of the Regional Resource Centre for Inclusion and Special Needs Education for West-Sumatra and a member of the National Resource Group on Inclusive Education. She can be contacted at:

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Children at a pilot school for inclusive education in Payakumbuh, West Sumatra [with courtesy from the Nordic Club]

The Forgotten Children in Bangladesh

Anupam Ahuja

Overcrowded class room in Bangladesh [courtesy of Els Heijnen]

Bangladesh was one of the first countries to affirm its support to the Convention on the Rights of the Child. Despite the endorsement many children are denied the right to education because of gender discrimination, language, religion, disability or because they belong to poor or otherwise marginalized communities. In order to assess the prevailing status a study was commissioned by UNESCO Bangladesh aiming at an objective assessment of the present situation of inclusive education in the country.

The review indicated that over the years Bangladesh has shown great improvement in access to basic education. The campaigns, expansion and improvement of education facilities, and incentives by the government and NGOs have contributed to this accomplishment. The major groups that have benefited are girls and children living in poverty. However cultural and social deprivation especially for the former group continues to be a major barrier. Currently inclusive education is primarily understood in context of children with disabilities alone and within this too children with intellectual challenges are not seen as 'educable' and therefore seriously discriminated against. As a policy, and in practice inclusive education is at a nascent stage of development in the country.

The system claims to be inclusive because, as a policy-maker said: *"our schools are open to all children, so we are adopting inclusive education"*. However many groups of children are out of mainstream formal education. There is limited accountability to see if all children are in school or find out who are not in school and for what possible reasons.

Out of school children

The analysis of field observations revealed that children were not in school because of many reasons other than poverty. Some parents did not see any purpose for educating their children and how it would benefit or improve their life. Schooling was not considered important for earning a livelihood. Although the children wanted to be in school the parents decided otherwise.

Some children in school found the struggle to continue not worthwhile as they were made to repeat grades. For some the school was too far away. Some found playing in the fields during school time a much better option as school had become a miserable place where they were being shouted at/ beaten/or got into trouble because of their poor performance.

There were others who were sitting in class but were not really a part of the class. They felt left out because of various reasons. Some did not understand the language used by the teacher as Bangla was not their mother tongue. The content of the books was not related to the realities of their life and thus they did not find the learning meaningful or interesting. Some felt that the teachers had lower expectations of them because of their family background. A few could hardly see what was written on the blackboard from where they sat. Many did not like it when they were shouted at for not learning their lessons well at home. One child said, *"the teacher does not seem to understand that there is no time for studying as I walk back five miles from school and have so much work to do at home. I do not have the textbook as the old one given to me in school this year is now completely torn."*

These problems are clearly the result of inappropriate policies and practices in schools rather than problems related to children. A rigid adherence to inflexible curricula and teaching methods doesn't make schools good learning places for any children. Traditional systems of education tend to increase the gap between advantaged, 'included' students and disadvantaged, excluded children. Middle and upper class children, who start out with more (in terms of opportunity, materials), also succeed in getting more from the traditional system, thus widening the gap in education and society between the 'haves and have nots'. Children living in slum communities, who start with less, are generally given less in terms of educational opportunities, thus the vicious cycle of poverty and lack of opportunities continues.

No child chooses to live at a distance; belong to poor families; live with parents who are not literate or do not seem to see the importance of education; speak a language other than the medium of instruction in the school; or do poorly at school.

Many parents do not send their children to school because of the hidden costs of education, which they find difficult to meet. Observations and discussions with children revealed that children are enrolled in school in large numbers in the early years of their schooling, many are overage, but they drop out and rarely re-enter the system at a later date. Children do not always attend school long enough to complete their primary education. They often drop out because of illness, to take care of sick siblings or parents, or to work and help their poor families survive. Many children at the end of the primary cycle are unable to read and write and say they have learned things, which they do not remember well. A number of children found the learning from books and writing tasks boring and many elders in the community also felt that what children learn in school is rather irrelevant.

There are children growing up as orphans, or with a single parent as fathers may have left to remarry or live elsewhere. Children themselves are forced to assume responsibility for the house and for younger brothers and sisters leaving little time left for school.

Socially stigmatized and educationally excluded children

Children from nomadic groups, children of sex workers, and those belonging to the sweeper community, street children and children from ethnic minorities also often face educational and social exclusion.

Children from the Bede (often referred to as river "gypsies") group are stigmatized and often discriminated against in school. The Bedes are nomadic people in Bangladesh, who travel most of the time, live in the boats and earn a livelihood by fishing or diving in water to retrieve valuables lost in ponds or wells, etc. They maintain a social organization of their own, living in family groups . Early marriage and nuclear family life is the norm. The society is male dominated, but the women do share the burden of earning a living in addition to doing household duties. Field visits revealed that other students, parents and even teachers look down upon the Bedes, regarding them as unclean. Even though people do interact with them as customers they know very little about them, usually to their detriment.

Children from sweeper communities also suffer from extreme forms of stigmatization and deserve urgent attention. As a legacy from the past these communities have settled in mostly urban areas to do lowly jobs and 'unclean work' for others.

They clean latrines, go down into sewers to remove clogs, carry night soil out of the primitive bucket latrines, remove dead animals etc. They are regarded as unclean, shunned and made to eat and drink from their own separate utensils in public places. They live in their crowded and unhygienic squalor of ghettoes and are not allowed much interaction with the rest of the society. The social stigma causes almost total exclusion of their children from the mainstream schools.

Another group, which is highly stigmatized, is that of sex workers and their children. Cities and big towns have their so called 'Red Light Districts' where the sex workers live and work in small, grim and unhygienic conditions.

The children of the sex workers are the worst sufferers living in uncongenial environments, discriminated against and are often under tremendous psychological pressure. Their basic human rights are violated and the health of the mothers and children are equally at high risk. Girls face the same fate as their mothers and often end up in the same profession. The boys face an uncertain and equally stigmatized future.

Another group of children among those deprived of their rights are the street children often working under extremely difficult circumstances. They constitute a sizable number in Bangladesh. Most of the children spoken to revealed that they usually survive on their own earnings and/or on other people's mercy. The street is where they work, eat, socialize, play, learn, wash and sleep.

The needs of yet another group that ought to be addressed within the framework of inclusiveness are children from ethnic minority communities. Their needs vary since they live in remote and difficult locations with different styles of livelihood. The limited sensitivity and non-recognition of their linguistic and cultural needs and often outright negative attitudes and discriminations in mainstream society are reflected in their education. Most of the interventions by NGOs for education of ethnic minorities concentrate on exclusive minority schools, rather than inclusive ones.

Inclusive education can play a vital role in changing social discriminative attitudes in Bangladesh. Education authorities should recognize the challenges of these marginalized children and provide appropriate supportive measures. All the interventions for social change in marginalized communities should go parallel with efforts towards promoting inclusive education rather than the later waiting for the former to happen.

This article has been adapted from the Study report: An Assessment of Inclusive Education in Bangladesh. UNESCO Bangladesh (20 04) by the author.

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Courtesy of Els Heijnen

A Whole-School Approach to Inclusion in Hong Kong

Vivian Heung

Do we need to involve the whole school in developing inclusive education? While many schools may look for a designated teacher for its students with learning difficulties, Hong Kong advocates for whole-school involvement. Starting from 1997, based on an evaluation of a two-year pilot project on integration, the Government recommended schools to use a whole-school approach to take care of its diverse student profiles. By 2003, 117 out of 1,300 schools in Hong Kong participated in this project. The experience of schools shows that inclusion entails a process of acceptance and a culture of greater collaboration among teachers and students leading to the creation of innovative pedagogies that better respond to the needs of all students in their classes.

Starting from 2004, Hong Kong began to use a new funding system to integrate the various support schemes and projects. Funding will be allocated to schools according to the number of students with learning needs in the school. Under this funding mode schools can enjoy the flexibility to utilize resources to support students using a whole school approach. Already, 169 primary schools have opted to become involved. Schools are encouraged to set up in their annual development plan a school policy on catering for diversity. Student Support Team should be established in the school to coordinate and monitor development programmes that are based on early identification of student needs, empowerment of teachers, peer support, cooperative learning, curriculum and assessment adaptation and parent involvement.

It was encouraging that more and more schools were willing to adopt inclusive education in Hong Kong but professional support to help teachers put it into practice had not kept pace. The Hong Kong Institute of Education has taken the lead to restructure teacher preparation programmes and a core module to address diversity will be phased into the curriculum of all programmes starting from 2005. It is not enough to focus on pre-service training. Most of the teachers who have to deal with these challenges are already in schools, having been trained in a different context and before new policies were in place. HKIEd thus sees it crucial to respond to the needs of many in-service teachers who find themselves unprepared and ineffectual in responding to the increasing diversity and complexity of today's classrooms. In 2000, HKIEd established the Centre for Special Needs and Studies in Inclusive Education (CSNSIE). The Centre is now the major provider of school-based teacher education for inclusion in Hong Kong. In 2004-2005, HKIEd began to offer a Bachelor of Education (Special Needs) Programme that currently caters for 63 enrolled teachers. At the same time, the Institute has revamped the Course for Teachers of Children with Special Educational Needs to enable regular class teachers to gain knowledge and skills to work in inclusive settings in a professional upgrading programme called Catering for Diverse Learning Needs. The demand for this programme far exceeds the number of places available.

The Centre is also offering parent training and individual consultation services and the establishment of a school-based training programme for inclusion. Besides, the Centre is conducting a one-year research project into how to make mainstream lessons more inclusive of children with special needs. Two schools have been chosen out of 20 that volunteered to take part. The overwhelming response reflected the dire need for such research.

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Multi-Grade Teaching [MGT] in Mongolia: Inclusive of All Children from the Community

Budragchaa Uranchimeg

Photographed by Budragchaa Uranchimeg

One of the projects that is currently being implemented in Mongolia is using the multi-grade teaching approach. The country's unique natural and geographic conditions sparsely populated vast territory and specific style of life of herders suggests the relevance and importance of introducing the multi-grade teaching in the both formal and non-formal education system. It aims at improving the access to and quality of education of children from vulnerable families and enhancing the teacher's capacity. The implementation is contributing to the decrease of school dropout rates and creating favorable condition to re-integrate children into the formal school system. UNICEF Mongolia is providing technical and financial support for the implementation of this project in Mongolia.

Multi-grade teaching is proving to be an effective way to save financial and human resources in small-sized schools in remote rural areas at the bagh level. Bagh is the smallest administrative unit in Mongolia where the average population size is around 200 households on an average 100-200 sq. km. Today, 57% of the bagh schools are organized as multi-grade teaching groups and 7% of teachers have been trained.

Multi-grade teaching is used for literacy training and re-training for dropouts (equivalency training) and is conducted at urban and rural Non-Formal Education Center. Children differing in age, knowledge, skills and abilities form a multi-level non-formal education group.

Within the last three years, the non-formal education center conducted an assessment of the Mongolian experience in using similar methodologies and the need of multi-grade teaching for mainstream. It proved that it is an excellent form of teaching. Something similar existed in Mongolia in both literacy and religious schools, but had become a "forgotten" educational tradition. Educationists and parents in the country are now again readily accepting it.

Professionals from teacher training university and non-formal education center developed the methodology to be used in multi-grade teaching groups and a manual for teachers "How to organize multi-grade classes". They worked together to also develop training modules for teachers on life-skills based education that consist of child-centered, competence-oriented, skill-based-communication, life skills, problem solving, civil education, participation, integrated knowledge and learning.

The *"multi-grade teaching"* project implemented by the Ministry of Education, Science and Technology and the Non-Formal Education Center is playing an important role in increasing quality and access to the multi-grade teaching training in Mongolia. Although there is no special curriculum, the pre-service teacher training system and teaching/ learning materials have been developed for multi-grade teaching during the last 2 years. for teachers on how to organize a multi-grade teaching class through formal and non formal education courses. Supplementary video material shows multi-grade teaching

and learning process such as group work and role-play etc. In-service teacher training is essential for teachers who work in remote areas' small-sized primary schools and bagh schools.

The implementation of multi-grade teaching is helping us develop creative ideas and new ways to use this approach effectively in other areas of education also.

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learners, "MGT in Mongolia" booklet, "MGT methodology" handbook, "Training modules on MGT, video training cassette which is a guide for teachers on how to organize a multi-grade teaching class through formal and non formal education courses. Supplementary video material shows multi-grade teaching and learning process such as group work and role-play etc. In-service teacher training is essential for teachers who work in remote areas' small-sized primary schools and bagh schools.

The implementation of multi-grade teaching is helping us develop creative ideas and new ways to use this approach effectively in other areas of education also

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Community Based Project School with a Difference

Olof Sandkull

The Life Skills Education for Vulnerable Cambodian Children Organization is a small community-based project school in a slum area of Phnom Penh, Cambodia's capital. The project is located in an area known as 'Kilometer 6(KM 6)' on the way to Kompong Cham province. Around 250 children are enrolled for English and some for computer classes at the project school, served by 5 teachers. There are morning and afternoon classes. The project is unique in that it recruits large numbers of children that were previously working and begging on the streets. This is done by targeted advocacy with parents, including a 'contract' that the parents sign, promising to allow their children to go to class for at least 2 hours a day, in exchange for free basic education and books (which are provided by the project). The project has close links with the public primary and secondary schools in the KM 6 area, as well as with the temple. Project staff has managed to reduce or eliminate the compulsory 'informal fees'

levied on students in the public schools in certain instances of extreme poverty through their advocacy efforts. As a result more and more children who earlier were excluded are now going to the public schools. The project started in 2001 and is supported by UNESCO Bangkok, local fund-raising activities and Dutch charities. It has reached around 500 children with educational activities since then.

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Staring down the Curriculum Monster: Using Curriculum Differentiation to Respond to Students' Diversity

Anupam Ahuja

No two children are the same. We say and hear this statement often but then why is it that in most learning settings all pupils are expected to learn the same things at the same time and by the same means and methods? Are we respecting and fulfilling the right of all children to education when we follow "the prescribed curriculum" and try to complete it strictly within the allocated time frame disregarding the different learning needs and learning styles of our learners? Reference is made to "covering the curriculum", but should we actually cover the curriculum or "uncover it" with our children? Practitioners planning for meeting the needs of diverse learners in varied learning settings and attempting to introduce innovations such as active forms of learning often cite the length and rigidity of the curriculum as the major barrier.

What is curriculum? Is it only the textbook, which is to be taught from the beginning to the end in the given academic year? Furthermore, is it appropriate for school supervisors to only assess whether teachers   are able to complete the given curriculum within the time frame? Clearly the answer to both the questions is "no". The curriculum consists of what is taught (the content), but also what is learnt and how it is delivered (the teaching learning methods), how it is assessed (homework, tests, examinations), and the resources used (e.g. books and other teaching learning aids used to deliver and support the learning).

In many countries in our region the curriculum is extensive and demanding, centrally designed, rigid, leaving little flexibility for local adaptations by teachers to experiment with and try out new approaches. The content may be distant to the reality in which students live, and therefore less accessible and not motivating. It might also be gender biased, degrading or alienating certain social and cultural groups, it may allow little scope for appropriate adaptations, and limited in permitting progression and accreditation for all students.

A responsive approach seeks to discourage teaching based on a criterion of averages. It places the pupil at the centre of teaching and learning based on an appreciation of his or her differences in understanding, feelings, social and perceptual skills etc. and stimulates teachers to be creative, share and seek solutions that can be matched with the needs and abilities of each and every pupil. Therefore the curriculum must take into consideration the various needs of pupils to ensure access for "**all".** Some of the strategies are:

- Providing a flexible time frame for pupils studying various subjects.
- Giving greater freedom to teachers in choosing their work methods.
- Allowing teachers the opportunity of giving the required support in practical subjects (e.g. orientation, mobility) over and above the periods allotted for more traditional school subjects.
- Emphasizing aspects of pre vocational training

Furthermore some practical steps can be taken towards making curricula more responsive. Some of the questions to consider are:

- What human values promoting inclusion are being fostered through the curriculum?
- Are human rights and children's rights part of the curriculum? Do these address the coexistence of rights with responsibilities, and how these are to be taught and role

modeled?
- Is the content of the curriculum relevant to the lives of children and their future?
- Does the curriculum take gender, cultural identity and language background into consideration?
- Does the curriculum include environmental education?
- Are teaching methods child centered and interactive?
- How is feedback gathered/integrated for curriculum revisions?
- How is curriculum related to national assessment systems?
- To what extent are the school authorities responsible for monitoring the school in tune with the curriculum revisions and transactions?

Together with flexible curricula, flexible teaching learning methodology needs to be introduced. Making this a reality involves other changes in policy including shifting away from long, theoretical pre service based teacher training to greater continuous in-service capacity building, using a whole school approach. Schools often need to be assisted in modifying subject matters and working methods, and this should be linked to appropriate skill training.

UNESCO has helped to develop many inclusive and responsive programmes throughout the world and has produced a number of resource materials over the years. "*Changing Teaching Practices, using Curriculum Differentiation to respond to Student' Diversity*" continues to support the creation of inclusive classrooms by emphasising strategies that teachers can use with a view of providing meaningful learning experiences for all students in their classroom, and bringing to the forefront the importance of getting to know one's students.

The need of this material has come from teachers working in a range of conditions in classrooms around the world. Many of them recognize that they have to adapt, modify and differentiate their teaching so as to ensure that all their students learn up to their potential. However, they also felt that they lack skills and knowledge as to how this can be done, especially where there are low resources and large class size.

Development of this material is based on experience of teachers and other education professionals from different regions working together. Examples have been cited from schools and what teachers do, some of it they might have discovered by themselves. It is based on teachers responding to the diversity among learners using student characteristics such as student background, experiences, interests, learning modalities, abilities, and the need to modify and adapt the curriculum. It puts into practice what Inclusive Education is about the meaningful participation of <u>all</u> children in school, in one classroom and in one lesson. It continues to be work in progress

A lot of the discussion in this material is about the "how of teaching all children" demystifying the complexities involved and using common sense.

Some part of the text has been adapted from *Overcoming Exclusion Through Inclusive Approaches in Education: A Challenge and a Vision.* Conceptual Paper, UNESCO (2003), Paris.

INCLUSION

Inclusion is the future
Inclusion is belonging to one race - "the human race"
Inclusion is a basic human right.
Inclusion is struggling to figure out how to live with one another
Inclusion is not something you do **to** someone or **for** someone
Inclusion is something we do with one another
Inclusion is not something we do little of -

It either is or isn't
[Marsha Forest]

Preparing Teachers for Inclusive Education for Children with Special Needs: The Development of Courses in Open Learning.

Debbie Kramer Roy

The Aga Khan University, Institute for Educational Development (AKU-IED) in Karachi, Pakistan provides in-service professional development courses for teachers and administrators at Certificate, Diploma and Masters of Education (MEd) level. Regions served include Pakistan, East Africa (4 countries), Central Asia (2 countries) Syria and Bangladesh. This means student groups are diverse in terms of culture, language and contextual experiences.

Although "special needs" had been identified as one of the areas to be addressed in the teacher education programmes, it was not until the year 2000 that consideration and time was given to issues arising from teaching classes with students of varying abilities.

When elective modules were introduced into the M Ed degree programme the opportunity arose to develop a short course. At the same time AKU-IED wished to explore the possibility of offering some of its courses through Open Learning and the writers willingness to design one of the first experimental courses further helped with course development.

By now the M Ed module in open learning has been offered four times and the Certificate course once. After each course the materials, the organization of online and face-to-face contact and the method of assessment has been reviewed and fine tuned. Both courses will continue to be offered once a year.

The course materials consist of:
- a course outline containing an introduction to and factual information about the course
- a study guide, which is the key book, which students work through. It includes many activities and references for additional reading
- a reading package, containing reading materials taken from various sources
- a video containing some home productions and some UNESCO materials

Although the materials are very similar for the both levels, the academic requirements are easier for the certificate course, i.e. some activities are different, difficult readings have been removed and the assessment tasks are easier.

The objectives of the courses are for the participants to:
- understand the need for developing an inclusive education system
- acquire an increased understanding of typical child development and how special needs can be understood from a developmental perspective
- gain knowledge of various types of special needs (learning disabilities, behavioral problems, intellectual impairment, physical impairment, visual impairment and hearing impairment)
- explore assessment issues and how they affect children with special needs
- learn how to adapt the classroom environment, learning materials and teaching strategies in order to teach children with special needs more effectively
- explore socio-political aspects of inclusive education within the school and the community

The feedback received from participants about the course and their learning from it

has been very positive overall and some of their comments follow:

- *Teaching children with difficulties makes you a better, more versatile teacher*
- *I developed a more holistic view of every child, whether they have special needs or not, because inclusion helps all other children too*
- *There is a very strong, close link with other M Ed modules, it is like an extension of others*
- *Learning to make Individual Education Plans and Inclusive Lesson Plans was very useful, as it helps you to include children effectively*
- *The nature of feedback on responses to activities was very useful, as it was well-placed, quick and in writing. It was always encouraging, challenging us to think further or guiding us when we lost track.*
- *Once I pick up the Study Guide I don't want to put it down again, it is really well written.*

So far the course has only been offered to people based in Karachi, but gradually people are being prepared at study centres in the other geographical areas served by AKU-IED, starting with the Northern Areas of Pakistan. As the written materials are highly valued by the students, they may also be adapted for publication as a self-study manual in order to make them accessible for a larger audience.

The course outline of the most recent M Ed course can be viewed at http://www.iedolu.net/inclusiveeducation/oldmoduleinformation.asp

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Classroom in Quetta [Photographed by Terje M.agnussønn Watterdal]

Master Degree Programme in Inclusion and Special Needs Education

Indonesia University of Education [UPI], Bandung

Miriam D. Skørten

The programme is based on experiences with the International Master of Philosophy in Special Needs Education at the University of Oslo. It has been tailored to meet the cultural context, needs and requirements of Indonesia University of Education [UPI] and has been developed in cooperation with UPI academic staff.

The programme is part of an extensive cooperation between the Government of Indonesia represented by the Directorate of Special Education and the Government of Norway, represented by Braillo Norway and the University of Oslo on implementation of inclusive education in nine Indonesian provinces. The goal of the Master Degree Programme is to provide upgrading and re-orientation for teachers previously trained in special needs education as well as regular teachers holding a Bachelor's Degree.

It is a two-year full-time study programme and includes independent research and the writing of a thesis. The areas of re-orientation include an holistic child oriented approach to learning through:

- Understanding of child development

- Understanding the need and value of interaction, communication and the importance of dialogue in the classroom

- Understanding the importance of promoting children's self esteem in relation to development, motivation and learning through positive and resource-oriented interaction

- Understanding the "Convention on the Rights of the Child" and its implication for education and development

- Understanding the importance of creating a learning-friendly environment with regard to content, social relations, teaching approaches and methods as well as teaching/learning materials

- Understanding the meaning and importance of active learning and the development of creative and logical thinking

- Understanding the importance of continuous evaluation and assessment by the teacher

- Understanding the concepts of inclusion and enrichment and ways to implement it through differentiated learning/teaching

- Understanding of barriers to learning and development including barriers caused by physical or mental impairments

- Understanding the concept of quality education and the need for implementation of new approaches and methods

The programme engages the students in dialogues during lectures, group discussions and group work. It aims at integrating theory and practice using students' experience and practical assignments. Group presentations and plenary discussions are used during examinations. The aim is to promote students' ability to share and cooperate, which is needed when implementing quality education in inclusive settings.

The lecturers plan together and work as a team. We hope that the holistic approach in the Master Degree Programme will gradually have an impact on education in general and that all children including those experiencing barriers to learning will enjoy a joyful education in the future.

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Promoting Inclusive Education in the Asia-Pacific Region

Olof Sandkull

The principles of inclusive education were articulated in the statement from the Salamanca World Conference on Special Needs Education in 1994. They were then re-adopted in the Framework for Action at the Dakar World Education Forum in 2000 and form the basis for all UNESCO's activities in this area. UNESCO's regional office for Asia and the Pacific in Bangkok supports Education for All (EFA) in the countries of the region with a special emphasis on removing barriers to access and learning for girls, children with disabilities, children from ethnic minorities and children living in remote areas, and street/working children. As every child has a fundamental right to *quality* education, inclusive education is seen as a process of responding to the diverse needs of all learners and to improving the quality of education.

UNESCO Bangkok aims to promote inclusive education by regional coordination and by providing technical assistance to the 13 UNESCO field offices and 45 member states in the Asia-Pacific region. The office supports country projects with funds from the Japanese Government as well as capacity-building, networking, advocacy activities, and resource material development.

Embracing Diversity: Toolkit for Creating Inclusive, Learning-friendly Environments

UNESCO Bangkok recently developed a practical *Toolkit for Creating Inclusive, Learning-friendly Environments.* The Toolkit offers a holistic and practical means of how schools and classrooms can become more inclusive, learning-friendly and gender-sensitive. It was developed to assist in ensuring that all children are in school, and learning to their fullest capacity. It is intended to be used by teachers, school administrators and education instructors in teacher training institutions. It contains six booklets. Booklet one describes the characteristics and benefits of inclusive, learning--friendly environments. The second one offers advice on how to work with families and communities, the third describes practical ways to include excluded children, and the forth and the fifth booklets present tools and ideas of making classrooms more inclusive, child-centred and gender-sensitive. Finally, the sixth booklet discusses ways in which to create healthy and protective school policies and practices. The Toolkit can be used as a self-study guide and the six booklets could be used both individually and as a block. The Toolkit is already being translated and adapted in several countries in the region. An English generic version is available online at: www.unescobkk.org/education/appeal

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The Economy and Development of a Country Depends on Good Health: Interview with Professor Anita Ghulam Ali, Managing Director, Sindh Education Foundation, Pakistan

Parvez Ahmed Pirzado

School Health Education and Promotion plays an important role in disseminating health awareness in the communities. This has been affirmed by an action research project entitled 'Health Action Schools (HAS) Project' by The Aga Khan University Institute for Educational Development (AKU-IED). The HAS project began as an initial three year (1998-2001) action research project using child-to-child approach in partnership with Save the Children, UK. On the basis of successful results of the pilot project, an expansion phase was started to influence other organizations and schools to initiate the school health education and promotion program. In 2001, Professor Anita Ghulam Ali, an eminent educationist and the Managing Director of Sindh Education Foundation (SEF), an autonomous organization, showed her interest to initiate the health education and promotion program in 100 Community Supported Schools (CSS) for girls in rural areas of Sindh province, Pakistan. It's almost four years now that the health education and promotion program is running successfully in CSS.

Recently the Health Education and Promotion team conducted an interview with Prof. Anita Ghulam Ali to discuss the successes and challenges of health education and promotion in CSS. During the interview Professor Ghulam Ali described the importance of health education as; "I believe that health and education should go together. Because the more you go to the grassroots level the more you find that a lot of issues are related to health. Physical problems are more visible, but there are

some other issues also. For example if a child is not well, especially if he or she has got some impairment, like deafness or dyslexia, and you can't see these things, then that child is disadvantaged, you don't judge him or her fairly. We feel that teachers should be able to identify any kind of impairment or weakness, in the sense of hearing, seeing, comprehension, etc. So that we don't need children to be taken out of school and put into hospital or taught separately, but that the teachers are able to know that child has an impairment and a little more attention will have to be given or the child may have to be treated a little differently, because I can't think of any other relationship closer than that of a teacher, where you have an opportunity to know so much about a child".

Professor Anita Ghulam Ali further explained; "Health education doesn't mean just physical health, it is linked with mental health, change in attitudes, change in habits and change in perceptions. Awareness and prevention should be the first priority, we should tell children how to prevent and protect themselves from getting ill. It's very important that we prepare them to get vaccinations and learn small and simple things in which they can address issues at their own level first, because healthy children will make better students".

On talking about impacts of health education in CSS, Professor Ghulam Ali shared; "There were many positive changes. Especially the attitude of the community towards our team has changed because they thought we cared for them. There was definitely a change in practices

also, especially in children. They were very proud and tell stories that someone has diarrhea and how they made ORS and gave it to them and they became well. In this way the younger generations inspired the other community members and were able to do healthy things for them."

She believes that school should have separate time slots for health. She added, "I think teachers have more freedom than anyone else. What stops them from taking initiatives? There are many ways to integrate and introduce new things. The important thing is that first you must have commitment to get some knowledge and then be able to share it with someone else."

About the challenges they faced, she told that, "There were challenges also; basically those challenges were due to the deprivation of the community. If we ask them to drink boiled water, first there is lack of water and if the water is available, then they haven't the firewood for boiling. Another challenge was that our team is young and senior community people think why should they change their habits, they are doing these things since years and it's difficult to change them. I ask my team that they need to show a lot of patience and tolerance. You need to understand the community and it depends on the way you communicate with them. We should not expect miracles and don't expect results to come immediately.

Finally Professor Anita Ghulam Ali stressed that schools can play an important role in promoting health, because children generate ideas and their attitude and awareness are developed from schools. She believes that health education should be a part of policy. She concluded, "We need to convince the government to focus more on health education programs, because it is worthwhile and it should be given the priority. In my perception the economy and development of a country depends on good health. You should provide an enabling environment to children; ultimately it contributes to development and economy.

Professor Anita Ghulam Ali is an eminent educationist and Managing Director of Sindh Education Foundation (SEF), an autonomous organization.

Interview by: Parvez Pirzado and Zohra Nisar
Compiled by: Parvez Ahmed Pirzado

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Quoted from the Islamabad Declaration on Inclusive Education

"Therefore we, the participants at the National Consultation on Inclusive Education held in Islamabad, Pakistan on 27th April 2005 urge the federal, provincial and district governments, education institutions, schools, parents, religious institutions, non-governmental organisations, organisations of/for persons with disabilities, donor community, business community and the society at large to: …"

Paragraph 2
"Design federal and provincial policies, Plans of Action and provide sufficient resources to match with the development and comprehensive implementation of inclusive education in all public and private schools throughout Pakistan."

Paragraph 10
"Incorporate inclusive education into all laws, policies and plans [incl. EFA Plans, EMIS, etc.] related to education, health, etc. "

Events

Indonesia Towards Inclusive Education Bandung Declaration:

Alexander Thomas Hauschild

The first national conference on inclusion was held in Bandung, Indonesia from the 8th until the 14th of August 2004. The conference was organised in co-operation between the Indonesian Ministry of National Education [Directorate of Special Education, Braillo Norway and UNESCO Jakarta.

The participants were government officials from the Ministry of National Education, from nine provincial education authorities [Bali, Jakarta, Central-, East- and West Java, South Sulawesi; West Sumatra, West Nusa Tenggara and Yogyakarta] and university lectures.

The conference was chaired by the Director for Special Education. Resource persons and speakers came from the Norwegian Ministry of Education and Research, UNESCO Regional Bureau Bangkok, Centre for Islamic Dakwah West Jawa, representatives from parents organisations and 2 children with visual impairment.

The national conference achieved three major goals:

- Capacity building and sensitisations towards inclusion among key stakeholders in the government sector.

- The National Declaration on Inclusive Education in Indonesia. The declaration was drafted and signed by a committee representing all the major stakeholders and signed by all the participants.

- The development of a national and nine provincial action plans. These plans contain concrete steps on how to further develop inclusive education policies and strengthen their implementation.

If you would like to read the text of the declaration please go to: www.idp-europe.org/indonesia/ Bandung_Declaration.pdf

Regional Workshop on Inclusive Education 19-21 October

Olof Sandkull

In order to further promote inclusive education in the Asia-Pacific region and to commemorate the ten years that have passed since the Salamanca World Conference in 1994, a *Regional Workshop on Inclusive Education* was held in Bangkok from 19-21 October 2004. It was organised by UNESCO Bangkok together with UNESCO Paris Inclusive Education Unit and the EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion. The sub-theme of the workshop was: *'Getting All Children into School and Helping Them Learn'* which was also reflected in the objectives of the workshop, namely to share experiences of inclusive education practices and explore future actions to promote it within the framework of EFA.

About 100 participants from 20 countries attended, representing ministries of education, NGOs, universities, international experts, donor and UN agencies. The key note address was delivered by Professor Mel Ainscow from the University of Manchester, on Salamanca 10 years on: what has been the impact internationally?

During the first day several UNESCO resource materials were presented and the Toolkit for Creating Inclusive, Learning-Friendly Environments was officially launched.

On the second day, participants could choose to attend two of four thematic sessions on Legislation and Policy, Teacher Training, Curriculum Development and Local Capacity-building and Community Development.

The final day was shared with the participants of the 6th National EFA Coordinators' meeting, which ran concurrently with the workshop. Presentations and group work was conducted that highlighted the links between inclusive education and EFA. The main message was that inclusive education offers the means by which Education for All can be achieved by ALL and not *almost* all. The participants then developed recommendations on how to promote inclusive education further and how to integrate it within the EFA framework. The Workshop Report can be found at: www.unescobkk.org/education/appeal

Islamabad Declaration on Inclusive Education

Terje Magnussønn Watterdal and Moch SholehY.A. Ichrom

On 27th April 2005 more than 40 senior officials from the Ministry of Education, Ministry of Social Welfare and Special Education, Ministry of Finance, Higher Education Commission, Provincial Governments of Baluchistan, Punjab, Northwest Frontier Province and Sindh, the Governments of Islamabad, AJK and the Northern Areas, University of the Punjab, Allama Iqbal Open University, the Royal Norwegian Embassy, Braillo Norway, International Development Partners [Indonesia and Norway], Sight Savers, Hassan Academy as well as both UNESCO and UNICEF gathered in Islamabad to discuss, formulate and sign a declaration on inclusive education.

After six hours of dynamic discussions and consultations the Secretary of Education and the Secretary of Social Welfare and Special Education both signed the Declaration together with all the other key stakeholders.

The signing of the Islamabad Declaration and other efforts to become more responsive to educational diversity in the country indicate that Pakistan is moving towards inclusive education.

The full text of the Islamabad Declaration is found on www.idp-europe.org/pakistan

Presidential Launch of the Adapted Indonesian Version of:

Terje Magnussønn Watterdal and Moch. Sholeh Y.A. Ichrom

UNESCO

Embracing Diversity:
Toolkit for Creating Inclusive, Learning Friendly Environments

"The toolkit will help teachers, families and society to get guidance on how to develop inclusion. Through involving all stakeholders in their communities, this toolkit will hopefully initiate a holistic improvement of the teaching learning process in our schools."

Mudjito, A.K. [Director for Special Needs Education, National Ministry of Education]

Susilo Bambang Yudhoyono and Bambang Sudidyo [Mira Fajar]

On 2nd May 2005 on the Indonesian Education Day the adapted Indonesian version of the UNESCO Toolkit; Embracing Diversity – Creating Inclusive, Learning Friendly Environments was officially launched when Mr. Bambang Sudibyo, Minister of National Education presented it to Mr. Bambang Susilo Yudhoyono the President of the Republic of Indonesia.

The Toolkit has been adapted in co-operation between the Ministry of National Education, Braillo Norway, UNESCO and University of Sebelas Maret with generous support from; the Royal Norwegian Ministry of Foreign Affairs, Helen Keller International, Norwegian Association of the Blind and Partially Sighted, CBM International, PERTUNI, IDP International Development Partners, Mitra Netra Foundation, IBO International Baccalaureate Organization, Sheraton Bandung Hotel & Towers, Jotun and the Nordic Club.

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Roundtable Discussion on Mainstreaming in Action: The Case of Inclusive Education

Health Link Organising Committee

This roundtable discussion, held in Phnom Penh, Cambodia in May 2005 was the third of three regional events being held as part of the Disability Knowledge and Research programme (Disability KaR). It was attended by 64 participants from:

- The Inclusive Education (IE) Team
- The Cambodian Ministry of Education, Youth and Sports (MoEYS)
- UN agencies
- Donor organisations
- International non-governmental organisations (INGOs), and
- Regional, national and grass roots disabled people's organisations (DPOs).

The discussions focused on the:

- Concepts of inclusive education (IE)
- Strengths, weaknesses, opportunities and threats to inclusive education (SWOT analysis)
- Strategies to overcome the challenges identified through the SWOT analysis

Presentations were made on:

- Background to and the development of inclusive education (IE)
- Biwako Millennium Framework and the Draft International Convention on Persons with Disabilities
- UNESCO and its promotion of inclusive education in the Asia-Pacific region
- Inclusive education in Laos and Cambodia

The presentations on inclusive education in Cambodia and Laos enabled participants to learn about programmes that were in different stages of development demonstrating what can be achieved even with very limited resources.

The SWOT analysis identified a range of strengths and weaknesses from participants' own experience of inclusive education. Strengths included:

- Development and implementation of inclusive education policies
- Community participation and support
- Existence of good teacher training
- Awareness of inclusive education programmes

In contrast, weaknesses included:

- Lack of inclusive education policies and their implementation
- Negative cultural beliefs and behaviors related to disability
- Lack of community awareness of and participation in inclusive education programmes.

There was debate over whether donor support for inclusive education represented a strength or weakness, as it could lead to donor dependency and hence poor sustainability of inclusive education programmes.

Participants were also given an opportunity to talk to students with disabilities in inclusive schools and hear their views. They could visit schools, both special and mainstream, where children with disabilities attended. A "materials supermarket" enabled participants to share, recommend and talk about inclusive education information resources that they had developed or used in their work.

The roundtable resulted in participants working together on six outputs:

- Framework for action to good implementation of inclusive education
- Suggestions of further research in inclusive education
- Changing community attitudes to disability
- Recommendations for mainstreaming inclusive education in the education sector and beyond
- Good practice for inclusive education
- Identifying when is inclusive education not appropriate

Inclusive Education is the Only Means to Combat Inequalities and Injustices

Abdul Hameed

For the first time in the history of education in Pakistan the Department of Special Education, University of the Punjab in collaboration with UNESCO Pakistan, ISS Karachi and IDP/Braillo Norway organized a two day (May 16-17, 2005) Regional Seminar on Inclusive Education. More than 400 participants attended this landmark event in Lahore. The theme of the seminar was "Improving schools for social inclusion". Experts from Bangladesh, India, Pakistan and Sri Lanka presented their papers on different sub-themes of the seminar. The discussions focused on recent policy initiatives, schools in the changing scenario, challenges and opportunities for inclusive education. The presenters stressed the need for inclusive education, which they reiterated will not only improve the quality of education, but also eliminates inequalities and injustices. They also mentioned that the idea of inclusive education is in complete harmony with the teaching of Islam and other religions and it is a cost effective way to reduce the dropout rate.

On the basis of papers presented the Chairman, Seminar Committee, Dr. Abdul Hameed presented the following recommendations of the Seminar.

- The Education Policy and Education Sector Reforms should be reformulated to implement inclusive education in the country. Legislative cover both at federal and provincial levels should also protect this policy shift.
- A road map for Inter-ministerial collaboration should be prepared so that all partners of inclusive education may take up their task.
- The team of experts already engaged in curriculum revision should be asked to provide enough flexibility to implement inclusive education at elementary and secondary levels.

- The teacher education curriculum should also be revised in line with the requirements of inclusive education and other global challenges.
- To begin with the rural primary schools particularly in remote areas should be made open and welcoming for children with disability and otherwise disadvantaged, excluded children with immediate effect by improving the schools for inclusive settings.
- Teachers as well as head teachers working in these inclusive schools should be given specialized training and financial incentives along with technical and professional support such as assistive devices, instructional material and separate budget for meeting the immediate needs of inclusive classes.
- Efforts should be made on different forums such as SAARC, ASEAN, OIC, etc. to initiate regional collaboration so that the country experiences can be shared at regional level. UNESCO and UNICEF should provide technical assistance for the development of resource centers in each country of the region.
- The Department of Special Education at University of the Punjab should be declared as national resource center on inclusive education. Each district government should establish an in-service teacher-training center for the preparation of teachers for inclusive education.

A better school-community relationship is imperative to usher maximum benefits of inclusive education. The private sector should be given due role as equal partner in initiating inclusive education right from the policy formulation to the allocation of funds from public exchequer.

Prof. Dr. Abdul Hameed,
Chairman Organizing Committee
University of the Punjab

Announcement

International Symposium

Inclusion and the Removal of Barriers to Learning, Participation and Development
Inclusive and Child Friendly Schools Emerging in Asia

**Bukittinggi [West Sumatra], Indonesia, 26th to 29th September 2005
Co-hosted by the municipalities of Padang and Payakumbuh**

Topics for the Symposium:

⇒ Developing an Inclusive and Child Friendly Society
→ Pre- and In-Service Teacher Education and Training
⇒ How to Create Inclusive and Child Friendly Schools
⇒ Early Childhood Care and Development
⇒ Access to Rehabilitative Health Care as a Pre-requisite for Successful Inclusion
⇒ Non-formal Education and Rehabilitation
⇒ Developing a Support System for Inclusive and Child Friendly Schools
⇒ The Role of International Organisations, NGOs and DPOs in the Implementation of Inclusive Education and Child Friendly Education Programmes

Ministry of National Education

UNESCO

ROYAL NORWEGIAN MINISTRY OF FOREIGN AFFAIRS

Confirmed Speakers/Panellists:

- Anupam Ahuja, IDP International Development Partners
- Prof. Mel Ainscow, University of Manchester
- Bill Brohier, CBM International
- Lawrence F. Campbell, ICEVI
- Els Heijnen, SDC/Helvetas
- Vivian Heung, Hong Kong Institute of Education [HKIEd]
- Martin Lomagor, Ministry of Education and Sport [Uganda]
- Prof. Solveig Alma Lyster, University of Oslo
- Seto Mulyadi, Indonesian Children's Rights Commission
- Sheldon Shaeffer, UNESCO Bangkok
- Ass. Prof. Miriam Donath Skjørten, University of Oslo
- Prof. Much. Syamsulhadi, University of Sebelas Maret
- Karin van Dijk, CBM International

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If you would like to know more about this landmark event please send us an e-mail at: symposium2005id@idp-europe.org

or visit our web page:
www.idp-europe.org

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12013 Jakarta
INDONESIA

Useful Publications

Active Learning:

"Active Learning – A self-training module" (Save the Children / Practice – Education Guidelines)
Contact: samina@scfoscar.org.np

Difference & Diversity / Inclusive Education:

"Inclusive education – Readings and Reflections" Gary Thomas and Mark Vaughan (eds) (2004) University of Leeds; Centre for Studies in Inclusive Education, Bristol, UK
ISBN 0 335 20724 3

"Overcoming Exclusion through Inclusive Approaches in Education – A challenge and a Vision" Conceptual Paper (UNESCO) ie@unesco.org

"Children who learn together, learn to live together – Towards Inclusive Education"
A Discussion Paper (Save the Children)
Contact: samina@scfoscar.org.np

Differentiated instruction:

"How to Differentiate Instruction in Mixed-Ability Classrooms" Carol Ann Tomlinson (2nd edition) ISBN 0 87120 512 2
ASCD (see below: web site)

"Changing Teaching Practices – Using curriculum differentiation to respond to students' diversity" UNESCO-Bangkok (see below: web site)

"Evaluation of the Teacher Training components for Inclusive Education in Vietnam" Michael Etherton - Save the Children Sweden – National Political Publishing House
Contact: hanh@scsweden.org.vn

Enabling Education in Emergencies – including all!

INEE (Inter-Agency Network on Education in Emergencies)
Publication: "Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction" (2004) ISBN 1 58030 034 0
www.ineesite.org

These minimum global standards for education in emergencies and early reconstruction are the result of two years of consultative work facilitated by INEE, involving 2,250 individuals from more than 50 countries. The standards represent a universal tool to define a minimum level of education quality and help ensure the right to education for people affected by crisis.

Quality education is an effective and essential form of protection during emergencies, and use of the minimum standards will help to improve the provision of quality education and

Useful Pubications

the accountability of the humanitarian actors to provide it. The minimum standards cover five categories:

- · Minimum standards common to all categories (community participation and assessment, response, monitoring and evaluation)
- · Access and learning environment
- · Teaching and learning
- · Teachers and other education personnel
- · Education policy and coordination

The minimum standards handbook provides guidelines that will help education providers improve teacher training as well as design, implementation, development and administration of education programmes. The standards focus on building local capacity and more effective coordination with local and international partners, education authorities and host communities. The handbook also establishes minimum standards conducive to improved learning opportunities, by linking education programmes to psycho-social aid, shelter, health, water supply, sanitation, nutrition and security. The handbook is designed to give governments and humanitarian workers the tools that they need to address the Education for All (EFA) and UN Millennium Development Goals (MDGs). It is the first step towards ensuring that education initiative in emergency situations lay a solid and sound basis for post-conflict and disaster reconstruction.

Research:

Inclusive Education Series
"Educational Inclusion as Action Research" – An interpretative discourse
Christine O'Hanlon (University of East Anglia) – ISBN 0 335 20732 4
Open University Press

Websites:

Association for Supervision and Curriculum Development (ASCD)
www.ascd.org

Centre for Studies on Inclusive Education (Bristol, UK)
www.inclusion.org.uk, www.csie.org.uk

idp—Internatioanl Development Partners
www.idp-europe.org

Teachers talking (about effective teaching and learning)
www.unicef.org/teachers/

Toolkit: Embracing Diversity – Inclusive Learning Friendly Environments
www.unescobkk.org

UNESCO Inclusive Education
www.unesco.org/education/inclusive

Introduction of the Editors

Anupam Ahuja is an international consultant on inclusion and the development and review of education programmes. She has worked with the National Council of Educational Research and Training in New Delhi. She has over 20 years of experience in the field of education, with focus on developing inclusive practices. Anupam has had numerous assignments on initiating, guiding and evaluating inclusive programmes in Africa, Asia and Eastern Europe for UNESCO, UNICEF, World Bank, IDP, Braillo Norway and a number of other international organisations. She has contributed to many international publications on education and school improvement for marginalized groups. In 2004 she reviewed the 'Education for All' plans for 17 Asian and Pacific countries with focus on the linkage between inclusion and EFA on behalf of UNESCO Bangkok.

Chinara Djumagulova is working as *Central Asia Regional Inclusive Education Advisor*, Save the Children UK. She has 16 years of experience in the areas of early childhood development, basic and inclusive education programme development, management, monitoring and evaluation and recently completed her doctoral research. She has contributed to the planning of Save the Children's strategy on inclusive education in Central Asia and provided technical support to the development of inclusive education components of projects in the SCUK Central Asia program. Recently she developed and field-tested support materials for teachers and other staff leading to the publication of a practical manual and guide for teachers and others working and planning to work in inclusive education.

Els Heijnen has been working as education advisor in West Africa, Nepal, Sri Lanka and Bangladesh for the last 16 years. Since 2004 she has been based in Bhutan as project advisor for the "Support for Teacher Education Project" (STEP), a collaboration between the Bhutanese Ministry of Education and the Swiss Development Cooperation (SDC), implemented by Helvetas. Els has worked in formal and non-formal education, with national and international NGOs and in close consultation with UN agencies like UNESCO and UNICEF as well as with Save the Children focusing especially on equal rights and opportunities to, in and through education, while advocating for widening the understanding and scope of inclusive education through different projects and programmes at different levels of the education systems.

Vivian Heung is head of the Centre for Special Needs and Studies in Inclusive Education (CSNSIE) of the Hong Kong Institute of Education. She coordinates and oversees the development of activities to support schools, teachers and parents in implementing inclusive education through research, training and publication and development of resource materials. CSNSIE is now the major provider of school-based teacher education for inclusion in Hong Kong. It also offers parent training and individual consultation services. Dr. Heung was responsible for the planning and design of a new Bachelor of Education program which was launched in Hong Kong in September 2004. It is the first specialist Bachelor degree in Asia on special needs and inclusive education. Dr. Heung specializes in the education of children with emotional and behavioural difficulties. She has extensive experience in research, publication and consultancy work and has served on the editorial board of the Special Education Forum and Journal of Special Education in China, Beijing.

Introduction of the Editors

Moch. Sholeh Y.A. Ichrom is a Professor in Special Needs Education at the University of Sebelas Maret in Solo [Central Java] Indonesia. He has a Ph.D. from Ohio State University and has been the main consultant on Inclusion for the Directorate of Special Education, Ministry of National Education since 1998. He is currently the Indonesian Education Manager for: Quality Improvement of Education for Children with Visual Impairment, an extensive co-operation between the Governments of Indonesia and Norway on Inclusion. Since early 2005 he has been a Partner of IDP International Development Partners in their work throughout Indonesia and Pakistan. In early 2005 he took up the post of Head of the Rehabilitation Research Centre at his university and he recently launched a new child friendly curriculum for Syariah schools.

Terje Magnussønn Watterdal is the Braillo Norway Project Manager for: Quality Improvement of Education for Children with Visual Impairment. He has co-ordinated the pilot implementation of inclusion in schools and communities throughout Indonesia as well as supported the establishment of a Master Degree Programme in Inclusion and Special Needs Education in Bandung [Indonesia]. He has worked with education, rehabilitation and organisational development of marginalized groups in a host of countries throughout East Africa, Central America, Asia and Europe since 1990. Terje is one of the founders of IDP International Development Partners and is currently working on development of inclusion programmes in Indonesia, Pakistan and Tanzania on behalf of Braillo Norway and IDP.
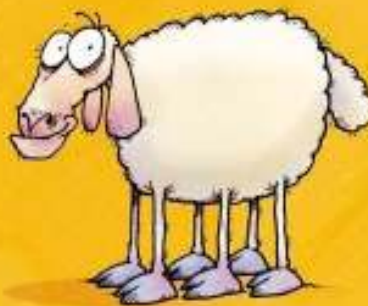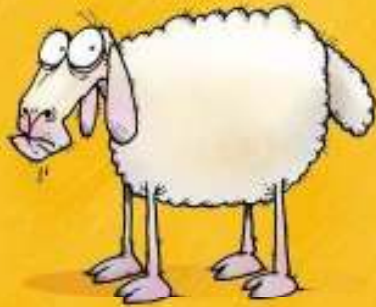
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Don't be like a sheep and follow or look for the same

Не буди овца - не тражи две исте

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