Enabling Education Review

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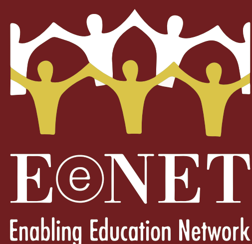

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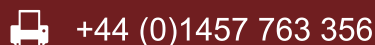
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Editorial

Often our editions of Enabling Education Review have a definite theme. This year's edition contains a fascinating variety of articles. At first glance they seem to have no over-arching theme, but various sub-themes, including: funding, managing and sustaining inclusive education; engaging and empowering beneficiaries in finding solutions; facilitating parental and child involvement; and early childhood education.

However, for me there is a message emerging from many of the articles – **the importance of collaboration in developing inclusive education.**

This is not a new issue. EENET has published many articles that focus on diverse education stakeholders working together – as implementers or advocates – to build more inclusive education systems.

Globally, we can see some of the results of disability and/or education activists collaborating on advocacy efforts. Two examples are the UN Convention on the Rights of Persons with Disabilities, which has made a clear call for inclusive education; and the newly agreed Sustainable Development Goals, which contain more references to inclusion and people with disabilities than previous global commitments.

But are we seeing enough collaboration on the ground?

Perhaps in order to answer that we should understand why we need a culture of collaboration at the heart of inclusive education. We do not need it because collaboration is a development trend or bandwagon, but because without it we are unlikely to be able to truly succeed with inclusive education.

Inclusive education developed as a rights-based alternative to special and segregated education. It focuses on changing policies, cultures and practices to make a unified education system that is welcoming and supportive for all groups of learners together. In recent years there has been criticism that the strong focus on system-level changes in inclusive education has led to the specific needs of some individuals (particularly children with disabilities) being forgotten. For instance, it has been argued that while lobbying for and implementing systemic changes to infrastructure or teaching practices, implementers have sometimes ignored the fact that some children still need assistive devices or rehabilitation in order to benefit from an improved system.

In response, the notion of a twin-track approach to inclusive education has gained focus: developing initiatives that manage both to achieve systemic changes and deliver specific, individual support to learners.

However, the twin track approach is potentially quite daunting. Implementers who primarily focus on advocating for or implementing broader system-level changes may feel frightened at having to develop the expertise to provide technical support to children from specific groups. Equally, (disability or other stakeholder) specialist organisations may feel under-prepared for bringing changes to an entire education system, rather than just supporting specific children in specific school communities.

On the surface the answer seems quite simple – system-change experts and individual support experts need to work together to create a fantastic 'big picture' − but of course it is not that simple!

Collaboration in inclusive education seems to be hindered by the same barriers to collaboration that other development initiatives face. Despite their missions to deliver improved lives and uphold rights for the most vulnerable, the reality is that NGOs and UN agencies exist in a highly competitive environment that does not encourage collaboration and sharing. They need to access scarce funding before another organisation gets it. They need to become the 'go-to' organisation for the government before another takes the lead.

Of course, there are examples of organisations working successfully together on joint initiatives. But there are as many or more examples of countries where multiple organisations are supporting multiple inclusive education initiatives – sometimes complementing each other, sometimes duplicating work, or sometimes even delivering contradictory work. Initiatives often focus on narrow aspects of inclusion (e.g. supporting girls, or children with hearing impairments, or street-connected children) and fail to address the multiple layers of disadvantage that individual learners can experience.

Based on EENET's global information sharing and consultancy work, the questions that have been frustrating me the most in the last few years are: "why are mainstream NGOs and specialist NGOs not working together more in developing and supporting inclusive education? Why are they not coming together to deliver a twin-track vision?"

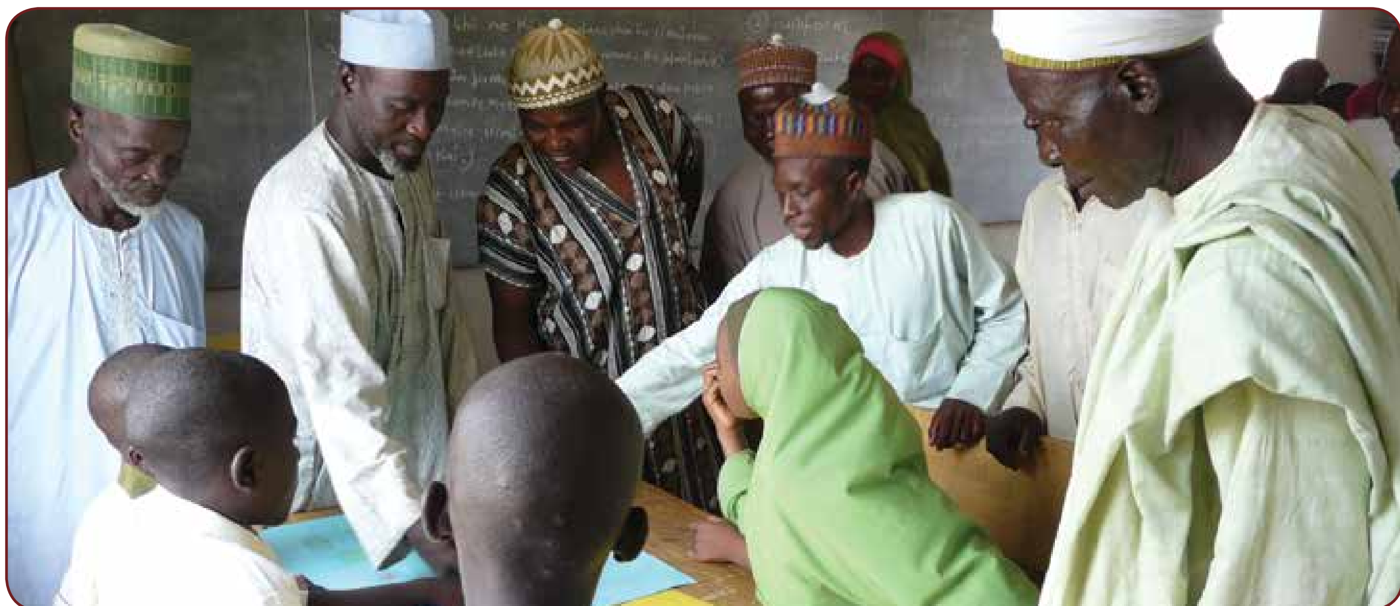
I am not sure that I have an answer to these questions yet. Is it simply because of the competitive funding environment? Is it because of a lack of historical relationships between mainstream and specialist organisations? Is it because of fear; for instance, fear of being exposed as not knowing as much as the other organisation knows (about development generally or about disability specifically)? Or is the lack of collaboration simply because mainstream and specialist organisations have not realised its importance, are not aware of twin-track ideas, and therefore have not built collaboration into their project plans? We would certainly welcome your thoughts on this debate!

If you were to ask me what I would most like to see in the next 5 years, in terms of inclusive education development, I do not think I would simply wish for more money to become available (although that would be nice). I would wish for greater collaboration between all organisations and stakeholders, at all levels, because through collaboration and participation all of the other challenges (including scarce funding) stand a much better chance of being solved.

Ingrid Lewis
EENET Managing Director

Promoting inclusive education management in Nigeria

Fatima Aboki and Helen Pinnock



SBMC members listen to children's ideas for improving their school © Sandra Graham

Nigeria has the most out-of-school children worldwide: 8.7 million. Children are excluded because of poverty, gender, disability, geography, language, albinism and nomadism. Education has been 'one size fits all': teaching is not differentiated for children's diverse learning needs; communities and teachers have not helped children facing difficulties come to school; and corporal punishment, conflict and sexual harassment keep children away.

Since 2009, the Education Sector Support Programme in Nigeria (ESSPIN), funded by the UK Department for International Development and managed by Cambridge Education, has been supporting change towards an inclusive education system in six of Nigeria's poorest states. Different strategies have been piloted at policy, school and community levels, to test which approaches are relevant to local capacities and priorities. Here Fatima and Helen summarise some of ESSPIN's achievements.

ESSPIN developed these indicators to measure progress on inclusive education:

1. Each state has a clear policy on inclusive education that outlaws all forms of discrimination and promotes learner-friendly education;
2. There is support for civil society to give voice to excluded groups in planning and budgeting;
3. Data on out-of-school children is collected and available at state and local government levels;
4. Expenditure on access and equity activities in schools is predictable and based on the medium-term sector strategy;
5. Local education officers receive information and respond to community access and equity issues.

ESSPIN provides resources, advice and training to help state education systems make progress in each area. School infrastructure has been improved to expand access; different types of schooling have been offered; communities have been mobilised to help children come to school; and teaching practice has improved.

Three elements of improving education access and equity have been explored (see diagram):

Supporting inclusive culture

ESSPIN's inclusion work has strengthened school-based management committees (SBMCs). This has built a culture of shared accountability for education between government and communities, and put inclusion at the centre of school improvement.

SBMCs are formed from a cross-section of the community, organising educational support and bringing community education priorities to government. Federal SBMC guidelines existed before 2009, but few SBMCs were active. Using a process designed by Save the Children, ESSPIN supported state governments to adapt the federal guidelines into a state SBMC policy. Government set up partnerships with civil society, using staff from local government and civil society organisations (CSOs) in a 'buddy system' to activate, train, mentor and monitor SBMCs.

Regular visits for training and mentoring from the CSO-government partnership encourage SBMCs to support children's enrolment, feeding, clothing, equipment, and daily attendance. SBMC training covers child protection, disability, gender, inclusive education, monitoring, conflict resolution, child participation, fundraising, project management and financial accountability. SBMCs monitor the school environment and teachers' attendance and behaviour.

SBMCs have activated the community and donors to help children attend school. Children with disabilities have received wheelchairs, food and clothing; families have been encouraged to keep daughters in school; and SBMCs have recruited teachers who speak the languages of minority children. SBMCs have prepared inclusive school development plans and successfully lobbied government for resources to expand and improve schools.

Between 2010 and 2015, 10,442 SBMCs were supported like this. Governments in ESSPIN-supported states and across Nigeria are using their own funds to scale up the approach, contracting CSOs for support.

In 2013 state governments introduced a monitoring system to document the benefits of SBMC support, motivating government to keep training SBMCs. Local education staff use templates to collect data on how many children (boys and girls, and with disabilities) have enrolled as a result of SBMC action, and estimate local children still out of school. The reporting system provides information on challenges faced by SBMCs, so that government can respond with policies and resources. Visiting CSOs also collect information for use in advocacy.

Advocating inclusive policies

In Lagos, during visits to SBMCs, CSO and education staff saw how children with disabilities were excluded from school. They then set up a policy forum for government and civil society on disability and inclusive education. ESSPIN funded the forum and trained CSOs in presenting evidence. The forum meeting led to state commitments to generate an inclusive education policy, for which ESSPIN offered advice.

Through similar processes, four ESSPIN-supported states have inclusive education policies, with actions targeting disadvantaged children and marginalised groups. States have capacity development plans for education staff to ensure implementation of the policies.

ESSPIN has also supported out-of-school surveys in three states to gather numbers and reasons for non-attendance. In response to this information, state budget plans are allocating resources more effectively according to need.

Promoting more inclusive teaching practice

As well as training on child-centred methods, a network of visiting school support officers, set up in local authorities, encourages teachers to include diverse learners. Work is being done with training and school leadership bodies to improve policies, curricula and assessment for enrolment and inclusive teaching.

The latest Composite Survey to measure outcomes shows that ESSPIN-supported schools perform better than control schools in several areas. These include school inclusiveness (improving access for disadvantaged children and using different assessment methods); spatial inclusion (whether teachers include children in all parts of the classroom); SBMC functionality, women's participation, and children's participation.

When ESSPIN ends in 2016, the programme will hopefully have laid foundations for a more inclusive school system.

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This article is based on 'Whose learning needs to be prioritised? Inclusive education in Nigeria', submitted to the 2015 UKFIET Conference, by Fatima Aboki, Manjola Kola and Jake Ross.

Collaboration for inclusive education development in Burkina Faso

Estelle Koudougou

Inclusive education can be a complex process, not something that can be designed and implemented by one organisation or government department entirely on its own. The needs, perspectives, responsibilities and roles of a wide range of stakeholders need to be considered. In this article, Estelle summarises some of the ways in which stakeholders have been brought together to collaborate on inclusive education in Burkina Faso.

Developing collaboration

A census in 2013 identified 79,617 children with disabilities aged 0−18 years in Burkina Faso, plus a number of ethnic minorities, refugees, and children living on the streets. Creating access to a quality education for these children, and supporting their retention in the school system, requires collaborative planning so as to develop truly relevant mechanisms and strategies.

The inclusive education project, developed by Handicap International and the Ministry of Education over the last 10 years, has favoured a collaborative approach, both in planning and implementation. A key medium-term objective has been to build the know-how of institutional actors across the country, so that it is not just one organisation or department that holds the knowledge or that is seen as responsible for inclusive education.

Handicap International and its partners carried out advocacy and awareness raising work with the political authorities, which culminated in the adoption of the Act on the Protection and Promotion of the Rights of Persons with Disabilities in April 2010. Implementation of this law also requires multi-sectoral and inter-ministerial action.

Ministry roles

The Ministry of Education has been at the forefront of the inclusive education initiative, in close co-operation with other actors, including corporate entities and civil society.

The Ministries of Health, Social Action, Local Administration, Human Rights, Employment and Vocational Training are involved at different stages in inclusive education. Their representatives have specific responsibilities at central and decentralised levels. For example, the head of the local health service is in charge of medical consultations relevant to inclusive education, while the head of the social affairs local department supervises awareness-raising and counselling activities.

Each player learns through the contribution they bring to the process. The municipal committees, for instance, have now included among their responsibilities and action plans, activities related to inclusive education (identification, referral, awareness-raising, monitoring, etc).

Committees and commissions

Before the UN Convention on the Rights of Persons with Disabilities was adopted by the United Nation General Assembly in 2006, Burkina Faso had a multi-sectoral Committee on the Rehabilitation and Equalisation of Opportunity for Persons with Disabilities. It took a medical approach to disability and experienced limited success due to poor interaction between actors. With Handicap International's work and following the 2010 Act there was growing desire for friendly interaction and sharing between actors working on disability. The National Multi-sectoral Council for Promotion and Protection of Disabled People's Rights was therefore born. It operates from a social model perspective on disability, meets regularly, and has developed indicators for following up the implementation of the Convention. It also influenced the recruitment of 97 people with disabilities into public service in 2014.

At the national level, there is a steering committee for the inclusive education project. The Ministry of Education has also set up a multi-sectoral steering committee to guide and monitor the writing of the national inclusive education strategy. Through consultations between steering committee members, they try to ensure all issues related to inclusive education are considered and members then propose a relevant and operational action plan.

Composition of key collaborative bodies

Inclusive education project steering committee: representatives from the Ministry of Education, the Ministry of Health, the Ministry of Social Action and National Solidarity, organizations of/for persons with disabilities, civil society active in education, special schools and Handicap International.

National Multi-sectoral Council for Promotion and Protection of Disabled People's Rights: represented by the Presidency, the Prime Ministry, all ministries, representatives of disabled people's organisations, national and international NGOs working on disability, customary and religious leaders, and technical and financial partners and employers.

Steering committee for the inclusive education strategy: central directorates of the Ministry of Education, the Ministry of Health, the Ministry of Social Action and National Solidarity, international NGOs active in the field of disability such as Handicap International, Light for the World, and CBM, federations of organisations of persons with disabilities and special schools.

Local level

At the local level, representatives of government departments participate in the development of inclusive education action plans for communal commissions (multi-stakeholder entities under the tutelage of municipality mayors). These commissions were created to ensure the schooling of children with disabilities at the local level, and have been one way that our collaborative approach has been adapted within a decentralised context. They operate in municipalities where Handicap International works.

Local level government representatives have received a clear message that the issue of disability is part of their responsibility, and that inclusive education is the approach chosen by Burkina Faso. They understand that their role (and measurement of their success) involves supporting accessibility and the participation of children with disabilities in schooling.

In addition to institutional and municipal partners, the communal commissions also include associations of parents, pupils, Mères Educatrices (associations of mothers who promote education), school management committees and organisations of persons with disabilities. Their main activities include mobilising resources for the identification and assessment of children with disabilities, developing school guidance tailored to the specific needs of these learners, and ensuring that these children are included in schools close to their home.

The collaborative approach has enabled significant progress in terms of the evolution of education policies, ownership of the guiding principles of inclusive education, and efficiency in organising actions. As a result, more children with disabilities have been welcomed into regular school environments. The national inclusive education strategy currently being written will serve as a further tool for ensuring high quality planning and advocacy and for meeting the challenges of resource mobilization and coordination of all inclusive education actors.

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Meeting of a communal commission © Handicap International

Sustainability and shared financial responsibility in education: An example from Cambodia

Hervé Roqueplan and Sandrine Bohan-Jacquot

The development of education for children with disabilities, and of inclusive education more generally, in many places has been initiated by non-governmental organisations (NGOs). The work often remains in the hands of the NGOs and thus stays small-scale and ultimately unsustainable. In this article, Hervé and Sandrine explain how the Cambodian organisation, Krousar Thmey, has sought to develop education responses that embed strategies for sustainability and government ownership.

Background

Krousar Thmey ("New Family" in Khmer) was founded in 1991 to support street children in the refugee camps at the border with Thailand. Krousar Thmey now aims to enable underprivileged and disabled children to be included in society and lead responsible, independent adult lives, through providing them with appropriate support, quality education and artistic development, in line with their traditions and beliefs.

Every year, Krousar Thmey works with around 2,500 children and their families in 14 provinces and towns. In 2015, its education programme for children with hearing and visual disabilities helped 800 children to access education, from kindergarten to high school. The organisation first supports children with sensory disabilities to learn Sign Language or Braille in one of its 5 special schools, for 4 and 2 years respectively. After this, the children are included in regular classes in the general public education system. Cambodia's schools only operate for half days, so the children with visual and hearing impairments can continue to receive specific support in the special schools for the rest of the day, offering them a unique mix of inclusive and special education.

Many former Krousar Thmey-supported students have progressed to university or have found permanent employment. By the end of 2015, 21 blind and 6 deaf students were studying at university, while 19 blind and 5 deaf students had graduated since 2010, and 109 youth with hearing or visual disabilities in total were employed.

Empowerment and sustainability

Krousar Thmey started its education services for children with disabilities in the early 1990s; there were no existing services to build on. Its focus on education services for children with sensory disabilities was particularly unusual in Cambodia. Krousar Thmey maintained this work even when donors were not supportive of the issue or wanted the organisation to take different paths. For instance, Krousar Thmey refused to establish an individual child sponsorship scheme which it felt would create differences between its beneficiaries, and it refused to create orphanages, preferring to develop longer-term solutions to support children back into their families/communities and local schools. The organisation actively sought to raise funds through private donors to ensure that its work did not simply stop after a short traditional donor-funded project cycle, as happened with most NGOs.

The organisation operates a long-term vision for supporting vulnerable children. Investing in teacher training has been a crucial element for success. Teachers in Krousar Thmey's special schools are not just trained once or twice for a few days, but have received training for a month (during summer break) every year for the last 20 years. Teachers of the inclusive classes in public schools, to which deaf and visually impaired students transition, also benefit from regular training during holidays.

The organisation has focused on developing solutions that take account of local perspectives, are accepted by the community and are thus more sustainable. Krousar Thmey took the gradual approach of building on existing resources and capacities. Its commitment to sustainability has also involved working closely with the government. Krousar Thmey used demonstrations of successful education interventions to convince the government about education and inclusion for children with disabilities. It aims to fit all of its work within the existing education system rather than creating a parallel system. For instance, the special schools established by Krousar Thmey have been built on government land and follow the national curriculum, with adaptations by the teachers, and the organisation seeks always to involve local authorities, from commune to ministry level, in its activities.

A hearing impaired student in Cambodia © HR/Krousar Thmey

To further enhance sustainability, Krousar Thmey has always sought partnerships with other stakeholders in the field of disability or child protection, at national level (Association of the Blind in Cambodia, Deaf Development Program (DDP), Friends International, etc.) or at international level (International Council for Education of People with Visual Impairment, National Technical Institute for the Deaf, etc.).

Shared financial responsibility

More recently, a new project to include low vision children in public schools has been set up. From the start it has had active participation of the local district education team. Inspectors have been given significant additional responsibilities to monitor the inclusion of children with low vision. In return, Krousar Thmey has provided a financial incentive to the inspectors, although ultimately the aim is for the Ministry of Education, Youth and Sport (MoEYS) to replicate the work and take on any such financial responsibilities. Financial incentives have not been offered to regular teachers, however, as being inclusive should be part of their day-to-day job.

In 2011 Krousar Thmey initiated a transfer process to MoEYS for the 5 special schools, which will mean the Ministry taking full financial responsibility for them by 2020. The 10-year framework for the transfer has included (in 2012) all special needs teachers initially trained by Krousar Thmey being added to the government payroll and receiving their basic salary from MoEYS. In 2014, the Ministry agreed to fund all Braille book printing as well as the Sign Language Committee established by Krousar Thmey and DDP (whose remit includes developing Cambodian Sign Language) and the production of textbooks with Sign Language indications. Such engagement represents an average of 100,000 USD a year (about 10% of the annual budget Krousar Thmey dedicates to its education programme).

Krousar Thmey's management is now discussing with MoEYS senior leaders to finalise the last 5 years of the transfer plan, defining clear milestones, responsibilities and objectives. This will include ensuring the schools and special needs teachers are accorded a status that ensures an appropriate budget and salaries.

In conclusion

International and local NGOs have contributed, and will continue to contribute, to the building of quality and inclusive education systems in developing countries. However, it is vital for NGOs to remember that education for all children in the country remains the duty of the government, and only the government has the power to change education on a national scale.

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Fundraising strategies for inclusive education in India: A critique

Kanwal Singh

Almost every reader will, at some point, have had to deal with the challenge of funding their inclusive education efforts. In this article, Kanwal takes a critical look at the ways non-governmental organisations (NGOs) fundraise for inclusive education and what needs to change.

Why look at this issue

I am a strong advocate for inclusive education and have been actively involved in planning, budgeting and managing NGO initiatives in northern India. Fundraising for these initiatives has usually been an amalgamation of donations (cash and kind), grants from development donors, government funding, student fees (also called user charges) and sponsored events. As we transitioned from special to inclusive schools in India, I had several concerns linked to the funding of inclusive initiatives:

- Some fundraising strategies were acting as barriers, albeit unintentionally, ultimately promoting exclusionary practices.
- The planning and funding of inclusive education initiatives overwhelmed some NGOs to the extent that they have (unintentionally) lost sight of the purpose of their projects.

The problems

In the last two decades, several disability-specific NGOs have switched from a charity to rights-based approach, from a medical to social model, and from special to inclusive education. For many NGOs, however, the move has been in theory only. The appropriate framework, strategies and tools to back this theory in practice have been lacking. This has impacted all areas of work in NGOs, including fundraising. For example:

- Special education centres in India developed from a charity model. NGOs have, therefore, applied the charity approach in their fundraising strategies, appealing to donors for 'sympathy' towards vulnerable children who need help. Having all students with disabilities together in a special setting helped organisations to showcase their work, eliciting appreciation and funds. Inclusive education, on the other hand, stems from the rights-based model. Shifting from a charity approach to using human rights as an argument to convince donors to support inclusionary practices is a substantial challenge for many NGOs. The shift from promoting the 'bricks and mortar' of special schools towards 'addressing barriers in the community' can be difficult to explain to funders. The lack of 'obvious' special school students, staff or infrastructure to help draw donors' attention does not make things easier. At a local NGO level, letters of appeal and events continue to be common fundraising strategies in India.
- Many NGOs have focused on changing the mind sets and practices of other stakeholders without focusing adequate time and resources on updating and rejuvenating themselves. They may believe they are facilitating inclusive education, but in reality are working towards integration (merely placing children with disabilities in regular schools). The absence of internal clarity and capacity-building has a negative impact on NGO fundraising systems and strategies. For instance, I have observed NGOs submitting inclusive education fundraising proposals that are not just unclear about the concept, but in direct conflict with its core principles.

The solutions

NGOs working on inclusive education need to reinvent themselves as well as their fundraising strategies:

- ***Revisit and restructure their functions***
  The government and mainstream schools are responsible for admissions, organising resources/support, teaching and teacher training. Students enrolled in mainstream schools belong to those schools. NGOs need to take a step back and consider

themselves more as connectors or links between students and the government. Their fundraising strategies therefore need to focus on the NGO as a resource, offering support services. NGOs need to start asking themselves different questions; about the real expenses of their role as a connector and resource, and about for what and for whom the funding is required.

- ***Revise their fundraising frameworks***
  Donors are often interested in funding assistive aids and equipment for special schools, via NGOs. As more children move away from special schools, so the mainstream schools/system (should) become more responsible for such provisions. NGOs therefore need to revise their fundraising frameworks and strategies to take account of this change. They need to explore and develop newer approaches and areas for fundraising to support inclusive education. Inclusive education is not only about NGOs changing the world; it is about NGOs changing themselves as well.

- ***Ensure fundraising is inclusive and rights-based***
  NGOs need to analyse whether their fundraising approaches actually hinder rather than promote inclusion. This means reflecting on current fundraising practices and messages, and identifying and modifying any that are in direct conflict with inclusive education principles. For instance, providing posed pictures of children with disabilities displaying or receiving donated items is no longer acceptable – even if it satisfies donors. Replacing these with positive pictures and testimonies of success regarding inclusion in school/class would be a step in a more rights-based direction.

- ***Building a confident, knowledgeable fundraising team***
  Donors sometimes struggle to understand NGO projects when they are not simply providing services under one roof. They need to change their mind set when appraising proposals. NGOs in turn need to invest in fundraising teams who have the knowledge and skills to educate prospective donors – using hard-hitting facts, examples or statistics – about 'new' approaches that are replacing traditional charity, service-delivery models. NGOs working on inclusive education need to build their internal capacity and bring clarity about the concept, so that they can confidently and convincingly approach funders with rights-based inclusive arguments (instead of appealing to them for sympathy on behalf of children with disabilities).

NGOs are facing a shrinking funding pool. The government often expects NGOs to support learners in inclusive settings, rather than acknowledging its responsibility to promote inclusion in the national mainstream education system. Donors continue to struggle with understanding proposals to fund inclusive education provision because they can't 'see and touch' it in the same way they can a stand-alone special school.

It is time for NGOs to reinvent themselves and their fundraising approaches so they remain relevant in the changing environment. They need to explain better to donors what it is they do and why, and clarify their mandate and modes of support regarding mainstream and special schools. NGOs have fought hard to promote inclusive education and need to resist making compromises to appease donors. They need to ensure that the quality and quantity of support organised in the mainstream schools they are championing are dictated by inclusive principles and student requirements rather than by the available funding. This will help NGOs sustain the confidence of the people for whom they exist.

Kanwal Singh is an Inclusive Education Consultant based in India. She has experience of managing special and inclusive schools. Kanwal has designed curriculum, teacher development programmes and written handbooks on special and inclusive education.

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Developing inclusive education standards and norms in Rwanda

Vincent Murenzi and Julia McGeown

Access to basic education and quality learning remains a challenge for many children with disabilities in Rwanda, but things are starting to change. The 'Inclusive Futures in Rwanda' project, run by Handicap International (HI) and Voluntary Service Overseas (VSO) from January 2013 to March 2015, aimed to establish and apply a set of standards, tools, roles and norms for quality inclusive education. This project was one of 26 trial 'Innovations', funded by a wider project called 'Innovation for Education', set up by the UK's Department for International Development in partnership with the Government of Rwanda.

Using everyday objects as learning materials is part of the Inclusive Pedagogical Principles Checklist © Julia McGeown/HIUK

Background

The 'Inclusive Futures' project sought to develop inclusive education standards, tools, roles and norms (STRNs) as a way to address the large number of out-of-school children with disabilities and the unsatisfactory learning outcomes for children with disabilities.

Project development

At a preparatory workshop, various national-level participants discussed the educational needs and challenges of children with disabilities. A national steering committee was established, chaired and led by HI and VSO, and involving the Rwandan Education Board, Ministry of Education officials, experts from the Kigali Institute of Education, international NGOs, donors and local disabled people's organisations. The committee wrote and validated the new national STRNs. The final version − divided into policy, service and community level STRNs − was published in June 2013. The STRNs were envisaged as helping to meet Rwanda's Education Sector Strategic Plan. This Plan advocates for free, universal inclusive education for all children, but lacks necessary implementation details.

Rolling out the STRNs

The STRNs were trialled in 24 pilot schools. Diverse activities helped stakeholders learn about and use the STRNs. Practical teacher training took place in the pilot schools. For instance, teachers were shown how to use tools

Standards, Tools, Roles and Norms: What are they?

Standards: A standard is a required level of quality. An example of a school-level standard is that "all learners with special educational needs should be able to freely access the school environment, school materials, communication, and have access to information".

Tools: The project designed 9 pedagogical tools, including a template for an 'Individual Education Plan', an 'Inclusive Pedagogical Principles Checklist', a guide for developing a resource room, an educational assessment, and a progress record.

Roles: A paper describing the roles to be played by all education stakeholders was published as part of this project.

Norms: A norm is an expected or acceptable behaviour or action. A norm at policy level is that conditions "permit educationally disadvantaged learners to enroll, remain in and complete schooling".

such as individual education plans, carry out simple progress reports, and set up and use resource rooms. Inspectors from the Rwandan Education Board were trained to use the standards to assess classroom inclusivity during their regular monitoring. This engagement by inspectors boosted the project's chances of sustainability. Regional HI staff were based in the District Education Board offices rather than HI offices. They helped to build capacity within those teams regarding the STRNs, and ensure that inclusive education was consistently incorporated into general education activities.

In addition to developing and rolling out the STRNs, the 'Inclusive Futures' project also involved: educational assessments for children with disabilities through a multi-disciplinary team; supporting and training parents' groups and children's inclusive education drama clubs; improving accessibility in schools; and providing initial equipment for resource rooms.

Results

An external final evaluation revealed that all 24 pilot schools using the STRNs were able to provide inclusive education for children with disabilities. In total, the schools enrolled 1,296 children with disabilities (much higher than the initial estimate of 360). Questionnaires and interviews revealed that 85% of teachers felt the STRNs were accurate and applicable in their schools.

One teacher explained that as a result of the STRN process:
"In all educational programmes, including lesson planning and delivery, we [now] cater for all children's needs in general and those with disabilities in particular. This has positively impacted on children's enrolment rates and there is a remarkable change in performance and drop-outs".

Including parents in the process of using the STRNs was also important for success:
"In parents' group activities, I built my self-esteem and understood disability issues. We collaborated well with school head teachers and local authorities. What was not possible [before] is now realised." (Primary school parent)

The majority of evaluation respondents agreed that the project had a positive impact, and that using the STRNs had improved enrolment, promotion, retention and academic progress for children with disabilities and special educational needs.

Sustainability

A team of 53 trainers-of-trainers will continue supporting teacher training, in addition to the core 589 teachers already trained and using the STRNs in their daily work.

The fact that Rwandan Education Board staff played a role in defining, developing and harmonising the STRNs, and actively participated in monitoring them in pilot schools using their own inspectors, means that there is much more chance that the STRNs will continue to be used after the 'Inclusive Futures' project ends.

Monitoring and evaluation

There was a need for routine collection and analysis of quantitative and qualitative data, to help understand how well the STRNs were being used and with what results. Tools created for use within the project – such as the Inclusive Pedagogical Principles Checklist – enabled data about classroom inclusiveness and teachers' methods to be collected and collated. Efforts were made to ensure that the processes for collecting and reporting data were streamlined – relevant stakeholders knew their roles and which tools to use, so that data duplication or gaps were minimised. To further ensure consistency and reliability in data collection, a joint monitoring and evaluation team was established, with representatives from the Ministry of Education, the Rwandan Education Board, the University of Rwanda's College of Education, and HI and VSO. Regular data reports were generated within the project. These captured quantitative data on children's ages, gender and impairments, as well as enrolment and drop-out rates, exam results (for children following the standard curricula) and other results for children who have specific targets in their IEPs.

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Delivering inclusive higher education policy in Brazil

Jackeline Susann Souza da Silva and Windyz Brazão Ferreira

In this article, Jackeline and Windyz share the experience of the Federal University of Paraiba (UFPB), Brazil, in developing a Policy and a Committee on Inclusion and Accessibility for Students with Disabilities.[1]

Universities encouraged to become inclusive

In 2005 Brazil's Ministry of Education launched the 'National Program INCLUIR (Include): Accessibility in Higher Education', providing universities with funding to develop and implement accessibility policies.[2] In 2012 the programme expanded to all 52 federal universities.

> Brazil's law (5296/2004) defines four types of accessibility: (1) physical barriers that must be removed from any environment, (2) attitudinal barriers that must be changed in any context, (3) communication and information barriers that hinder participation and, therefore, must be made accessible and (4) curricular barriers that must be removed by changing pedagogy in any level of education.

At universities, these accessibility changes can be achieved by:

- holding academic events to disseminate knowledge about barriers and ways to overcome them
- developing awareness-raising processes that focus on the rights of people with disabilities
- mapping students enrolled in graduate and post-graduate courses
- purchasing resources such as braille printers
- funding new staff posts (e.g. sign language interpreters)
- adapting entrance exams for degree courses (e.g. increasing the time allowed, providing tests in braille).

UFPB's participation in INCLUIR

UFPB joined INCLUIR in 2006. Its first coordinator, a blind senior lecturer, organised seminars to discuss the rights of people with disabilities in higher education, and improved services for blind students at the university library by purchasing braille printers. Each year, a new coordinator was invited and had an annual budget to deliver a plan for improving accessibility. These early coordinators were allowed to decide (with their peers) what issues to tackle.

From 2013 the INCLUIR programme was institutionalised. This meant there was no need to submit a proposal for government funds, as every federal university got funding for the same purpose. As a consequence, the UFPB coordinator's decision-making autonomy in how to use the funding ceased, and INCLUIR work became centralised under the Vice-Chancellor's office.

There was a process of creating and institutionalising a university-wide accessibility policy. A series of meetings was held with representatives invited by the Vice-Chancellor from different sectors of UFPB, including professors, senior lectures and researchers in the field of disability, managerial staff, graduate and post-graduate degree coordinators, departments that provide services for students with disabilities (braille, physiotherapy, speech therapy, etc.), and students themselves. The authors of this article were invited to write the preliminary policy document for this group to review. Each representative provided information and suggestions for improving accessibility, based on their field of knowledge (e.g. architectural studies, language studies, etc).

In 2013 the resulting UFPB Institutional Policy was launched and a Committee of Inclusion and Accessibility was set up. The policy aims to:

- ensure that students with disabilities who apply to the university can access the selection process (particularly exams)
- provide guidance for graduate and post-graduate course coordinators to identify, follow and develop actions for students with disabilities

- implement measures to reduce attitudinal, pedagogy, communication and physical barriers
- improve specialised support for students with disabilities
- create a communication channel to identify individual needs
- build an agenda of priorities and targets to implement these actions.

Research to support the new policy

For the first time there was an institutional survey to map students with disabilities enrolled in different degrees. By the end of 2014, UFPB identified 70 students with disabilities at its João Pessoa campus: 31 with physical disabilities, 17 with visual impairments, 12 deaf students and one with "psycho-pedagogy" needs. Around 27% of the Paraiba state population have a disability, suggesting that still only a very small proportion of potential students with disabilities are enrolled in UFPB.

Between 2013 and 2014 we also conducted research into accessibility issues at UFPB, using case studies.[3] We looked at different graduate courses (Pedagogy, Physics, Languages, Information Technology and Physical Education) and found that, despite the new policy, students with disabilities still face significant barriers to their inclusion:

- Attitudinal barriers were the most significant problem, as these influence other aspects of accessibility. Combatting attitudinal barriers needs to be a priority policy goal.

- Institutional accessibility barriers extend beyond university walls and affect people with disabilities before and after they are students. It is crucial to discuss the role of higher education institutions in supporting the removal of these barriers. Students with disabilities need support before they apply to university, so that they can get information and assistance in completing their school education and accessing university selection.

- Students with disabilities had limited awareness of their rights or the inclusion policy. This meant they rarely use legal systems to fight for justice when their rights are violated. Only one student who had been explicitly discriminated against by a lecturer has initiated a lawsuit.

As a result of INCLUIR, the number of students with disabilities in higher education has increased. According to the 2013 School Census , enrolment increased by 933.6%, from around 2,000 in 2000 to over 20,000 in 2010. Institutional policies and studies on inclusion have increased across the country. However, the example of UFPB suggests that despite visible changes in university policy, many day-to-day barriers faced by students with disabilities remain unchanged.

While national government has an important role to play in pushing higher education institutions towards inclusive policy and practice, there needs to be more monitoring and evaluation. Follow-up is needed on measures taken in each university, to make the reality of culture and practice match policy rhetoric. One way to keep this reality in focus would be for universities to encourage more dissertations and theses from students about issues of inclusion in higher education.

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Using special educational needs as an entry point for inclusive education in the Maldives

Helen Pinnock and Ahmed Athif

Special educational needs (SEN) and inclusive education are not the same (for instance, it is possible to deliver SEN approaches in non-inclusive or segregated settings). However, SEN approaches often provide an entry point for making the wider changes that an education system needs in order to become inclusive. This is what is happening in the Maldives. The inclusive education team in the Ministry of Education's (MoE) National Institute of Education (NIE) has been leading efforts to put the recent disability law into practice, and started with SEN approaches as a way to build teachers' capacity and enthusiasm, whilst having inclusive education as their long-term vision.

Learning through play

A child with autism reading during free time

What does the SEN approach in Maldives do?

SEN teachers in the Maldives help children with disabilities who have been out of school to catch up on the curriculum and then join mainstream classes. The Maldives is an island nation; it has over 1,000 islands grouped in 26 atolls. Because of this geography, important services for children with disabilities are not available in most islands. NIE therefore established SEN teachers to offer varied support to help children with disabilities take part in education. This includes physical rehabilitation, 'school readiness' practice, and counselling for parents. SEN teachers assess children for disabilities when they enter school and record their progress each term.

In previous years, many schools discouraged parents from enrolling children with disabilities. If children have been kept out of education and need time to catch up, SEN teachers give them personalised teaching in small groups, encouraging them to build on their strengths. When children have caught up with the curriculum and got used to the routines of school, SEN teachers work with mainstream teachers to get students included in standard classes.

Some schools have specialist SEN teacher groups.These teachers explore ways to support children affected by hearing impairments, or learning difficulties, and share their experience with SEN teachers in other schools through demonstration and training.

Establishing and supporting SEN teachers

At first it was difficult to persuade primary teachers to get involved and become SEN teachers, so NIE set up an incentive payment. Based on the precedent of hardship payments for health workers, the incentive reflected the extra skills and time SEN teachers would provide. UNICEF helped to support

extra training for teachers who signed up to become SEN teachers. UNICEF also provided teaching/learning aids for SEN teachers in a ‘demonstration’ group of schools offering SEN teaching. NIE organised observation visits to these schools for teachers from other schools.

A SEN teachers’ network shares ideas with teaching resource centres and supports members through workshops, Facebook and Viber. SEN teachers present their research at teaching conferences, and the teaching materials they have developed will soon be shared with mainstream teachers via a website.

Moving towards inclusive education

Whilst supporting SEN developments, NIE’s inclusive education unit has also developed a national inclusive education policy. The policy details responsibilities for schools, the MoE, teachers and parents in helping all children to reach their potential. It is clear that progress won’t stop with the establishment of SEN classes. The policy stressed that the whole education system takes responsibility for including learners whose needs have not been met.

SEN teaching has already led to some wider system changes. For instance, SEN teachers noticed that the only children with disabilities who entered school on time at Grade 1 were those who had been to pre-school. To increase vital early learning support, NIE therefore started an early intervention programme in 10 pre-schools, training early years teachers to provide inclusive environments. After three years, more children with disabilities are ‘school ready’ when they start Grade 1, and they join mainstream classes with their peers instead of needing SEN classes. NIE aims to have at least one early intervention school in each atoll.

Exposure to good practice through the SEN teachers’ network, and incentive payments, have encouraged more teachers to become SEN teachers. Greater availability of SEN classes has created higher demand among parents for their children with disabilities to go to school. The MoE is on track with its goal to bring a SEN teacher to every school, which will be a sound basis for making every school inclusive.

There is more work to do in helping SEN teachers to influence school management and mainstream teaching. But expanding SEN teaching has shown that children with disabilities can be included with only small changes to the capacity of existing schools, boosting confidence among teachers and parents that inclusive education will grow in the Maldives.

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Vocational education for children with hearing impairments

Children playing together

Teacher-as-researcher: Reinforcing teachers' inquiring skills to promote inclusion in Zanzibar

Said Juma

Teachers are at the heart of successful inclusive education and need to be well prepared to address its diversity and challenges. They need support so they can see themselves, and be perceived by others, as self-confident professionals who have the scope to contribute to reducing barriers to learning for all pupils. Teachers in Zanzibar work hard but seldom get an opportunity to reflect collaboratively on their practices. With encouragement they can network and share experiences with other teachers to create more innovative and inclusive teaching strategies and work with colleagues to try to do things better. In this article, Said documents the next stages in developing participatory action research with teachers, following the introduction of the approach in 2014.

The Inclusive Education and Life Skills (IELS) Unit in the Zanzibar Ministry of Education and Vocational Training (MoEVT) has been determined to expand action research (AR) to develop teachers' capacity to address barriers to inclusion. Further capacity building workshops were therefore held in December 2014 (see Enabling Education Review 3 for details of how the action research work started in Zanzibar).

Two three-day workshops were held (one in Unguja and one in Pemba). The main facilitator was from the State University of Zanzibar, assisted by the AR focal person from the IELS Unit and a representative from the Department of Teacher Education (who had previously been a training participant).

AR participants

The AR teams that had formed earlier in 2014 came together again in December, providing consistency to the AR work. The teams were made up of IELS Unit staff, IELS Advisers and Resource Teachers from Teacher Centres, and teachers from Kisiwandui (Unguja) and Michakaini 'A' (Pemba) primary schools. The AR topics they had been working on included:

- How to raise awareness of parents with children with disabilities about the existence and the role of the IELS Unit.
- How to raise awareness of inclusive education within the departments of MoEVT.
- How to help teachers improvise and use inclusive teaching aids during their lessons.
- How to improve pupils' attendance on Fridays.

The participants made short presentations about their AR projects in order to share their experiences and learn more about AR from each other. Some of the teams had completed their first cycle of AR, while others were still working on the research. They discussed the various challenges and achievements. Finding time for the AR activities was a key challenge, especially when some activities need to take place during school days.

Encouragingly, participants shared that they had learned the basic principles, skills and values of conducting AR as well as the importance of collaboration among themselves.

AR informal documentation methods

Another challenge experienced and openly expressed was that of writing reports to document the AR activities and findings. The teachers found it challenging, due to lack of time and skills needed to write formal reports.

The facilitators therefore focused the December workshops on how to use informal AR documentation methods. The main message was that teachers are documenting AR findings for their own benefit; to help their own memory and thought processes. They are not preparing reports to give to other people to prove that they have done their job properly.

Participants were shown how to use documentation methods such as: taking photos, drawing diagrams and mind maps, writing reflective diaries, and using an 'AR wall' (displaying photos, diagrams, texts, etc, about their AR work on a wall in school).

Action research team members with the low-cost tactile teaching aids they have made © Said Juma

The AR team members were delighted to learn that AR enables them to use informal ways of documenting their data. To help them fully grasp the informal documentation methods, participants tested them by documenting the activities done during the workshops. They successfully used diagrams, short texts, simple tables, and photos to document the workshop processes and outcomes.

Mentoring follow-up

A closer follow-up in June 2015 focused just on the two pilot schools. The AR facilitator held a semi-structured interview with each AR team member and reviewed information from the reflective diaries that the teachers had kept during the process.

AR activities and results

The facilitator found that, when collecting data for their AR project, the teachers had interacted with their colleagues through interviews and discussions, and then reflection. The AR had also been an opportunity for them to go beyond the four walls of their classrooms to interact with parents, school committee members, local leaders and other people around their school communities. Michakaini 'A' primary school AR team, for instance, had managed to investigate and reduce pupil absenteeism on Fridays through co-operation between the team members, parents and other teachers in the school.

Kisiwandui primary school's AR team had worked with other teachers in the school to share ideas about, and then make and use tactile materials to be used as teaching aids during their lessons, especially for pupils who are visually impaired. They had also observed and reflected on their pedagogical practices and discussed how to make them more inclusive. They found that using inclusive teaching aids had helped to increase active participation and achievement among pupils.

Scaling up AR to more schools

To fulfil its commitment to expand AR in Zanzibar, the IELS Unit conducted four mini-workshops (3-4 hours) for six more schools in Unguja (Kinuni, Kilimahewa, Hailesellasie, Hurumzi, Matemwe and Mfurumatonga) in June 2015. In total, 70 teachers attended. Participants were introduced to the meaning, key principles, features and cycles of AR. They identified a number of inclusion-related challenges they are facing in their schools. At the end of the workshops, each school formed an AR team and promised to work on at least one of the challenges using the AR process. Although participants seemed keen to use AR as a tool to help them implement inclusive education, they of course need further capacity-building support to identify and address their own challenges. This will happen in December 2015.

The short experience so far with AR in Zanzibar already shows some of the benefits of the approach for teachers. It has the potential of being an in-service teacher education strategy that empowers teachers. AR is undoubtedly time consuming, but we are encouraging teachers not to think of AR as an additional burden or an add-on to their already heavy workload but rather as an opportunity for them to have more freedom to act and to make inquiries into their own practices. We are confident that engaging in collaborative AR will help teachers build informed and evidence-based practices that can help to promote inclusive education.

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Developing participatory history teaching: Living History Clubs in Nigeria

Sunday Olawale Olaniran

"To be ignorant of what happened before you were born is to remain a child always." (Cicero)

Understanding the history of their community and country can be an important way for children to better understand current situations, and also develop their interest and skills as responsible citizens who can help develop an inclusive and flourishing society. Yet history teaching is often exclusive and disinteresting for many children. In this article, Olaniran describes a project that seeks to bring history to life in Nigerian schools and thus enable diverse learners to engage in and benefit from this important subject.

Why is history important for today's society?

'Historical illiteracy' is increasingly common in developed and developing societies. Many young people have lost their appetite for history as a subject in school. Yet history helps us connect the past with the present. Not only can an understanding of history help us avoid 'repeating the errors of the past', it can help us understand how and why our society exists and give us a stronger reason to contribute meaningfully as a member of that society.

Bringing history to life

Literacy Education and Empowerment for Development in Nigeria (LEEDNigeria), an Ibadan-based non-profit initiative, was worried by the cultural and historical illiteracy it observed among young Nigerians, especially those in high schools. Recent information showed the total absence of history as a subject in most secondary schools in the country. Of 12 schools visited in Ibadan North, Ibadan North East and Akinyele Local Governments of Oyo State, none had a history teacher.

LEEDNigeria therefore decided to take action, and launched a learning club called the 'Living History Club' in selected public and private high schools in Oyo State. The initiative was developed with training and support from the Project Social Impact Institute.

Members of a Living History Club

Living History Clubs aim to equip young Nigerians with the historical knowledge and skills needed to become patriotic, responsible and responsive citizens in their societies. Most school children sing "the labour of our heroes past shall never be in vain" – a line from the national anthem – every morning at school. But few of them know who these heroes are and why they are considered heroes. Young Nigerians today seem to know and care more about films, sex, pop stars and football.

Our Living History Project is creating contents and materials to educate and inform young people about what has happened in the past, the characters involved, their roles and actions, and help them reflect on how this is shaping today's events. We believe this opportunity to learn from the past will help Nigeria achieve sustainable development in the future.

How the clubs work

Selected high schools in Ibadan were contacted to host the clubs as part of their extra-curricular activities. Normally, every school in Nigeria has a dedicated time (mostly an hour per week) for extra-curricular activities like sports, drama, quizzes and debates. The selected schools

Literacy fellow with club members

reviewed the Living History Club concept note and curriculum and then accepted to host a Living History Club as part of their weekly extra-curricular activities.

LEEDNigeria recruited young university students (undergraduates and graduates) as volunteers to facilitate the learning activities of the clubs. They are called the ‘Literacy Fellows’ and volunteer two hours a week to work in the Living History Clubs and other literacy outreach activities. The Literacy Fellows are trained for two weeks on basic advocacy and facilitation skills, as well as on different domains of literacy.

The club activities are normally held inside the school premises, usually in a classroom. Learning materials provided for the clubs include a multimedia projector, short historical videos, national symbols, and pictures of individuals and places of history.

The target participants for the Living History Clubs are students in senior high school classes who have a passion for arts and community service. They are normally recruited at the beginning of school terms, when other clubs in the school are also carrying out enrolment/recruitment activities. Examples of other popular clubs in Nigerian schools are jet club (science and engineering), young farmers’ club, IT club, etc.

Content and methods

The content and curriculum for the clubs are always designed in advance for each school term. For instance, for the term May to August 2015 the topic was ‘Nigerian Flag: the origin and significance’. It was divided into five sub-topics: the evolution of the flag worldwide and why nations use flags; the origin of the Nigerian flag; the significance of the colours; the laws that guide the treatment and use of the Nigerian flag; and the designer of the Nigerian flag. These sessions lasted six weeks and club members learned about the importance of flags to any nation, as well as specific reference to their own national flag.

One interesting thing about our club activities is the use of symbols, pictures and videos which make the teaching more amusing and interactive. For instance, we did not just teach our club members about flags, we took lots of miniature flags to the classroom for them to hold, feel the textures, and see the colours (visual and tactile methods help more children to engage in the learning process, and so help to make the process more inclusive). This is why it is called the ‘Living History Club’.

A key problem is that when history is taught, teachers mostly use traditional, passive methods like reading texts to pupils from history books. This does not appeal to today’s multimedia-driven teenagers, and also excludes children who struggle to learn in this way. History teachers and scholars need to learn how to move from passive history to interactive history. Children want to watch, play, interact, and perform while learning – and these methods are proven to be more effective ways of learning anyway, for children with diverse abilities.

What next?

Living History Clubs have been established in selected schools to promote creative history, leadership and a sense of patriotism among school-aged adolescents. We hope to increase the number of clubs before the end of 2015, and to expand to other Nigerian states. As part of the sustainability plans, we are currently working on a series of easy-to-read short books on Nigerian history for today’s school children. These will be made available online.

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Inclusive sport: Skateboarding in Cambodia

Benjamin Pecqueur and Sandrine Bohan-Jacquot

We all know that a good quality education includes non-academic activities. Making sporting activities inclusive is an important part of creating an inclusive education system and an inclusive society. In this article, Ben and Sandrine explain how children with disabilities are being included in skateboarding, and how this activity is linked with wider learning opportunities.

"It always seems impossible until it's done" - Nelson Mandela.

© Skateistan

Background

Skateboarding is a new activity in Cambodia. In 2011 Ben Pecqueur was practising with his old skateboard at work – he worked for a local NGO for children from a slum. The children were immediately attracted to the idea of skateboarding. A skateboarding activity soon started and the number of children coming to the session increased massively and very quickly. Ben contacted Skateistan, an organisation that was established in Afghanistan in 2007. Ben asked them for support. In 2012, Skateistan Cambodia launched, with a skateboarding-based youth outreach project.

Finding solutions together

The skateboarding activity attracted all children including those with disabilities.

"At first, we were a bit puzzled and wondered how a child without legs could skate. We did not know how to teach them." (Tin, female skater and Skateistan Education Coordinator)

"We did not know how it would work but we just welcomed them." (Ben)

The Skateistan Cambodia team sought support from disability organisations, but no one knew anything about skateboarding. The children with disabilities were excited, motivated and willing to try. The instructors worried the children would fall and hurt themselves, so started teaching them to fall properly, wearing professional standard safety gear. Children with disabilities first sat on the skateboards, before progressing to more complicated moves. The instructors were encouraging and congratulated every success, whilst making sure the children felt safe and confident.

"It happened somehow naturally. Nobody knew what to do but eventually children and the instructors found solutions together." (Ben)

"Skateboarding makes me feel better and it made my body stronger. I walk better now. I was afraid I would break my arm at first but the instructor helped me a lot, talked to me, explained everything and I started to feel confident. My favourite thing is going up and down on the big ramp. Now I can join in and play with my friend. I feel confident that I can do like other people do. We do skateboarding as a group and I am not alone anymore." (Srey Pov, 21-year-old woman with a physical disability)

Some children with disabilities are now in a position to teach the basics of skateboarding to newcomers without disabilities, which they find rewarding.

"Children are so excited, their carers told us that every morning the children ask if this is the skateboarding day." (Ben)

New challenges

Skateistan Cambodia is welcoming children with physical, sensorial and intellectual disabilities. Two blind children from Skateistan Cambodia's partner NGO, Damnok Toek, are now coming to the sessions. Working with blind children is a new experience, and the team is still looking for solutions together.

'Skate and Create'

Skateistan Cambodia uses skateboarding as a tool to connect youth to creative education. At a Skateistan Cambodia session, one hour is spent in the skate park, and one hour is spent in the classroom.
New activities are offered every week as part of a themed curriculum using various forms of art: graffiti, decorating skateboards, playing with building blocks, theatre, dance, photography, etc. At the moment children are learning about teamwork, support and equality by creating a tree with pictures of each one of them supporting the others. For some of the children with disabilities the instructors have adapted the curriculum and level of difficulty for some tasks.

Inclusive skateboarder community

"At first we felt embarrassed and did not know how to behave with children with disabilities but now there are no more barriers to help each other and we all work together." (Ben)

At the beginning, separate sessions were organised for children with disabilities. But the children preferred to mix with each other, so now children with disabilities interact with other children from their surroundings in the same sessions.

"We do not look at the disability but at the skate tricks they can do. Skateboarding is a personal sport, you challenge yourself but you are part of a team. The team is as excited as you are when you succeed with a trick after 10-15 failures. Everyone stops what they are doing and applauds you. Children with disabilities join all external activities and celebrations we do. They are now part of the skateboarder community."

Skateistan Cambodia

With a staff of nine, Skateistan Cambodia currently works with 150-200 youth each week, half of whom are girls. Skateistan Cambodia uses skateboarding as a tool or 'hook' to engage youth in comprehensive health, education, and counselling services provided by other NGOs in Cambodia. Skateistan Cambodia has official partnerships with organisations such as: The Cambodian Women's Development Agency, Damnok Toek, Friends International, Action Cambodge Handicap, Pour un Sourire D'Enfant, Tiny Toones and Hope for Justice. For more information see: http://kh.skateistan.org/about-us

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Cultural interpreters in German pre-schools

Rachel Bowden

Globally, millions of children are displaced by war or other crises. In such situations, accessing education is a big challenge, yet participation in learning is essential for supporting children during these difficult times and giving them opportunities for the future. Here, Rachel looks at an innovative early years project in Germany to support and include some of the large numbers of refugee children who have arrived in the last year.

Background

Unprecedented numbers of refugees have come to Europe in 2015. Germany is set to receive 800,000 people by the end of the year, including Syrians and others escaping war. The refugee situation is having a direct impact on schools and pre-schools in Germany.

"We want a 'welcome culture' for all children, whether they are from the local neighbourhood or other countries. Different cultures bring great potential for learning and sharing. However, to achieve this we need to be able to talk to each other." (Director, after-school centre)

The pilot project

The Technical University of Dresden has a number of international researchers. Their spouses are helped to find work by the university's Dual Career Service (DCS).

DCS has recently worked with Dresden city council to help some of the researchers' spouses become 'cultural interpreters'. The cultural interpreters have been placed in three pre-schools and one after-school centre. They will help these institutions to respond to and benefit from the increased cultural diversity they are experiencing. The pilot for this initiative runs from August to December 2015.

"Our idea is, with the help of the cultural interpreters, to build a welcoming culture in our centre, where children, parents and staff value the difference and diversity of others as an enrichment for all." (Pre-school director)

The cultural interpreters are contracted as childcare assistants. Their duties vary, depending on their language and other skills and experience, and on the needs, interests and priorities of the school/centre.

"The children asked me 'Why do you wear a headscarf? Where do you come from? What is Islam? What is religion?' From these questions we've had some interesting discussions with the children and staff." (Cultural interpreter)

Cultural interpreter tasks include:

- translate messages and conversations
- arrange regular consultations with parents, staff or children
- work with children in a shared language
- accompany recently enrolled children through their induction period
- present aspects of their culture to staff, children and parents
- run activities based on aspects of their own culture, such as songs, music, stories, clothes, festivals, food, dance, and language
- organise events where children, staff or parents share aspects of culture
- facilitate communication between staff and parents on general topics such as sleep, dress, food, and behaviour management.

During an induction period the cultural interpreters familiarise themselves with the children, staff and systems in the school/centre. Their specific activities are then agreed, where possible with input from different stakeholders.

"In September we had a workshop with all the staff about the role of the cultural interpreter. The staff were engaged and had lots of good ideas. It really encouraged me in my work." (Cultural interpreter)

The cultural interpreters keep a record of their activities and meet weekly at the university, for monitoring, support and reflection.

Challenges

A key challenge in establishing the cultural interpreter role has been communication, and ensuring that everyone understands the role in the same way. One cultural interpreter explained that she saw herself as a cultural interpreter above her role as a childcare assistant, while colleagues had seen her as a teaching assistant first.

Reflections from an after-school centre

"The cultural interpreter has **daily chats with parents** who speak Arabic. These often begin with questions from the parents. She has also worked with me to interpret during parents' meetings and translate letters to parents."

"The international children require **help and support with the German language**. The culture interpreter encourages children with limited German to get involved in activities. She gets involved with painting and crafts, which supports the children to be creative. This can help children unload their trauma, which is particularly important for those coming from conflict-affected areas."

"For our **teaching staff** the cultural interpreter is an on-site partner, which saves time and money in hiring another interpreter. Staff feel she has particularly helped with integrating children who come from conflict areas, and she has helped other staff become more familiar with Arabic culture. She actively shares her viewpoint in team meetings."

"Some **German parents** were sceptical and concerned to start with. They have since realised that she is a benefit for all the children. Negative comments have stopped, and she is now accepted. Now German parents get on better with Arabic-speaking parents." (Director of an after-school centre)

Other communication-related challenges have included:

- Opportunities to communicate with staff and parents differ greatly between institutions.
- Some staff felt that cultural interpreters lacked understanding of how the school is organised, and consequently found their behaviour unprofessional at times.
- All cultural interpreters are competent German speakers, but some have lacked confidence in using the language skills, inhibiting communication.

Lessons learned

Important lessons have already been learned and recommendations can be made for improving this approach in other schools/centres:

Before placements begin:

- Increase communication between Dresden city council, the university and schools.
- Create a basic cultural interpreter role description and share this with staff, children and families.
- Ensure a transparent recruitment process based on agreed professional competencies.

During induction:

- Ensure the induction programme covers organisational norms, processes and behavioural expectations.
- Give cultural interpreters opportunities to share information about their academic, professional and personal backgrounds.
- Ensure staff, children and families share their priorities and ideas for cultural interpreter activities.

During placements:

- Enable cultural interpreters, staff, children and families to share ideas for activities and review outcomes.
- Involve cultural interpreters in regular staff meetings, and in family events.
- Train cultural interpreters in early childhood development and education theory and practice.
- Enable cultural interpreters to meet each other.
- Develop links between schools/centres that have cultural interpreters, so they can share learning.

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A drawing created by refugee children
© Rachel Bowden

Supporting the implementation of government early childhood development education policy in Zimbabwe

Patrick Makokoro

Implementing government policy for early childhood development education (ECDE) in Zimbabwe was challenging for schools in rural areas. In this article Patrick explains the approach of the Nhaka Foundation, which encourages parental and community involvement in ECDE activities. The approach also provides nutritional support for children, while the community volunteering aspect supports adult community members to learn useful skills.

Background

Despite heavy investments in education after independence in 1980, subsequent financial and political crises in Zimbabwe have eroded the gains made and there has been little investment in ECDE. In 2005 the then Ministry of Education, Sports, Arts and Culture (MOESAC) introduced a new policy to incorporate ECDE classes into Zimbabwean primary schools. The Ministry established posts for qualified ECDE trainers in each province.

While this was a welcome policy initiative, measures were not put in place to ensure that quality services could be offered. A lack of awareness of the importance of ECDE in rural areas, and the poor quality of services available, hindered policy implementation. Parents viewed ECDE centres as costly play groups. Classes lacked equipment, and teachers needed additional training.

Despite a lack of resources from the Ministry, most primary schools established rudimentary ECDE classes. They functioned without facilities, furniture or equipment, staffed by untrained volunteer teachers. Such local level commitment demonstrated that ECDE programmes could be valued and, with nurturing and support, could flourish.

Foundations for universal ECDE

The Nhaka Foundation, a Zimbabwean non-profit organisation, was established in 2007 to provide access to education and health care for vulnerable and orphaned children. It supports programmes that are locally sustainable and respectful of the natural environment and local communities' cultural values. The Foundation works in partnership with the community to re-establish traditional safety nets that were eroded during Zimbabwe's recent social and economic upheaval.

The Nhaka Foundation recognised that ECDE centres could play a vital role in various early interventions, including monitoring children's health and nutritional status and ensuring that children access birth certificates.

Bridging gaps

The Foundation recognised that a range of targeted strategies would help overcome some of the obstacles to accessing quality ECDE in rural communities.

1. Create parental awareness. This was done through quarterly 'dialogues' to encourage engagement, participation and actively encourage male involvement. The quarterly dialogue introduced parents, teachers and community members to the importance of investment in early learning and development. Importantly the dialogues also focused on ensuring that children with disabilities had a chance to attend school by ensuring that renovated classes had access ramps. Discussions with parents also centred on ensuring that there was increased awareness of the importance of sending girls to school and awareness that the most vulnerable children need to attend pre-school.

2. Encourage all stakeholders in the community to play a role in promoting children's right to access ECDE services. The Nhaka Foundation works with Child Protection Committees which are community bodies that ensure that the rights of children are being met, and with ECDE parent committees which are composed of parents whose children attend ECDE classes. Both committees received advocacy training in lobbying stakeholders and championing the needs of young children. In addition the Foundation partners with other community organisations, such as

the village development committees and school development committees. It insists on community leadership in all its programmes.

3. Improving ECDE quality. While raising awareness of ECDE is important, the quality of programmes determines whether parents stay committed to ECDE. The Nhaka Foundation thus sought to improve the quality of ECDE services through teacher training on a quarterly basis. Training for head teachers and ECDE teachers, the school development committees and the ECDE parent committees was conducted in partnership with MOESAC's ECDE training staff. Supporting teacher workshops and training for ECDE para-professionals demonstrated that limited amounts of strategic funding could be effective in giving ministry employees the capacity to perform their duties.

The Foundation also turned its attention to the available infrastructure and focused on the importance of renovating and maintaining existing unused classrooms in local government primary schools. Its work on the physical environment included training in, and construction of, play equipment. Participants were taught to be creative and resourceful, (and thus ensure sustainability) by using local materials to construct jungle gyms, see-saws, climbing areas and other fun playground spaces.

4. Nutritional support. Finally, the Nhaka Foundation's comprehensive interventions included nutritional support through the provision of corn soya blend porridge and a local fortified protein drink called mahewu to all children in the programme. This increased both enrolment and retention of children at ECDE centres.

Moving towards universal ECDE access

The Nhaka Foundation's package of interventions has helped bridge the gaps to ensure that government policy of extending ECDE services through primary schools could become reality. Its interventions have created demand for the services, and ensured quality teaching and physical environments conducive to learning.

The sustainability of these interventions is ensured by using ministry staff to manage the ECDE centres and implement training. Primary school teachers have noted improvements in school readiness and performance among children who have participated in ECDE programmes.

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School feeding programme
© Nhaka Foundation

Case study of a primary school volunteer

"I prepare food for the children attending the ECDE centre. I was selected by the parents to take these duties because they needed my children to benefit from the feeding, since food was a challenge in my household. I have established relationships with children attending ECDE in my community who I take to and from school. The guardians and caregivers have decided to support me financially so that my children will attend ECDE classes. I began saving and started a peanut butter project. I used the proceeds to purchase school uniforms for my three children. I wish to expand the business so that I can sell to retail outlets.

Guardians and caregivers in the community bring skills to renovate the ECDE classrooms. The inexperienced youths are learning skills from the experts. My neighbour's son who completed his secondary education joined professional volunteer carpenters who came to construct an outdoor playground. Through this exercise he acquired carpentry skills. If there was no ECDE programme, which created an opportunity for me to volunteer, my children will not be attending classes. Volunteering in ECDE programmes has empowered the community with life skills they can use to benefit themselves."

Using parents' clubs to bring the school and community together: Experiences from Gaza

Dr. Amjad Joma

A quality education system uses the best techniques and a stimulating teaching and learning environment to enable all children to learn, regardless of their cultural, economic or social backgrounds. A quality education system also aims to build educational, social and communication bridges between parents and the school on the one hand, and between the students and their parents on the other hand. In this article, Dr Joma explores how parents and their children can collaborate and be empowered through involvement in parents' clubs in schools in Gaza, Palestine.

Child and parent during a doll-making activity at a parents' club

Background

This article looks at the experiences of parents' clubs in 12 schools across the Gaza Strip from 2011 to 2014. The project was delivered under the umbrella of the "Our schools, Our Communities" programme funded by the Norwegian Refugee Council (NRC). It involved engaging parents in different school activities by establishing parents' clubs. The project was important because of the reluctance of many parents to communicate with schools, and because of the lack of genuine participation between schools and parents.

Nature and role of parents' clubs

Each club includes around 30 parents. Participation is voluntary and at no cost to the members. Typically schools have two parents' clubs; one meets on Sundays, the other on Tuesdays. Two teachers and the school principal co-ordinate parents' club activities in the schools. These staff attended a 5-day training on skills for communicating with parents, leadership skills, planning and training-of-trainers skills, before they established the clubs.

The parents' clubs aim to reinforce collaboration between schools, parents, and the surrounding communities. They support parents to acquire skills which will eventually help the school to deliver good quality education for their children. The experience also aims to develop children's skills in various, educational, psychological, social and health aspects.

The parents' club activities have two main components:

1) Joint activities

These include:

- making dolls for play and educational use
- making a 'library' from boxes, etc, into which children can put stories they have collected or written. They keep these at home, as an encouragement to read or tell stories
- building a puppet theatre and developing and performing dramas
- literacy activities through which parents can support their child's literacy development
- 'bag of dreams', an activity through which parents and children discuss the children's future goals, dreams, hobbies, etc. The child writes positive, encouraging statements and puts these in the bag, along with his/her photo
- creating simple teaching aids from everyday/recycled materials
- conducting simple scientific experiments at home
- volunteer work through which children and parents support others, e.g. helping with the olive harvest, arranging day trips or visits to concerts, etc.

2) Seminars and workshops in childhood and parenting

A range of seminars is run by school counsellors, NRC staff, teachers, people from the community, and parents with particular skills/qualifications. Topics include: learning about behaviour modification techniques, stages of growth, nutrition, dealing with

psychological stress, supporting children to cope with exams, home first aid, nutrition, dealing with domestic accidents, and life skills.

Developing the clubs

The experiences in Gaza show that to facilitate successful parents' clubs the school administration must first be persuaded that such clubs are feasible and necessary. The school management then needs to advertise the clubs, through the children, and invite parents to join.

Meetings should be scheduled at times that suit as many parents as possible. Sessions should be informative, and include a wide range of workshops and joint activities that are interesting to parents and that meet their needs for information or action to support their children's education. The activities need to be planned jointly with parents. Teachers have a role to play in the clubs and in communicating with parents through the clubs. The clubs are also responsible for ensuring the activities are implemented at a reasonable/sustainable cost.

Successes

The impact of the parents' clubs can be seen through the experiences and opinions of participating parents who attend regularly and work with their children to implement activities.

For example, a mother of two young siblings noted that after attending the club her behaviour changed when dealing with her children. Another mother felt that the school-based library and home-library activity helped her children to read stories and also to borrow books that she can read with them while at home. In addition, the 'bag of dreams' activity motivated children, especially during the exam period.

Other mothers and fathers said:

"My communication with the school has increased. Previously I rarely visited the school. My presence has reassured my children that I am following their school performance, which actually increases their motivation to do better at school."

"I've learnt about the negative impact of physical punishment on children. I have stopped all forms of punishment and have become more aware and tolerant, and am more patient with them and their problems."

"I have learned a lot from the activities I attended in parents' club. I learned different techniques for dealing with my children [without using punishments] as well as the psychological techniques [for managing stress]. The parents' club has also provided me with different activities, which helped me to become closer to my children and other family members. Activities have supported me to reinforce my children's learning and give them psychosocial support."

"The instructions and advice I received from the parents' club have given me the skills to deal with and overcome different problems. I have become calmer in dealing with my children's problems. I also have given them space to express their opinions and feelings which eventually increases their own confidence."

Recommendations

While the parents' clubs have been successful, the following could also be tried in future:

- Social media could be used to communicate with parents, and share the school's messages and information about available services and activities.
- Other media and satellite channels, especially the channel broadcast by the United Nations Relief and Work Agency (UNRWA)[1], could be used to enhance communication between schools and parents through programmes targeting families.
- The role of parent councils and other school committees could be strengthened to help mobilise parents to communicate with the school and share activities.
- Parents' clubs should be established in each school to promote participatory activities between children, parents and teachers.
- The link between schools and local community institutions could be reinforced so that schools can call for more support from communities.
- Training courses could be held to help education staff further develop communication skills needed to promote contact between schools and community institutions.
- More attention could be given to participatory activities in which parents can be involved (such as visits, tours, open days, etc.) to further strengthen the family-school partnership.

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[1] See: www.youtube.com/watch?v=beJnQpx8-eA

Determination and pride: A parent's story from Trinidad and Tobago

Alicia Phillips-Sealy

Today my heart raced with excitement and my eyes overflowed with joy. My 6-year-old son, who has a developmental delay and speech impairment, crossed one of his hurdles on my quest for him to achieve an inclusive education. He graduated from his inclusive pre-school.

© Alicia Phillips-Sealy

To most parents, this is just another routine that all children pass through. They may not understand what the big achievement is but, as the parent of a child with special needs, this is like a high school graduation. My son gleamed with pride and joy as he collected his certificate and tokens and sang along with his friends.

The goal of education is to instill concepts and character building, not just examinations and indoctrination.

My son's inclusive pre-school has done so much for his development, including his speech. Having spent a lot of time in the school, I saw that the children did not laugh at him when he sounded a word incorrectly. Instead they would repeat the correct sound for him and get him to repeat it. His vocabulary has grown from listening to and interacting with the other children. They did not make fun of his loudness, instead they would tell him to talk softly, which he eventually learnt to do, except if he gets too excited. When he had difficulty writing letters of the alphabet, he would look at how his peers formed the shapes and they would even assist him at times.

Needless to say, all of this did not hold back the education of the rest of children, but it taught them the meaning of respect for differences: how to be kind and help others and most importantly, how to think of a child like my son as a normal human being with equal opportunities and rights. If such lessons could be carried and reinforced with these children throughout the rest of the school years, wouldn't society be a much kinder place, in the years to follow?

Unfortunately, for many children these valuable lessons may be long forgotten by the time they graduate from high school. Society will have taught them that if a child is physically or mentally different, or has a learning style that does not fit the standardised education system, they are to be placed in a segregated setting.

I had to step on a lot of educators' feet and break the chain of authority on many occasions, for my son to remain in and graduate from his pre-school. I even had to walk out of a doctor's office because of their belief that all children with special needs should be in a special school "with kids of their own kind". I had to fight for my son to be accepted into the primary school. I know my struggle for him to receive his basic rights as a citizen of Trinidad and Tobago is far from over.

I would like every parent of a child with special needs to know that the fight for inclusion is long and hard. But, if you know your child has the ability, don't let anyone tell you otherwise. We need to be their voice and their strength and run the race with them, until they are ready to take the baton and run on their own. They may not win the race, but they are sure to finish at their own pace.

You can contact Alicia via EENET.

Using materials from EENET to support teachers in Namibia

Diane Mills and Rosina Tjizu

I worked for five years as Inclusive Education Adviser in the Kunene region in Namibia (2003-2008). From the start I relied on EENET to send me resources. Inclusive education was a fairly new concept and teaching and learning materials were generally limited. Working in such a remote area with many challenges, I found that just receiving the annual Enabling Education Review was a bonus. It gave me a link to educators working in other developing countries whom I discovered were facing similar challenges.

I decided to continue living in the area when my post finished, and have maintained strong links with ex-colleagues from the Ministry of Education. These days I work as an EENET consultant. Whenever I'm running a training workshop I display details of EENET's website and have a table of EENET resources that participants can borrow and read or request from EENET. In Kunene and most other areas and countries where I work, teachers and other education personnel don't have access to the internet. Hard copies are much more effective, which is why it's such a benefit that EENET still distributes printed materials.

We recently received a box of resources from EENET, containing posters, leaflets, editions of the Enabling Education Review and various other useful books. Rosina Tjizu (Education Officer) and I reflected on how EENET's inclusive education training and advocacy materials have helped us over the years.

Diane Mills

We have an inclusive education section in our teachers resource centre library. Materials from EENET are always available for teachers to read or borrow. Alongside this, Diane and I made a wall display about inclusion using old pieces of card and paper and photos taken in our mobile schools.

A few weeks ago I attended a workshop in Windhoek about how to include children who are deaf. Together with the Regional School Counsellor I'm now expected to cascade the training to life-skills teachers. I will use EENET's materials to help me plan the training sessions. I will also display the books and posters for teachers to read. Sometimes I make photocopies of diagrams and pictures from the EENET materials – these really help me to explain the meaning of inclusive education.

At Education Management team meetings I make others aware of the materials and give them information about inclusion. The other education officers can then talk about inclusive education when they visit schools.

It is very useful for us all to read EENET's Enabling Education Review. We see what's happening in other countries. Teachers like to see how their peers in other countries try to find solutions to their problems.

In Kunene we no longer have an Inclusive Education Adviser so teachers often come to my office for advice and help. The materials from EENET mean that I have more knowledge about inclusive education and so can give the teachers the correct support.

Thank you EENET from the Education Team in Kunene.

Rosina Tjizu

Diane Mills works as a consultant with EENET. Rosina Tjizu is Education Officer in Kunene Region, Namibia.

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Useful publications

Research

Education transition for children with disabilities in Armenia. Research report.

Bridge of Hope, Armenia, 2015

This report documents information collected through focus group discussions among teachers, parents and children/youth with disabilities and interviews with education experts and policy-makers. The information focuses on policies and practices around transition from one level of education to another for children with disabilities and special educational needs. Recommendations are made for Armenia, but will have relevance to many other countries. As part of the same project, a summary advocacy poster around inclusive transition will be available in early 2016. Available online at: http://bit.ly/eer4-pub1. Contact EENET for the Word version or a print-out.

Advocacy

Towards a Disability Inclusive Education. Background paper for the Oslo Summit on Education for Development

Prepared by an expert group on disability led by Ann-Marit Sæbønes, 2015

As preparation for the Oslo Summit ('Addressing the Unfinished Agenda – Delivering Quality Education for All'), July 2015, the Norwegian Ministry of Foreign Affairs asked an expert group to prepare a paper on mainstreaming disability in education. The paper covers: investment in education, quality of learning, education in emergencies and girls' education. Available online: http://bit.ly/eer4-pub2

Submission to the Committee for the UN Convention on the Rights of Persons with Disabilities. Day of General Discussion on Article 24: Education

International Disability and Development Consortium, 2015

This short paper summarises key issues for the UNCRPD Committee to consider when developing its new 'General Comment' on Article 24: Education. The issues are: legislation, quality education, teacher education, specialist support, reasonable accommodation and accessibility, and financing and donors. The key points raised here offer a useful framework for organisations and states wishing to reflect on their own country's progress towards implementing Article 24. The paper is available online at: http://bit.ly/eer4-pub3. Approximately 80 submissions to the Committee can be found at: http://bit.ly/eer4-pub4

Agenda 2030. Sustainable Development Goals. Easy Read Version.

International Disability Alliance and International Disability and Development Consortium, 2015

IDA and IDDC have created an easy-to-read summary of the new Sustainable Development Goals. The guide includes disability-inclusive images. It is ideal for using in advocacy to raise awareness of the SDGs. Available online at: http://bit.ly/eer4-pub5

Enabling Education Review. Special Edition: Inclusive Education Advocacy

EENET, 2015

EENET produced an extra edition of EER in 2015 that documented case studies of advocacy on inclusive education. The edition sought to provide practical examples of the processes for advocacy, rather than just examples of the messages used in advocacy. Case studies from Afghanistan, Armenia, Indonesia, Palestine and Tajikistan are included. Available online: http://bit.ly/eer4-pub6. Contact EENET for printed copies.

Guidelines

Inclusive Education Video Catalogue: Using videos effectively

EENET, 2015

In 2014 EENET compiled a catalogue of videos about inclusive education from diverse sources. Often videos are used during workshops and training courses to fill gaps, or just as a resource for participants to watch. This guide encourages and helps facilitators to use videos more actively as a stimulus for reflection and debate. Available online at: http://bit.ly/eer4-pub7. Contact EENET for printed copies. The video catalogue can be found online at: http://bit.ly/eer4-pub8