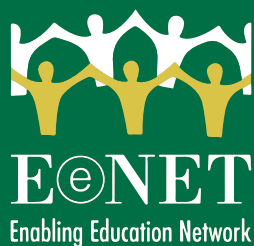


Enabling Education Review


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Editorial: Inclusive education for a changing world

Su Corcoran

Global context

Every year, communities across the world face situations of risk, including armed conflict, humanitarian emergencies, and natural disasters. These situations have an impact on access to quality education and training. Infrastructure, such as school buildings and education ministries are often damaged. Personnel, from teachers to policy-makers, may be killed or displaced. According to UNICEF,¹ an estimated 50 million children today have crossed country borders or have been forcibly displaced; 28 million of these fled conflict and

insecurity. Around one-in-nine children still lives in a conflict zone.

Providing education in situations of conflict, disaster and humanitarian emergency requires us to look beyond just the question of access. Education is an important tool for protection. The provision of quality education is also vital for helping communities rebuild. Education programmes become even more essential in protracted emergencies or conflicts.

¹ www.unicef.org/videoaudio/PDFs/Uprooted.pdf

Different perspectives on inclusive education in emergencies

The articles in this edition of Enabling Education Review consider various different timescales and perspectives in crisis situations. At the start of a crisis, the structures and systems for providing education may require rapid adaptation within new, often difficult, situations. In Sierra Leone, the spread of Ebola almost immediately prevented people from gathering, and closed schools, which led to the development of innovative radio education programmes by Pikin to Pikin Tok. In Haiti, safe spaces were provided by CBM as an immediate solution for children whose schools had been damaged by the earthquake. These alternative inclusive settings then became a longer-term step towards rebuilding a more inclusive regular education system. Mobile schools, like those used by Glad's House with street-connected children in Kenya, offer a means of bringing education quickly and flexibly to those unable to attend school.

Conflicts, disasters and humanitarian emergencies often generate flows of refugees, especially in protracted conflicts. This is giving a new dimension to inclusive education. Education programmes for refugees, until recently, have focussed primarily on situations in southern/developing or transition states. The recent influx of refugees into Europe has brought the issue to the doorstep of the 'rich' countries. In this edition, we feature experiences of education programmes working in both these 'old' and 'new' contexts. We see the similarities and differences between how refugee education, and the related challenge of inclusion, is handled by agencies as a 'development' intervention and as a 'domestic' intervention.

In countries neighbouring Syria, Islamic Relief is starting an inclusive education programme that caters for the needs of refugee and host communities. FinnAid's article shares details of its programme in Uganda to ensure the educational inclusion of children with disabilities in refugee settlements. Geeta Raj's article describes the process of developing digital solutions for providing education for refugees and displaced learners.

In recent years the world seems to be experiencing a different 'type' of conflict and migration challenge. The Syria crisis, and the rise

of Daesh, seems to herald a more extreme and potentially permanent, or at least much longer-term, movement of people. Questions arise about how to address these much bigger, longer-term and more culturally impactful crises in relation to education. Earth Asylum is a project running in the UK to educate children about refugee issues, to develop acceptance of diversity and promote social inclusion. In France, Chemins d'Enfances is using play-based activities with children in refugee and migrant communities in low income areas, to improve inclusion and learning in schools. Similarly, supplementary schools in the UK encourage links to learners' home cultures as a way of supporting learning.

In countries experiencing ongoing conflict or unrest, supplementary education programmes can encourage children to see the benefits of staying in school, and can provide educational activities that encourage creativity. The Tamer Institute in Gaza offers an example of this. Supplementary education, such as that provided by Mish Madrasa in Egypt, can also help develop critical thinking to prevent children being drawn into extremist movements.

Rebuilding education systems affected or destroyed by conflict or disaster is an area that receives significant attention. The articles from Somalia and Afghanistan describe two approaches to including stakeholders from across the education sector to ensure inclusive education is the focus when rebuilding.

In all the situations featured in this year's articles, some groups of learners face greater risk of educational exclusion than others (e.g. girls/women, and learners with disabilities). The issue of menstruation is rarely considered, yet it plays a central role in the exclusion of many girls from education, in both crisis and stable contexts. Two articles look at this issue: one documents the growing use of low-cost menstrual cups by school girls in Kenya; the other looks at a resource developed by Water Aid to explain why menstrual hygiene matters in education and emergencies.

To close the edition we have included several pages that provide ideas for further reading (or watching) about situations of risk and inclusive disaster risk reduction. We hope you find them useful in your work.

‘Pikin to Pikin Tok’: A participatory and child-friendly radio for education programme in Sierra Leone

Tricia Young

Some great responses to providing education in emergencies begin as adaptations to projects that are already in place. In this article, Tricia explains how an early childhood education programme evolved in response to the Ebola crisis in Sierra Leone.

Child to Child has been at the forefront of developing transformational approaches to children’s participation globally. We believe that children should be partners in realising their rights to education, health, protection and play.

Getting Ready for School

Most young children in developing countries lack access to formal pre-schools and other learning opportunities. The innovative Getting Ready for School (GRS) model was therefore developed to provide cost-effective and efficient early childhood education to children living in communities without formal pre-schools or other early learning opportunities.

GRS provides early childhood education using an innovative Child to Child methodology that engages older, already-enrolled, primary school children as mentors for their younger peers. These ‘young facilitators’ support the ‘young learners’ to develop the early learning competences they need to enrol in school on time and be ready to learn.

In Sierra Leone, GRS has been implemented in collaboration with The Pikin to Pikin Movement since 2011, in the marginalised and impoverished Kailahun District, where the decade-long civil war started and ended.

Impact of Ebola

The project was running successfully until the outbreak of the Ebola virus halted all activities in March 2014. Kailahun District was the epicentre of the outbreak, where the first cases were detected. In May 2014, a public health emergency was declared. Measures taken to contain the spread of Ebola included school closures and a ban on public congregations.



We were forced to stop our programme, as encouraging groups of children to come together was a major public health risk.

This outbreak was the most severe the world has ever seen. In Sierra Leone alone, 8,000 children were orphaned, 1,364 in Kailahun District. Consequently, older children, almost exclusively girls, had to take on parental roles, resulting in a huge drop in the number of girls accessing education, potentially reducing their future employment prospects. Forced to focus on urgent income generation, girls turned to transactional sex to supplement household incomes. They were also exposed to greater levels of sexual violence and, inevitably, greater numbers of girls fell pregnant, becoming teenage mothers. Children who survived the disease were stigmatised, especially those living with the side effects of Ebola, such as the loss of hearing, sight and/or mobility.

Pikin to Pikin Tok

In response to the Ebola crisis, GRS was reconfigured by Child to Child and The Pikin To Pikin Movement into a child-friendly and participatory radio for education series with funding from Comic Relief. Radio minimises the risks of Ebola transmission, as no public congregation is required, and allows larger numbers of beneficiaries to be reached.

Pikin to Pikin Tok was launched in March 2015, aiming to inspire children to work together

to tackle the stigma and exclusion they face because of being affected by Ebola. Through listening to the radio programmes, they have learned how to minimise the risks of catching Ebola and other serious diseases. They receive key health and life skills messages that they can share, to keep themselves, their siblings, their peers and the wider communities safer.

How the radio series is run

Pikin to Pikin Tok comprises three different programmes: Story Time; Under the Mango Tree; and Messages Through Music:

- Story Time was designed to engage younger children, although it is suitable for all ages. It uses traditional stories to address the issues facing the children. For example, a story of three goats shows how, when the goats work together, they are able to overcome adversity. It is also intended to support the development of numeracy and literacy skills.
- Messages Through Music engages older children (7-12 years) and uses music to address the various issues faced by the children. Simple songs promote the importance of hand washing to avoid the spread of diseases including Ebola.
- Under the Mango Tree engages the oldest children and is designed to support critical life skills development. This programme addresses the issues that have emerged in the wake of Ebola, including stigma and exclusion, disability, sexual violence and teenage pregnancy, and helps children to critically think through how to respond to these challenges.

What distinguishes *Pikin to Pikin Tok* from other radio for education initiatives is that the children themselves are co-creating content: 36 children have been trained as Young Journalists, responsible for identifying stories and conducting interviews. A professional radio production team edits the content, which is subsequently broadcast by Radio Moa, the local community station with a total audience of 500,000 across the region. Wind-up solar powered radios were distributed across local communities, and children are supported to listen to the broadcasts by adult volunteer facilitators, trained to support their participation. After episodes of Under the Mango Tree have



been broadcast, phone-in sessions enable children to share their stories related to the issues addressed, the strategies they have developed to respond to those issues, and the challenges and successes they have experienced. Adult experts are often on hand to support these discussions and help children identify what they can do to address the challenges they experience.

Pikin to Pikin Tok is especially designed to help overcome the severe disadvantage and exclusion that girls often face in education systems and the wider community, and has been recognised as a model of good practice by the UN Girls Education Initiative. Gender is mainstreamed across the series of programmes, with messages of gender equality integrated throughout. Several episodes of Under the Mango Tree have directly addressed girls' increased vulnerabilities, risks and harms. Recent episodes have included the Young Journalists challenging the Minister for Social Welfare, Gender and Children's Affairs about the inadequate government response to violence against girls; another focused on the things that boys can and should do to support the girls in their community and keep them safer.

Given the project's significant positive impact, the Child to Child and Pikin to Pikin Movement Team hope to continue the work if funding is secured. The model has also informed the development of a project to promote the resilience and protection of unaccompanied children on the move across Europe.

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Making schools inclusive after Haiti's earthquake

Edmond Philogène

A disaster like an earthquake can close an entire education system overnight. Yet in such times of crisis, children more than ever need the safety, support and stability normally found in school. In this article, Edmond explains how CBM's project in Haiti quickly set up educational and inclusive 'safe spaces', and used them as an opportunity to encourage children to return to regular schools. These schools were also starting a journey towards inclusion.

Inclusive safe spaces

Haiti experienced a devastating earthquake on 12 January 2010. A disaster on this scale inevitably led to a rise in the number of people with disabilities. Handicap International (2012) conducted a survey which indicated that 22.7% of households in Haiti now had one or more persons living with a disability, and only 48.6% of children with disabilities were registered in school.

Immediately after the earthquake, there was urgency to create an inclusive, child-friendly community space for safeguarding children, as the emergency situation increased the risk of abuse, neglect and exploitation. With so many people living in camps, there was limited control or authority, leading to the lack of a child protection system. CBM started the Child Day Care Center (CDCC), operated by the community-based organisations (CBOs) JOSE (Organise Youth for an Emancipated Society) and OJPE (Organisation of Youth for Child Protection), as a pilot project in the capital city, Port-au-Prince.

Creating such safe spaces allowed team members to address the specific needs of each child and young person. The goal was to provide an environment where every individual could feel safe to express themselves and continue to develop before returning to school. The first objective was to bring children with and without disabilities together and discover their capacities. In the space, various topics were discussed, such as hygiene, the environment, disaster and disability, progressively introducing the issues and rights of persons with disabilities.



In earthquake-affected areas, schools were closed for 4-5 months. The community considered the child-friendly space as their school. Facilitators developed an educational programme that delivered imaginative, physical, creative child-centred activities to provide education without blackboards or basic school materials. The activities included all children.

After the emergency phase, the children gradually returned to their old schools. However, the children with disabilities who had attended the child-friendly space had either never attended schools before, or their schools were too badly damaged for them to return to.

Making regular schools inclusive

Discussions with families and schools on the exclusion of children with disabilities from community schools started immediately. The main reasons cited for exclusion included: a lack of family and/or school resources; the high cost of health care; high rates of unemployment or low incomes; inaccessibility of schools; and lack of adapted curricula and materials. Also, parents of children without disabilities believed that academic results would be affected if children with disabilities were included.

A programme was developed to address these issues, involving activities such as:

A national symposium

The first national symposium of deaf education in Haiti brought together relevant stakeholders

from the Ministry of Education (MoE), universities, special schools, NGOs, disabled persons' organisations, and other members of civil society. Recommendations were made, shaping subsequent responses for deaf learners and those with other disabilities.

Policy

Through the project, a strong working relationship with the MoE has been developed, with a focus on strengthening and developing a specific legislative framework for persons with disabilities. The MoE requested a deeper understanding of inclusive education, and assistance with including it in their policies. Expertise was provided to support the ministry, including support with tackling the challenge of bringing private education provision (80% of Haiti's education services) under strong national regulation.

Teacher training and collaboration

The project highlighted that under-resourced schools with low teacher capacity and/or availability were leading to poor learning outcomes. Investment in teacher capacity was needed to support strategic development and promote inclusive education for all. Through the project, 145 mainstream teachers received a 10-day training on inclusive education approaches, focusing on pedagogical changes. A network for inclusive education was developed. This space allowed specialist and regular teachers, community-based rehabilitation (CBR) workers, government representatives, and parents, to meet and discuss challenges and solutions to inclusion.

One such solution was the need for more investment into specialist provision, such as speech therapy, to better support regular teachers. A second was advocating and working with school principals as an important first step to achieving inclusion.

"I realise now how much harm I did to children in my community for the first 10 years as principal of a school. During this time I refused entry to at least one disabled child every year. It's hard to admit, but it is true" (school principal)

Parent and community involvement

Local monthly discussion groups led to the creation of community parents' committees,

which help to identify children with disabilities and refer them to relevant CBOs for further support. Parents have become more engaged in understanding their children's needs and learning how to support their children and other parents. The parents of children with disabilities have learned about early identification and the preventable causes of disabilities, leading to them seeking earlier access to health care and other services. They have also become focal points for helping other parents and families access referral to other services and support for their children.

Identification alone was not enough. Strong community-based service networks (for health, education and government) were established through the CBOs, to develop community-based early intervention, alongside early childhood development and care services. In addition, awareness-raising activities were organised, such as celebrations related to the International Day of Persons with Disabilities on 3rd December, to increase community understanding and involvement. Inclusive community-based, cultural and social, leisure activities brought children and young people with and without disabilities together.

Finally, to better support parents of children with disabilities, micro-loans and training were provided to improve their financial situation and their ability to support their children's education.

Future development

CBM will support the MoE and civil society to:

- Develop 10 model inclusive schools, one in each of the country's 10 administrative departments.
- Reinforce the university-level curriculum for teachers.
- Establish a national network to promote inclusive education.
- Create a research and development unit to create educational material adapted to the local context.
- Expand the reach of community-based programmes through partnerships, with a greater focus on CBR.

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Getting out the 'Magic Box': Using a mobile school to build self-esteem

Vicky Ferguson

When children and young people are unable to access school, one option is to take the school to them. This was the motivation behind the development of Mobile School, a Belgian NGO. The mobile school they developed is essentially a school on wheels that can be used by social workers and educators in their work with children. In this article, Vicky describes her experience of introducing a mobile school to Glad's House, an organisation working with children and young people on the streets of Mombasa, Kenya.

Glad's House

Glad's House works with children and young people aged 0–27, who are deemed 'too challenging' by the rest of society. These are children and young people who other people have given up on; children living and/or working on the streets and on dumpsites; and those in conflict with the law. We link them with trustworthy adults, such as social workers, foster parents and volunteers from the community, who can help them survive, protect them, and bring some fun into their lives.

Glad's House is predominately a street-based organisation that focuses on street work and sports initiatives to give children and young people some opportunities to leave the streets and work towards positive futures. For example, a Boxing and Transitional Home Programme helps the hardest to reach young men, aged 14-26, who have been on the streets for over five years. The sports focus of the programme helps to improve their health, fitness and nutrition. Alongside this, the programme helps to find foster homes or support the young men into safe independent living situations. It also supports them to continue in or return to education or find employment. For instance, the programme has a link with a local golf resort and helps the young men find employment as golf caddies.

Glad's House has an education programme which includes offering education-based activities at a drop-in centre, as well as after-

school tuition to support as many children as possible through their primary and secondary education.

Partnering with Mobile School

In 2016, Glad's House launched a new programme as part of our outreach work, in partnership with Mobile School (www.mobileschool.org). Glad's House is the 43rd Mobile School partner, with other partners working in Europe, Latin America, Asia and Africa. We are excited to join such an amazing network of practitioners, who run mobile schools in many different settings: e.g. refugee camps in Greece, markets in Mexico, and on the streets of Mombasa.

At the centre of the Mobile School approach is the focus on improving a street-connected child or young person's self-esteem. Most of the children and young people we work with have experienced significant trauma in their lives, often before and after coming to the streets. For most, their self-esteem is severely damaged. Mobile School does not aim to replace the traditional curriculum, but instead focuses on building self-respect. With a non-judgmental and constructive approach, the children and young people are offered a chance to reflect on their identity and situation in a positive environment with trusted adults.

A school on wheels

The Mobile School is an extendable blackboard on wheels that can be pulled through the streets. By opening it up via its telescopic system, a meeting place is created anywhere that a street worker decides is the most useful. The Mobile School is a package of teaching methods and games. It contains over 350 educational game panels that can be attached to the blackboards. All the materials are divided into themes, including Literacy and Numeracy, Health Education, Learning by Playing, Social and Communication Skills, Children's Rights, Drugs Education, Street Business Skills, and HIV/AIDS Education.



© Sandar Degeling

Getting started

Mobile School representatives visited us initially to ensure that we were a 'good fit' for the project. They delivered a workshop for our social workers, and a few months later ran two weeks of intensive training on the theory behind the initiative and the technical skills required.

Glad's House is in the initial stages of introducing the Mobile School to the streets. We have taken our wonderful 'Magic Box' around the city centre in Mombasa and to the dumpsite where young people search the rubbish for scrap materials to sell. Each time, it is met with big smiles and lots of laughter and enjoyment. Children and young people of all ages and abilities engage with the Mobile School, and for us that is one of its biggest positives. It does not matter if you have never been to school or whether you have completed primary or secondary school, whatever your ability you can work with the Mobile School and at the end of the session you will feel positive.

There were some teething problems at the start, especially with scheduling. Glad's House has a significant presence on the streets and getting the Mobile School out at the right time for both the staff and the children and young people wanting to take part was challenging. We therefore held some informal consultations during other outreach sessions to develop a schedule that works for everyone.

Unexpected outcomes

The children and young people we support on the streets are often under the influence of substances, including cannabis and solvents. We have been positively surprised that this has not been a barrier to them engaging in

the sessions. The Mobile School has provided a focus for their attention, whether they have been under the influence or not, which means that they are all able to benefit from sessions.

A highlight for me was watching a young man, aged 22, whom I have known for almost ten years, walk around the 12 metres of blackboard and engage in every single activity. Each time he completed an exercise, he would come to find me and take me to the board to show me what he had achieved. It was a very special moment that cemented just what can be achieved with our Mobile School!

The future

A long-term aim of the Mobile School is to reach a group of children (aged 0–13) who we do not yet engage with much. Although we have not set formal educational outcomes for the Mobile School, we hope that it will encourage some children to consider moving into more formal education.

With the success of the Mobile School on the streets and at the dumpsite, we will be delivering additional sessions in a Juvenile Remand Home. This will help ensure that children and young people, who are often remanded in custody for having committed the 'crime' of being homeless, have the opportunity to re-build their self-esteem. When children and young people believe in themselves, anything is possible.

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Inclusive education: Access and quality for Syrian children

J.R.A. Williams

Currently 13.5 million people in Syria need humanitarian assistance due to a violent civil war that has lasted 6 years. Around 4.8 million Syrians are refugees, and 6.5 million are displaced within Syria, half of whom are children. Children are at risk of becoming ill, malnourished, abused, or exploited, and millions have been forced to quit school. Most Syrian refugees remain in the Middle East: in Turkey, Lebanon, Jordan, Iraq, and Egypt. In this article, Jamie Williams explains how Islamic Relief is planning inclusive education initiatives for refugee and host communities in these countries.

Provision and funding

The Regional Refugee and Resilience Plan (3RP) for these five countries prioritises education interventions for school-age children who are currently out of school or who receive low quality education services. In April 2016, over 916,000, (56%) school-age Syrian children were out of school. Around 4 million Syrian and affected host-community children aged 5-17 years need access to safe, inclusive and quality formal and non-formal learning opportunities. World leaders at the Supporting Syria and the Region 2016 donor conference in London pledged long-term commitments to education, to avoid a lost generation of children and youth. However, there is a dramatic shortfall in countries fulfilling these pledges. Finance is needed both to fund refugee education and support investments in developing school infrastructure and wider education systems.

While maintaining the emergency education response, the donor conference urged strategic shifts towards longer-term approaches. This requires the strengthening of national education systems and promotion of national policy frameworks, as well as scaling up access and adopting a strong focus on quality education. Currently, to absorb so many Syrian students and increase response capacities, public education systems in host countries have re-introduced or expanded double shifts in overcrowded schools, negatively affecting the quality of education.

Islamic Relief and the crisis

Islamic Relief has been responding to the crisis in Syria and the region since 2012, mostly focusing on providing basic humanitarian aid. Programmes in Jordan involve conditional cash transfers to families for shelter, schooling costs and community-based catch-up education programmes for those who have missed school for long periods. In Lebanon, school feeding, kindergarten provision and teacher education activities support refugee education alongside psychosocial support. Within Syria, funding is being sought for furniture and equipment for schools serving internally displaced children and youth, transportation, vocational training, teacher development, and psycho-social support. In order for Islamic Relief to play a key role in education provision in Syria, it is important that we collaborate with existing actors like UNICEF and Save the Children to develop a role that complements their efforts in education.

Disability left behind

'Leave No One Behind' was one of five core themes of the 2016 World Humanitarian Summit. International treaties like the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities declare the right to education for all, and government and humanitarian agencies have taken steps to enrol Syrian children in school, but those with disabilities are being left behind. Reports on the situations in Jordan¹ and Lebanon² highlight how services and education provision for children with disabilities are often overlooked in efforts to include Syrian children in education, leaving them among the most invisible and vulnerable.

Consequently, Islamic Relief is now planning an advocacy campaign alongside pilot interventions

¹ HRW (2016) Growing Up Without an Education: Barriers to Education for Syrian Refugee Children in Lebanon. Washington: Human Rights Watch. <http://bit.ly/eer5-art1>

² Pertek I. (2016) Learning Brief: Gender Study - Conditional Cash Project for Vulnerable Syrian and Jordanian Children in Irbid, Jordan. Islamic Relief Worldwide: Birmingham <http://bit.ly/eer5-art2>

to improve funding and delivery of quality education opportunities for Syrian people. This will focus on the sustained and systematic creation of safe and welcoming learning environments. It will include psychosocial support programmes in and around schools, madrassas and learning spaces, with emphasis on the most vulnerable and disadvantaged children, youth and adults, including those with disabilities.

Inclusion is an answer

Islamic Relief has identified inclusive education as an important focus for its Syria crisis interventions. Advocacy, awareness raising and capacity building with governments, multilateral agencies, international and national NGOs and community service organisations in Syria, Turkey, Jordan, Lebanon, Egypt, Iraq and Greece is a key part of the work. Three pilot projects will demonstrate the uses and effectiveness of inclusive education tools in three countries, offering practical, participatory and sustainable solutions to the challenges faced.

A participatory process is being used in each context to develop inclusive education provision, so that all stakeholders are involved in improving education for Syrian children. Consultations with funding partners, implementing partners, and potential advocacy allies will feed into needs analyses, from which the education programme, and a related monitoring, evaluation and learning plan, will be generated. Consultation with children, care givers and education providers is also vital at this stage, to better understand each context in terms of location, integration with host systems, language of instruction, formal and non-formal provision, etc.

Tools already exist, such as the Index for Inclusion for the Arabic World (<http://bit.ly/EER-art28>), that facilitate and encourage self-review by education providers, schools and pre-schools, madrassas and non-formal centres of learning. The tools help them investigate their cultures (what people in these centres believe and act upon), policies (the systems and rules that they work within), and practices (what actually happens in the centres), in relation to children with disabilities and other excluded groups. These tools will be adapted, piloted and introduced to help education providers identify and prioritise the elimination of barriers to learning and participation, and plan to become more inclusive of the real needs of children, youth and adults.

Lessons learned from the pilot projects will feed into campaign messages, materials and publications. These will help us exploit advocacy opportunities to show governments and agencies how, even in very challenging contexts, a systematic approach to inclusive education can be effective in both ensuring the participation of all children in learning and play, and at the same time improving the quality of education, in terms of its relevance, appropriacy, participation, flexibility and protection.

This work is just starting, and we hope to share another article in Enabling Education Review next year, documenting the progress made and lessons learned so far.

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Share your experiences

EENET is always looking for more case studies to share through Enabling Education Review and our website. We would love to hear about your experiences of working on inclusive education in emergency contexts. In this edition, not all of the examples we have shared are set within a context of conflict, humanitarian crisis or natural disaster, but they still offer ideas that can be relevant for such contexts. We would particularly like to hear from you if you are using approaches like mobile schools and activities to foster cultural awareness and appreciation of diversity within education in emergencies; or if you are focusing on the issue of menstruation and the impact on girls' education within emergency contexts. You can write your experiences in an article, or ask us to interview you about your experiences.

Teacher training for inclusion and quality education in emergencies

Clare Atwine

Since 2013, power struggles between rival political groups have resulted in conflict in South Sudan. Hundreds have been killed, and thousands left homeless. The situation triggered a massive influx of refugees into Adjumani District in Uganda. A total of 568,472 South Sudanese refugees have arrived since December 2013, and 378,305 arrived in 2016 alone.¹ Adjumani is one of the largest refugee hosting districts in the country, with over 171,740 South Sudanese refugees. It is estimated that about 4,000 children with a diverse range of disabilities live within the existing refugee population and host communities. In this article, Clare describes how Finn Church Aid (FCA) and their partners provide opportunities for both refugees and Ugandans to access quality and inclusive education. She also introduces an important new teacher training resource for use in crisis contexts.

The effects of conflict

Life for those who fled South Sudan has become unpredictable. Many have been subjected to physical or mental violence. Families were separated during the panic and rush that followed the spread of violence. Parents, who once were able to provide the basic necessities for their children, are no longer able to do so. Ugandan Refugee Policy has been hailed as one of the most progressive approaches on the continent. For example, the policy ensures that local host communities also benefit from the emergency interventions delivered to refugees. However, limited financial, material and human resources have led to a situation in which the rights of persons with disabilities are often neglected, particularly in the refugee context. This is especially the case with children with disabilities and their right to education.

In emergencies, conflicts and natural disasters, FCA targets both school-going and out-of-school children and youth, providing safe learner-friendly environments and education in formal and non-formal settings. For example, we have established an accredited vocational school in a refugee settlement in Western Uganda; supported children with disabilities to access



© Finn Church Aid/Hugh Rutherford

inclusive education; constructed accessible classrooms and toilets, with ramps, in Pakele Girls Primary School, Adjumani; conducted workshops about disability with communities in and around the refugee settlements; and trained teachers – which we will focus on in this article.

Improving education quality

The low quality of education provided in primary schools in Uganda has been attributed to the critical lack of teaching capacity across the country: according to the 2013 Service Delivery Indicators report, only one-in-five primary school teachers had achieved competency in English and Mathematics. In addition, FCA's monitoring data from current education projects consistently reveals that teachers lack the capacity to promote essential skills, including: critical thinking, problem solving, innovation, or collaboration. Furthermore, weak community engagement has further eroded schools' capacity to deliver quality education.

To respond to this gap, FCA implemented a rights-based approach to training local and refugee teachers on inclusive teaching and learning methods and practices in Adjumani District. Facilitated by a FCA Education Specialist in 2015, the relevance and content of the trainings were planned in close collaboration with the Adjumani District Education Office and other local education partners, to ensure that the content met the needs of the teachers from 26 schools across the district and refugee settlements. Mainstream teachers were provided with introductory workshops on inclusive education, and special needs education teachers were provided with a four-day training course. The workshops aimed to strengthen the teachers' capacity to identify

¹ Figures reported in November 2016, <http://bit.ly/eeer5-art3>



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and attend to the individual needs of all pupils, especially those with special educational needs and disabilities in a mainstream classroom setting. The workshops and training courses engaged participatory approaches that encouraged the teachers to share information, learn from each other, and work together to solve common problems.

These initial trainings were the beginning of a broader effort to deliver teacher training and support in Adjumani. In 2016-2017, introductory, refresher and specialised trainings on inclusive and special needs education are planned for 200 teachers. The content of these trainings has been informed by the responses of the participants in the initial workshops and by an external assessment of the training. As one teacher from Pakele Girls Primary School says:

“More personnel trained in inclusive education and language translators are needed here because we are few and yet this work is challenging.”

Within the target group for the trainings are unqualified or under-qualified teachers from the refugee communities who have been recruited to work in the primary schools in the refugee settlements.



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FCA currently supports schools such as Pakele Girls Primary School financially, to employ special education needs teachers. A government-stipulated recruitment ceiling per district prevents such staff being hired

by local government. FCA is also advocating with partners to secure funding for Assistant Refugee Teachers to be employed.

Working with the Teachers in Crisis Context Working Group

The second round of trainings draws on specific training material, commissioned and developed collaboratively by members of the Teachers in Crisis Context Working Group (originally the Refugee Teacher Working Group),² of which FCA is a member.

The training pack (see page 35 for details) was piloted by FCA in Kakuma refugee camp, Kenya, in 2016. The lessons learned as part of this roll-out are being incorporated in the trainings in Uganda. The materials have been developed at the global level and thus are not context-specific to Uganda, but we review and adapt them in relation to the local context and the needs identified during the external assessment of the initial training sessions. Module 3 has a particular focus on Child Protection, Well-being and Inclusion.

The materials provided by the training pack respond to a critical gap in open source, competency-based teacher training materials. They cover the foundational knowledge and skills required by teachers in crisis contexts, where teacher training is often limited to ad hoc workshops. The pack provides the basis for a pre-service and in-service training programme. The materials can be used in their entirety to prepare teachers in crisis settings, but are also flexible enough for users to adapt selected modules or sessions according to the local needs of teachers. Each module includes a facilitator pack, participant guide and PowerPoint slides that can be used in training sessions.

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² TICCWG members include Finn Church Aid, International Rescue Committee, Norwegian Refugee Council, Save the Children, Teachers College-Columbia University, UNHCR and UNICEF. The group has worked in close association also with INEE in development of the materials.

The practical realities of mobile technology education solutions in conflict contexts

Geeta Raj

Using technology to continue education in times of crisis and among displaced populations is increasingly being recognised by donors. Geeta Raj designs and implements technology solutions for education in conflict settings. In this article, Geeta examines a recent funding opportunity from the perspective of donors and technology developers.

Children globally are affected by education systems breaking down in conflict and crisis. An estimated 2.8 million Syrian children are out of school due to conflict. Syrian families can often access smartphones, offering a way to reach children and support learning. However, developing and implementing software for education in these settings creates unique challenges.

Donor interest in technology

Donors recognise the potential of approaches like mobile software applications to support education. Since 2011 the World Bank has been encouraging greater use of new technology,¹ and there has been an increase in funding opportunities.

An example is the EduApp4Syria competition. USAID, the Norwegian Ministry of Foreign Affairs, the Norwegian Institute for Science and Technology, World Vision, and the Australian government have formed an alliance for sourcing and funding mobile technology for Syrian refugee children. The competition, which opened in 2015, called for open source software applications to help Syrian children with Arabic reading and improve psychosocial wellbeing.

Out of 78 bids in Phase One of the competition, from suppliers in 31 countries, five received modest funding to develop prototype applications. Three were offered contracts for Phase Two, during which 40 Syrian refugee children aged 5-10 living in Norway tested

¹ 'Open source' refers to software for which the original source code is made freely available and may be redistributed and modified.

the prototypes. Winners from Phase Two (announced in December 2016 or early 2017) will continue to develop complete apps and games.

Applying the donor-grantee model to technology in crisis

The timeframe in the donor-grantee model, such as that posed by a competition framework, is a key challenge. On average it takes one year to progress through a grant competition from an initial concept to a fully working application. The EduApp4Syria team executed a relatively fast bidding, reviewing and decision-making timeline: just over a year from launch to selecting a winner. This does not include the time it will now take to build the application.

In emergency contexts time is critical as the situation rapidly and regularly changes: target users move, grow older and exhibit changing needs. In addition, the digital device (such as a mobile phone) that will host the application is likely to keep changing. The conflicting time pressures of a competition framework and changes in users' situation can cause prototypes to become out of date before they are released.

The proposal process can be expensive for companies developing the digital applications. Donors require a functioning prototype as part of the proposal. Developing a written proposal and creating a prototype takes more time and money than it takes traditional non-technology grant bidders.

Donors do not always have detailed understanding of the technical processes involved when they invite developers to bid for funding. EduApp4Syria sought to generate innovation and set broad parameters, encouraging bidders to propose use of varied platforms, such as Android versus Apple or phone versus tablet. However, it is not easy to replicate an application built for one operating system to another. The EduApp4Syria team tried to address this by including experts and experienced computer game and application developers in the review process.

Progress and impact

As Michael Trucano, Senior ICT and Education Specialist at the World Bank, has commented “...in 2011, gatherings of people interested in the use of small mobile technologies (like phones) in education in developing countries spent a lot of time talking about ‘the potential’.”² But why has this apparent potential not been mobilised?

Donors and funders are hesitant to fund expensive technology solutions without promising data on results.³ However, there is usually limited data available on impact, especially as applying technology is new for many educators even in non-crisis settings. Technology is fast-paced and solutions to problems are often identified and put in place as it updates. The type of data donors want may take another three to five years, at which point technology will have changed, rendering most solutions obsolete. Without taking informed risks, stakeholders will not reach a satisfactory point of replicability and scalability.

Balancing availability and effectiveness

Often technology-based interventions, such as education software, is designed using technologies and devices not available to most learners without extra funds. Even in contexts such as the Syrian crisis, where many have access to smartphones, people often cannot keep up smartphone use due to lack of electricity, poor internet access, lack of money for services, and damage, loss or theft of their phones.

Because the situation of displaced and refugee communities is constantly changing, it can be difficult to predict what technologies to use in their education. A solution must be based either on the hardware currently available (which may become obsolete or unpopular in a few years) or on a prediction of what might be used in one to three years’ time. If funders and developers fail to strike a balance between these two approaches, it renders their solution under-utilised or unsustainable.

UNESCO advises that: “As more sophisticated technology becomes available over the next

fifteen years, designers of mobile learning projects will need to find a balance between capitalising on the prevalence of low end technology to provide sustainable access in the present and the immediate future, and leveraging the potential of high-end technology to ensure sustainable access in the long term.”

The future

A lack of understanding among donors, developers and education agencies around how to quickly create and deliver effective technology is causing missed opportunities and wasted resources.

We need to better define what mobile technology in education means. We need to close the knowledge gap between donors, developers, and users. Donors should reconsider what they need to make confident investment decisions, while developers should continue refining solutions to generate the highest possible impact.

Technology developers constantly identify successes and use them rapidly to develop further solutions. To use technology’s potential for education in humanitarian crisis, donors may need to take a similar approach to confidence-building and risk reduction.

Contact

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² <http://bit.ly/eer5-art4>

³ www.meducationalliance.org

Nurturing a welcoming environment for refugees and asylum seekers in the UK

Sam Harris

When emergencies happen, people may move country to find safer places for their families, but moving on with their lives when they arrive in a new place is not always easy. In this article, Sam writes about the Earth Asylum project that visits schools in the north-west of England to promote internationalism.

Background

The International Society of Greater Manchester works to support international students, promote international friendship and celebrate diversity across all of the universities in the area. Since 2010, the organisation has extended its reach by developing community projects that seek to foster global thinking, raise cultural awareness and help tackle prejudice and racism.

Focusing on schools, three of the Society's projects aim to give young people positive experiences with people from different cultures and backgrounds at an early age, to help broaden their horizons and make them more open to the world. Through face-to-face interaction, storytelling and play, the projects aim to humanise immigration and nurture global citizens who are culturally aware and sympathetic to issues surrounding asylum seekers and refugees residing in the UK. At the same time, the projects provide international students and refugees with an experience of volunteering with children in schools, and the opportunity to make a positive contribution to the communities in which they live.

The projects rely on volunteers to represent their countries and facilitate cultural activities in schools. Over 1,500 volunteers from 110 different countries have now taken part, delivering activities for over 15,000 children across schools in the north-west. The majority of the volunteers are international students from the three universities in Greater Manchester, but the International Society is increasingly building links with different community groups to increase the volunteering capacity for the projects. The volunteers are provided with a detailed information pack, informal support when required, and an initial training session before

going into schools. Based on the information pack, they have the freedom to develop their own activities relating to one of three projects.

Rocket World and Bee Hippy Happy

RocketWorld (for 7-11-year-olds) was the first project developed in Greater Manchester in 2010, with funding from HSBC bank. The children receive pretend passports and go on a 'mission' for international peace and friendship. A giant Earth is used as a centrepiece: the 'EarthBall' is 2.4 metres high and covered with satellite images of Earth. The children fly imaginary rockets to visit volunteers from all over the world and learn about different cultures. Activities are developed to encourage the children to ask questions, have conversations, and interact with the volunteers. They include craft activities, songs and games. The EarthBall shows the planet without borders and is used to show where the volunteers come from and convey the idea that we all share the same world. The Earth creates a real 'wow' factor for the children taking part and has a powerful visual impact.

Initially schools were contacted directly, and as the project's reputation has grown, we are contacted by both local schools and schools from other UK towns and cities. The Bee Hippy Happy project (for 5-6-year-olds) was started in response to demand from schools for a project for younger children. They learn about the environmental importance of bees to the world, and then pretend to be bees themselves – buzzing around the world. At each country they 'visit' on the giant EarthBall, they meet a volunteer from that country who facilitates activities. Play and fun are central to the project, which aims to leave children feeling curious about the world and positive towards difference.

Earth Asylum

The Earth Asylum Project (for secondary schools) launched in 2015, was developed to nurture openness and diversity, and to address racial intolerance and hate crime experienced by migrants to the UK. Earth Asylum aims to humanise immigration by giving young people the chance to meet student volunteers and other migrants,



© International Society

recruited through local educational institutions, community groups and charitable organisations working with refugees and asylum seekers.

The Earth Asylum activities take the form of small group discussions: the pupils rotate around the volunteers and take part in four or five individual sessions. The volunteers share and reflect on their personal stories. As these stories are potentially distressing for both volunteers and pupils, there is a more rigorous selection and training process, to prepare the volunteers for pupils' potential reactions to the stories, and the questions that may arise. Likewise, the schools are provided with the volunteers' stories before the project visit so that the teachers know what to expect.

Currently, teachers are able to develop the issues raised during the Earth Asylum visit to their particular curriculum needs. A future aim is to develop a teaching pack that would assist them. We have also received enquiries from the USA, and are exploring the development of a pilot Earth Asylum live webinar.

The feedback from children and teachers participating in Earth Asylum has been very positive about the project's ability to impact on children's perceptions and feelings regarding immigration, asylum seekers and refugees. It is hoped that building young people's understanding of the lives of asylum

seekers and refugees will help tackle the misunderstandings that can lead to hatred and a hostile environment for new arrivals to the UK.

“A huge thank you to you and the lovely volunteers who were in school on Wednesday. The students have been talking about their experiences all week. Students have said ‘hearing the stories of refugees makes you appreciate what we have and where we live’; ‘We need to remember to apply the stories of others in our everyday lives, so that we learn to not judge other people’. I believe everything they heard will stay with them in their futures.” (Teacher, Stockport)

The International Society develops and maintains collaborative partnerships to deliver all of its projects: students and staff from the Universities of Manchester and Salford and Manchester Metropolitan University, as well as members of local community groups, are key to their success. For the education projects, funding has been provided by the Duchy of Lancaster Benevolent Fund, HSBC bank, the Oglesby Charitable Trust and the Stoller Charitable Trust.

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There is magic in the air! Supporting migrants through play in France

Céline Matran and Sandrine Bohan-Jacquot

Children's charity Chemins d'Enfances works in Indonesia, India and Cambodia. In September 2015 they were moved to start a project at home in France, to help children living in poverty. In this article Céline and Sandrine explain how Chemins d'Enfances adapted their experiences abroad to support children in Paris.

How we reach out

In the Paris region, around 600,000 children (one in five) are living below the poverty line. Chemins d'Enfances is concerned about children who live in emergency shelters and in hotels, often for up to five years. Most of them are migrants and do not speak French at home. In these places, children have no space to play and bear a lot of responsibilities, such as taking care of siblings. They are often demotivated, not valued at school, and are at high risk of dropping out.

Chemins d'Enfances work with the children's mainstream schools, particularly with special classes for non-native speakers,¹ and with centres for asylum seekers.² We discuss the children's situations, needs, difficulties and barriers to inclusion, and make sure that our programmes complement and strengthen the work being done by schools.

We also work with several partners alongside the schools and centres. For example, a key partner is SAMU social – Service d'Aide Médicale Urgente (emergency medical assistance service). They are responsible for following up the social welfare needs of the children we work with. Whenever the team notices potential issues with children (e.g. post traumatic disorder or other troubles), SAMU social is informed and they refer children to relevant medical and psycho-social services.

'Magic Place' activities

Chemins d'Enfances has a van called the 'Magic Place'. It is equipped with toys, pedagogical material, and a pop-up tent in case there is not enough room in schools or asylum seeker centres. A team of two people, specialised in play-based activities and teaching French as a foreign language, drives the van to meet 200 primary-age children (6 to 12 years old) in various locations every week at regular times. The team holds a 2-hour evening session in each location each week. Most of the children are in school during the day. In addition, we have developed a full-week programme for use during school holidays.

This project offers a unique place where children and their cultural identities are valued. Sessions have two components:

- a. Free play. Some children have no toys at home and are not allowed to leave their room at the hotel/shelter, or to play in surrounding areas. The toys we use are carefully selected based on the ESAR classification. Different types of toys and games cover Exercise (to develop senses and motor skills), Symbolic (imagination, environment awareness), Assembling (coordination) and Rules (socialization, respect of rules, team spirit).³ Play helps children to develop their motor, intellectual and social skills, and (re)gain self-confidence. Meanwhile, there is an opportunity for the team to observe the children while they play.

"I like Magic Place because I can play with dolls and I don't have dolls at home. I live here [emergency shelter in hotel] for two years but I don't like this place because we can't do anything, and above all we are not allowed to play except when Magic Place comes. I would like Magic Place to come every day!" Bora (9) from Albania.

- b. Sociolinguistic activities. During the activities, children 'travel' with a mascot and a world map. The mascot is created by the children themselves, and it travels (or rather the children pretend it

¹ For more information about non-native speaker classes, called UPE2A classes: <http://bit.ly/eer5-art5> (in French)

² Asylum seeker centres are called CADA (Centre d'Accueil pour Demandeurs d'Asile). For further information about CADA: <http://bit.ly/eer5-art6> (in French), <http://bit.ly/eer5-art7> (in French)

³ The ESAR classification is based on Piaget's work. See: <http://bit.ly/eer5-art8> (in French) <http://bit.ly/eer5-art10> (in English)

travels!) to the children's countries of origin. The mascot then sends them postcards, describing what it has discovered in those countries.

The range of topics stimulated by postcard writing is only limited by children's imagination. This leads to activities on environment, cultural habits, gender issues, civic rights, and so on. The Magic Place team uses the opportunity to organise 'living together' and social skills games. During these activities, children improve their French language by enriching their vocabulary, reading, and expressing themselves orally and in writing.

"With Magic Place I learn how to play with the others and many other things. It is different from school because learning here is fun" Malick (12) from Chechnya

How children's identities are valued

The model of the Magic Place is perfectly adapted to individualised learning. Despite some turnover of children, the team members get to know them very well. They observe children during play, and work to adapt messages and learning materials to each child's learning needs, such as in language or social skills.

Activities with the mascot offer a great opportunity to value the children's cultural identities. They are

encouraged to share knowledge of their own culture with others, and learn about each other's cultures.

Future developments

The project has been implemented for more than a year now and we are working on a lessons learned and best practices document. We are targeting several areas of development. First we are aiming to extend to new locations, in particular large housing projects. We are planning another Magic Place unit in the North of Paris in 2017. Second, we would like to create play sessions with parents, in order to develop parent-child relationships. We are producing a pedagogical kit, with tools, games and programme descriptions, in order to share our experiences with others who want to work with children in similar circumstances.

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Enriching the mainstream: Supplementary education in the UK

Samira Bakkiou and Susie Miles

Informal community-based education can play a key role in enabling children from minority communities - including those whose families have fled conflict - to settle into the UK, into a new education system, and to learn more about their heritage. In this article, Samira and Susie provide a brief overview of supplementary education for minority communities.

What are supplementary schools?

Supplementary education **takes place outside of normal school hours** in the evenings or at weekends. These informal schools offer cultural activities, home language tuition, religious instruction as well as core academic subjects. They are often set up and run on small budgets by volunteers: parents and community members concerned that their children may lose touch with their home language, culture and religion. There is no government funding available to support these schools, yet they contribute to the education of a significant number of the school population.

It is estimated that 18-28% of children from non-white British communities have attended supplementary schools. There are approximately 5000 in the UK, including 162 in Manchester.¹ Most children attending supplementary schools also attend a mainstream school – a small number are educated at home. Supplementary schools are effective in motivating pupils who are at risk of failing and exclusion from mainstream education: adult role models from their home culture can inspire confidence in children who are born in the UK to migrant parents and those who have recently arrived.²

The Community Language Programme

I (Samira) set up a Saturday school for all children in the local community wishing to learn about Arabic and French culture and

language, and especially children from refugee and asylum-seeking families. We catered for approximately 30 children aged 3-12 years and charged a modest fee to cover costs. Our classes were small and we offered an informal learning experience that was more relaxed than the children's experiences of learning in mainstream schools.

The teachers, qualified in their countries of origin (e.g. Syria and Tunisia), were volunteers and lived in the local community. They had a good knowledge of the language, culture and religion as well as access to curriculum materials from their countries of origin. Our teaching and learning philosophy was inspired by Paulo Freire: we encouraged a spirit of inquiry, personal growth and a broad appreciation of difference, through food, arts and crafts-based activities. This made learning fun and gave the children both a connection with their home cultures and a better understanding of each other's cultures.

The school worked well for a few years, but attendance dropped and it was too expensive to keep it running. We moved to a local primary school to continue the teaching of Arabic on Sundays. The primary school is highly supportive of supplementary education and sees itself as a resource in the local community, inclusive of all. It hosts another supplementary school on Saturdays for children from minority backgrounds – this informal school has been running in various locations since the 1960s. Collaboration between mainstream and supplementary schools is rare, but where it takes place it has enabled teachers to share ideas and knowledge about teaching methods and the children they both teach, such as about the children's special educational needs.

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¹ More information is available from the National Resource Centre for Supplementary Education (NCRSE) contact details: www.supplementaryeducation.org.uk

² <http://bit.ly/eer5-art13>

The role of storytelling in inclusive education in Palestine

Abeer Issa Thaher and Ayman Qwaider

The Tamer Institute for Community Education, a non-profit organisation which develops locally-appropriate pedagogy, was established in 1989 and operates across the West Bank and Gaza Strip. It promotes a learning atmosphere which develops each child's ability to think, analyse and be creative. It wants to develop personal capacities, not just measure academic achievement. In this article, Abeer and Ayman explain the use of storytelling as a key tool in the development of inclusive education.

The Tamer Institute's 'Safe and Inclusive Education Opportunities' project promotes inclusive education among parents, teachers and children. Inclusive education means every child has the ability to learn. We believe that we should not compare people through assessment, or by screening them into classes based on academic attainment.

School libraries

The Tamer Institute runs workshops in schools and libraries, and awareness-raising initiatives in communities. We focus on the role of the school library in creating an educational shift in schools. A library plays a key role in motivating children to read and write, so we have encouraged the creation of a reading club in each school library with which we work.

The Tamer Institute has teams responsible for different aspects of storytelling. They include folk performers, artists, a drama team, a book discussion team, a storyteller and a poetry reciter. We hold sessions at school libraries every month in which we tell and discuss stories, choose songs, and rehearse theatre roles.

Through these activities we attempt to find a 'hook'; something that children like about school. We emphasise this as a reason for children to come to school and learn, offering activities which engage their auditory, visual and sensory memories.

Storytelling

Stories have the ability to change and develop: they offer natural ways of thinking and learning through connections with the surrounding environment. Stories can help children become more prepared for the situations they face in real life.

A storyteller uses gestures and moves, and changes his/her voice to make the story easier to understand and remember. This method is especially useful for children who need extra help to understand. It also creates a bridge between teacher and child, encouraging enjoyment and active engagement.

Library storytelling sessions promote analytical communication, encourage discussion of controversial issues, and develop children's skills for persuasion and justification. Stories are chosen to stimulate discussions about inclusive education, equality and acceptance of others.

Drama

Sitting a child who has lots of energy at a desk for long hours can feel confining. Drama engages both teachers and students in lessons that are a 'living environment'. Drama is a useful, active tool in education, but traditionally teachers have only made limited space for it in the curriculum.

Using participatory approaches, we train teachers how to develop stories and expression through writing plays, and using drama across the curriculum. These plays promote inclusive values. The training helps teachers expand their understanding of how they can strengthen children's learning and participation.

Working with parents

We also use storytelling approaches in community awareness sessions, where we build parents' understanding of inclusive education and the importance of engaging actively in their children's education. Through narrative and storytelling approaches, we explain the concept of inclusive education and how it relates to children's learning difficulties and behaviour.

These sessions with parents give them space for imagination, creativity and discovery. This in turn improves their ability to make decisions in the community about education and inclusion.

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A community school on a rooftop in Cairo: Climate, challenges, and successes

Mostafa Wafa

In areas that are politically insecure, the provision of education can be strained, particularly for children living in unstable home environments. In this article, Mostafa Wafa writes about the non-formal education he provides for children in a Cairo suburb.

Mish Madrasa

On a rooftop in Cairo's disadvantaged neighbourhood of Saft El-Laban, where the tips of the Pyramids of Giza are visible in the distance, you will find engaged and energetic students arguing about Aristotle. Sometimes they argue in the dark when the power is cut, which happens often. They are laughing, talking over one another, and asking questions. The students are often so excited to get to class that they push past each other to get through the door. This is Mish Madrasa, a community-based school, run by volunteers, on the rooftop of a dilapidated building that I own.

Mish Madrasa, in Arabic, means "Not a School", because it isn't a school in the traditional sense, but a community-based education effort. Mish Madrasa provides supplementary education to the students of Saft El-Laban, a disadvantaged and impoverished slum area located on the outskirts of Cairo. Currently there are only three government-run schools for 400,000 people in the area. In a country where more than a quarter of its population is illiterate (according to the Central Agency for Public Mobilization and Statistics), Mish Madrasa is providing an effective and flexible model for grassroots education.

An alternative curriculum

The volunteers at Mish Madrasa focus on providing supplementary education. The subject-matter is related to 'soft' skills such as tolerance, human rights, conflict resolution, literacy, empathy, character development and social inclusion. We aim to foster a culture of positive learning by providing experiences that will build responsible young adults and encourage a culture of tolerance, conflict resolution, and open-minded cooperation.

Mish Madrasa fills the gap where the community and school systems fail. Egypt was ranked at 111 out of 140 countries by the Global Economic Forum in 2015 for investment in education.¹ Within the current structure, there is limited space for the children to express themselves. Critical thinking is discouraged and sometimes punished in school, creating an environment of fear. In addition, the teacher-student ratio can reach 1:120, particularly in more impoverished areas, making it difficult for both students and teachers to concentrate. The power is often cut during lessons. Most middle-class families send their children to private tutors, but families with low incomes cannot afford this. Our community-based programme adapts to their needs.

The students attending Mish Madrasa are the most vulnerable in Saft El-Laban. They are isolated with little or no awareness beyond the streets of their community and home. Some come from unstable home environments and live in extreme poverty. They are vulnerable to spending time on the streets where they may experience high levels of violence that results in their carrying knives. Many children are prime candidates for recruitment into extremist groups such as ISIS, who target such vulnerable communities. To develop critical thinking skills, to avoid such recruitment and prevent children from spending so much time on the streets, Mish Madrasa develops knowledge of human rights, and skills in tolerance and inclusiveness. Our purpose is to make them less vulnerable to extremist thought and recruitment, and close the gap created by inadequate community support and weak government-run schools.

Our teachers are volunteers. Most are undergraduates, or newly graduated members from the community of Saft El-Laban. Each session begins with a teacher volunteer checking attendance and homework, and then the lesson begins. The last half hour of each session is free time for children to colour, draw, play games, express themselves, and discuss issues and problems. We also supplement

¹ <http://bit.ly/eer5-art14>

the government curriculum taught in public schools. There are limitations, as we rely on the volunteer teachers to create and decide the daily curriculum. Often it is being developed on the day of instruction. Therefore there is no overall comprehensive curriculum design, no integrated and scaffolded curriculum, but this is an aim for the future.

Providing a safe space

Between 30 and 50 children, both boys and girls, attend Mish Madrasa for approximately two hours at a time, five days a week. The sessions are held after their standard school day, usually starting at 5 or 6pm. These children are eager to come to Mish Madrasa even after spending all day at school. Mish Madrasa is their safe space: they take ownership of it, and each other. The volunteers at Mish Madrasa create a community for the children, away from the street, and the students themselves strengthen that community. They keep reminding each other that this place is their place. Many of the children attend Mish Madrasa regularly.

We continue to provide education in times of instability by creating a space they want to come to. As part of a partnership with RISE (Research Institute for a Sustainable Environment), we are now converting the Mish Madrasa rooftop into a green space which will include a vegetable garden and a space for science classes.

Salah is a star student. He was part of a group of street children who were wielding knives on the streets, getting into fights on a regular basis. Salah attends Mish Madrasa daily and is now the star student in history and philosophy sessions. He can read and write in Arabic and English, and has become a critical thinker. He shared a story about a conversation he had with a teacher in his government-run day school. He was able to question and analyse the information the teacher was giving about the Greek philosophers Socrates, Plato, and Aristotle. Salah has become a critical thinker who now prevents his friends from harassing girls on the streets of Saft El-Laban.

Challenges of operating in a politically insecure, unstable environment

It is difficult to line up, at once, all the resources that we need to run a school. Egyptian society is becoming closed and there are daily security incidents. We operate in a disadvantaged community with children who have very little. We need to find the right teachers, have the correct supplies, address the myriad needs of our students, find a way to hold class without reliable electricity or no money. We are constantly finding creative solutions and we get through step-by-step.

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Building momentum for inclusive education in Afghanistan

Joseph M. Evans

Lots of organisations run inclusive education workshops for their staff or other stakeholders. The key to success, however, is not to stop there! What happens after the workshops or the training courses is very important. In this article, Joseph describes some of the activities that Swedish Committee for Afghanistan (SCA) has been involved in, to promote and develop inclusive education, since an initial workshop in 2013.

An introductory workshop

In October 2013, SCA organised an inclusive education workshop, with facilitators from EENET. It was attended by staff from SCA, the Ministry of Education (MoE) and the Norwegian Afghan Committee (NAC). The workshop was a preparatory exercise, for SCA's shift from being a service-delivery to a development-oriented organisation. It helped to advocate strongly for inclusive education in Afghanistan.

As a first step in developing the workshop, concepts and issues were agreed on through a consultative process between EENET and SCA staff. These discussions continued with participants during the workshop. The main issues covered included: an introduction to inclusive education; global, national and local inclusive education policy; inclusive education in schools and classrooms in terms of reflective practice, observations, identification and assessment; action research; individual education plans; gender; and the availability, adaptability and development of resources.

The workshop helped to identify issues of concern and possible solutions that needed following up. For example, it was recommended by the participants that work needed to be done in generating and documenting case studies to use as evidence of inclusive education practice, for training purposes and future advocacy work. Further training involving UNESCO's Inclusive Learning Friendly Education toolkit was also recommended. For SCA, a key outcome of the workshop was the recommendation that its inclusive education work needed to shift from being part of the Rehabilitation of Afghans with Disabilities programme to being part of the Education programme, as it is a cross-cutting issue. This subsequently happened in January 2015.

Building momentum for inclusive education *More training and learning from experiences*

The workshop was just one activity. SCA's focus on inclusive education gained momentum in several ways. Provincial and District Education Directors in SCA areas of operation received several training sessions, specifically on the removal of barriers to education for children with disabilities. Parents, teachers and field staff were also trained on how to set up and manage inclusive classrooms. As a result, more children with disabilities had the opportunity to attend Preparatory Education and Rehabilitation Centres (PERCs), in urban areas, and Village Preparatory Education Centres (VPECs) found in smaller rural-urban areas.

In December 2013, SCA convened the first national conference on inclusive education, which was officially opened by the Deputy Minister for Education. The 70 delegates and presenters included parents, teachers, government officers and children with disabilities.

In 2014, SCA led a visit to Bandung, Indonesia, together with two MoE staff. During this study visit we observed various inclusive education settings and spoke to a range of education stakeholders. The trip was useful in showing us how Indonesia aims to remove barriers to education for children with disabilities, and we came away with lots of ideas to think about. The visit inspired the Directorate of Inclusive Education to be set up at the MoE in Afghanistan.

SCA is now working on developing inclusive education training manuals which can be translated into Dari and/or Pashto, to add to the scarce literature base in Afghanistan.

Developing a policy base

Throughout 2014, various stakeholders, including myself/SCA, were involved in writing the Inclusive and Child Friendly Education Policy (I&CFE), which was officially signed by the Minister for Education in December 2014. The I&CFE Policy helped the MoE define what inclusive education means and how it would be implemented across the country. Subsequent coordination meetings at the MoE advocated for

the I&CFE policy to be included in the National Education Strategic Plan III.

Collaborating

In 2015, SCA's Education and Disability programmes worked together more closely. To achieve this, myself as Inclusive Education Adviser, liaised with staff in both programmes to support technical issues. For instance, I helped facilitate inclusive education training for teacher trainers within the Education Programme; and supported staff in the Disability Programme to learn more about using diagnostic audiometers and otoscopes to check ears, how to plot audiograms, and do speech training so that more hearing impaired children could be identified and supported, as a key step to accessing education.

Operations of PERCs and VPECs were standardised to ensure equitable distribution and use of resources. This standardisation aimed to ensure that all children received appropriate home-based education as they prepared for their transition to the preparatory centres. Teachers in the PERCs were also made ready to support the children's later transition to mainstream schools. Preparing the children and the teachers encouraged more enrolment and reduced dropout rates. Continued support is now also provided for mainstream teachers, by a cadre of staff referred to as Inclusive Education Resource Persons. They support the establishment of inclusive classrooms and the development of teaching and learning materials. In addition, they give specialist advice to teachers

about Braille or Sign Language, for example, and are also available to teach the students directly about using these methods of communication. All of the staff mentioned continue to upgrade their knowledge and practice through systematic training offered by Inclusive Education Trainers.

SCA revisited its definition of inclusive education in 2015. We produced a position paper outlining our understanding of inclusive education and our ideas for practice/implementation. Once we had a clearer picture for ourselves, it was easier to attract other practitioners interested in collaborating, as well as ensuring that our staff in the field, Kabul and Sweden were all approaching inclusive education from the same perspective.

In 2016, SCA was invited to attend the Zero Project international conference on Innovative Practices in Inclusive Education, held in Austria. For the first time, SCA appeared as a key partner in developing inclusive education and our efforts to date were recognised.

As a result of the initiatives that started with the EENET workshop, SCA staff are learning new lessons each day and responding to new challenges, together with parents and teachers.

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EENET's online shop: <http://shop.eenet.org.uk>

EENET has always printed and distributed hard copies of inclusive education materials because so many people around the world still do not have access to the internet or only have limited access, such as via a mobile phone. Printed copies are also very useful during training courses or advocacy campaigns.

To make it easier for you to request printed copies of our materials, we have created an online shop. All the documents in the shop are **free**. There is a charge for postage. BUT readers in developing countries are eligible for free postage – you just need to ask us for a free postage voucher.

Visit the online shop to see what documents are available and to find out more about how to order and how to claim your free postage voucher.

Enhancing access to education and training for persons with disabilities in Somalia and Somaliland

Lucy Maina

Ongoing civil war and extreme poverty has substantially increased the prevalence of disability in Somalia. Estimates suggest that 15-20% of the population have disabilities, with the average family having at least one member with disabilities.¹ However, support for people with disabilities in Somalia remains low. Widespread discrimination leaves people with disabilities excluded from education and employment, and vulnerable to violence and abuse. This impacts on their participation in decision making and advocacy for their rights. In this article, Lucy introduces the work of the Africa Educational Trust (AET) project 'Enhancing access to education and training for people with disabilities', funded by the EU between 2012 and 2015.

Planning for disability inclusion in education

AET brought together stakeholders from local disabled people's organisations (DPOs) and non-governmental organisations (NGOs) across Somalia and Somaliland, to develop a map of projects and interventions aimed at people with disabilities and special educational needs. The map identified existing support for education, and the gaps. Using this map, stakeholders identified and prioritised needs and worked on plans for collaboration and partnership.

This led to four areas of interventions:

1. Improving access to education: AET identified schools with the highest numbers of students with disabilities. The teachers were trained on disability inclusion. The training built their capacity to identify students' differing needs and explore methods for accommodating them. The schools and DPOs identified parents whose children with disabilities were not in school. AET arranged meetings with parents to discuss

the stigma around disability, help link them with appropriate DPOs in the community, and explore options for education. Community forums were also used to address stigma within the wider community. Young people and adults with disabilities were able to speak about their experiences, and demonstrate to the community that they can learn and should have equal opportunities for education.

2. Providing microgrants: Selected schools were given the opportunity to access micro-grants of \$1,000 USD to make changes to school environments or purchase resources to better accommodate the needs of students with disabilities. The schools established committees, comprising parents, the school chairperson and head teacher, and community representatives, to develop their plans for the loans. Projects included meeting the needs of individual students with the purchase of resources such as wheelchairs, walking sticks, and braille materials, or investing in infrastructure such as constructing accessible toilet and bathing blocks.

3. Improve access to sustainable livelihoods for young people with disabilities: Consultations with DPOs and other organisations in the region identified the need to develop livelihood interventions for young people with disabilities, who had received little or no education but were now too old to go to school. The young people identified opportunities for productive work as being essential to their sense of dignity and importance within their families. They were enrolled in a nine-month literacy and numeracy course, structured around flexible hours of attendance. This was followed by their choice of skills training at established vocational training centres that provide inclusive classes where young people with disabilities learn alongside their peers without disabilities. Trainers develop class schedules

¹ Swedish International Development Cooperation Agency (Sida) 'Disability Rights in Somalia', December 2014. <http://bit.ly/eer5-art15>

based on the availability of the learners. Following training, the young people were linked with potential employers to further develop their training in business and enterprise, or were able to access funds to begin business.

- 4. Capacity-building for DPOs in advocacy and resource mobilisation.** DPOs recognised that their individual capacity as small organisations to influence regional and national policy and budgets was limited. To ensure sustainable access to education, but also to improve participation and opportunities for people with disabilities, AET partnered with an organisation called International Aid Services. IAS has been working in special needs education in Somalia and Somaliland to facilitate training for the DPOs on resource mobilisation and how to approach advocacy and lobbying to address issues of policy inclusion.

Sustainability

DPOs were able to identify interventions to meet immediate needs, while also building long-term educational and organisational capacity to support inclusion of people with disabilities:

- Schools that received micro-grants ensured learning environments and resources, as well as infrastructure for play, remained in place to assist future children. Schools and teachers also demonstrated improved capacity to identify children with disabilities within their classrooms, provide for their needs, and refer them to appropriate NGOs and DPOs with family support groups.
- After completing training in areas such as mobile phone repair, tailoring, and making environmental-friendly charcoal briquettes, many youth started to earn a living, which has led to increased confidence and sense of dignity, and improvements in mental health. As such, many were able to convince family members to invest in them and their enterprise, demonstrating significant changes in attitude towards people with disabilities and evidence of their capacity to contribute to the social and economic wellbeing of the family.
- Capacity building led to the establishment of the Somalia and Somaliland Disability Network (SOSODIN) as an umbrella network for DPOs and NGOs. This has improved

access to grants and funding for disability organisations. The national network has also established links to similar networks in Ethiopia and Kenya.

Working effectively and collaboratively with governments

The establishment of SOSODIN enabled DPOs to coordinate effectively with local government and collaborate to influence government policy, finance, and budgeting, in order to ensure the recognition of rights of people with disabilities and their access to education. SOSODIN was able to review policy and successfully advocate for change in several key areas:

- Influencing Somaliland's government and the federal government of Somalia to recognise and mark the UN's International Day of Persons with Disabilities. This provided an opportunity for key speakers within the disability movement to speak with government officials about inclusive education and bring more stakeholders within government and education on board.
- Promote the 'National Disability Commission' as a government agency for advocacy and awareness, to ensure sustainability, and continue to advance inclusive education and ensure schools are compliant in building accessible infrastructure.
- A draft of the **Somalia National Disability Policy** was submitted, and approved by Somaliland cabinet government and discussed in Parliament, including reviewing current legislation which prevents voting by people with disabilities. This will ensure a greater voice for people with disabilities within Parliament and allow for continued advocacy for education for inclusion and their rights.

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Tackling taboos to keep girls in school

Mandu Reid

Promoting and supporting girls' education in low-income countries is a dominant theme in international development. The UN's Sustainable Development Goals highlight this issue, with specific goals related to achieving universal primary and secondary school education and promoting gender equality. Today, according to the UN, about two-thirds of countries in developing regions have achieved gender parity in primary education, but continued effort, investment, and focus is required to achieve full primary enrollment and then push towards parity at secondary level. Enrollment is only half the battle. Once enrolled, when girls reach puberty the onset of their menstrual cycle can create challenges and obstacles to their attendance and participation in school. In this article, Mandu Reid, Founder of The Cup Effect, explains the innovative approach undertaken by two NGOs (The Cup Effect and Femme International) to keep girls in school.

Background

Many girls face a lack of access to effective, safe, comfortable, and affordable products to manage their period every month (such as disposable pads). Instead they may use traditional or improvised methods such as cloth, mattress stuffing, feathers, animal hide, bark or newspaper, which are unreliable and uncomfortable, and can cause health problems including rashes, irritation, or infections. This, combined with the stigma and taboos associated with menstruation, discourages girls from attending school whilst on their period, or impedes their concentration and confidence when they do attend. Studies show that girls from some of the world's lowest income communities who are enrolled in school will be absent for up to 20% of the time as a result of their period.

In Kenya, the government has acknowledged this issue and, for the last few years, has operated a national scheme to distribute disposable sanitary towels to some of the most needy schoolgirls. In 2013-14 they spent 200 million Kenyan Shillings on this programme. However, head teachers report that, whilst this intervention does make a difference, the supply of sanitary towels is irregular.

NGO interventions

In this context, it is clear that programmes to distribute more sustainable options for menstrual management could really help girls' attendance and participation in education. Across the world numerous NGOs have picked up on this, resulting in an increasing number of initiatives that focus on distributing reusable menstrual products, such as reusable cloth pads which typically last up to two years.

Longer-term solutions

The Cup Effect and Femme International are two NGOs working for a more long-term solution. They raise awareness about and distribute menstrual cups, and educate girls and communities about menstrual health, to help erode the harmful taboos and myths about menstruation that compound the difficulties it causes for adolescent girls.

What is a menstrual cup?

A menstrual cup is a small bell-shaped receptacle that is a convenient alternative to pads or tampons. They are made of soft medical-grade silicone and are inserted into the vagina to collect menstrual fluid. After about 8-12 hours or once full, the cup is removed, rinsed, and reinserted. This process is repeated until the end of the period, at which point the cup is boiled in water for 5 minutes to sterilise it, and kept in a clean dry place for use the following month. The key feature of menstrual cups is that they are reusable – each one lasts for up to 10 years, providing the user with long-term, reliable, effective, and dignified menstrual management.

Our programme approach

Typically, The Cup Effect and Femme International work with schools and local community organisations. Our first step is to understand locally specific cultural sensitivities and issues. To enable this, safe spaces are created where girls can have frank and free discussions about menstruation. These initial sessions inform locally relevant adjustments to the teaching module that accompanies each cup distribution.



© Femme International

Information sessions are held with community members, including parents, grandparents, brothers, and other male peers. This helps to demystify menstruation, and break down taboos. In addition, meetings are held with prominent local institutions or individuals, such as faith groups and traditional chiefs who have significant influence over people's life choices and attitudes.

Cup distributions are carried out in waves. The first cohort to receive cups will usually be a small group of girls or women who already work as peer educators, or those who have a leadership or pastoral role – such as female teachers or community health workers. This group receives the education module as well as a detailed briefing on how to use a cup safely and effectively. These individuals receive 'train-the-trainer' training and are equipped to carry out the next distributions to girls who opt in to the scheme.

Results

In addition to training covering reproductive health, the female anatomy, and menstruation, each beneficiary receives an 'MHM (Menstrual Hygiene Management) Kit' (or 'Femme Kit'), which contains a menstrual cup, soap, a small metal bowl in which to boil the cup to sterilise it, and an information booklet that includes information about how to use a cup safely and effectively.

Since 2013, Femme International has directly impacted over 5,000 women and girls in

Kenya and Tanzania. Their work has been well received by beneficiaries and community leaders, and teachers have noticed a marked change in the attendance and participation of their female students – as the data gathered from 450 beneficiaries in Kilimanjaro, Tanzania, illustrates:

Before receiving a kit and participating in an education session, 55% of girls reported leaving school early during their period.

Afterwards:

- Only 4% of girls would leave school early;
- There was a 57% drop in girls feeling financial stress as a result of their menstrual cycle;
- 78% of girls reported improved academic performance;
- 83% of girls were better able to concentrate in the classroom;
- 100% of girls reported feeling more confident.

Bringing the topic of menstruation out of the shadows, and providing cups as an option to address the fact that many girls are needlessly prevented from fulfilling their potential, has huge scope for improving educational outcomes for girls, in both stable and crisis contexts.

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Menstrual hygiene in education and in emergencies

Su Corcoran

At EENET we get excited by new resources that provide practical information about how people are implementing inclusive education. Produced at WaterAid, Menstrual Hygiene Matters was designed to document practical experience of promoting menstrual hygiene and its impacts. In this article, Su provides an overview of the context of the resource, and reviews four of the modules developed for use in schools, in emergencies, and in vulnerable, marginalised or special circumstances.

Why should menstrual hygiene be considered?

As Mandu explained in her article on menstrual cups (see pages 28-29), girls and women in many areas of the world struggle to manage their menstruation hygienically, especially in public places such as schools. The taboos that surround menstruation can exclude women and girls from many aspects of social and cultural life. As 52% of the female population (about 26% of the total global population) are of reproductive age, and menstruate regularly, the impact of not taking menstruation seriously is a big problem.

For example, where women and girls lack involvement in decision-making, menstruation can be a forbidden topic. This means that girls grow up with limited information about biological facts or good hygienic practices. They often lack access to appropriate sanitary products and the means to wash or dispose of them. Taboos around menstruation can lead to women and girls being excluded for the days on which they menstruate: they are denied access to the home, shared or public facilities, and water. Schools in many developing countries often do not provide female students or teachers with facilities for managing menstrual hygiene. Girls can miss quite a bit of school or drop out completely.

In emergencies, the usual coping strategies for managing menstruation may be disrupted, particularly when girls and women are displaced and have left clothes, sanitary products and

soap behind. They may not necessarily have access to their own finances with which to buy replacements. Living in refugee camps and other areas where they are in close proximity to men and boys (both relatives and strangers) makes privacy difficult. Water sources may be limited and dangerous to access. In conflict situations, water sources are often targeted with landmines.

WaterAid's menstrual hygiene resource

WaterAid aimed to provide a comprehensive resource offering context-specific information for improving practices for women and girls. It comprises nine modules and associated toolkits that focus on specific aspects of menstrual hygiene. The toolkits, depending on the topics being covered, contain activities for the dissemination of the module content, technical designs and specifications, case studies and examples of further information and bibliographies.

Module 1 addresses the basics: what menstruation is; why menstrual hygiene is important for all; girl's first experiences of menstruation, especially the impact of this happening in school; and the health issues related to menstruation.

The resource is designed to be used as a whole. Each module begins with a table that highlights the sections of other modules that feed into the topic. Here is a brief overview of three modules:

Module 5 - Working with schools on menstrual hygiene

This describes the challenges faced by menstruating girls and women in schools, and the benefits of good menstrual hygiene. The module provides case studies of different school-based programmes in a number of countries. The activities show how to engage different stakeholders in the community: teachers, girls, parents, boys, etc. The module outlines what currently makes a menstrual hygiene-friendly school, but it also highlights the gaps in research and education.



Module 6 - Working in emergencies on menstrual hygiene

This provides an overview of the challenges that are faced by menstruating girls and women in emergencies. It highlights the importance of designing programmes that appropriately consider menstruation needs from the start of an emergency response. The module deals with responses to menstruation when responding to an emergency and in preparing for longer-term contexts. It offers international guidelines and provides detailed examples of practical solutions.

Module 7 - Supporting girls and women in vulnerable, marginalised or special circumstances

This discusses the issues faced by girls and women who are considered vulnerable or marginalised, such as: those living in poverty, those who are homeless, former or current child soldiers, refugees, those who have disabilities, etc. The module highlights the importance of considering the multiple layers of vulnerability that women and girls may experience. It also

encourages readers to think about other special circumstances, such as women or girls with fistula, or who have undergone female genital mutilation. Each of the groups listed at the beginning of Module 7 are considered separately, with detailed information on how to support each one. For example, page 157 considers the particular challenges faced by girls and women with developmental disabilities during their menstrual cycle.

Available online

This essential resource outlines gaps in the research, as well as examples of good practice. It considers the diverse contexts within which women and girls in lower and middle income countries have to manage their menstrual hygiene. The resource is available as a 354-page PDF file (in low and high resolution options), or the modules can be downloaded individually from: <http://bit.ly/eeer5-art25>

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Creating a theory of change for EENET

Ingrid Lewis

Our past

EENET was started in 1997. It was created to fill a gap. In the 1990s, there was a growing amount of information about inclusive education, mostly written in or about 'developed' countries: UK, Europe, USA, Australia. Such information was often not relevant or useful for those interested in supporting inclusive education in 'developing' countries. There was also a lot of experience evolving in these 'developing' countries, which was often not documented, shared or learned from, either locally or internationally.

EENET's remit, from day one until now, has therefore been to support grassroots education stakeholders in 'developing' countries to document and share their experiences and ideas around inclusive education. We focus on ensuring the least heard stakeholders have a voice and have access to free, easy-to-read information.

Changing global context

Since 1997, there have been lots of changes to the world in which we work. Information on inclusive education – in both 'developed' and 'developing' countries – is no longer in short supply. Indeed, sometimes there is an overload of materials. This creates new challenges for education stakeholders: how does one select the most useful or relevant materials from the huge pile available; and how does one turn the wealth of ideas on paper into actions in reality?

Another big contextual change was the global economic crisis and the squeeze on donor funding. Various information networks, similar to EENET, closed due to lack of funding. In 2009, EENET decided to diversify its funding base by offering consultancy services. Such services would help fund our free information-sharing work, and respond to stakeholder demand for help with 'turning theory into practice'. The move was debated within EENET. EENET's original purpose was to facilitate stakeholders to reflect, document, communicate and advocate – rather than for us to get directly involved with projects on the ground. We also sought to 'swim upstream' and be critical and challenging. There were concerns

about whether we could continue to be sufficiently independent and critical if we were being paid as consultants by those we needed to challenge.

Looking ahead

EENET's original work as an information network survived the global recession, due in large part to the income from our consultancy work. Our independence and criticality also survived, because all potential consultancies are viewed through an 'EENET lens' – we do not take on any work that contradicts our core values and principles, or where we see no scope to influence. Indeed, various consultancy clients have told us that they value the fact that we still challenge and constructively criticque their point of view, as this helps them to improve their work more than a consultant who constantly agrees with them!

Our consultancy work is a successful financial survival strategy, but we need to ensure that it doesn't overshadow our original information-sharing purpose. During 2016, we therefore sought to better understand the connections between our information-sharing and consultancy work. In doing this, we developed a theory of change to guide our work for the next few years. We used an external consultant to help us think more critically and creatively. We wanted to avoid creating a replica of our previous strategic plan, but without external support it was difficult to know where to start!

The theory of change process revealed how our information-sharing work and our consultancy services all contribute to the same desired changes. (In future if a consultancy project doesn't contribute to one of our desired changes, then we won't do it.) The theory of change process encouraged us to see all of EENET's activities as a whole, rather than perceiving the information-sharing work as the 'core' and consultancies as a slightly separate and slightly undesirable activity. In reality, there is no dividing line. All our consultancy work involves information-sharing and/or supporting stakeholders to critically reflect and document. And our information-sharing work

benefits greatly from lessons learned during consultancies. Through consultancies we are gathering information about realities on the ground that we didn't have access to before.

The theory of change process also encouraged us to reflect more critically on **why** we do our activities, and **how** we think our relatively small-scale work contributes to longer-term, larger-scale changes. After nearly 20 years, it was very useful to step back and critically reflect on why we publish Enabling Education Review, and what bigger changes we hope it will contribute towards.

Our desired changes

We identified the overall change that we want all EENET's work to contribute towards: **a world in which more girls, boys, women and men actively participate in quality inclusive education and learning opportunities throughout their lives.**

This is a huge change; we do not expect to achieve this change by ourselves, but we will continuously contribute our efforts towards it.

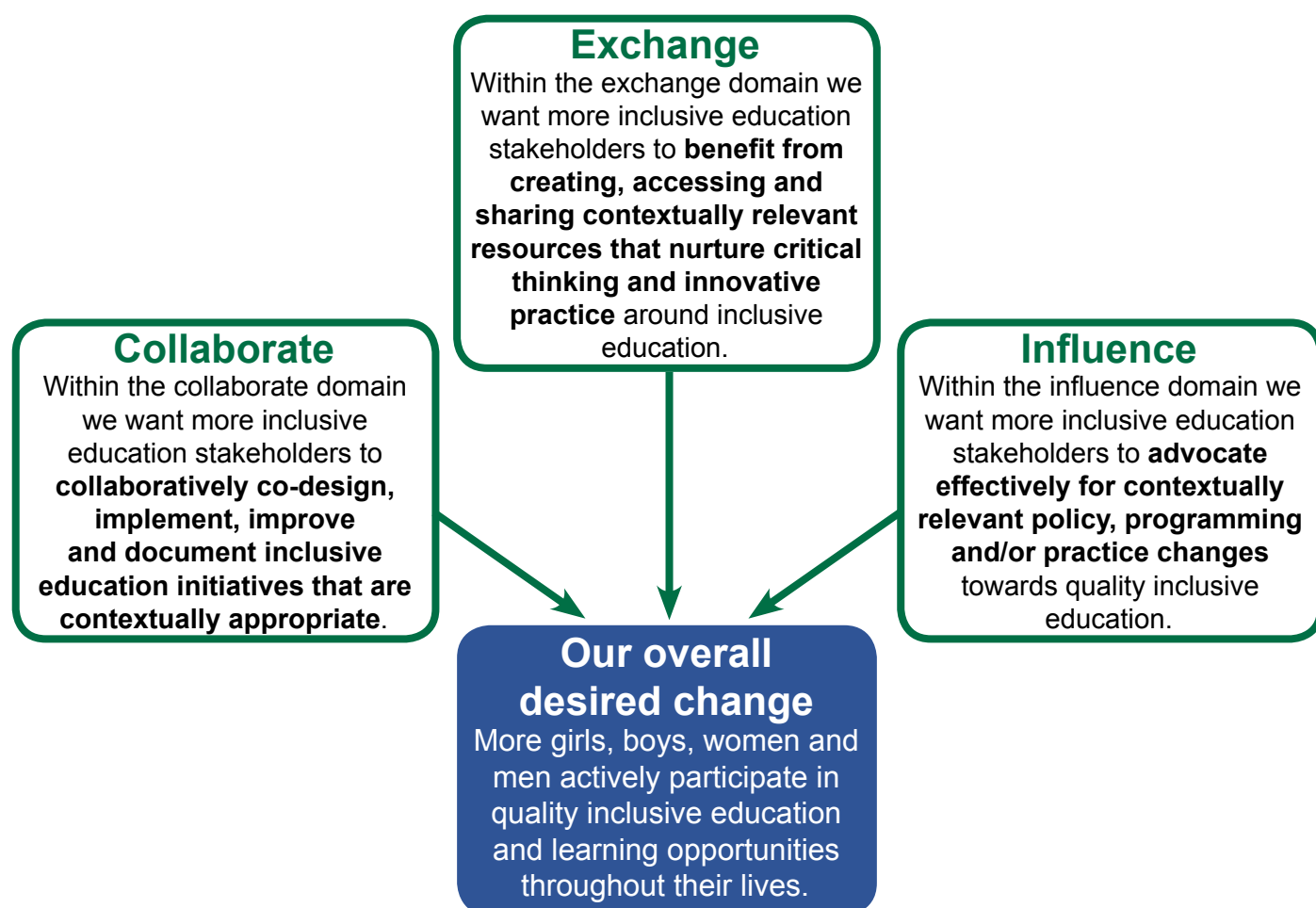
There are many smaller changes that need to happen on the path towards this overall desired

change. We identified three main 'domains' or areas of change that EENET is best placed to focus on: exchange, collaborate and influence.

All our information-sharing and consultancy work will be planned and monitored around these three domains of change. Of course, many more smaller changes are needed to achieve our exchange, collaborate and influence goals. We have mapped these smaller changes or steps in three 'pathways of change' diagrams. Please contact EENET if you would like to see these more detailed diagrams.

Our next step is to develop a simple documenting and monitoring tool to help all EENET volunteers, consultants, members and directors critically reflect on whether and how our work is contributing to the small and large changes we have mapped in the theory of change diagrams. We will try to document these in short case studies to share in future editions of Enabling Education Review.

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Disaster risk education: An important process in preparing for emergencies

Su Corcoran

An emergencies-focused edition of *Enabling Education Review* would not be complete without addressing the topic of disaster risk reduction (DRR) education. In this article, Su introduces the need for policies and strategies regarding prevention, preparation and appropriate responses to emergencies and disasters that include people with disabilities, and highlights some useful resources for those wishing to learn more.

What is disaster risk reduction?

Disasters strike at any time, affecting communities across the globe. An earthquake may be unpredictable, and climate change means large weather events, such as cyclones and flooding, are becoming stronger and more frequent. However, it is the response to such events that determines the size of the disaster.

Disasters affect a community's vulnerability and their ability to cope with the situation. In most cases, the poorest and most vulnerable communities are affected the most. Through policy and programmes developed to build a community's resilience, and prepare them for potential situations, it is possible to reduce the impact of disasters in the future.

DRR is based on three core areas: prevention, mitigation and preparedness. For example, landslides can be **prevented** by planting trees on hillsides. The risk of flooding can be reduced (**mitigated**) by engineering artificial flood management structures, like embankments along rivers. Education plays a key role in being **prepared** for a disaster: it involves the development of early warning systems, evacuation plans, and appropriate training for communities.

Making provision for people with disabilities

Arbeiter-Samariter-Bund (ASB) is working with partners in Indonesia and the Philippines. It promotes the inclusive development of policy and practical DRR solutions, through collaboration with governments, NGOs, academia, and disabled people's organisations.¹

¹ Information on www.asbindonesia.org and ASB guide to using the Washington group questions in DRR (<http://bit.ly/eer5-art23>).

In developing people's resilience to disasters, inclusive solutions require those most at-risk to be able to participate actively and meaningfully.

For example, if we consider the scenario of a child who has difficulty walking, they will have difficulty evacuating independently from their school or home after an earthquake. To develop their resilience, it is important to ask:

- How will you protect yourself during the earthquake?
- How will you evacuate after the earthquake and before a potential tsunami?

Their answers will help inform a plan that considers, in advance, any assistance that will be needed.

ASB combines its understanding of the environment with an understanding of functioning, to consider the potential barriers an individual may face and develop a framework to guide its work. For example, a disaster disrupts the environment. From a DRR perspective, if this disruption further limits an individual's functioning, it increases their disability, potentially putting them at a disproportionate risk. However, girls, boys, women and men with disabilities are no strangers to risk, and managing risk is often a part of everyday life. This means they have expertise and experiences that can inform and improve DRR, in schools and in the community. Effective consultation and participation is therefore vital.

Resources for inclusive disaster risk education

Once DRR solutions have been developed through participatory and collaborative ways, it is important to educate individuals and communities about them. Two videos developed by ASB, to raise awareness of DRR and disabilities, can be found in EENET's online video catalogue: (<http://bit.ly/eer5-art24>).

- *DRR and inclusive education: widening access for children with disabilities* - This video provides an overview of the introduction of practical DRR to over 120 inclusive schools in Yogyakarta, Indonesia.
- *Non-verbal communication for earthquake safety tips* - This shows the use of non-verbal communication in earthquake preparedness by the Deaf Art Community.

Resources from the Inter-agency Network for Education in Emergencies

The Inter-agency Network for Education in Emergencies (INEE) is an open network of over 12,000 individual members and 130 partner organisations in 170 countries. It aims to draw agencies together, sustain commitment, and strengthen collaboration on the issue of quality and relevant education for all in emergencies and crisis contexts. INEE supports its members through community building, knowledge management, advocacy, facilitation and learning. This page provides an overview of key resources developed by INEE and its members.

INEE Minimum Standards for Education: Preparedness, response, recovery

INEE developed this set of minimum standards for education in emergencies in 2004, and updated it in 2010. It aims to: enhance the quality of educational preparedness, response and recovery; increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and ensure accountability and strong coordination in the provision of education in emergencies through to recovery. Available in several languages at: <http://bit.ly/eer5-art26>

INEE toolkit

The INEE Toolkit contains practical, field-friendly tools and resources to guide educationalists, humanitarian workers and government officials. Available at: <http://toolkit.ineesite.org/>

It contains guidance materials on inclusive education in emergencies, including:

- INEE Pocket Guide to Supporting Learners with Disabilities
- Education in Emergencies. Including everyone. INEE pocket guide to inclusive education
- Teachers can help everyone learn (poster)
- Education in emergencies training module 15 - inclusive education

Available at: <http://bit.ly/eer5-art19>

Resources for disaster risk reduction

INEE has selected an online catalogue of tools and resources – from diverse sources – to support those mainstreaming preparedness and disaster risk reduction in programmes and policies. Available at: <http://bit.ly/eer5-art17>

The Journal on Education in Emergencies

This journal showcases academic and practitioner work on education in emergencies, defined broadly as quality learning opportunities for all ages in situations of crisis. Available at: <http://bit.ly/eer5-art18>

Teacher professional development

During a 19-week blog series on ‘**Teacher Professional Development in Crisis**’ in 2013, experts discussed the state of professional development in fragile contexts.

View the discussions here: <http://bit.ly/eer5-art27>, and follow-up publication here: <http://bit.ly/eer5-art20>

The ‘**Training Pack for Primary School Teachers in Crisis Contexts**’, developed by the Teachers in Crisis and Conflict Working Group, offers 28 basic teaching competencies for unqualified or under-qualified teachers in emergency settings. It can also be used with qualified teachers who need refresher training. Available at: <http://bit.ly/eer5-pub12>

Conflict Sensitive Education Pack

The INEE developed a pack to support the integration of conflict sensitivity into education policies and programmes. The Conflict Sensitive Education Pack includes a guidance note, reflection tool, and INEE guiding principles. Available in several languages: <http://bit.ly/eer5-art22>

Useful publications

Research

Can't Wait to Learn, War Child Holland, 2016

Together with local and international partners, War Child Holland has developed an educational programme in which children learn by playing serious educational games on tablet computers. The programme aims to support and supplement the traditional education model in conflict-affected areas in the short term, without displacing it in the long term. Available at: <http://bit.ly/eer5-pub1>

#CostingEquity: The case for disability-responsive education financing, IDDC, 2016

This report is part of IDDC's research into inclusive education financing. It looks at the benefits of financing disability-inclusive education, the current state of education financing with regards to inclusion, and what needs to change in order for education financing to effectively support the realisation of Sustainable Development Goal 4 and Article 24 of the UNCRPD. Report available at: <http://bit.ly/eer5-pub2>. Poster summary of recommendations available at: <http://bit.ly/eer5-pub3>

Safe Spaces: The urgent need for early childhood development in emergencies and disasters, Theirworld, 2016

This report looks at planning and financing for early childhood development services in emergencies, to address the need for Safe Spaces for all children, where they can be protected, nurtured and receive vital services and where caregivers can get critical support. Interactive online version: <http://bit.ly/eer5-pub4>, PDF version: <http://bit.ly/eer5-pub5>

Advocacy

Inclusive Transition (poster), EENET, 2016

EENET worked with organisations in Armenia, Moldova and Ukraine on small pieces of participatory research into issues relating to Article 24 (education) of the

UNCRPD. One of the issues was transition – when learners move between grades or levels of education.

This poster shows some of the challenges that learners face during transition, and some of their suggestions for simple actions to make transition more supportive and inclusive. Download the poster in:

- English <http://bit.ly/eer5-pub6>;
- Arabic <http://bit.ly/eer5-pub14>;
- Armenian <http://bit.ly/eer5-pub9>;
- French <http://bit.ly/eer5-pub7>; and
- Kiswahili <http://bit.ly/eer5-pub8>.

A limited number of printed copies in all languages are available from EENET.

Missing Out: Refugee education in crisis, UNHCR, 2016

This report tells the stories of some of the world's six million refugee school-age children and adolescents, and presents some key statistics on refugee enrolment and education (although unfortunately not disability-disaggregated data). Available at: <http://bit.ly/eer5-pub10>

Guidelines

A Student's Guide to Disaster Risk Education: Stay safe and be prepared, UNESCO, 2014

The guide explains basic DRR concepts, explores the psychosocial effects of disasters, and provides tips for different activities young people can do in class, at school, at home and in the community to improve disaster preparedness and response. Available at: <http://bit.ly/eer5-pub11>

Topic Guide. Education for refugees and IDPs in low and middle income countries: identifying challenges and opportunities, HEART, 2016

This topic guide is designed to support people working on providing education for refugees and internally displaced persons (IDPs). It provides an overview of the key issues, and signposts relevant sources for further information and reading. Available at: <http://bit.ly/eer5-pub13>

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