"Every child has a right to education – to ensure their growth and development, to fulfil their individual potential."

The UN Declaration on Human Rights

EENET's most important mission is to encourage the sharing of experiences and ideas.

It is now 5 years since EENET was established. Throughout that period we have tried to promote the sharing of easy-to-read information amongst people interested in improving educational opportunities for marginalised groups of learners. Our focus is on those groups that are often overlooked. We do this not as an act of charity, but because of our commitment to the rights of all children to be educated.

Enabling Education

EENET

ISSUE 6 APRIL 2002

FIFTH ANNIVERSARY ISSUE

Photo: Courtesy of "Lessons: Basic Education in Rural Africa"

The theme of rights could not be more timely given the forthcoming United Nations General Assembly Special Session on Children, due to be held in New York.

Since the World Summit for Children in 1990, and the adoption of the UN Convention on the Rights of the Child, more than 155 countries have developed National Programmes of Action. Despite all this international activity few of the necessary changes have been made. In particular, there has been a failure to address the barriers that make it difficult for some children to participate.
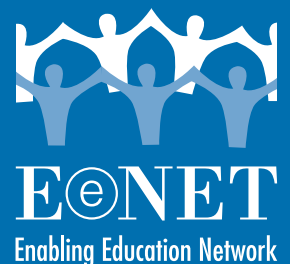
Our concern is that despite the emphasis on Education for All,

many children's right to education continues to be ignored. In this issue of Enabling Education we focus once again on how committed people around the world are working at the community level to make education for all a reality.

These accounts illustrate how people working together can reach out to those groups of learners who have traditionally experienced the greatest levels of discrimination, such as those with disabilities.

EENET is an information-sharing network which supports and promotes the inclusion of marginalised groups worldwide.

EeNET
Enabling Education Network

www.eenet.org.uk

contents

**Editor: Susie Miles
EENET Co-ordinator**

EENET News

Readers' Survey

Thank you very much to those who took the time to fill in the readers' survey sent out with Issue 5! Less than 10% of the survey forms were returned, but they were full of valuable information:

The need for regionalisation
The largest number of responses came from Africa, closely followed by Europe and South Asia. Only a small number came from South-East Asia, South Pacific and North and South America. This indicates the need for a more regionalised approach.

Access to key documents
Almost half of those that responded said that they had no access to the Convention on the Rights of the Child, the Salamanca Statement and the UN Standard Rules.

Access to technology
Over half of those who responded had access to a computer, email, internet, fax, telephone.

Most interesting pages
Successful stories of inclusive education and useful publications were voted the most popular.

Translation
Enabling Education has been translated into 8 languages by readers: Romanian; Spanish; Catalan; Kannada; Bengali; Nepali; Sinhalese; Luganda.

EENET's web site on CD!

A CD was sent to everyone on the mailing list free of charge in June 2001 by Inclusive Technology.

Other News

'Learning from Difference'
Portugal, May 20-21 2002
EENET is preparing its first seminar for national and regional partners to discuss ways in which information sharing can be regionalised.

'Family Action for Inclusion in Education'
This easy-to-read guide to the role of parents and other family members in promoting inclusive practices document will be published in May. It is based on the stories collected over the last few years which are available on the web site.

'Deafness & Inclusion'
"What does the South Really Want from the North?"
This is the title of a seminar which will take place in Birmingham, UK, June 7-8 2002. It is co-organised by the Deaf Africa Fund and EENET and is already fully subscribed.

"When I got the CDs I rushed to a colleague next door - we spent at least 6 hours enjoying!"

P Chauke, Zimbabwe

Mainstreaming Child Rights

Andrea Khan

The United Nations Convention on the Rights of the Child (UNCRC) was adopted by the General Assembly of the United Nations on November 20 1989 (Resolution 44/25), and entered into force on September 2 1990. However the ongoing challenge is to ensure that the United Nations and Member States commit to real action that can, and will, be monitored, measured and implemented. The Child Rights Information Network (CRIN)'s partnership with key NGO groups aims to ensure effective dialogue and information sharing in order to achieve this goal. In this article Andrea Khan, the Coordinator of CRIN, discusses the need to mainstream child rights.

The UNCRC has been ratified more quickly and by more governments than any other human rights instrument. Only the United States of America and Somalia have not signed up to the Convention. Its 54 articles outline the protection and promotion of children's development and participation in society. They combine human rights, civil and political rights and the child's right to participate in

Children in Armed Conflict and Child Trafficking

Action has recently been taken on these issues by the UN General Assembly. Two new protocols came into force early in 2002. See CRIN's newsletter and web site for more details.

decisions that affect them. Since the World Summit for Children in 1990, and the adoption of the UNCRC, more than 155 countries have developed National Programmes of Action. Progress has certainly been made, but there is also evidence of significant shortfalls. The end-decade review of the follow-up to the World Summit for Children revealed that actual achievements of targets were less than impressive.

Children are now higher than ever on public and political agendas.

Mainstreaming children's rights into the activities and priorities of many other organisations will be a key part of this process. Child rights issues need to be brought out of the margins and into the mainstream. Ensuring that children's rights are respected has become an even greater challenge since September 11th 2001 and its aftermath. The UN General Assembly Special Session on Children will be held in May 2002, and will produce a document entitled, 'A World Fit for Children'. This must ensure that children enjoy their rights and live in an environment of global stability and peace.

CRIN's objective is to support and promote the implementation of the CRC.

Within the work of the UNCRC, CRIN is guided by Articles 45(a) and (d), which clearly articulate the role that NGOs play in fostering the effective implementation of the Convention and encouraging international cooperation.

CRIN's on-going partnership with 'the NGO Group' for the CRC remains important in this regard. The NGO Group for the CRC publishes clear guidelines for how NGOs can monitor the situation at the national level in order to provide expert advice on the implementation of the Convention. By hosting the NGO Group's information on our website, NGO Alternative Reports to the UN Committee on the Rights of the Child are made public, and contact details of national child rights coalitions are made available. CRIN's on-going programme for child rights includes: a website, directory of child rights organisations, CRIN Newsletter, email list service, and an enquiries and referral service.

CRIN
CHILD RIGHTS INFORMATION NETWORK

Inclusive Schools in Mozambique   **Elina Lehtomäki**

Major changes have taken place in the Mozambican education system following the resolutions of the 2nd World Congress on Education for All (EFA) in Dakar, April 2000. The Mozambican government is preparing its strategy for the establishment of 7 years of basic education for the whole school population by 2015. The Annual Education Sector Review (2001) shows the enormity of the task. In recent years enrolment in primary school (EP1 classes 1-5) has increased significantly, with about 92% of 7 year olds entering school. 67% of these children complete the 5 years of compulsory primary education. For various reasons only 25% of school-leavers continue to the next phase and 53% of these pupils complete 7th class (EP2). Consequently the number of people in Mozambique who have completed basic education is still limited. Here Elina Lehtomäki summarises progress made by drawing upon the experience of her colleages: Aissa Braga, Lucas Chiluvane, Gilda Mahumane and Fransisco Tembe.

The Mozambican national education policy defines basic education as a universal right. In 1998 the Ministry of Education launched the 'Inclusive Schools' project, with UNESCO's support, to combat exclusion and promote schooling for all children.

The strategy is to raise awareness of diversity throughout the education structure. Activities consist of short capacity building courses for provincial co-ordinators and teachers in pilot inclusive schools. "We're collaborating, for example, with the Institute for Development of Education and the Distance Learning Institute", says Aissa Braga, the Head of Special Education in the Ministry of Education.

A national evaluation has not yet taken place because of a shortage of resources, but it is expected that the results of the project will be positive. Each province, 10 altogether, and the capital, Maputo, is implementing the EFA policy and the inclusive schools project in its own way.

FAMOD, the Mozambican federation of disabled people's organisations, estimates that the majority of children who remain outside the school system, and those who repeat or drop out during the early years of primary education are disabled, or have learning difficulties which require special attention.

The provincial education directorate of Maputo designed its strategic plan in 1998. Lucas Chiluvane co-ordinates the inclusive education activities in the province. Here he reviews progress made during the first 3 years:

"Currently teachers and schools are able to identify pupils who have 'special educational needs', and what type of needs they have. We have held regular sensitisation and training workshops throughout the existing education system. First the eight district co-ordinators were trained and then we facilitated the organisation of regular district seminars. Then teachers were trained at district level by the school zones - 'zonas de influencia pedagogica' or ZIPs. Each ZIP covers 2-10 schools. We can see that the whole education structure has actually been sensitised. We collaborated also with 4 teacher education institutes."

From policy to strategy

In 2001 the province of Maputo organised an inclusive education competition in two stages. First, each district asked the teachers to share their experiences of identifying special needs in the classroom, and to report on how they teach pupils who have difficulties in learning, or who have impairments. The teachers who produced the best case reports were awarded bicycles, radios and books on inclusive education. Each teacher education institute also organised a competition for their students and lecturers. Here are some comments from those teachers who took part in the competitions:

"It is clear that we need more training and regular support. It was very important to discuss with colleagues from other schools in our district. There are many children with various difficulties in the classroom and many others who stay at home. But there are also parents of disabled children who want their children to have an education. Teachers are the 'second parents' and they need to accept all types of children. We like to discuss these real issues of our daily work. The training was practical and useful."

The district-level competitions were a learning opportunity also for the members of the juries, composed of district education directors and officers, province education officers and teacher educators. The jury members had to read the reports and listen to the presentations, discuss the strategy and the practice of inclusive schools, and evaluate the training needs on the ground. The second stage, at provincial level, motivated teachers and directors to give information about the activities of inclusive schools to the public, and to further involve the education sector and society.

"It is important to create opportunities at every level of the education structure to exchange information and experience, and to promote good practice on the ground. The most useful stories will be included in a collection. This will provide us with local study material."
Gilda Mahumane, the Education Director of Maputo province.

"There has been a change in attitude in the education sector following many meetings and negotiations. Still major changes are needed in schools if they are to include all children. Appropriate curriculum adaptations and quality teacher education, for example. Additionally, it is important to involve disabled people and their organisations in teacher education."
Fransisco Tembe, Coordinator of FAMOD, the umbrella organisation of organisations of disabled people.

Elina Lehtomäki has worked for the CBR programme and disabled people's organisations in Mozambique for the past ten years, with financial support from Finland. Since 1998 she has also been supporting EFA and inclusive schools. The Finnish government provides support for education sector development in Mozambique through school construction, assessment and the development of institutional capacity. The University of Jyväskylä contributes to the education development programme with regular short-term technical assistance.

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Action-learning for Inclusion
Understanding Community Initiatives to Improve Access to Education

EENET started a 2-year action-learning project in April 2001, funded by the UK Department for International Development (DfID). Its aim is to help people who are involved in promoting more inclusive practices in education to learn from their experience of inclusive practice; document it; and share it with other people. The project focuses on school communities in Mpika, Zambia, and Dar-es-Salaam, Tanzania. In this article Susie Miles gives a flavour of some of the work so far.

In July 2001 a 2 day workshop was held in Dar-es-Salaam to explore the 'research' methods. Colleagues from Zambia and UK were involved. In order to simplify the concept of 'research' we asked three key questions, 'What', 'How' and 'Who'.

1. What are the barriers to children's participation and learning?
• What knowledge already exists?
• What type of additional information do you need?
• How will you collect it?

In order to identify barriers to inclusion, we used mind maps as a tool.

2. How can the barriers identified be addressed?
• What strategies have already been used?
• What other strategies might be useful?
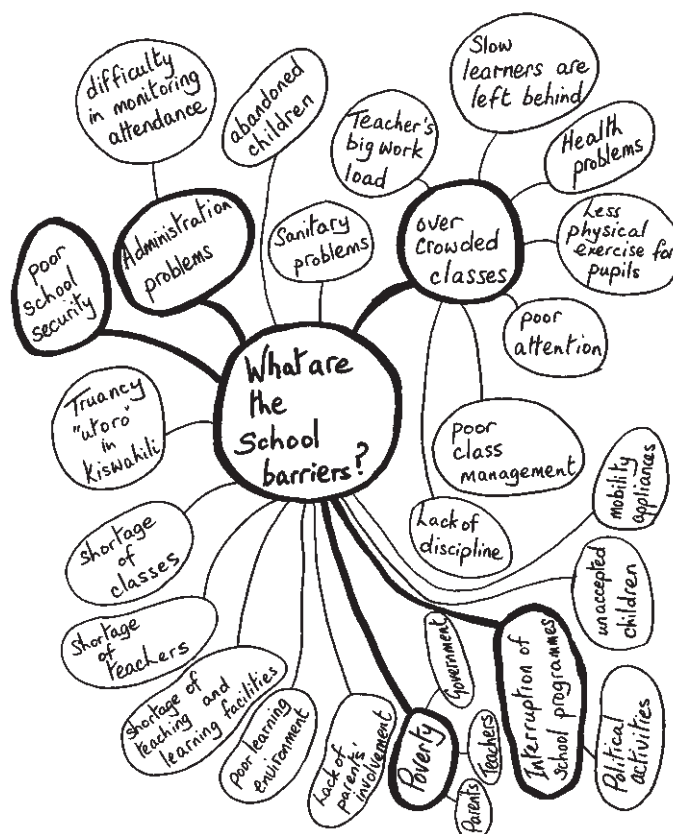• How can these be introduced?

In order to formulate strategies to address barriers, we used a variety of interview techniques.

3. Who needs to be involved?
• Who has been involved so far?
• Are there others who might contribute?
• What actions are needed to strengthen their involvement?

In order to identify who should be involved, we used brainstorming - or 'Bunga Bongo', in KiSwahili.

Main aim: Supporting communities to produce their group stories of participation and learning.

BY
• Using existing knowledge
• Building on experience
• Collecting information
• Working together
• Listening to different voices
• Creating conversations

To encourage reflection, learning and the sharing of knowledge.

OUTCOMES
1. Accounts of inclusive activities.
2. Evidence of impact on practice.
3. Detailed notes on processes used.

Salvation Army and Mgulani primary schools: A mind map

Key questions

- How can people be helped to think about, document and learn from their own experience to improve access to learning for all?
- How can we make this process empowering - particularly for practitioners and people from marginalised groups?
- How can the particular experiences of one community speak to a wider audience?
- How can 'outsiders' and 'insiders' best work together to improve practice?

Discussions in schools revealed the following reasons for children not attending school in Dar-es-Salaam:

- Orphaned children;
- Children 'in difficult circumstances' (the preferred term for street children);
- Over-age children;
- Children who were not happy about the severe punishments they received;
- Children who find the increased number of subjects too difficult from Grade 4 onwards;
- Children who are fed up with the overcrowded classrooms and having to sit on the floor;
- Children whose parents are sick and dying;
- Girls who become pregnant from 12 years – 3 out of 50 every year;
- Boys who feel 'too big' for school – 10-11 years onwards;
- Boys, mainly, who become involved with 'street activities' such as drugs.

Action-learning in Mpika, Zambia

Encouraging teachers to reflect upon their practice has been the greatest lesson learned from the action-learning project so far. Paul Mumba has been working with 8 school communities in the Mpika area, in his role as school-based In-Service Provider for Kabale School, using the methods tried out in Tanzania.

Teacher reflection

Interviews have been recorded with teachers on audio-cassette, brainstorming has been used to facilitate group discussions, and the management of meetings with parents has been reflected upon using video. Paul is writing an account of the action-learning process. Paul's account will be 'negotiated' with the key stakeholders (children, parents and teachers) and then shared with the whole community.

Activities with children:

Girls and boys have taken photos of their group activities in the classroom and in the community. A class of girls has conducted a community survey to find out why so many girls are frequently absent from school, and the stigma surrounding HIV/AIDS has been role-played in lessons.

The methods used in Tanzania and Zambia will be written up as a set of guidelines for other communities to use by the end of 2002. If you are interested in trying out the guidelines, please contact EENET.

Disabled Children's Rights

Children all over the world continue to face inequality in their everyday lives. For many disabled girls and boys discrimination, abuse and lack of access to education are facts of life. Hazel Jones describes a project initiated by the International Save the Children Alliance Task Group on Disability and Discrimination. The project collected examples of good practice in implementing disabled children's rights. By collecting these small-scale and isolated examples, the project aimed to combat the lack of information and understanding about disabled children's lives.

The purpose of the project is to promote the rights of disabled children by:

- Improving people's understanding about the situation of disabled children and the issues that affect them;
- Inspiring others by providing examples of what is already being done, with a focus on countries of the South;
- Providing practical and realistic steps for implementation.

The Task Group has collected over 400 pieces of information, from over 70 countries and from every continent.

The stories illustrate almost every Article of the Convention on the Rights of the Child (CRC):

- Right to survival and development: disabled children are less likely to survive childhood than other children;
- Right to family life and protection from cruelty and neglect: many are abandoned or neglected, or even removed from their families;
- Right to non-discrimination: laws and policies in many countries are based on out-dated discriminatory assumptions.

The right to education

The majority of examples collected (45%), relate to the right to education. This indicates that education is a high priority for disabled children and their families, but also that education is an issue where discrimination can be more easily identified and addressed than some other issues.

Violations

The project identified some key issues related to the abuse of disabled children's right to education. Disabled children are often tolerated only if they can fit in to the education system, otherwise they may be segregated, or, more often, they are completely denied an education.

In many countries up to 98% of disabled children have no access to education. Yet for a disabled child, education can literally be a life line, more so than for a non-disabled child. It is the inaccessibility of the education system which leads to exclusion - outdated curriculum, rigid assessment criteria, poorly trained teachers, poor resources, inaccessible buildings.

Japan, Argentina, and many former Soviet bloc countries use medical assessments to determine whether or not a child is entitled to education - and if so, what kind of education. Often it is the impairment which determines the type of school the child will attend, if at all. The views of the parents and child, and the actual needs and abilities of the child are routinely ignored.

Examples were identified of 'the right to education' being implemented in isolation from other rights. For example, a disabled child who is rejected from, or is not doing well at her local school, may then be sent to a special school, often far from her family and community. This may be seen by some as good practice, because the child may be happy and receiving an education at the special school. However, by sending the child away, we have deprived the child of the care of her family. By accepting that the local school can reject the child, we are condoning discrimination. We need to apply the principle of the indivisibility of rights, and use the four guiding principles of the Convention as criteria of good practice:

- non-discrimination
- survival and development
- the best interests of the child
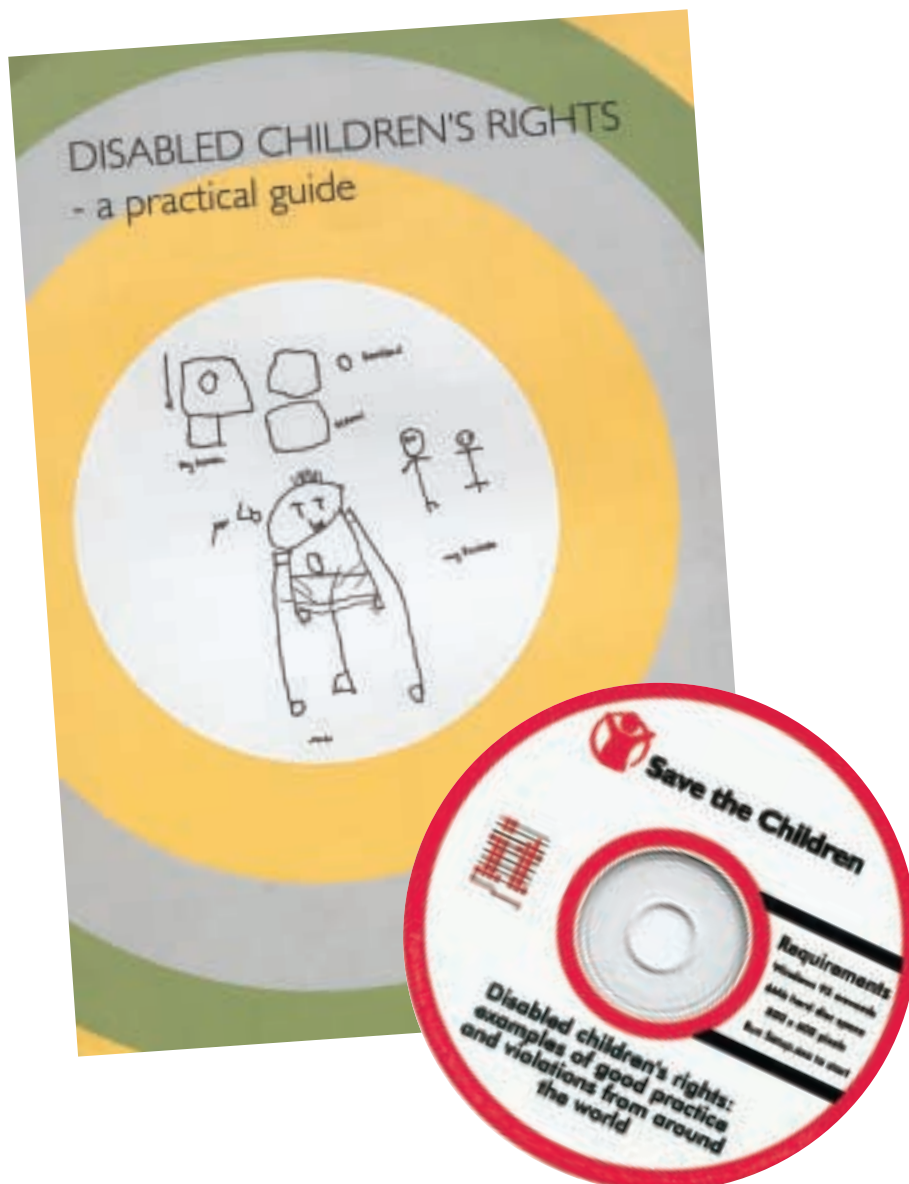- the child's right to have her/his opinion heard.

Discrimination in education exists in educational laws and policies, in the way the education system and schools work, and in the behaviour of professionals, communities and individual people.

Hazel Jones

Good or improving practice

The project collected many examples of the successful inclusion of disabled children at all levels: pre-school, primary, secondary and tertiary. These examples demonstrate that:

- Education starts in the home. Supporting children to play, communicate and dress themselves will enable them - even those with severe impairments – to access other rights.

- Good inclusive practice does not depend primarily on a high level of resources, but on people's values and behaviour, and the careful use, and re-distribution of, resources.

Focus on Policy: India

Nidhi Singal

Universal Primary Education (UPE) is a formidable task in a nation which has 16% of the world's population, 4 major religions, 16 official languages and 200 million children between 6-14 years of age. It can only be achieved with perseverance and commitment - as reflected in the government's policies, programmes and legislation. Here Nidhi Singal reviews the development of educational policies and programmes since India's Independence in 1947.

The National Policy on Education was developed in 1986 and modified in 1992. It envisaged a national system of education, which aimed to provide 'education for all'. A unique and participatory forum involving a large number of individuals, educational institutions and states helped frame this policy - the document which guides policy today.

The policy stresses the 'removal of disparities' in education along with an attempt 'to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far'. It recognizes the need to respond to the nation's varied linguistic, religious, and socio-cultural heritage, and the effects of over 300 years of colonial rule. Disabled children, girls, minorities, and children living in remote rural areas were identified as needing extra attention. Two other marginalised groups are Schedule Caste and Tribes:

- Schedule Caste (SC): Caste is an ancient social system. Each individual's position on the social ladder is determined at birth. SCs are at the bottom of this ladder. In the past they were referred to as 'untouchables'.
- Schedule Tribes (ST): These tribes live deep in jungles and mountains away from the main population. They are also called 'Adivasi', meaning aboriginal. Bringing them in to the mainstream is a formidable task.

The focus over the past 55 years has been on achieving universal access, retention and achievement. Initially the main focus was on enrolment, but in the 1980's there was a shift towards quality-related issues. Several initiatives were developed:

Operation Blackboard (1987-88): aimed to improve the human and physical resources available in primary schools.

Restructuring and Re-organisation of Teacher Education (1987): created a resource for the continuous upgrading of teachers' knowledge and competence.

Minimum Levels of Learning (1991): laid down levels of achievement at various stages and revised text books.

National Programme for Nutritional Support to Primary Education (1995): provided a cooked meal everyday for children in Classes 1-5 of all government, government-aided and local body schools. In some cases grain was distributed on a monthly basis, subject to a minimum attendance.

District Primary Education Programme-DPEP (1993): emphasised de-centralised planning and management, improved teaching and learning materials, and school effectiveness. DPEP takes a holistic view of primary education.

Sarv Siksha Abhiyan or 'Movement to Educate All' (2000): aims to achieve UPE by 2010 through micro-planning and school-mapping exercises. It envisages the bridging of gender and social gaps.

Fundamental Right (2001): marks a significant development with free and compulsory education being declared as a basic right for children in the age group of 6-14 years.

All these programmes have been supplemented by schemes specially targeted at marginalised groups. For instance, the integrated education of disabled children, and schemes for SC/ST children provide various monetary incentives to students and parents, awareness and sensitisation of teachers, and support in adapting the curriculum.

Although enrolment in primary education has increased, it is estimated that 35 million children aged 6-14 years remain out of school. Severe gender, regional, and caste disparities exist. There are problems related to high drop-out rate, low levels of learning and achievement, various systemic issues such as inadequate school infrastructure, poorly functioning schools, high teacher-absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds. Other groups of children 'at risk', such as orphans, child-labourers, street children and victims of riots and natural disasters, are not addressed by the policy on formal education. A number of parallel systems of questionable quality have developed. There is a need to build a single effective system of education under one ministry.

The government must generate a demand for good education by raising awareness in the community that education is a right for all.

Nidhi Singal is involved in developing a national web resource for India on similar lines to EENET with the help of an NGO. She is also doing her Doctoral studies at the University of Cambridge in the area of inclusive education. She can be contacted at: sn241@cam.ac.uk or through EENET

Life in Kakuma, Kenya

Evans Mburu

Kakuma refugee camp is situated in north-west Kenya. It accommodates about 72,000 refugees mainly from Sudan, but also Uganda, Democratic Republic of Congo, Somalia, Ethiopia, Eritrea, Rwanda, Burundi and one or two individuals from other parts of the world. There are 23 primary schools, 3 secondary schools and 5 pre-schools. Teachers are drawn from the refugees themselves. Teacher education is minimal. One of the Kenyan teachers at Kakuma, Evans Mburu, gives a personal account of his work.

The International Rescue Committee (IRC), an NGO working in Kakuma, implements the special education programme. It has a team of four refugee staff who are receiving on the job training in special education. The team goes from school to school screening learners with special educational needs supervised by qualified Kenyan staff. First, informal screening is done; an informal individual education plan is drawn up and later implemented as the staff also get to practice the basic teaching skills.

Education is the only worthy weapon for reducing social conflict. It is also an economic tool to fight poverty. EENET has a role to play in this.

The IRC works closely with the Lutheran World Federation in training regular classroom teachers. IRC has started two integrated classrooms for deaf learners. In one of the classrooms, we have three nationalities. A common sign language is being developed as the medium of communication.

Occasionally there is inter-clan fighting - yet the learners and teachers ignore the clan boundaries and walk to school, driven by their desire to learn. Learners with disabilities join school, regardless of whether a fight will take place or not. No one is left behind. Each learner, old and young, wants to be in the classroom.

The lucky learners are those who escaped from war without serious injuries when they were still young.

They have done well in school. Learners with special educational needs have joined the school despite the poor learning facilities, harsh climate and poor health.

Inclusive education deters bitterness and strives to fight against further loss of human life.

Another area of inclusive education is vocational skills training, which takes place in multi-purpose centres. The refugees come to the camp with different skills, which they teach others, regardless of ethnic background. Tailoring, carpet weaving, carpentry, handloom weaving, embroidery, leatherwork and crocheting. Persons with disabilities are given first priority. The training continues for a period of nine months after which the trainees are examined in their specific areas of training. Those who qualify are employed in the same multi-purpose centres and paid on piece work rates.

EENET's publication should be seen as an information-giving tool as well as a tool for social cohesion.

A scene in one of the classrooms:
Sudanese, Ethiopian and Somali deaf students are learning together in an integrated classroom. The Somali teacher is about 24 years old and has 22 students ranging from 8-38 years old. He introduces the lesson in sign language:
"Good Morning! We are here to learn together because we are one." This practice continues everyday and, when it is appropriate, all the learners are engaged in a single lesson, such as music, art or sign language. The whole class is cohesive. Circumstances have forced them to be together. They are refugees but inclusiveness determines their learning success.

'It does not really matter how old I am, or what class I am in. What counts is 'let me taste a little of it'.

It Is Our World Too!

Disability Awareness in Action

'Rights for Disabled Children' (RDC) was established as an outcome of the thematic day held by the Committee on the Rights of the Child in 1997 on the rights of disabled children. It is a working group which aims to highlight the abuses and neglect of rights experienced by all disabled children - including those with mental health difficulties. It also compiles and disseminates good practice in challenging those abuses.

Rights for Disabled Children is involved in:

- Reporting to the Committee on the Rights of the Child on progress in implementing the principles and standards of the CRC in respect of disabled children (Article 44).
- Undertaking research into the situation of disabled children in South Africa, Ghana, Nepal and Romania.
- Gathering evidence on violations and good practice in respect of the rights of disabled children from throughout the world.
- Launching 'It Is Our World Too' at the UN General Assembly Special Session on Children, in May 2002.

In order to achieve respect for disabled children's rights, the following action needs to be taken:

- Legal reform to end discrimination and promote equal rights;
- Public education to challenge prejudice and hostile stereotypes;
- Removal of the physical barriers to inclusion;
- Supported inclusion - for example in education, the inclusion of disabled children in mainstream schools must be accompanied by training and support for teachers and access to equipment, and respect for the linguistic rights of deaf children;
- A commitment to listening to disabled children, and the introduction of structures to ensure that their views and concerns are taken seriously.

Membership and administration of Rights for Disabled Children

The international working group is chaired by Bengt Lindqvist, the UN Special Rapporteur on Disability. Its membership also comprises representation from the World Blind Union, World Federation of the Deaf, International Save the Children Alliance, Inclusion International and Disabled People International. The meetings are attended by a member of the Committee on the Rights of the Child and the group is managed by Disability Awareness in Action (DAA).

'It Is Our World Too : A Report on the Lives of Disabled Children'. (2001)

This report was prepared by Gerrison Lansdown on behalf of RDC for the UN General Assembly Special Session on Children. RDC highlights the abuses and neglect of rights experienced by all disabled children, and disseminates good practice in challenging those abuses. The report is available in standard print, Ascii, and audio tape from DAA.

Rights for Disabled Children, Disability Awareness in Action, 11 Belgrave Road, London SW1V 1RB Tel: +44 (0)20 7834 0477 Fax: +44 (0)20 7821 9539 Minicom: (44) 20 7821 9812 info@daa.org.uk   www.daa.org.uk

Regional News

From the Middle East and North Africa

Save the Children (SC-UK) is using three approaches to promote inclusion in co-operation with UNESCO and local partners:

National conferences: A regional conference and two national conferences have been held in Syria and Egypt, and more are planned for Morocco and Lebanon.

Translation and dissemination of materials: Decision makers, administrators, educators, parents and children need information about inclusion. We are planning the construction of an Arabic language section on EENET's website

Pilot projects: in order to demonstrate effective methods of combating exclusion at the school and community level. Our initiatives for children with disabilities, are rooted firmly in ongoing or developing CBR programmes. However we aim to demonstrate that inclusion is a strategy that increases participation and learning for all children.

JRA Williams, Early Childhood, Care and Development (ECCD) and Education Advisor
SC-UK Middle East and North Africa Region
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From the UK

The Index for Inclusion, written by Tony Booth and Mel Ainscow and published by the Centre for Studies on Inclusive Education (CSIE), has been translated into a number of other languages. Anyone interested in these translations or in contacting the people undertaking those translations in various countries should contact Mark Vaughan.

The different languages include: Norwegian, Finnish, German, Spanish (managed by UNESCO in Chile for 18+ countries), Spanish for Spain. Translations soon to be completed: Arabic (Egypt & Syria), Chinese (Hong Kong) Hungarian, Maltese. Versions of the index are also being used in Australia, Romania, Portugal, South Africa, India, Quebec and Montreal.

**Inclusion Week,
November 11-15, 2002**
There is to be an Inclusion Week held across the whole of the UK in November 2002 with the invitation to all overseas countries to join in and arrange events at the same time which promote inclusion. The themes of the week are 'Breaking down barriers to learning and participation', and 'Developing and celebrating inclusion'. Inclusion week is being organised by the Centre for Studies on Inclusive Education (CSIE) as part of its 20th anniversary. The event is open for anyone to take part in, if they support inclusion as an essential part of building a better and more just society. CSIE hopes the week will encourage guarantees of support for developing inclusive education in schools and elsewhere.

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mark@markvaughan.demon.co.uk
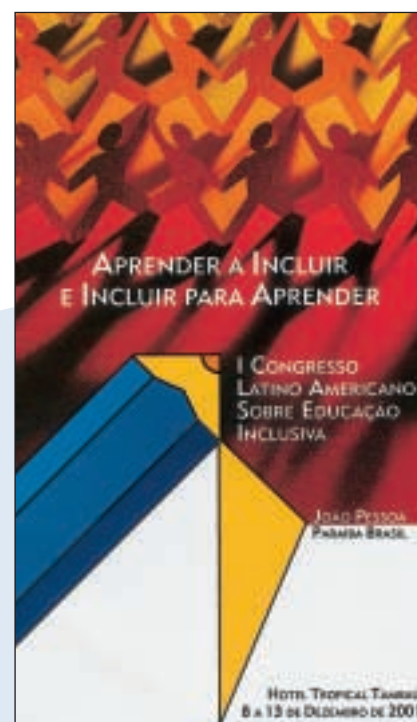www.InclusionWeek.net

From Latin America

"Learning to include and including to learn" was the slogan for Latin America's First Congress on Inclusive Education. This lively and practical congress was held in Joao Pessoa, North-East Brazil, December 8-13 2002. It was organised by Ed Todos, a newly formed Brazilian non-governmental organisation which supports and promotes education for all children (see Enabling Education Issue 5).

EdTodos was supported by students from the Federal University of Paraiba who could easily be seen in their "Inclusive Education is a Human Rights Issue" 'T' shirts.

"Learning to include and including to learn"

Participants came from Peru, Chile, Argentina, Mexico, Guyana, Cayman Islands, Portugal, UK, and from all over Brazil. The aim was to promote the sharing of experience about inclusion and exclusion with a major focus on the Latin American region, and to launch a regional network, linked to EENET and EdTodos. Race, gender, ethnicity and disability were the main issues of exclusion discussed during the week. A journal entitled 'International Perspectives in Inclusive Education' was launched at the congress.

Windyz Ferreira
edtodos@hotmail.com
www.edtodos.org.br

APRENDER A INCLUIR E INCLUIR PARA APRENDER

I CONGRESSO LATINO AMERICANO SOBRE EDUCAÇÃO INCLUSIVA

JOAO PESSOA PARAIBA BRASIL

HOTEL TROPICAL TAMBAÚ 8 A 13 DE DEZEMBRO DE 2001

The EENET Interview

Lixia Qian is the Director of the Beijing Xicheng Institute of Educational Sciences in China. During her recent visit to the UK we took the opportunity to find out more about what's happening in China. In this interview she explains why research is so important for the development of China's education system.

How did you become interested in research?

In 1991 I went to Ohio school for the Deaf in the USA for one year. While I was in the USA I realised that educational research is very valuable. There are so many things to research and so many books to read! When I returned to China I began working at the Institute of Educational Sciences.

What is your role at the Institute of Educational Sciences?

Each staff member at the Institute has responsibility for a different area of education. My responsibility is for special needs education.

The law states that every child has a right to education, but in the rural areas of Western China many disabled children do not go to school – especially the girls. This is because of economic problems and the long distance to school.

What are your main concerns about education in China ?

There have been major positive changes in education in China. Since 1996 the Ministry of Education has been promoting Education for All. However there is still a long way to go to offer education to all children with special educational needs, especially in the rural areas. From 1994 - 2000 I was involved in a programme called 'Education of children with special needs', organised by the government of China with the support of UNICEF. We made good progress at first, but in the cities the teachers found it difficult to assess and teach the children. They found it difficult to cope with class sizes of 40-50 children and the wide range of ability. We need to carry out research which will help us develop new teaching methods and teacher education courses, and change teachers' attitudes.

What do you think about EENET?

I had never heard of EENET until I came to Manchester! I have really enjoyed reading the newsletters – they have helped me to understand the meaning of inclusive education. I love the word 'enabling' because it means that all children can be educated. I look forward to publishing the results of our research in the next newsletter!

We hope our contact with Lixia will lead to further EENET links with China.

Previously we have featured interviews with colleagues from Brazil, Cameroon, South Africa and Portugal. In the next issue we'd like to have an interview with someone from South Asia, Australasia or Eastern Europe. Please send us your suggestions.

Promoting an inclusive society
partnership between higher education and people with learning difficulties

Rarely, if ever, have people with learning difficulties made such a significant contribution to courses in higher education. An interesting development involving a new BA course in Learning Disability Studies at the University of Manchester illustrates the potential for this kind of participation. It is, we believe, unique in following the social model of disability and in involving people with learning difficulties in the planning, teaching and monitoring of the course.

Representatives of self-advocacy groups are members of a steering group. Meetings are chaired by people with learning difficulties. The group has produced guidelines for the supervision of students on their placements. The programme aims to: bring about real change in the lives of people who have learning difficulties; encourage critical thinking about disability and difference; introduce students to emancipatory research methods; and prepare them for a variety of work roles in social care and education.

For further details contact Iain Carson, Programme Director
iain.s.carson@man.ac.uk www.ucas.com/dunit/m20/educate/b760/index.html

your letters/emails

HEE-HEE NET has been set up to establish a joke-sharing network aimed at supporting and promoting therapeutic laughter among marginalized groups in education world-wide.

M. Miles, UK
m99miles@hotmail.com

And a cutting from a Kenyan newspaper…

Students may not be stupid

Whenever education experts discuss the causes of the rising school drop-out rate, they often cite poverty, forgetting other causes which may not be as pronounced… Yet…poverty can only partly explain the phenomenon.

The main problem could lie with school curricula and teaching methods. Our learning system…has no patience with children with learning disabilities….They are branded slow-learners, lazy and stupid. They are made to repeat classes several times, are punished heavily for not catching up with the rest…It is the feeling of rejection that compels them to drop out, if they do not persevere long enough to be weeded out by national examinations…. Children are dropping out of school for reasons that are not difficult to correct.

The teacher training process should stress how to accommodate and develop such children.

Editorial in Daily Nation, Kenya, July 23 2001

From Argentina…

I do not know what anarchy looks like - all my life the military came on the scene and "tidied" everything - but this looks very near anarchy. The 'piqueteros' have decided to be very radical by blocking the roads and highways. I feel that inclusion has to be considered more than ever in education with such a bad situation because children will be more diverse, and teachers should have to welcome new tools to deal with this.

My work with parents is still positive. I am working hard on my son, Juan's, access to the curriculum. Last year I shared my expertise about this with many teachers. They invited me to share this knowledge with trainee teachers.

I wish to ask you a favour – to keep me and the people I meet informed. You can't imagine how isolation feels. If you can keep sending us information about events, projects and the newsletter, it will be a great, great support.

Elena dal Bo
Argentina
ecobenia@netverk.com.ar

Greetings from HakiElimu, Tanzania!

HakiElimu is a Tanzanian non-government organisation (NGO). Our vision is of a Tanzania where all children enjoy their right to quality basic education, in schools that respect the dignity and human rights of all people. Our mission is to facilitate communities to transform schools and influence policy making, stimulate imaginative public dialogue and organising for change, conduct critical research, inquiry, analysis and advocacy and collaborate with partners to advance common interests and social justice. We are establishing a small library/resource centre to support these programmes. We are interested in collecting materials on education and related areas. Our library will be open to the public and used by scholars, researchers, policy makers and activists.

Agnes Mangweha
Librarian
info@hakielimu.com

EENET now has many contacts with small resource centres and information networks throughout the world. Please let us know if you are thinking of setting up a network or resource centre.

Useful publications

Open File on Inclusive Education: Support Materials for Managers and Administrators (2001) UNESCO

This new resource addresses assessment, professional development, the role of families and communities, and the development of an inclusive curriculum.

Understanding and Responding to Children's Needs in Inclusive Classrooms: A Guide for Teachers (2001) UNESCO

This guide provides practical information about teaching children with particular difficulties in learning.

Deafness: A guide for parents, teachers and community workers

This short and simply written UNESCO publication helps to demystify deafness and sign language. It is accompanied by a video, filmed primarily in Uganda, but with some footage of inclusive practice in Lesotho.

Including the Excluded: Meeting Diversity in Education – Example from Uganda & Example from Romania (2001) UNESCO

All these UNESCO documents are available from:
UNESCO
Combating Exclusion through Education
Division of Basic Education
7 Place de Fontenoy
75352 Paris 07 SP France
Tel: +33 1 45 68 11 95
Fax: +33 1 45 68 56 27
Email: k.eklindh@unesco.org
www.unesco.org/education/educprog/sne

The Peace Kit: 247 Activities for Primary Schools. B Stebbing & P Hobley-Pacey UNESCO (2000)

The Peace Kit was inspired by the UNESCO Peace Pack, developed in Paris in 1998. It has been developed to meet the needs of primary education in Zimbabwe to promote tolerance, cooperation, compassion, flexibility and responsibility through the education system. 2001-2010 has been declared the International Decade for the Culture of Peace.
ISBN: 92-9124-012-8
UNESCO Sub-Regional Office for Southern Africa, PO Box HG435 Highlands, Harare, Zimbabwe

Lessons: Basic Education in Rural Africa. I Hestad & M Focas-Licht (2002)

This beautifully illustrated book (see front cover) tells the story of SC's experience of promoting education in remote rural areas in Zambia, Uganda and Ethiopia.
Save the Children Norway, PO Box 6902, St Olav's plass, 0130 Norway
Fax: +47 22 99 08 60
post@reddbarna.no
www.reddbarna.no

Getting Better All the Time: a Self-Help Guide to Evaluation Alice Bradley (2001)

This is a simply-written, illustrated guide to evaluation.
Leonard Cheshire International (LCI)
30 Millbank, London, SW1P 4QD
Tel: +44 (0)207 802 8200
Fax: +44 (0)207 802 8275
www.leonard-cheshire.org

In Safe Hands: A Resource and Training Pack to support work with young refugee children (2001)

This is a practical tool to enable schools to create a positive and responsive environment for young refugee children and their families. It was developed by Save the Children-UK in collaboration with the Refugee Council (UK).
Cost: £20 & 2.50 P&P (UK)
Available from: Save the Children Publications, c/o Plymbridge Distributors Ltd, Estover Road, Plymouth, PL6 7PY.
Tel: +44 (0)1752 202301
Fax: +44 (0)1752 202333
Email: orders@plymbridge.com
www.savethechildren.org.uk

Children & Participation: Research, Monitoring and Evaluation with Children and Young People (2000)

The purpose of this publication is to guide readers to the sources of information on participatory project work and involving children in advocacy or policy work.
Available from:
SC-UK's Development Dialogue Team Save the Children
17 Grove Lane, London
SE5 8RD.
Tel: +44 (0)20 7703 5400 x2565
Fax: +44 (0)20 7708 2508

Children's Participation – Evaluating Effectiveness PLA Notes 42, October 2001

This special edition of Participatory Learning and Action (PLA) Notes, produced by the International Institute for Environment and Development (iied), focuses on experiences from Nepal, Zimbabwe, South Africa, Indonesia and Yemen. It examines some of the risks and benefits of children's participation in community programmes.

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