Enabling Education Review

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Inclusive Education: Beyond Schools

Contents

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Cover photo: EENET

EENET news

2014 has been a very busy year for EENET! Here is a quick taste of some of the things we have been working on:

Improvements to EENET's website
We have been developing a video catalogue for our website, which offers a selection of videos from around the world that show different aspects of inclusive education (see pages 22-23). If you have a video that you think we should include in the catalogue, let us know. www.eenet.org.uk/resources/video/

We have also added many new articles, reports, and manuals to the website this year. We now have over 800 items available. To make searching through this extensive database easier, we have added an 'advanced search' facility. This enables you to cross-reference your searches by theme, country or region, and type of resource.
www.eenet.org.uk/resources/advanced_search.php

An online subscription option has been added to the website – so you can sign up to receive the annual Enabling Education Review plus other emails from us throughout the year. We will be expanding the range of features available to subscribers in the coming year.
www.eenet.org.uk/mailing_list/

EENET's consultancy team has also had a very busy year. We have been involved in consultancies in countries such as Afghanistan, Burkina Faso Liberia, Kenya, Libya, Malawi, Mozambique, Nigeria, Palestine, South Sudan, Timor Leste and Zanzibar. The consultants have worked on teacher education projects, scoping studies, evaluations, action research projects, policy development, data analysis and much more. The income we earn from consultancies helps to fund our free information and networking activities (like this edition of Enabling Education Review).

Find EENET on social media
Our volunteers regularly share interesting news articles, publications and events via our social media pages. You can also email or message us via these pages if you have an inclusive education related story, announcement or document that you would like us to share.
Facebook: http://bit.ly/EENET-FB
Twitter: @GlobalEENET

EENET has a blog, with posts/articles from our directors, volunteers and consultants on a range of different topics. For instance, there's an article from Ayman Qwaider – "Gaza: an education system under siege" – detailing the impact that the recent conflict in Gaza has had on the education system.
http://eenetglobal.wordpress.com/2014/03/

Editorial

At the heart of EENET's vision, mission and values is the recognition that education is broader than schooling. EENET takes its definition of inclusive education from the pioneering Agra Seminar in 1998.[1] That definition begins with the statement that inclusive education "is broader than formal schooling: it includes the home, the community, non-formal and informal systems". Too often, however, we assume that education equals school. Our idea of a school is usually based on the traditional model of a building, classrooms, teachers, rows of desks, and top-down teaching. Education is so much more than this! Education begins at birth and continues throughout our lives. It encompasses a wide range of forms and styles, it involves and includes everyone, and it can be exciting, enriching, innovative and fun – as this collection of articles from experiences in India, Afghanistan, and several African countries demonstrate.

Way back in 1971, Ivan Illich published a ground-breaking book called 'Deschooling Society'. It is a book that is well worth reading today, as so many of the issues discussed remain relevant. He states that "universal education through schooling is not feasible".[2] Kanwal Singh (page 5 of this Review) discusses the current international focus on Education for All, and how, even when out-of-school children get into school, they struggle with academic pressure and social exclusion, and so drop out. This has given rise to a resurgence of interest in non-formal education in India. It had previously dropped out of favour because of its perceived lower status, and the ad-hoc implementation and standards. Kanwal is a passionate advocate for non-formal education, and argues for it to be seen as a partner in educational provision rather than a second best option.

Illich argues that most of our learning is "the result of unhampered participation in a meaningful setting".[3] Ronald Kasule uses his article (pages 6-7) to share a very inspiring story of his own journey of learning in Uganda. He acquired a physical impairment due to polio as a young child, but continued to participate in home activities and play with friends. It made no sense to him that he couldn't participate in school like his peers. His own perseverance and thirst for learning encouraged his mother to set up a child-to-child approach; other children would spend several hours a day sharing their school experiences with him. Ronald says that his opportunity to learn social and emotional skills in 'real time', i.e. in the meaningful and natural setting of his home and community, helped him enrol and fit into formal education later.

Even if a school were a perfect example of inclusion, children still spend most of their time (over 80%!) in the home and community, and therefore support for learning and social inclusion in these contexts is vital. In South Sudan, Light for the World (LFTW) and its partners have been supporting the development of community-based rehabilitation (CBR) (pages 8-9). A good CBR approach which focuses on educating all community members, removing barriers to learning and supporting individuals and families in appropriate and relevant ways, can make the difference between the long-term success or failure of inclusive education. So why is it still so rare to find inclusive education programmes integrated with a CBR approach?

Education beyond schools encompasses not just different forms and locations, but also different life-stages and ages. On pages 10-11 we see how young people in Kenya, who have missed out on school for various reasons, are given opportunities for education that are relevant to their situation. The authors tell us about Child Rescue Kenya's project and introduce us to the term 'street-connected children' as a more appropriate term than street children (read the article to discover what this means!). They share examples of young people accessing vocational training, business skills training, life-skills education as well as opportunities to develop social skills and confidence through peer networking.

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[1] See: www.eenet.org.uk/resources/docs/agra.php
[2] Illich, I (1971) Deschooling Society, p2
[3] ibid, p29

It's not just children who learn beyond traditional formal settings – teachers can too. Innovative 'project-based learning' in Afghanistan is described in the article by the Norwegian Afghanistan Committee (pages 12-13). This initiative, as well as providing lots of learning and fun for children at camps focusing on participatory approaches connected with the environment, enabled teachers to be educated about learning beyond schooling, and to understand how different subjects they teach are interconnected. The article from Zanzibar (pages 16-17) also discusses using action research for supporting teacher education, as an alternative/addition to formal college-based training.

At the core of EENET's philosophy is a passionate belief in networking, creating critical conversations between diverse groups, and enabling education stakeholders to have a voice. There are several similar recurring themes and approaches in this year's articles: peer support, child-to-child, participatory methodology, building networks and creating opportunities for people to come together and decide for themselves what is important. FORWARD's article (pages 16-17) describes an approach called Participatory Ethnographic Evaluation Research (PEER) which they have used in Ethiopia and Tanzania to enable child brides to carry out their own research with other child brides. This leads to the girls' empowerment and development of skills, confidence and ultimately many opportunities to improve their own lives. Networks and clubs are formed and the girls are able to make their own priorities, whether it is developing a business, resisting oppression and discrimination, or accessing further education.

Making education more inclusive requires innovation rather than following a traditional formula. Creative thinking in Malawi (pages 18-19) resulted in a programme supporting girls' life-skills education, and the re-enrolment of out-of-school girls and young mothers, through the universally popular game of football. Sessions "start in a classroom and end up on the football field" and develop leadership skills, confidence and physical skills as well as providing a 'safe space' for girls to tackle sensitive issues.Social media is used to publicise and raise awareness.

'Inclusive education: beyond schools' is a very broad topic, and this Review has only scratched the surface. There are of course many examples of innovative inclusive schools, yet globally the schooling system continues to fail many millions of children. As well as working to improve schools, we therefore encourage EENET's readers to have critical conversations with each other about education that is broader than just schooling.

I want to end with a quote from Joseph Kisanji, a champion of customary (indigenous) education, which wonderfully encapsulates the richness of education in a thriving community:

"I learned the history and complex structures of the language (my mother tongue) of my community through my grandparents' and other adults' narrations, riddles and use of proverbs, beside the evening fire. Throughout the waking hours, whether groups of people were tilling the land..., planting, harvesting, celebrating different occasions, listening to stories or participating during fireplace sessions and moonlit plays and dances, we (the children) and the adults, whatever our status, 'learned by doing'… it was great fun herding cattle in the bush, making snares for small animals, practising wrestling and complex dances, swimming, gathering wild fruits, cooking, milking, naming and counting our herds: hearing, visually, physically and intellectually impaired young people in the community I grew up with underwent this kind of education."

Sue Stubbs
EENET Co-founder and Consultant

Informal education at a street-based drop-in centre. © Child Rescue Kenya

Non-formal education: Past, present and future

Kanwal Singh

The international focus on the Millennium Development Goals and Education for All (EFA) has led to the development of structures to get all out-of-school children into formal schools. However, many of them struggle with academic pressures and social exclusion, and so they drop out. Alternative options for supporting education for these children are increasingly being sought. Here, Kanwal Singh discusses some concerns about the way non-formal education (NFE) has sometimes been approached as an alternative route for achieving EFA.

Although initiated with enthusiasm and expectations of being flexible and learner-centred, NFE has traditionally been valued less than formal systems of education. In India, the ambiguous nature of NFE, combined with the absence of a framework, ad-hoc implementation, and a lack of continuity, evaluation systems and accountability resulted in the NFE programme slowly fading into the background. In recent years, however, there has been a renewed interest in NFE, with it being viewed as an important means of achieving EFA. Diverse NFE programmes – such as basic literacy skills; second chance literacy; bridging courses; accelerated learning; after school support; vocational skills; life skills; and home-based sessions for children with disabilities – have been implemented.

When I worked as a NFE teacher in a special school for children with disabilities in India I was disturbed by several issues: 25 years down the road, these issues unfortunately still seem pertinent.

- **Low value/status of NFE:** 'Formal is for normal' – though never shared verbally, the underlying message was evident. Students who did not 'fit', were unable to cope in the academic stream or who disturbed other students were combined to constitute the NFE class.
- **Discrimination and segregation:** Unintentionally the special school, which advocated against discrimination faced by disabled people, initiated practices of further segregation and exclusion amongst their students. The school split students into formal (also called academic) and non-formal (also called functional and prevocational) streams.
- **Absence of a curriculum framework, goals and relevant teaching learning material:** The NFE agenda seemed to be 'managing' or 'keeping the students busy' in class rather than 'teaching/learning'. The teacher independently decided what to teach, when to teach and how to teach.
- **Minimal expectations from teachers and students:** Little was expected from the NFE students in terms of learning. The ad-hoc planning of goals, and the absence of documentation and review sometimes resulted in a child having the same goals for 3-4 semesters.

These experiences leave me wary of NFE being endorsed/used to achieve EFA.

If we are really wanting genuine education for all, and are not just playing a game of statistics, then NFE needs an overhaul. The current system needs to be re-examined and steps taken to upgrade its status and value.

Solutions include: developing a NFE curriculum framework; ensuring recognition, accreditation and certification for NFE graduates; creating relevant and productive teaching and learning materials and activities; establishing improved links with the formal education system; and providing professional training and capacity building for NFE teachers. Without such measures it will always remain an inferior stream of education.

We need to recognise the potential of NFE, raising it from the status of an 'alternative education programme' to a 'partner in making education accessible to all'. The biggest challenge is to prevent NFE being just a cosmetic repackaging of a system that keeps some children out of formal education.

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Non-formal education for children with severe disabilities: My journey to formal education

Ronald Kasule

When he was three years old Ronald became physically impaired as a result of polio. Here he relates his own personal journey through education; from home-based non-formal education to Masters graduate.

Growing up within an inclusive family environment, I had not realised the limitations caused by my severe physical disability. I would be involved along with siblings in most household activities: taking my turn to help with food preparation and cleaning utensils among other household chores. I would never feel lonely as I was at the centre of the games; my siblings and children from the neighbourhood were ready to carry me to wherever we needed to go.

However, while I would participate in all home-based activities, I was not attending school. Other children would dash to school every morning after we had shared breakfast. No one urged me to go to school, as was the case for my siblings. I confronted my mother who hesitantly reported: "Ronald, you are disabled; you cannot manage in the school". That was the time I recognised my limited opportunities as a child growing up with a disability. I had never confronted failure in my life and was not ready to accept defeat. I therefore insisted on going to school.

School accessibility

The nearest school was about 2 km from home. I did not have a wheelchair at the time to aid my movement. I was nevertheless ready to crawl to school. Mother did not want to hurt my feelings; she bought a book and pencil and wished me luck. I hardly slept that night. I was very anxious to start school. In the morning, my siblings dashed as usual after breakfast. I set off afterwards on my journey to school. I crawled for a considerable distance and started feeling the severe pinch of stones. I was ready to push on had it not been for a heavy downpour which forced me to return. On reaching home, I was soaked and dirty. I had lost my book to the rain, was shivering and had accepted my inability to go to school.

Although Uganda has achieved much in the direction of inclusive education, getting to school remains as one of the greatest challenges. For example, boarding schools, of which there are many in Uganda, have no facilities to meet the special needs of children with disabilities. Therefore, 'universal primary education' and 'universal secondary education' (UPE & USE) policies assume that disabled students had to be 'day scholars'. However, in some of our communities the nearest school is 15 km away.

Studying with friends

My mother was equally challenged. She had witnessed my unquenchable desire to go to school. At the recommendation of a teacher, she bought a board, chalks and text books. She called a meeting with all the children and informed them that as I wanted to go to school, but could not walk, they should teach me. What I now appreciate to be a 'child-to-child approach' had started. We organised ourselves and every day we would spend an hour or two on study activities. Many times it would be a reflection of what some of the children had covered at school, or elder children served as 'teachers' and the rest pupils. It was fun as I used to out-perform them all at exercises and tests.

This non-formal educational arrangement helped me in many important ways; while I was not attending a formal school setting, I was growing up physically and could have missed out on important psycho-social developments required during formative years. I was able to

learn social skills and emotional self-control in "real time" which were all to help me later after enrolment. Besides, I could have given up with school if it were not for this arranged non-formal educational opportunity; because at the time of enrolment I was already too big a boy (about 10-12 years) to fit comfortably with pre-primary or primary-one pupils.

Unexpected opportunities

Later, I was lucky to get enrolled into school, not because I had now secured a wheelchair; actually, I stayed in school for five years without one. I could only crawl to get around the school. Instead, the civil war that took place in Uganda in 1980s was to me a blessing in disguise. It dis-organised systems and my mother entrusted me to the care of her brother who was a teacher and lived in the school quarters nearby. As you could imagine, what I had desired for a long time had turned up unexpectedly. Once in the custody of my uncle, I did not know how to begin. By coincidence, I noticed that the headmaster of the school had a disability in his right leg. This gave me confidence to approach him about my education interests. He entered his office and came out with four exercise books, two pens and a pencil. Handing them over to me, he wished me hard work and success.

I benefitted from the diversity of skills earned through my non-formal educational encounters. I was too advanced for pre-primary and grade one class and enrolled in grade two. Even then, I always led in academic performance. My non-formal education both sharpened my academic abilities, and imparted the requisite social skills to deal with the bullying expected in a typical mainstream setting. When I sat for the Primary Leaving Examination (PLE) in 1993, I emerged as the best candidate in the school with a total of 8 aggregates (2 Maths, 2 English, 2 Science, and 2 Social Studies) hence, Super Grade 1.

I am now qualified with a Diploma in Community Based Rehabilitation (Kyambogo University, Uganda), a Bachelors in Adult and Community Education (BACE) (Makerere University, Uganda), and a Masters in Educational Planning, Economics and International Development (MA EPEID) (Institute of Education, University of London, UK).

The success of any education experience of a person with disabilities depends majorly on pre-vocation and social skills developed. However, for children with severe disabilities, this takes longer to actualise; hence, more time is needed at home before school enrolment. However, these children keep growing out of school which creates a challenge for eventual enrolment. Home-based non-formal education could be exploited to fill the gap as was the case in my personal journey through education.

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Child-to-child

The child-to-child approach was developed by the Child-to-Child Trust. It enables students to take an active role in their learning and the learning of other children. It encourages their participation in the promotion of health and wellbeing. Children are provided with training to develop skills and knowledge to share what they have learned with other children.

The approach is based on an understanding that children learn when they are active and that they love to take responsibility. It can be adapted to different contexts and used to deliver a wide variety of challenges. Child-to-Child's website provides a wealth of information, including details of using the child-to-child approach in early childhood education, and of the 'step approach', which encourages children to identify problems in their environment and develop action plans to solve them. See: www.childtochild.org.uk

Beyond school: Being part of one's community in South Sudan

Sophia Mohammed, Toyin Janet Aderemi, and Sandrine Bohan-Jacquot

Inclusive education is about more than just what happens in school – it's also about the support children and their families receive outside school, and their involvement in the life of their community. This article describes how Light for the World works with partners in South Sudan to promote community and school inclusion.

The approach of Light for the World and its partners

Light for the World[1] aims to make mainstream services, across sectors, accessible to people with disabilities. Since 2005, it has been supporting local partners – Sudan Evangelical Mission (SEM)[2] and ACROSS[3] – to implement community-based rehabilitation (CBR) programmes in Southern Sudan, which became South Sudan in 2011.

Light for the World's approach to development is built around the Convention on the Rights of Persons with Disabilities (UNCRPD),[4] and its programmes aim to effect change in the system/society in order to uphold the human rights and inclusion of all. For this reason, its inclusive education projects have a strong community focus and are rooted in CBR.

Community-based workers as agents of inclusion

Responding to barriers in the community ultimately affects the acceptance, participation and achievement of learners in school. SEM's trained CBR workers visit homes to identify and assess children with disabilities. They provide home-based rehabilitation such as physiotherapy and training on daily living activities, and refer children to locally available health and education services.

CBR field workers also raise awareness among families and community members about disability and inclusion in society to reduce stigma and discrimination. They use the child-to-child approach to enable children with and without disabilities to come together through play activities. Parent-Teacher Associations (PTAs) and head teachers attend regular sessions on disability and the inclusive educational rights of children with disabilities.

Networking with other projects, services and local education authorities

SEM works with the local education authorities and schools to improve access to education for children with disabilities. Some teachers are trained on Braille, sign language and inclusion of learners with disabilities in the mainstream classrooms. In addition, as a result of SEM's direct and indirect (through PTAs) engagement, local education authorities have appointed focal points on inclusive education and exempted learners with disabilities from paying school fees.

SEM has established a mutually beneficial relationship with the neighbouring primary healthcare facility in Lui that provides basic services to prevent or reduce the impact of impairments. The facility informs SEM about patients or new babies with impairments, who may need support.

There are also links with other SEM projects, such as eye care and livelihoods. CBR workers refer children for eye care services. SEM's carpentry workshop produces assistive devices made from local materials. It ensures availability of such items whilst decreasing dependence/expenditure on imported devices and materials, and also provides jobs for people with and without disabilities in the community.

SEM currently supports 692 children with disabilities; 422 of them – including Lazarious – are in regular schools.[5] Lazarious is blind and thought his only chance was to go to a school for the blind in Juba – a distant boarding facility. But since SEM trained his teacher in Braille and inclusive education, he now successfully studies in P7 in the neighbouring school, and happily lives with his family. Orientation and mobility training has enabled him to travel independently to school,

1 www.lightfortheworld.nl/en/what-we-do/countries/south-sudan
2 www.ssemonline.org
3 www.across-sudan.org
4 www.un.org/disabilities/convention/conventionfull.shtml

5 Note: there are no special schools in South Sudan. There is a 'School for the Blind', under the Ministry of Gender, Child and Social Welfare, which is planned to become a resource centre.

Juma's story (Names have been changed)

Juma is a 4-year-old boy who lives in Western Equatoria State. He was born with cerebral palsy. Since he was referred to SEM by the local hospital in 2012, Juma is visited by his CBR worker twice a week for physiotherapy. His mother was trained to give him daily physiotherapy which helps him to strengthen his limbs, swallow saliva and hold his head and chest. Juma also receives speech therapy. Such support will help him to be as independent as possible in the future.

The child-to-child approach had a tremendous impact on Juma's life. Sophia, Juma's first CBR worker, explained that "before the child-to-child activities, other children would not dare to come close or touch Juma".

Sophia facilitates games such as cards and dominos which help motor and communication skills' development, and which are also fun and help Juma develop friendships. Other children are now confident to play with Juma and enjoy spending time with him. The child-to-child approach is facilitating Juma's inclusion in his community and raising awareness about disability among children and neighbours.

The team is already preparing Juma's entry to pre-school next year. To support his inclusion, they will prepare a communication board to facilitate Juma's communication, meet his future teacher to introduce Juma, and inform the teacher about Juma's disability, abilities and preferences. The teacher will also be introduced to other teachers who are experienced in welcoming children with disabilities into their classrooms.

Juma and his devoted mother
© Sandrine Bohan-Jacquot

to the market, to church and to gather grass as an additional source of income for his family.

SEM's inclusive education success stories owe much to community inclusion, initiated at the household level. This lays the foundation for children with disabilities to participate fully later in school, and within every aspect of community life.

Towards inclusive education at the national level

Based on these good practices, Light for the World, in collaboration with Strømme Foundation and the Republic of South Sudan's Ministry of Education, Science and Technology, supports inclusive education development. The initiative, funded by the Norwegian Agency for Development Cooperation, involves developing a national inclusive education policy and a more inclusive teacher education curriculum. This will give a robust legal framework to inclusive education. Additionally, it will enable all children in South Sudan to be taught by teachers who are adequately trained to respond to the educational needs of children with different learning abilities, including children in emergency situations.

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Providing street-connected youth with employment-based skills in Kenya

Janet Kariuki and Su Corcoran

A number of children or young people in Kenya have not been able to complete formal, primary level education during their younger years. There are many reasons for this, including poverty, difficult home situations or living on the street. They are now unable to attend regular schools because of their age and the limited time already spent in school; or because they now have commitments at home, such as being a young parent. Yet such young people want and have a right to an education. In this article, Janet and Su explain about the work of Child Rescue Kenya (CRK). CRK runs an empowerment project to improve young people's livelihoods through vocational skills training, life-skills education and supporting them to develop income generating activities.

Who we are

CRK is based in Trans Nzoia County, Kenya. It works with children and families, in and around Kitale town, to strengthen communities to support children and young people. This work includes street-based interventions to encourage street-connected children and youth to move back into the care of their communities and attend formal schooling. CRK also supports bio-intensive agriculture training for young people and families, to improve their self-sufficiency and develop sustainable incomes, and promotes the involvement of the local community in all projects.

The project

One of CRK's projects for older children and young people who have missed out on primary education, provides either short-term vocational training or apprenticeship placements as tailors, hairdressers, and mechanics (partially funded by the UK-based Big Lottery Fund). CRK run a formal tailoring class, but the other professions are taught on-the-job in placements with local businesses. The trainees also acquire skills – like business planning – to help them start service-based businesses with low capital outlay.

The trainees, and other youth living on the street or in the slums, can also access adult education classes that prepare them to sit their end of primary school exams, should they wish to. CRK run a drop-in centre where street children and youth come to wash themselves and their clothes and attend classes in life-skills and primary level subjects such as mathematics, Kiswahili and English. The teacher, qualified to deliver adult education, also provides classes for the older students. These classes are small in size and delivered a few mornings a week.

Those who attend regularly, and show commitment, are entered as adult candidates for the Kenya Certificate of Primary Education (KCPE). They are also encouraged to assist with delivering the occasional class for younger street-connected children attending, which helps the exam candidates to consolidate what they have learned, gain confidence in their knowledge and prepare for the exams. Bringing the youth into the drop-in centre for these classes shows the younger children still on the street how important it is to go (back) to school. They see their older peers trying to fit their studies around their vocational training and can be motivated to return home and return to formal schooling.

Being 'street-connected'

The term 'street child' suggests the specific idea of living on the street and does not fully represent the different situations that exist for children who live and work there. Street-connectedness, a term used by Sarah Thomas de Benitez in her 2011 publication* The State of the World's Street Children: Research, better represents all children who rely on the street in some way for survival and includes: children who live at home but beg/work on the street every day; children attending school but working in the afternoons and evenings; or those who only work on the street at weekends and holidays. However, there are still problems with the term, and children and youth in different countries will call themselves by their own term. In Kenya they often choose to be known as 'hustlers'. www.streetchildrenresources.org/resources/state-of-the-worlds-street-children-research/

© CRK

Relationships between young people who are part of the livelihoods project are nurtured through sports activities. These include: competitions between street-connected youth and those living in slum areas; inter-association or group competitions; and building connections with the wider sports leagues in Kitale. CRK also helps those who show great talent to be mentored under registered sports clubs within the project area. Staying healthy and active is also important to CRK's work assisting the young people to overcome habits picked up on the street. For example, support is provided to help them avoid drugs or solvent abuse. There are also educational activities to build awareness of HIV/AIDS, and testing and medication for sexually transmitted infections is available. CRK offers follow-up treatment as required.

Peer networking

Putting the community at the centre of our projects is important, and in this instance CRK build up a community around the young people. Many of the young men in particular have been, or continue to be, street-connected. Some will have lived on the street full time, but most now reside in low-quality housing in the slum areas and tend to rely on street-based informal employment networks for survival. This can involve the illegal brewing of the alcoholic drink changaa and other risky activities. In order to protect them from these activities, CRK has developed peer networking groups.

The alumni of the vocational training project are assigned to support those new to the project. Groups are established and the members encouraged to meet regularly to share experiences. They may also develop group savings plans (known as merry-go-rounds in Kenya). Each member pays into the group on a regular basis and members take turns to receive the lump sum to develop their business, pay for unforeseen events or make large payments on essential items. In some cases the young people will develop business plans together and, with the support of CRK staff, make the move slowly towards being economically self-sufficient.

The benefits of a skills-based education

The young people involved in CRK's livelihoods programme are able to gain vocational training that helps them to support themselves and their families. They can access a means of completing primary-level education in a supportive environment. The peer groups provide a community in which they can move forward together – an inclusive network that operates as a team to gain entry into the labour market.

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Empowering Afghan children through project-based learning
Mahshid Mawj, Mustafa Sarvary and the NAC Education Teams

School curricula, in Afghanistan and many other countries, are usually designed so that learning is split into separate subjects, often with few connections being made between those subjects. In this article we describe a project-based learning programme with primary school students and teachers in Afghanistan that took place in 2014. The programme sought to link subjects and make them relevant to the reality of students' lives.

What is project-based learning?
Project-based learning focuses teaching and learning on a themed project, which involves a range of subject areas. With this approach, clear, practical connections can be made between different subject areas, which can't easily be done when subjects are taught independently. This alternative method of education encourages and supports students to use a range of skills that best fit their abilities and interests to address the project at hand. When interactive, student-centred teaching and learning techniques are used, project-based learning can be inclusive of all learners.

Overview of programme
The activities took place outside regular school hours in school communities in the Afghan provinces of Kabul, Ghazni and Badakhshan. The programme was organised and implemented by the Norwegian Afghanistan Committee (NAC) with support and funding from children in three 'Friendship Schools' in Norway (Krohnengen, Sulitjelma and Vindern). These three schools are partnering with schools in Afghanistan and learning about the country. The children in Afghanistan and Norway communicate through letters and blogs.

Programme objectives:
- Conduct training for teachers on inclusive, child-friendly education and education for sustainable development, using project-based learning and subject integration methodologies
- Conduct four daily activities in school communities over a period of two weeks, focusing on saving and protecting the environment
- Introduce project-based learning and subject integration – linking the curriculum with children's everyday lives – focusing on biology, chemistry, environment, language and technology
- Make students aware of the value and importance of the environment (indigenous flora and fauna, disaster prevention and mitigation, etc.), all related to relevant themes for the targeted school communities
- Promote youth leadership, responsibility and solidarity – as part of citizenship and leadership education
- Promote participatory teaching-learning approaches amongst teachers and head teachers.

The project-based learning used school facilities and involved teachers and students, but abandoned the typical classroom model of education in favour of workshops, free discussions and other activities linked to the projects.

Although the actual projects unfolded differently in different school communities, a common structure was used to organise the programme. This involved two stages: i) a period of training teachers in inclusive and participatory education and project-based learning; ii) participating students and teachers conducted the projects during an activity camp.

Training for teachers
Teachers and other education staff received one week's training before beginning the projects. Over 40 teachers, several district education officials in each participating province and a number of NAC education staff participated.

The training helped participants understand the relationship between different education subjects and how to connect these subjects with the lives of their students. Specific to the project theme, they learned about environmental sustainability and the interconnections between the environment and human needs (including

issues like water, good soil, animals, energy, clean air and a safe environment).

Teachers also learned a range of inclusive approaches such as: facilitating teaching and learning in a participatory way; giving students responsibility for their own and others' learning and teaching them to share with others and respect one another; establishing a friendly environment for students and teachers; motivating students and developing their individual skills; developing students' self-control and their capacity to work together in a team.

A teacher from Ghazni province, Ms. Shayma, explained, "Now I understand that children have a lot of abilities, but we teachers forget or ignore them. The children just need guidance to bring these abilities out".

Doing the projects

The two-week project-based learning activity camps were conducted during the winter break in Ghazni and after regular school hours in Badakhshan and Kabul. Five schools were involved, with over 300 students participating in all the activities and hundreds more joining in with activities such as advocacy campaigns.

During the camps, students engaged in highly interactive activities related to the natural environment and technology (with specific work on computers). They not only learned about the environment, but were supported to take an active role in improving the environment in their school communities (e.g. by planting school gardens). They were also encouraged to share positive messages through advocacy (about environmental protection, sustainability and related issues, including women and girls' rights), targeting senior community leaders and other community members.

In Badakhshan, the students led advocacy campaigns at their schools, focusing on the importance of environmental awareness and alternative energy use. More than 750 students participated from the two schools. They recited poems, read articles and presented what they had learned to parents, neighbours and teachers. In Jaghori and Malistan districts in Ghazni province they were also able to present

their suggestions on how to improve education and protect the environment to more than 800 community members and to the district governors.

Results

Surveys were given to teachers and students at the end of the programme. The results showed that the majority of participants had gained a deeper knowledge and understanding of inclusive education, project-based learning methodology, and the project topics. Most participants also found the project-based learning approach engaging, interesting and confidence building.

"I love this methodology. We have much more freedom and time to discuss and share our ideas. Me and my classmates very much enjoyed learning in this way." Somaya, 8th grade student, Gahzni province.

NAC is member-based organisation founded 35 years ago, with the fundamental belief in the principles of freedom, independence and a better life for the Afghan people. NAC aims to support the long-term interests of Afghanistan and to strengthening the basis for development and self-sufficiency through knowledge, democracy and human rights, sustainable management of natural resources, and improved health for all

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Education beyond schools: Meeting the needs of child brides in Africa

Lottie Howard-Merrill and Naana Otoo-Oyortey

Supporting child brides to continue their education, formal or non-formal, is an important step towards improving the lives of married girls and child mothers. Using an innovative participatory research method, FORWARD (Foundation for Women's Health Research and Development) **has enabled child brides in Amhara, Ethiopia and Tarime, Tanzania to become the researchers, a practical form of education in itself.**

Child marriage is a formal or informal union where one or both spouses are younger than 18. Child marriage happens to girls more often than boys, and is detrimental to girls' day-to-day lives and future potential. In Amhara, Ethiopia half of women aged 20-49 years were first married between the ages of seven and 15;[1] and in Tanzania, 37% of women aged 20-24 were married or in a union before age 18.[2]

Participatory Ethnographic Evaluation Research (PEER) was developed by Swansea University and Options Consultancy Services Ltd. Using PEER, FORWARD has explored how child marriage affects girls' access to education. Following the PEER methodology, child brides were trained to interview girls like themselves, giving them skills and guidance to discuss their experiences with other affected girls. Their quotes illustrate this article.

> 'If I am educated, I will get a good job and find a good man. But if I remain as I am the whole cycle will occur again. I will have to marry a [local] man and will be beaten'. (Tanzania)

PEER findings

In Tanzania and Ethiopia, the traditional beliefs and practices that influence child marriage are deeply rooted. In both countries girls are forced to prioritise household and familial duties over education. This is exacerbated by the perceived lack of jobs for girls and options, whether educated or not, in rural areas. Consequently, families in financial difficulty remove their daughters from school as a survival strategy. Girls who are allowed to stay in school are often overburdened with domestic work, and their academic performance suffers. Some girls are promised a continued education after marriage, but this promise is rarely kept.

> 'I used to get very good marks at school but when they told me I was going to get married, I couldn't concentrate and my grades became very low'. (Ethiopia)

Because of the influence of girls' chastity on family honour, parents stop their daughters attending school due to fears the girls may get boyfriends or become pregnant, and bring shame to the family.

The PEER interviewees expressed feelings of loss and regret at not being able to complete their education. Forced to leave their families, teachers and friends at school, many felt lonely and isolated. Many also felt inferior, stigmatised and of lower status than their peers who remained in education. The child brides also felt that leaving school reduced their knowledge about health and how to care for themselves and their children.

> 'She tries to fit in by doing everything the older people do in her community. However, she can't, as there will be a gap of experience. So she gets emotionally hurt'. (Ethiopia)

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[1] Central Statistical Agency [Ethiopia] and ICF International (2012) Ethiopia Demographic and Health Survey 2011, Addis Ababa, Ethiopia and Calverton, Maryland, USA: Central Statistical Agency and ICF International

[2] National Bureau of Statistics (2011), Tanzania Demographic and Health Survey 2010, Dar Es Salaam: National Bureau of Statistics

PEER as a form of non-formal education

The PEER process is itself a form of non-formal education, as carrying out interviews provides the participants with invaluable research and communication skills. The participants reported an improved knowledge of sexual and reproductive health, especially with regards to child marriage. During the research, they could share their concerns and ideas, creating and strengthening a support network. They also came to recognise their position as 'experts' on child marriage. Empowered and confident, the PEER participants used end-of-research workshops to make recommendations for programmes addressing child marriage.

In response to these recommendations, FORWARD has partnered with local organisations in Ethiopia and Tanzania to carry out non-formal education initiatives. The PEER participants formed networks and girls clubs through which girls have access to information and training on sexual and reproductive health. This has enabled child brides to have improved confidence and knowledge to report gender-based violence to the police. In addition, the networks and clubs signpost girls to relevant services, and offer emotional support to their peers. The girls' clubs address child marriage in meetings and house-to-house visits and they also are planning to develop a resource centre, where girls can access training, leadership skills and information.

The girls' club members have undergone business skills and entrepreneurship training, including book-keeping, financial management and sales marketing. In Amhara the girls used their training to start a dairy farming business. In Tanzania they have created tailoring, maize farming, gardening and knitting businesses. Previously economically dependent, the girls feel more self-sufficient and have greater decision-making power.

Conclusions and recommendations

Non-formal education can be instrumental in changing the lives of child brides. Providing income generation training helps girls become more independent, improves their social standing and helps to break the cycle of poverty. Making girls aware of their rights and available services improves the health of whole families. Confident, informed, passionate, and united networks of child brides speak out against child marriage.

Successful non-formal education and associated programmes must tackle the harmful practices and beliefs which cause child marriage and block girls from their education. This needs to be done sensitively, to avoid resistance or backlash, and must acknowledge the importance of family honour.

Further reading (available on FORWARD's website):
- *Voices of Child Brides and Child Mothers in Tanzania*, A PEER Report on Child Marriage, FORWARD and Children's Dignity Forum, London, 2010.
- *No Girl Should be a Child Bride, Taking Action to End Child Marriage in Lay Armachiho District, Amhara Region, Ethiopia*, FORWARD and ProFutures Development Initiative, London 2014.

Peer research in Ethiopia
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Using action research to build teachers' inclusive education capacity in Zanzibar

Said Juma and Ingrid Lewis

Most projects that receive donor funding carry out evaluations in the middle and at the end of the funding period. Sometimes evaluations are just seen as a bureaucratic necessity. However, NFU Norway was keen to ensure that the final evaluation of an inclusive education project it was funding in Zanzibar was more useful. The evaluation was therefore carried out in 2013, a year before the end of the funding, allowing time for adjustments so the project could achieve its objectives and become more sustainable. The evaluator recommended introducing action research into schools, to build teachers' confidence and skills for inclusion, supplementing what they gained from short formal training courses. Here we describe the start of this action research process, and reflect on the longer-term benefits for inclusive education in Zanzibar.

Why focus on action research?

The evaluation highlighted a lot of good work in training teachers about inclusive education, although the training tended to be more theoretical than practical. Also, the Ministry of Education and Vocational Training lacked the capacity to roll out this training to all teachers and provide them with ongoing practice-based support. Action research was recommended to build teachers' confidence and problem-solving capacity in relation to inclusive education. It would also help teachers, parents and children to work as a team on inclusive school improvements, and share experiences and ideas, reducing (though not removing entirely) the need for external training and advice from the Ministry. Scarce funds could then be used for more targeted training and support.

How did the action research start?

NFU hired EENET to provide initial training on action research for the Inclusive Education and Life-Skills Unit within the Ministry; for newly recruited inclusive education advisers and resource teachers, based in cluster school resource centres; and for some representatives from teacher training colleges. The Unit decided to pilot action research in Kisiwandui primary school in Unguja and Michakaini 'A' primary school in Pemba.

A four-day workshop was facilitated by an international and a local consultant. The participatory activities were designed to both explain the theory and demonstrate the types of tools that can be used during action research, such as photo elicitation, mind-mapping and other diagram-based tools, group discussions, etc. The workshop included a visit to Kisiwandui school, during which participants practised key skills like observation, focus group facilitation and interviewing. The focus for the visit was "are all children participating in the learning process?" Workshop participants broke into eight small groups, each assigned a specific task (e.g. 'observe a class, paying attention to teaching methodology'; 'interview the head teacher'; and 'run a focus group with teachers/ children/parents').

After the visit, the groups produced posters which summarised (using words, diagrams, and drawings) what they had learned in relation to whether all children were included and participating in learning. Groups were then paired and compared their findings, looking for similarities and contradictions, and working out what other information they still needed to collect. They discovered some interesting differences, for instance between the teaching practices reported by teachers during the focus group and those observed happening in the classes. Pulling together all eight groups' findings revealed a wide range of issues which could become topics for action research. Participants were also able to highlight the need to consult a wider range of stakeholders in order to understand everyone's perspectives, before defining a problem and seeking solutions.

Implementing action research

In many training situations, the story would end there – participants would take away some limited theoretical knowledge and basic practical experience of action research, and the school visit would be seen as little more than a hypothetical example. However, in this instance the plan deliberately included activities to ensure that participants practise and implement action research, and that the visited school also benefits.

As a basic next step, all participants developed action research plans to help them take forward an issue they are dealing with in their own organisation/work. EENET and the local facilitator will be available to give advice and support for these action research projects. One group consisted of Zanzibari teacher trainers and an inclusive education project representative from another NFU-funded project in Malawi. They created a joint action research plan, to look at the issue of why children with disabilities drop out of school. This should provide some exciting inter-country learning which we hope to feature in a future edition of Enabling Education Review!

In addition, the deputy head teacher from Kisiwandui attended the workshop and facilitated the logistics for the school visit. Her school will now pilot action research more intensively, building on the initial insights gathered by the workshop participants, and with support from the cluster resource centre inclusive education adviser who also attended the training.

However, it was not realistic to expect the deputy head and the inclusive education adviser to 'cascade' the workshop learning to teachers in the school, when they were themselves still inexperienced with action research. So the local consultant held another workshop with 10 teachers in the school. The deputy head and the inclusive education adviser attended. They contributed to the learning process for the teachers, while also revising and expanding what they had learned the previous week. By the end of this school workshop, the teachers had identified a topic to investigate ('the use of teaching and learning materials for inclusion'), worked out which stakeholders they needed to engage with, and planned activities for taking forward the action research. The local consultant will maintain contact and help with queries or problems.

The same process was then repeated with inclusive education advisers, resource teachers and the pilot school in Pemba, to ensure that key personnel on both of Zanzibar's islands were involved. After creating an action research team, the pilot school in Pemba agreed to do their first action research project on 'the problem of truancy at the school'.

An experience-sharing workshop for both pilot schools is planned for later in the year, where they can swap accounts of their action research approach, discuss case studies and solutions and give each other advice.

Developing action research as a teacher education tool

Action research in schools cannot replace the need for teachers to receive high quality training, but it can help pre-service teachers become more confident problem-solvers and team-workers from the start of their teaching career. For this reason, the process of introducing action research into teacher training colleges and universities in Zanzibar is now being discussed.

To ensure that action research activities are sustained, the Unit selected a staff member to be the action research focal person. There were also discussions with the department of teacher education regarding how the department can engage in the implementation of action research. The department's director and one of its officers who attended the workshop expressed commitment to implementing action research in inclusive education.

Group work during an action research workshop
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Empowering and educating girls through football in Malawi

Hanneck Mdoka

Heaven Stars Women's Football Club in Blantyre, Malawi uses football to entertain, educate, and empower girls, giving them sport and social skills which build assertiveness and self-esteem. Heaven Stars FC started working with 17 girls in one community and now works with 66 girls in two communities. This article shows how they have successfully combined sport and education to develop a comprehensive programme for girls' development – the only team in Blantyre to do so.

The situation for girls in Malawi

Girls and women in Malawi face immense inequalities, even in schools and colleges. They experience high levels of HIV and AIDS, teenage pregnancy, rape, and gender-based violence. Police reports show that violence against girls at school, by boys and teachers, is high, but little is done to counter it. Girls rarely receive help to deal with the trauma of sexual abuse or harassment.

Inaccurate or imprecise information on sex, pregnancy, rape and HIV/AIDS is often delivered to girls and women in an insensitive or incomprehensible way. When girls become pregnant, many remain out of school due to a lack of understanding about the school re-admission policy.

Providing platforms for girls to learn about healthy sexuality and a healthy lifestyle, and coping with stress and adolescence is crucial, but there has been a lack of dedicated action to raise awareness, encourage discussion or promote positive change.

Why focus on football?

Football is the continent's most popular sport, which is why the Heaven Stars FC team chose it as a vehicle to equip girls with skills – such as leadership – that are often more easily accessed by boys. The initiative provides girls with a safe space to grow, develop, talk about the challenges they face, and learn from peers about how they cope.

There are few opportunities for girls to get involved in sport in Malawi, partly due to gender roles and domestic duties assigned from an early age. Lack of media coverage on girls' and women's successes in sport negates the important contribution women are making, denying women leadership positions. This makes a girls'/women's football club all the more valuable as a way to put girls' education and empowerment into practice.

The team in action

Heaven Stars is aimed at young women in primary and secondary schools on the outskirts of towns. The team runs weekly football and life-skills education sessions, led by coaches, peer leaders and trainers, who are recruited and developed locally. The club currently has five trained volunteers who work in Blantyre Urban and Rural Education districts. Each semester the volunteers run between 6 and 8 two-hour training workshops, four days in a week, focusing on football drills and life-skills.

Each workshop starts in a classroom and ends up on the football field. Participants engage in role-playing games and life-skills education, followed by drills, activities and a football match. For the first four sessions the volunteers reiterate the rules of the programme, with an emphasis on the workshops being a 'safe space'. This concept is unfamiliar, but vital to participants' understanding that they can be themselves, shouldn't be afraid to ask questions, and can voice concerns.

A priority is to ensure the girls play in a safe and comfortable girls-only setting, which caters for their basic needs (through providing water and snacks); their safety; and their psychological needs. Being sensitive towards a girl's needs as she is growing up and participating in sporting activities allows her to feel safe and trusted – key factors to boost her physical and mental development.

Promoting the school re-admission policy

The second part of the programme aims to get out-of-school girls and young mothers back into school, in line with the Ministry of Education's policy on re-admission. The policy was put in place in 2000, but there have been few efforts to raise awareness among communities and young mothers about the availability of a 'second chance' for education. The specific procedures for getting back into school need detailed explanation for the young mothers and teachers to fully understand. Heaven Stars therefore brings in experts to raise awareness and explain the procedures during the training sessions.

Results

Teachers and school principals have been very receptive to the programme. Although resources limit the work to small groups of girls, the team is consistently greeted by a large number of keen players. Requests have been made for more workshops for students and teachers.

The programme has resulted in increased availability of health information, through workshops and online guides. Girls and women are being trained and empowered to resist violence and develop economic opportunities, and have taken up training to work as leaders within the programme. More young mothers are re-enrolling in school, and in 2013, Heaven Stars FC became Blantyre District Women Presidential District Champions.

Expansion

Through football, the club has demonstrated that it is possible to reach a wider audience to raise awareness on girls' education and empowerment. Our fan base grows steadily, and has not seen a dip since inception. Heaven Stars FC has been approached by several more schools and communities seeking workshops.

The team has a significant social media presence. Heaven Stars FC is also in discussions to air a documentary on radio stations, and will make a set of short videos to highlight the positive effects of sport on the development of girls and women. More public talks, posters and demonstration games are planned.

The club has ambitions to provide mobile girls' football clinics to surrounding districts; open an academy of girls football in Malawi; promote environmental issues; and earn further recognition in Southern Africa. The club has developed two sets of guidelines for a replicable Girls and Football model: "Girls Only Spaces" and "Drills and Skills for Coaches". An important goal remains securing sustainable funds and support to meet demand.

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Widening access and creating opportunities in higher education for people who have fled persecution and sought asylum in the UK **Rebecca Murray**

In this article Rebecca, from Article 26 – a project of the Helena Kennedy Foundation – explains her experience of widening access to higher education for students in the UK who have sought asylum.

In 1951, following the Second World War and the horrific persecution suffered by Jews and other minority groups, the UK signed the United Nations Refugee Convention. This gives every individual the right to seek safety and apply for refugee status in the UK. According to convention's criteria, claims for asylum are considered from people who have been forced to leave their country of nationality due to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion. However, the rights enshrined in legislation can prove difficult to assert in reality. The asylum application process in the UK is characterised by inefficiency and is subject to frequent legislative changes. The result is that asylum applicants spend an increasing number of years in 'limbo' awaiting a decision, appealing a decision, or receiving ongoing awards of temporary status which denies them citizenship and the opportunity to rebuild their lives and access higher education.

Article 26 is a project which takes its name from the UN Declaration of Human Rights, which states that access to higher education should be based on merit. The project works with universities to provide a package of support to enable access to higher education for students who have sought asylum. Article 26 is committed to improving access to university, as we believe higher education plays a pivotal role in transforming the lives of individuals and contributes to building a stronger society.

Students from an asylum-seeking background, who are either still in the application process or have been awarded a period of temporary rather than permanent status, are classified as international students and thus pay fees that are often twice as high as those paid by UK-based 'home' students. They are also denied access to student finance and therefore have no means to fund their studies. Such barriers render higher education an impossible dream for many asylum seekers, but for a group of young campaigners they presented an irresistible challenge.

Early beginnings

In 2005, I was responsible for the Manchester branch of 'Brighter Futures', a self-advocacy project established by Save the Children. The project aimed not just to listen to the needs and wishes of asylum-seeking young people, but to support them to campaign for measurable, concrete change. One of the members, Masoud, was particularly outspoken about the need to change university policy and practice in relation to access for asylum seekers. Masoud was the eldest of five children, caught up in his family's claim for asylum. Despite the ongoing disruption from the asylum process, which included extended periods of time locked up in a detention centre, Masoud achieved amazing results in his GCSE (end-of-secondary) exams and continued this success at 'A' level. Academic success was unfortunately a cause of considerable unhappiness and frustration: despite his incredible ability Masoud faced a dark future dictated by his lack of entitlement to work and no viable route to university. Instead of giving up, he decided to try to change his situation.

Article 26 offer support and guidance to universities to create packages of support for students who have sought asylum and thus to enable access to higher education. As well as a comprehensive resource that universities can use to implement and tailor packages of support to their individual institutions there is 'The Article 26 Summer Conference', run annually to bring together our university partners and students, and 'The Article 26 Network' which connects universities offering support to students, to share good practice and update them on any relevant legislative and policy changes.

Campaigning

Masoud was the driving force behind a successful campaign to lobby university Vice Chancellors to offer places to asylum-seeking students. I am proud to report that Masoud was the first student I supported in higher education – he graduated with a first class degree, secured refugee status and was recruited to a position in the financial services industry. Masoud's starting salary far exceeded anything I have ever earned, enabling him to support his family as well as the UK economy as a higher level tax payer. This was the first of many graduation celebrations. Since Article 26 was founded, a further 15 students have acquired degrees in Law, Biomedical Science, Social Work, Politics, International Relations, Media and IT. Some of these graduates have remained in higher education and undertaken postgraduate study, whilst others are working in and outside the UK.

Article 26 has always adopted a student-centred approach to campaigning. The focus is fixed firmly on the prospective students – what do they want to do, what is their 'ask' and what is realistic in terms of them accessing and succeeding in university? Building on the reality of the campaigners' experiences has been the most powerful asset in our fight to change policy and practice. The project has always been brave in terms of its demands – if one university was prepared to waive tuition fees, then why wouldn't others? If we thought it was reasonable, we realised that others might too, and we have found many universities keen to get involved. Article 26 doesn't just 'make the ask', but also provides solutions to implementation barriers. This has meant working side by side with universities. We have met so many amazing individuals and institutions, equally committed to making access to higher education just and fair.

The Project

Article 26 has a simple goal – for students who have sought asylum in the UK to access and succeed in higher education. We've never complicated or deviated from that goal. Article 26 now works with 14 universities, from which 16 students have graduated and a further 31 are enrolled. We anticipate a further 25 students will commence their undergraduate degree programme in September 2014.

The minimum support required from a university is a full tuition fee bursary – if possible additional financial support to cover the cost of travel, books and equipment. A resource has been developed – Education for All: Access to higher education for people who have sought asylum: a guide for universities – to guide universities through the process of supporting this particular group of brave and talented students. The guide covers, for instance, establishing a bursary scheme, the implications of status (i.e. its impact on support arrangements) and continues through to graduation. 'Education for All' was developed in collaboration with current students and partner institutions, and has benefited from a wide range of contributors with expertise in welfare rights, immigration and higher education.

Article 26 continually looks to build new partnerships and create new opportunities. If you want to know more or get involved, download a copy of 'Education for All' from: www.hkf.org.uk, where you'll also find lots more information about Article 26.

Rebecca is a Doctoral Researcher, exploring widening access to higher education for refugees and asylum seekers, at the University of Sheffield and Director of Article 26. She can be contacted at article26@hkf.org.uk or remurray1@sheffield.ac.uk.

Reviewing video-based resources

Hannah Cattermole

This year EENET is updating its website resources catalogue, with financial support from Open Society Foundations (OSF). As part of this, we have been searching for videos about inclusive education. We want to help our network members access useful videos that explain inclusive education and illustrate effective practice. Here, Hannah summarises the findings of our video search.

What we found

There are thousands of videos about inclusive education available, mostly online via YouTube and the websites of development organisations, but some in DVD format.

Focus on awareness-raising and promotion

The majority of videos we reviewed focus on raising awareness and promoting access to education through a simple message. They often include case studies that are context specific and that highlight organisations' projects from a promotional or even fundraising perspective.

Conceptual detail

Many of the videos focus on one aspect of inclusive education rather than taking a broader approach. This may be because offering a holistic view is more challenging, especially in a very short video. However, the overwhelming element missing from the videos is a more nuanced yet engaging look at inclusive education as a concept.

Few videos teach the viewer about the more complex aspects of inclusive education. Most do not answer 'what is inclusive education?' to a level that offers as much information as written resources. The usefulness of such videos, as stand-alone tools, is therefore rather limited. The videos that offer case studies do so in a general way; information about the case study is not organised into themes and basic descriptions are offered, rather than a critically engaging point of view.

Practical use

Few videos are organised into sections to make them easy to navigate or select particular content – as one might do if using videos during training. Most of the videos are not very practice-oriented. They would be useful for initiating discussions rather than for providing direct guidance to practitioners. None of the videos contain comprehensive links to other learning/training resources, just to organisations' websites. This lack of a practical focus means that videos need to be used in conjunction with other resources rather than as stand-alone tools.

Filling the gaps

It is challenging to make a video that explains and dissects complex concepts in an accessible way. It is much easier to highlight an aspect of inclusion by showcasing an existing project (the video can then double as a promotional/fundraising tool). Based on our review, here are some recommendations for how your next film project could fill some of the main gaps:

- Provide a comprehensive view of inclusive education, engaging more with the philosophy behind it. Offer simple and practical content to help someone new to the concept understand and learn, but also some content that gives more experienced viewers a deeper conceptual understanding.
- Develop videos that look at practical issues for implementing inclusive education. Rather than dealing with different marginalised groups (as most existing videos do), your videos could deal with different aspects of the education system: government policy, school policy/culture, access/ infrastructure, teacher training, classroom practice, parental involvement, etc.
- If you choose to develop a video that focuses on a particular marginalised group, try to highlight all the issues that need attention if this group is to be included in education, not just the issue of access to school. Or direct the viewer to other resources that would help them with issues beyond access.
- Create clearly labelled sections in the video to make it easier to navigate.
- Consider making an animated video – this can be more interesting and give you an opportunity to convey issues that may be challenging to capture on film.
- Provide documents to accompany the video, offering information that reinforces or expands the spoken/visual messages. Consider creating a guide to help facilitators who want to use the video during training. A transcript is also useful, especially if a facilitator wants to offer simultaneous language or sign interpretation while showing the film.

Hannah Cattermole currently works for War Child Holland. She completed the video search as part of a consultancy for EENET.

Useful videos

During our video cataloguing project we identified around 100 videos that may be useful for EENET's users. You'll find links to them on our website by the end of 2014. Here we offer just a small selection of videos, some of which help to illustrate the theme of 'beyond formal schooling'.

Flexible learning strategies
Flexible learning strategies in Thailand
http://bit.ly/eenet-eer3-1(English subtitles)
http://bit.ly/eenet-eer3-2 (Burmese subtitles)
Flexible learning strategies in Philippines
http://bit.ly/eenet-eer3-3 (English audio and subtitles) - These videos outline the role of mobile teachers in providing education for children living in remote, rural communities. They highlight some of the benefits and downfalls of non-formal education systems in the provision of inclusive quality education for all. Related resources and reports are available at *www.flexlearnstrategies.net* and *http://bit.ly/eenet-eer3-unescobkk1*

Street-connected children
San Roque street children project
http://bit.ly/eenet-eer3-4 - This video explains the work carried out by Plan Ecuador with street-connected children in Quito. It deals with the inclusion of indigenous communities into formal education systems and offers examples of alternative forms of education. (English narration, plus Spanish interviews with English subtitles)

Child-to-child
Getting eady for school
http://bit.ly/eenet-eer3-5 - Shot in Yemen, this short film features one boy's experiences of using child-to-child methodology in pre-school learning to prepare younger children for going to school. (Some English audio. Low sound quality/volume.) Related resources can be downloaded here: *www.unicef.org/education/bege_61646.html*

Child-to-child programme offers education in rural Bangladesh
http://bit.ly/eenet-eer3-6 - This film offers a detailed explanation of how the child-to-child programme works and the experiences of stakeholders involved in a rural community in Bangladesh. (English narration)

Inclusive early childhood and community outreach
Little Rock early childhood development centre
http://bit.ly/eenet-eer3-7 - This video shows how an early childhood centre in a Nairobi slum provides for all children, regardless of abilities. It also explains how the centre has expanded its work. For instance, it now supports older school-going children through after-school clubs, supports young mothers to return to school by providing child care for their babies, and helps older girls stay in school by providing sanitary pads so that menstruation doesn't keep them at home. (English narration)

Right to education
What is Right to Education?
http://bit.ly/eenet-eer3-9 - This colourful 40 second film from UNICEF India is an animation featuring children explaining about free, compulsory, inclusive education. (English subtitles)

Gender
Education for girls with disabilities
http://bit.ly/eenet-eer3-10 - This film from Leonard Cheshire Disability gives a voice to Lucy (who does not go to school) and Elizabeth (who now attends school), and their mothers. They and the narrator talk about desires for schooling and the various barriers that prevent many girls with disabilities from participating in and completing an education. (English audio and subtitles)

Kakenya Ntaiya: A girl who demanded school
http://bit.ly/eenet-eer3-11 - This TED talk highlights a girl's experience of female genital mutilation and the deal she made with her father that she would agree to FGM if he would let her continue her education. She also talks about her fight to be allowed to attend higher education, and her subsequent efforts to protect other girls' and women's rights. (English audio)

Girls education: Tanzania
http://bit.ly/eenet-eer3-12 - This film looks at the lives of four girls and the barriers they are facing, and overcoming, in order to access and complete an education. (English audio)

Useful publications

Reports

Inclusive Education in Low-Income Countries. A Resource for Teacher Educators, Parent Trainers and Community Development Workers
Mariga, L, McConkey, R, and Myezwa, H, 2014
This book documents the authors' extensive experience of inclusive education in Lesotho, Tanzania and Zanzibar. It covers a wide range of issues, such as planning, advocacy, working with parents and communities, and inclusive teaching and classroom practice.
Available online at: http://bit.ly/EER3-pub1

Send All My Friends to School. A Global Campaign for Education UK evaluation of the UK's aid to education for children with disabilities
GCE UK, 2014
This report looks at how the UK Department for International Development has addressed inclusive education for children with disabilities. It reviews DFID's policy and practice in relation to education for children with disabilities, given that it is the largest bilateral donor to education.
Available online at: http://bit.ly/EER3-pub4

The Right to Learn. Community participation in improving learning
Save the Children, 2013
Despite increasing access to schools, millions of children are still unable to read, write or calculate. More efforts is needed to ensure that children are both in school and learning. A key factor in achieving this is the engagement and action of parents and local communities to demand improvements in their children's schools and learning outcomes. This book highlights effective approaches to empower parents and communities to demand change, and provides a set of recommendations.
Available online at: www.savethechildren.org.uk/resources/online-library/right-learn

Guidelines

Participatory Video with Children. Facilitator's Manual
War Child Holland, 2012
This manual was developed to support qualitative data collection about children with disabilities in Sudan, but could be adapted and used in other contexts. The participatory video approach in this project sought to enable children to identify peers with disabilities who were 'hidden' and explain the challenges they face in accessing education, so that the community could be encouraged to find solutions.
Available online at: http://bit.ly/EER3-pub5

Inclusive Learning. Children with disabilities and difficulties in learning. Topic Guide
Howgego, C, Miles, S and Myers, J, 2014
This Topic Guide is published by The Health and Education Advice and Resource Team (HEART). It brings together evidence on what works in inclusive learning for children aged 3 to 12 years with disabilities and/or difficulties in learning in low and middle income countries, and explores the role of inclusive approaches in contributing to inclusive societies and ultimately inclusive growth.
Available online at: http://bit.ly/EER3-pub2

Websites

The Right to Education Global Database
UNESCO
This is an online database designed to be a practical tool for monitoring, research and advocacy. It contains over 1,000 official documents, including constitutions, legislations and policies on education from nations across the globe. It aims to inform key players on the legal status of education worldwide and foster regional and international cooperation.
Browse the database at: http://bit.ly/EER3-pub3