Making Schools Inclusive

How change can happen

Save the Children's experience

Save the Children
UK

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We're the world's independent children's rights organisation. We're outraged that millions of children are still denied proper healthcare, food, education and protection and we're determined to change this.

Save the Children UK is a member of the International Save the Children Alliance, working to change children's lives in more than 100 countries.

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1 Introduction

This book is about how non-governmental organisations (NGOs) can help school systems in developing countries become more inclusive. It shares experience of developing tools and approaches that have improved education for the most excluded children in society.

While the principles of inclusive education have been broadly accepted by many since the international Salamanca Statement of 1994[1] on special needs education, efforts to make these a reality have been patchy. The need for progress on inclusive education is becoming increasingly urgent in the context of efforts to achieve international targets such as the Millennium Development Goal (MDG) of universal primary education by 2015, and the goal of Education for All (EFA) by 2015. For such commitments to be fulfilled by governments, donors and others involved with education, strategies must be found to ensure that children viewed as 'hardest to reach' – the most socially and economically marginalised – can access good-quality education. This requires the principles of inclusive education to be put into practice on a much wider scale, including in resource-poor or crisis-affected settings.

There is fairly wide consensus regarding the types of approaches that work well at school level to include children with particular needs or in particularly challenging circumstances. However, clear information on getting such approaches adopted on a larger scale is less common. People working towards children's rights in education may lack information about strategies that have been successful in changing education systems elsewhere. They may also lack information on how they could adapt such approaches to their own settings. Sharing experience of how schools have become more inclusive in different contexts can help to build confidence that inclusive education has many different realities, and can be pursued in tangible ways. Save the Children's inclusive education work has been developed by national teams working alongside parents, children, teachers and education officials over a number of years. This experience has yielded a range of tools and strategies that provide learning on how to get faster, more sustainable progress towards schools that welcome and support all children.

It is much easier to set down inclusive education principles than it is to map out the changes needed throughout an education system to deliver on those principles. Often, it helps to look back at experience to see what changes have been needed in different settings to make inclusive education a reality. This book aims to use the experience of Save the Children and its partners to help answer the question: 'What changes are needed for school systems to become inclusive of all children?'

What is inclusive education?

There is often confusion around the term 'inclusive education'. Does it mean 'education for disabled children'? Is there a difference between 'education for all' and 'inclusive education'? What does it look like in reality?

All children have the right to education. Inclusive education ensures the participation of all students in schooling. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality. Inclusive education:

- acknowledges that all children can learn
- acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status, etc

- enables education structures, systems and methodologies to meet the needs of all children
- is part of a wider strategy to promote an inclusive society
- is a dynamic process that is constantly evolving.

Save the Children sees the concept of inclusive education as inseparable from the concept of quality education: education cannot be considered good quality unless it meets the needs of all learners. Making education more inclusive requires schools and education authorities to remove the barriers to education experienced by the most excluded children – often the poorest, children with disabilities, children without family care, girls, or children from minority groups. Inclusive education involves a continual process of change towards increased flexibility across an education system. The process aims to ensure that all children get a good education of a similar standard, without being cut off from other children or the rest of society. Schools need to put in place conditions that enable the most excluded children to learn; this usually results in more flexible, more welcoming and more child-centred schools.

Inclusive education is different from special education, which takes a variety of forms including special schools, small units, and the integration of disabled children with specialised support.[2] The principles of inclusive education encompass a much broader range of issues than disability. But the changes needed to ensure that disabled children can benefit from education are not very different from the changes needed to help all excluded children get an education.

Who is this book for?

This book is aimed at people interested in bringing about greater equity in education. It will be useful to NGO, government and donor representatives seeking to improve the capacity of schools and education authorities to respond positively to a diverse range of learners, as well as to readers studying education policy and practice in developing or transition countries.

What does this book cover?

Making Schools Inclusive focuses on Save the Children UK's work towards inclusive education since 2000, and examines how NGOs can generate changes that will help education systems to become more flexible and inclusive. Information has been gathered from field visits, interviews with staff and stakeholders, and internal documentation. Due to limitations on resources, we have not been able to compare our work with that of other agencies working for change in education.

We have included examples of work with disabled children, children from poor or very remote areas, girls excluded from school, children from minority ethnic groups, and children in countries affected by conflict. Although some of these settings have more resources available for education than the poorest countries, their education systems have frequently been inflexible and discriminatory. Further stories come from some of the poorest areas in the world. The lessons from all these experiences are intended to be applicable to a wide range of contexts, particularly developing countries.

Chapter 2 describes some of the key issues, concerns and barriers that people often face when working to make schools and education inclusive for large-scale change towards inclusive education.

In Chapters 3, 4, 5 and 6, stories from different countries illustrate experience and learning related to the issues and concerns explored in Chapter 2. In each chapter, the approach taken by Save the Children and its partners is analysed to see what it achieved and to what extent it promoted change. Learning points highlight lessons regarding the role of NGOs in making inclusive education a reality. The stories aim to provide enough descriptive information to help practitioners decide whether an approach is relevant for them to adapt to their own context.

Chapter 3 looks at how targeted initiatives have made schooling accessible and relevant to children who face particular barriers to education. Chapter 4 examines participatory tools and approaches that helped to make schools more inclusive and better able to respond to the diversity of children's needs. We also describe the extent to which the approaches were adopted more widely across the school system. In Chapter 5, the stories examine the efforts made to achieve policy and

system reforms across education systems. The focus is on efforts to encourage education actors to make comprehensive change, and on mobilising civil society to demand change. Chapter 6 addresses the issue of financial support for inclusive education. The stories describe attempts to develop more flexible funding for schools and to predict the costs of scaling-up investment in inclusive education.

Chapter 8 lists useful reading and resources that can offer more in-depth guidance on implementation of inclusive education approaches at school level.

Save the Children's work in education

Save the Children UK has worked in education for over 50 years in 70 countries, with education programmes operating in more than 40 countries (including the UK). Programmes aim to increase significantly the number of children accessing their right to good-quality basic education. Save the Children works primarily with schools and children in the poorest, most remote or most disaster-affected areas, and its analysis and practices are based on this experience.

Save the Children believes that education should be:

- relevant (to children's needs and their current and future context)
- appropriate (to children's abilities, language, culture and potential)
- participatory (to enable children and their families to play a full role in the process of learning and the organisation/management of the school)
- flexible (to respond to different and changing contexts in which children live)
- inclusive (accessible to all, seeing diversity and differences between children as resources to support learning and play)
- protective (from exploitation, abuse, violence and conflict).

Two Save the Children UK publications (in 2000 and 2002) have shared principles and experience for working towards more inclusive and better-quality education.[3] *Making Schools Inclusive* shares a body of experience and achievements from education work in different countries since 2000.

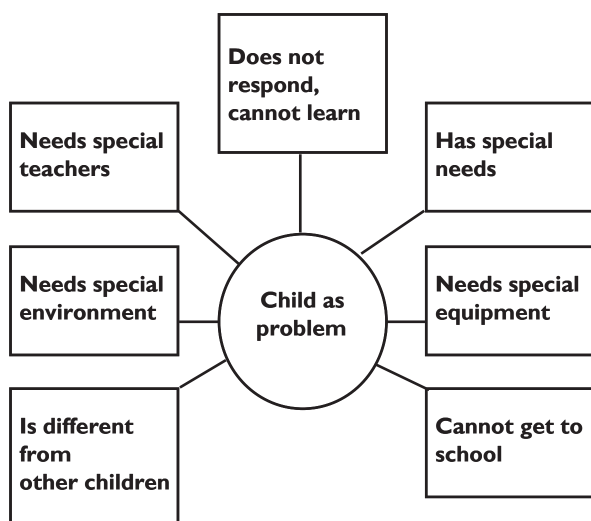
2 Barriers to inclusive education

Few, if any, countries could claim to have entirely inclusive education systems. Nor could many education authorities claim to base planning and management on addressing the barriers faced by some groups of children.

People working in education may have a range of concerns about, and perceive a range of barriers to, getting inclusive education principles accepted, implemented and scaled-up. Underpinning many of these issues is a lack of priority being given to inclusive, equitable education. This may be due to a lack of understanding about how inclusive education principles can work in practice.

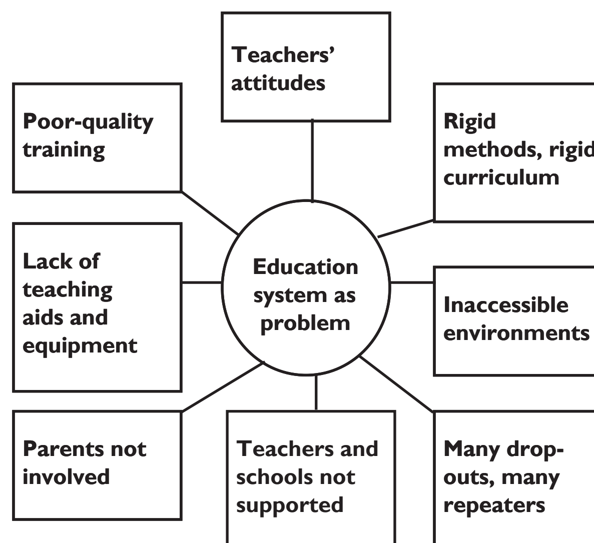
A starting point for overcoming barriers to education is to decide what the fundamental problem is. There are two simple, but opposing, points of view. Figure 2.1 expresses attitudes of discrimination against children in education, where children who do not attend school or do not do well at school are seen as problems – in other words, the child is expected to change. Figure 2.2 illustrates problems within the education system that cause children to be excluded and to have negative experiences within school. It expresses a better starting point for working towards inclusive education.

Figure 2.1 The child is the problem



Adapted from: *Inclusion in Action*, Atlas Alliance, 2007, p 7

Figure 2.2 The education system is the problem



Adapted from: *Inclusion in Action*, Atlas Alliance, 2007, p 7

The right conditions for inclusion

Save the Children's experience suggests that working to get the following conditions in place will enable the most excluded children to go to school and learn:

- parents are aware that all children have the right to an education
- families' basic survival needs are met so that children can attend school rather than go to work
- schools are near to children's homes, they are physically safe and accessible to all, and have a reasonable number of trained teachers

- teachers are trained and motivated to work with a diverse range of children, and are able to try out different approaches in their day-to-day work
- school principals and teachers do not turn children away, and they reach out to all children in their community
- teachers are recruited from a range of marginalised groups (including disabled people and linguistic minorities)
- children are not prevented – by examinations, fees or other barriers – from progressing through school
- school management is informed by children's and parents' views
- children and adults try not to discriminate against those who are seen as different.

Where just some of these conditions are in place, dramatic benefits can be achieved for children. For example:

- A child with mobility difficulties might be taken to school by parents and friends. He or she may be given an individualised programme of learning at school, then praised for making progress and have that progress formally recognised. The child does not feel inferior or unwelcome at school.
- A girl might be encouraged by her parents to stay in school and progress through exams, despite previous expectations that she would stay at home. She would not have to put schoolwork after housework or automatically be expected to clean the classroom.
- Children from a minority ethnic group in the mountains would be taught using words, images and concepts rooted in their own lives rather than in the unfamiliar lifestyle of an urban, majority ethnic child.
- Children whose parents are extremely poor are noticed and are helped to attend school by people or institutions in their community, who also try to ensure the children have enough food, healthcare and free time to be able to learn.

So why isn't this a reality for many children?

Access alone is not enough

The Millennium Development Goals (MDGs) and commitments on Education for All require education authorities and stakeholders to deliver good-quality schooling for all children. The governments of several developing countries have put great effort into expanding school enrolment. But although improving enrolment rates is a key step to getting all children into school, delivering universal primary education or Education for All means more than providing schools or getting more children to enrol. Long-term, predictable financing of education provided by donors (such as that allocated by the UK government and the Fast Track Initiative) is increasingly being seen as essential to enable the poorest countries to meet Millennium Development Goal 2: Achieve universal primary education. The 72 million children out of school are those seen as 'hardest to reach' – children in conflict-affected areas, girls, children from minority groups and children with disabilities.[4]

But even where countries have bigger education budgets and receive more predictable aid, there is evidence that without investment in inclusion and quality alongside efforts to improve access, increased enrolments quickly turn into high drop-out rates and the persistent exclusion of certain children from education.[5] For instance, in India and Bangladesh there has been large-scale investment in improving *access* to education, yet there has *been little focus on whether schools are inclusive and good enough to retain* and be of any real benefit to children after enrolment,[6] resulting in drop-out rates of up to 60%.[7]

Serious attention needs to be placed on ensuring that education planning and delivery focuses on access and quality from an inclusion and equity perspective.

The four questions below illustrate some of the concerns raised and the barriers people encounter when trying to persuade school leaders and education planners to put inclusion and quality at the centre of their policies and delivery plans. Chapters 3 to 6 share experiences which address these questions.

How can all children be included when money is short?

Inclusive education can be seen as a luxury. Governments and donors sometimes take the view that they cannot afford to educate all 'mainstream' children, let alone those considered to have extra support needs. They may believe that barriers caused by lack of funding, such as large class sizes, make inclusive, diversity-friendly education impossible – particularly for disabled children, who are seen as

needing expensive equipment and one-to-one teaching. However, where attitudes are positive and welcoming, children with diverse needs, including disabled children, can be successfully supported by teachers in large classes.[8]

Inclusive education is sometimes treated as a bolt-on programme, and thus a luxury in contexts where there is no money for 'extras'. But working towards inclusive education does not have to be expensive, although it does require strategic and focused investment of available resources. It does not have to involve large amounts of specialist expertise, although teachers should be able to understand and respond to the needs of all children in their classes. Inclusive education does not have to involve extensive infrastructural change, although modifications to the material set-up of schools can be valuable.

In any setting, people can become more aware of the different needs of learners, and act on this to enable more children to learn. There are several cases of inclusive education taking off successfully in resource-poor countries.[9] Whatever resources are available for education should be distributed as equitably as possible, avoiding situations where some children benefit from expensive facilities while others are denied education altogether.

> **"Inclusive education in a developing country implies the equal right of all children to the 'educational package', however basic that package may be."[10]**

Save the Children believes that bringing inclusive approaches into the heart of education planning and delivery is more likely to create more efficient and cost-effective education systems, with less drop-out and better learning outcomes for all children.

Experience relevant to this question is shared in:

- 'Somalia: Getting girls into school', page 21
- 'Nepal: Early development of C-EMIS', page 27
- Chapter 6: Addressing financial barriers to inclusive education

Specialist support for excluded children? Or more flexible schools for the majority?

Some efforts to achieve inclusive education use targeted initiatives to make education accessible to one group of children at a time – whether it be urban and then rural children; the ethnic majority and then ethnic minorities; girls; disabled children; or less severely disabled followed by more severely disabled children.

However, if a targeted initiative is not backed up with wider changes in schools, its impact may be lost. For example, in Bangladesh stipends are available to encourage girls to go to school. But once they are enrolled, girls are often ignored by the teacher, abused or harassed, or cannot participate or achieve due to linguistic barriers. Consequently, many of them drop out. Such interventions fail children and create the impression that inclusive education does not work. Furthermore, the money invested in stipends is wasted.[11] Yet, if support and training were provided to improve the way girls are treated in schools, it is more likely their full inclusion would be achieved.

Nevertheless, the education rights of people who have historically been excluded socially or economically will probably need to be protected by focused policies and initiatives. Where these complement attempts to improve the way mainstream education responds to the needs of all learners, a dynamic balance can be struck.

Experience relevant to this question is shared in:

- Initiatives for excluded learners in Vietnam, Bangladesh and China, pages 16–21
- 'Teacher training for inclusive practice', page 21
- 'India: Children setting standards for schools', page 31
- 'Kyrgyzstan: Negotiating reform', page 38

How can attitudes and prejudices be changed?

Attitudinal barriers to inclusion are arguably greater than barriers posed by material resources. This comment from Palesa Mphohle, a parent in Lesotho, illustrates how discrimination can affect some children's access to school:

> **"Why should it be my disabled child who misses out just because the class size is too big?"[12]**

Even when they have a school place, some children are unable to learn as well as others because the education they receive is irrelevant or discriminatory. For example, minority ethnic children may be turned away from class because of their identity, or they may sit through years of schooling not understanding the language of instruction; girls might be sexually abused by teachers or taken out of school to marry; or children of families displaced by conflict may be unwelcome in their host community and school. Disabled children are often the most excluded in society and are often kept out of school, particularly where it is assumed they are incapable of learning.

Exclusion often happens when schools and education systems reflect the prejudices and discrimination found in wider society. Consequently, the most marginalised children remain invisible to the education system. And just as they are invisible within society, they do not feature when the effectiveness of education is measured. For example, it is difficult to obtain concrete data about how many disabled children are out of school: estimates of disabled children excluded from education range from 25 million to 100 million,[13] with no clear data sources. This appears to be because very few governments have invested in finding the data, although reports against Education for All targets are produced every year.

Teachers are often not confident about working with children who do not fit their expectations of a 'normal' child, particularly where they have fears or prejudices about what such children will be like. But there are many practical ways of helping teachers overcome their fears of the unknown and helping them to work more closely with excluded children in a learner-centred environment. There are many practical guides and materials containing activities, tools and strategies to assist in training teachers. UNESCO toolkits, for instance, have been very useful for many inclusive teacher training programmes (see Chapter 8 for details). However, teachers in remote or resource-poor settings may not have access to these materials.

It is argued that books and manuals are not essential to inclusive teaching. Often it is more important simply to believe in all children's capacity to learn, and to create an atmosphere where teachers are encouraged to support each child according to his or her learning needs.[14] School systems need ways of helping teachers to improve their professional practice and meet the needs of a diverse range of children.

Participatory dialogue and planning approaches can have a big impact on overcoming prejudice and discrimination at local level because they bring mainstream and excluded populations closer together and focus attention on achieving all children's rights to education. Similarly, if parents and civil society groups come together to demand more inclusive education, then policies and practices based on prejudice and 'diversity blindness' can, and do, change.

Experience relevant to this question is shared in:

- Chapter 4: Building inclusive school communities
- 'Teacher training for inclusive practice', page 21
- 'Mongolia: Mobilising parents to raise their voices', page 43
- 'Peru and Brazil: Popular campaigns demand inclusive education', page 45

What are the main steps involved in building an inclusive education system?

There is a wide body of evidence illustrating what works at classroom, school and community levels to promote inclusive education (see Chapter 8 for related resources). An inclusive school or education system does not need a fixed set of characteristics, nor does it need to develop following a set formula. However, it is clear that those involved in running education need to take the principles behind inclusive education seriously and decide how best to work towards them in their context.[15]

Schools and authorities may believe that creating an education system that suits all children is too big and complex a task, even where financial resources are available. Education authorities may introduce very positive and ambitious policy statements, but have no plan of action or resources for implementing them. Save the Children teams have found that government officials will sometimes refer to the projects of a few NGOs, saying that they are supporting such projects and watching the outcomes with interest. But governments may defer taking responsibility for these projects and implementing their lessons on a larger scale, sometimes through lack of knowledge about what implementation 'looks like'. It is, therefore, helpful if policy-makers and planners can learn about good practice within and outside their countries.

Another reason why people within education may make little progress towards inclusive education is that they don't know what changes would make the biggest difference. Creating opportunities for dialogue between those excluded from education and those with the power to make changes in education can be most productive. In other words, implementing inclusive education principles is often a matter of working towards responsive schools.[16]

In many settings, the voices of marginalised learners are rarely heard or considered in education planning, delivery and resourcing. This is particularly true for children from the most marginalised groups, whose priorities are often not heard and whose interests are least prioritised. Even where authorities listen to children's views, education systems often do not allow schools to make changes in response to marginalised learners' needs. Education financing frameworks should be able to provide resources in response to newly identified needs, and flexible, transparent funding should be available at grassroots level. Those running an education system should consult marginalised children and other stakeholders in order to:

- identify the barriers to education which particular groups experience
- discuss improvements that can be made
- assess whether positive progress is being made.

Civil society organisations should demand and facilitate participation in education decision-making for the most marginalised. This process can be made more effective if broad, yet realistic, cost indications can be attached to such demands.

Experience relevant to this question is shared in:

- Chapter 4: Building inclusive school communities
- 'Kyrgyzstan: Negotiating reform', page 38
- 'Peru and Brazil: Popular campaigns demand inclusive education', page 45
- Chapter 6: Addressing financial barriers to inclusive education

3 Targeted initiatives for the most excluded children

One way to bring marginalised groups of children into education is through targeted initiatives to make it possible for them to go to school. Examples include:

- scholarships or stipends for the poorest children to cover the direct or indirect costs of education
- social protection schemes that ensure children are healthy and well fed so they can get to school and concentrate once there
- local campaigns to raise community awareness that all children can and should go to school
- negotiation and/or legal action aimed at employers to give working children time and support to access schooling.

As well as boosting access, it is crucial to look at what happens inside school. In reality, the way teachers, curricula and school rules operate often deters certain groups of children from staying in education. To combat inflexibility and discriminatory attitudes in schools, targeted approaches are likely to be needed as a short-term measure.

The case studies in this chapter describe approaches that aim to improve education for children who are marginalised or excluded from the education system because of:

- language
- disability
- gender
- ethnicity
- conflict.

At the same time as working on targeted initiatives, it is important that programmes address the policy and resource barriers that contribute to children's exclusion. Without this, there is a risk of working to 'make the child fit the school', or developing detailed project approaches for children with particular needs that are not appropriate for the wider education system.

Language barriers

In recent years, many Save the Children education programmes have increasingly focused on the issue of minority ethnic children who struggle with school because they do not speak the language used in class. This often happens in remote rural, often mountainous, settings where the most marginalised ethnic groups tend to live.

There are various causes of the linguistic barriers that minority ethnic groups face, most of which stem from an inappropriate policy framework, or discriminatory assumptions underlying the way in which schools and teachers are managed. Sometimes the teacher speaks the same language as the children but has been instructed not to use that language in favour of the official language of instruction. In such cases, there are usually no local-language learning materials available. Teachers may spend a great deal of time translating materials into the local language, thus slowing down the learning process. This is often the case in west and southern Africa, for example, where former colonial languages are used as the official language of instruction.

In other settings, particularly in Asia, the teacher may not speak the children's language. In parts of Bangladesh, for example, teachers often turn away minority children because they cannot speak Bangla. Drop-out rates from school for children without Bangla as a first language are double the national rates (60% as opposed to 30%).[17] In Vietnam, few minority ethnic students complete a full education and become teachers because it is difficult for them to learn and pass exams in the majority Kinh language. The teacher allocation system also means that teachers from another language group are often posted to remote highland areas, even when they do not know the local language. Local and national education officials tend

to be wary of attempts to reduce the use of Kinh in schools in favour of local languages, as they are concerned that using multiple languages in schools will devalue Kinh as the language of national unity.

Language barriers also exclude disabled children from mainstream schools. For example, blind children are unable to read standard classroom materials, and Deaf children need visual forms of communication such as sign language.

Vietnam: Introducing bilingual teaching

In the areas of Vietnam where many minority ethnic groups live, several different languages are spoken. Because these languages have been excluded from official use, many no longer have active scripts, making it difficult to use them for teaching.

At preschool level, Save the Children has been working with local women in highland communities who have primary or secondary education, building their skills as teaching assistants so that each class can have a resource person who speaks the children's language. These 'key mothers' work with teachers to ensure that lesson content is relevant, help adapt the curriculum and textbooks to the local reality, and support the use of active play and learning techniques. Key mothers introduce new teaching content to pupils in the local language, and the teacher afterwards introduces some key words in Kinh relating to that content. To prepare children for primary school, Kinh is introduced verbally and children are familiarised with Kinh letters.

Minority ethnic teachers and an appropriate curriculum

Between 2004 and 2006 the Vietnam programme successfully trained 50 key mothers from minority ethnic communities as preschool teachers. After a year of lobbying, these 50 teachers were recognised as qualified teachers by the provincial government, which meant that the provincial authorities took on payment of their salaries.

During the same period, the programme designed a new preschool curriculum and learning materials relevant to the lives of children from minority communities. In 2006, two other provincial governments replicated the adapted preschool curriculum and teaching methods approach for remote minority areas. The Save the Children team then persuaded the Ministry of Education to approve the new curriculum nationally for schools in minority ethnic areas.

However, one or two years of multilingual education in preschool is not enough to help children cope with using Kinh when they reach primary level. It certainly does not ensure the growth of essential cognitive and linguistic skills, which are best developed in the mother tongue in order for children to learn effectively.[18] The government is now looking for practical solutions to address education needs in different languages, testing locally relevant approaches to fit Vietnam's situation. Save the Children intends to offer a model to the government for progressing towards multilingual education.

Bilingual teaching for young children

Save the Children has developed a new phase of multilingual education in preschools and primary schools. It is building capacity to strengthen local languages in schooling and to teach bilingually. Local languages will be introduced, as far as possible, in preschools and primary schools. A network of bilingual community teaching assistants, including key mothers, is now working in partnership with teachers. Teaching assistants can interpret for the teachers, but the main focus of their role is on developing, in genuine partnership with teachers, active learning activities that will stimulate and improve children's mother tongue and Kinh language skills. Teachers improve their local language skills through language courses and supported communication with local people.

Children are showing much more engagement in class and greater familiarity with Kinh than children taught solely by a Kinh teacher. It is expected that children learning through this approach will progress through school more easily. This will hopefully encourage education authorities to allow progressively more teaching in local languages.

Education and donor officials have seen the benefits of bilingual team teaching. As a result, minority teaching assistants have been recruited to a large aid project to improve primary education for minority ethnic communities.

Learning points

- The existing teacher training system is not ready to support minority ethnic women to become teachers. Most have not reached the level of schooling currently needed to qualify for standard teacher training. The teacher recruitment system involves placing centrally trained and recruited teachers in different places, without sufficient consideration of ethnicity. New government preschools and primary schools in minority areas are therefore still receiving teachers who do not speak the local language.

- Where minority ethnic women are recruited as teaching assistants, they are often not getting all the training and support they need. In many cases, they are not receiving salaries which compensate them for the amount of time they work. This has worrying implications for the 'bilingual team teaching' model. Giving minority teaching assistants a stronger voice in how they can advance their teaching careers is a key priority.

- To address these issues, Save the Children could have made more effort earlier to influence those who direct the national teacher training system. Save the Children now needs to focus more on barriers to training and placing minority ethnic teachers in minority ethnic areas. The programme may try to influence the government to change the existing teacher training system. This will require time, and sensitive collaboration with donors and government.

Bangladesh: Setting the foundations for multilingual education

Among children in Chittagong Hill Tracts (CHT) in Bangladesh, who are unable to learn in their own language, the drop-out rate from primary schools is double the national average. A key challenge has been that many people do not know that bilingual or multilingual education is possible, and are not sure how do to it.

National strategies and plans such as the Poverty Reduction Strategy and the formal primary education plan recognise education in local languages. In three districts of CHT the local authorities are keen to move towards more teaching in local languages. However, because there is little practical support for multilingual education, headteachers and teachers are often not aware of these strategies and plans. They are unsure how to teach in local languages, especially when there are almost no literacy or teaching materials available in indigenous languages.

Why multilingual education? Barun's story

Barun, aged 8, is currently in class three at a non-formal primary school in Khagrachari district. He is from the Tripura ethnic community. All the books in his class are in Bangla, the lessons are taught in Bangla, and the teacher does not speak his language. From the very beginning, Barun did not understand the lessons or books because he had only spoken Tripura at home and had no exposure to Bangla. If Barun did not understand the teacher's question, he would say he did not know the answer. This often led to the teacher punishing him by pulling his ear.

Barun says, "I will attend school regularly and enjoy my classes if the teacher speaks to me in Tripura."

Mother-tongue instruction in pre-primary education

A multilingual education programme was launched in 2006, after months of consultation with local NGOs and decision-makers. The first phase of the project focuses on pre-primary education, particularly as pre-primary provision is sparse in the poorest areas. Sixty pre-primary education centres have been established – seven based in existing schools and 53 based in communities. The project works with three communities – Chakma, Marma and Tripura. The pre-primary centres offer an active learning environment where children's mother language is the language of instruction. Pre-primary teachers from indigenous communities were recruited by the communities on the basis of set criteria. Teachers were trained in active learning approaches, with a focus on developing children's learning through their own language. Communities contributed to construction and are responsible for the running of the centres. Each centre has a management committee made up of adults and

children from the community, with an agreed mandate to respond to the views of all in the community for the running of the centre.

Working with the community to develop appropriate teaching materials

The project team undertook several participatory exercises with local communities and teachers to produce appropriate teaching and learning materials. In some cases this started with community members agreeing a script to be used for their language, as not all of the three languages had recognised and agreed scripts. The team then developed:

- alphabet charts for the three languages
- books with words and simple stories
- 'big books', used to tell local stories and encourage children to describe what is happening in the pictures
- listening stories and picture cards for teachers to use in class.

The team gave all the pre-primary centres a basic set of learning materials like building blocks, bamboo sticks and beads for maths, geometric shapes and puzzles.

In open meetings, adults and children from the communities reviewed the materials and gave feedback on them. After the materials were agreed by the communities, they were produced on a larger scale for the pre-primary centres. Once the materials are trialled in the classroom, they are revised on the basis of children's and community's comments and some will be formally published.

Mother-tongue teaching has positive results

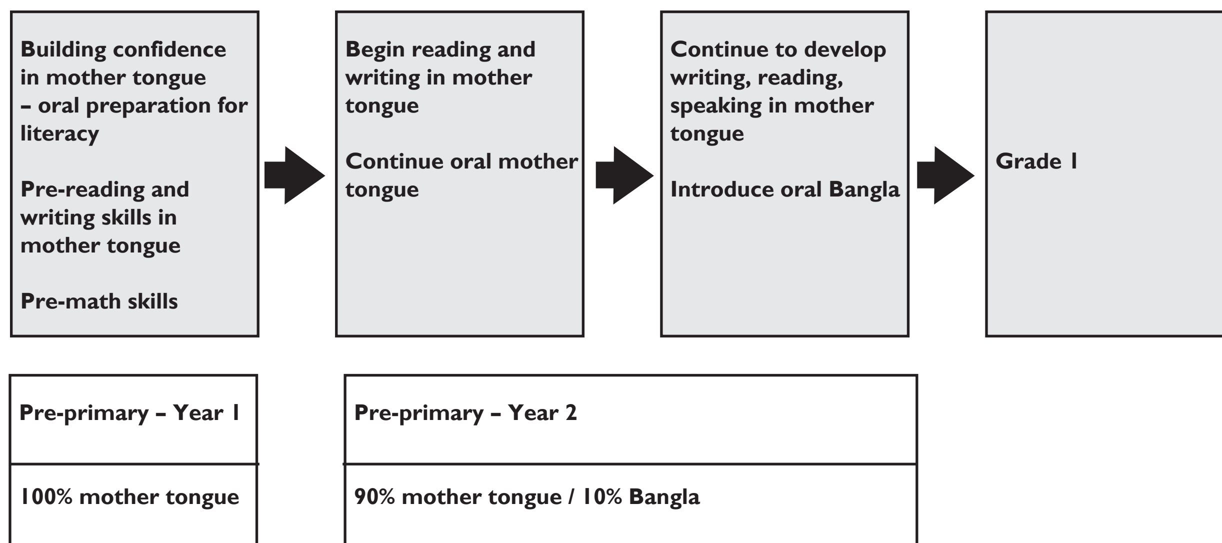
The 60 pre-primary centres were opened in March 2007. Now 1,259 indigenous minority children (50%, or 631, are girls) are enrolled in an education programme in which the teacher uses a language the children know and understand – their mother tongue. These children, like most indigenous children, would otherwise have no opportunity to learn in their own language. As the project progresses and children build a strong foundation in their language, they will be supported to gradually learn Bangla so that they have access to the dominant national language.

The father of a pre-primary student, Apusmoy, commented that, "Before establishment of the mother tongue-based preschool I used to teach my son at home sometimes. But he was not attentive in learning. The mother tongue-based preschool has brought a lot of changes to my child. He is now very attentive to his lessons… Sometimes he goes to school early in the morning without even taking his breakfast."

Apusmoy says, "My teacher teaches us very carefully… There are a lot of toys to play with in the classroom… I want to be a school teacher in future."

Cooperative relationships have been developed between the new pre-primary centres and government primary schools. This should enable multilingual education to be brought gradually into primary schools once school officials see the positive results from the preschools. Many communities are initiating their own activities to improve education locally, such as repairing

Figure 3.1 How multilingual education will progress in the project



and improving school buildings, setting up children's groups and recruiting teachers. The project's progress and the relationships generated by the indigenous district authority (Hill District Council) have resulted in approval for the project to work in primary schools in the district. However, because of the strong military presence in the CHT, the political situation is sensitive, with conflict and instability between indigenous communities and Bengali settlers. Any dramatic change in the situation could hold up progress.

Mother Language First,[19] published in Bangla and in English, explains the key elements of the approach so that education officials and policy-makers in the CHT and other parts of the country are better informed about, and therefore more supportive of, early education in children's mother tongue. The next step will be to develop a full curriculum document for multilingual pre-primary education, with measurable learning outcomes and indicators, which could act as a template for multilingual pre-primary education elsewhere in the CHT and throughout the country.

Learning points

- Communities enthusiastically accepted and supported the initiative because it was relevant to their needs, and project staff established relationships of trust with both children and adults.

- Getting support to replicate the project's approaches outside the Chittagong Hill Tracts is likely to be difficult, as government and education authorities in other areas of Bangladesh are less committed to improving education for indigenous children.

- Investing time in building relationships with existing schools and government education officials at all levels was crucial for the project to proceed, and for it to lead to wider changes in schools.

- Building relationships of trust with the district authorities was essential. Negotiating good media coverage for the project was very useful, ensuring that education officials and policy-makers received a positive impression of the project and were willing to consider adopting project approaches more widely.

- Good media coverage also helped to raise awareness among mainstream society on issues that affect indigenous minority children in education.

Kalpesh Lathigra

Children learn sign language at the Anhui Rehabilitation Centre in Hefei, China. The teacher uses a curriculum developed by Save the Children.

China: Sign-bilingual education for Deaf children

In many parts of China, Deaf children are educated in special schools where teachers use a sign language developed by hearing people and based on the Chinese script. This is the equivalent of learning in an unfamiliar language. Traditionally, the emphasis has been on teaching Deaf children to lip-read and speak in order to communicate with hearing people.

Sign-bilingual pilot programme

Since 1999, Save the Children has been working in partnership with a small number of special schools to pilot 'sign-bilingual' education, developed for China with Amity Foundation.[20] A Deaf teacher is given access to Save the Children and other international NGO teacher training, and is supported to teach children in their own language – natural sign language, termed 'China Sign'. Chinese script is taught as a second language (using natural sign language as the medium of instruction), so that children can communicate in writing with hearing people and progress through the formal education system. Children are supported and encouraged to communicate with their parents through sign language.

The pilot projects are being run in a small number of special schools in Anhui and Yunnan provinces. The immediate impact of sign-bilingual teaching on children is dramatic. Children are progressing better in school, and are able to communicate with hearing people and more fluently with other Deaf children, because their language is being developed in the classroom as

well as socially. Children in the bilingual pilot classes are significantly happier and have higher educational achievements and communication skills than other Deaf children in the same schools. The attitudes of many parents and teachers towards the teaching of Deaf children have, as a result, been radically altered.

How to replicate the approach

One barrier to reproducing this approach is that the Chinese education system is not fully ready to accept disabled people as teachers. There are some Deaf teachers in China, most of whom graduate from one of three special education universities. Practice-focused teacher training is not usually available to them, however, so many of them serve as fine arts teachers at schools for the Deaf. However, the positive progress being demonstrated through sign-bilingual education, among other initiatives, is making a difference to attitudes within the education system. Save the Children is capitalising on this to demonstrate ways of enabling Deaf people to get the skills they need to teach the full curriculum in schools.

Save the Children worked with the China Disabled Persons' Federation to develop and fund a formal teacher training programme run by Beijing Normal University. The first session was held in 2006 and was the first professional teacher training to target Deaf teachers in China.[21] Deaf teachers running the sign-bilingual classes also joined the training. Five weeks' training will now be provided annually for five years, offering professional teacher training to the majority of Deaf teachers in China. The first workshop covers the development of special needs education in China and difficulties in implementing the new curriculum, as well as classroom techniques, teaching observations and sign language study. This has been a positive starting point in the teacher training system for Deaf teachers to become fully trained and able to operate in special and mainstream schools.

Chen Cheng, a seven-year-old Deaf boy, has been in the sign-bilingual experimental class for one-and-a-half years. His language abilities have greatly improved. Chen Cheng says, "I like sign-bilingual class. I feel happy here, and things learned are interesting. I like Ms Liao [the Deaf teacher of the sign-bilingual experimental class]."

Chen Cheng's mother was surprised by the changes in him. "He used to be introverted and bad-tempered. We felt it was difficult to communicate with him. After being in sign-bilingual class, he became more extrovert and better behaved. Gradually, we were able to communicate better with him. Everyone says he is bright and cute. He likes drawing and often tells us what he has drawn. Except for poor hearing and unclear speaking, he is not different from other boys – and even better than them in some things."

Xiaoxue attends the Anhui Rehabilitation Centre in Hefei, the capital of Anhui province, China. Xiaoxue is Deaf and is learning China Sign.

Kalpesh Lathigra

Learning points

- Progress towards getting sign-bilingual education accepted into national education policy is slow, as it opposes an existing approach and challenges deeply held attitudes about the education of disabled people. Only when strong evidence is collected over a number of years is it likely that the case for change will be widely recognised.

- Education teams have focused on frequent sharing of results at seminars across the country, using the media strategically and spending time on building relationships with officials. Work on this issue over a number of years has led to incremental changes, which are building in momentum. A significant shift in approaches to Deaf children's education now seems more likely.

- Working closely with special schools brings up conflicts for an agency focused on removing the barriers to inclusion posed by special, segregated education. The special schools are being supported to set up clubs and activities to help children to

socialise with children in mainstream schools and to learn life skills to enable them to live in society when they leave school. Nevertheless, this issue must be monitored so that barriers between special and mainstream education are broken down rather than strengthened.

Teacher training for inclusive practice

Teachers can work more inclusively if they see themselves as responsible for enabling all children to learn. A successful classroom is one that children want to be in, and this depends on children feeling welcome, supported and able to achieve. Teacher training programmes need to encourage and support teachers to strive for this goal.

Save the Children's teacher training work has two broad approaches:

- helping teachers to develop the skills required to meet the needs of particular groups of children
- giving teachers the confidence to be 'diversity-friendly'.

Somalia: Getting girls into school

During Somalia's prolonged civil war, the education system collapsed. In 2004/05, only 22% of the 1.6 million children of primary school age in Somalia were enrolled (28% of boys, 16% of girls), and there were no coherent ways for teachers to receive training or practice. High drop-out rates among girls were mainly due to expectations from teachers and parents that girls have less need for, or entitlement to, school than boys. As part of the reconstruction of the teaching and teacher training system, a strong emphasis on promoting inclusive attitudes and behaviour in teachers was therefore needed.

In 2005 Save the Children embarked on a teacher training programme in both Somaliland and Puntland, intended to be the foundation of a long-term teacher training system. This was designed to ensure that teachers worked in a child-centred and inclusive way. As well as being introduced to the principles and practice of child-friendly, learner-centred teaching, teachers are encouraged to work in mixed classes and end gender-based allocation of tasks such as cleaning and fetching water.

To revitalise teaching practice, the programme developed a curriculum that promoted alternative models of education for the most disadvantaged children, including girls and pastoralists. This was put into operation in Somaliland. The training curriculum fits within a unified teacher education curriculum and teacher education policy, which was developed with Save the Children and is in the process of being adopted by the respective governments.

Teachers trained in gender-sensitive education

During 2006, 2,000 teachers in Somaliland and 1,271 teachers in Puntland attended pre- and in-service training. Another 700 rural teachers and 300 urban teachers are undertaking a two-year in-service training course, with a strong focus on responding to the needs and diversity of all children. As a result of improved teacher behaviour and other supports, like girls' education groups, community awareness-raising and school rehabilitation, the proportion of girls enrolled in target schools has risen from 25% to 40%.

Agencies have been set up to form a support and monitoring structure for newly trained teachers. In Hiran, 26 teacher mentors, including headteachers, were trained. These mentors will coach and guide 200 teachers in teaching methods and approaches towards quality, gender-sensitive education. In Togdheer, the Regional Education Office has been funded and mentored to supervise and monitor primary schools in the region. Teacher Education Units in the Ministries of Education in Puntland and Somaliland have also been set up and supported to ensure ongoing technical development of teacher education.

Mongolia: Changing attitudes towards teaching disabled children

During the crisis in Mongolia sparked by transition to a free market economy, early primary school attendance collapsed from over 90% in the mid-1980s to 7% in 1992. Efforts were made to revive the sector, but even where more schools were becoming available, it was clear that disabled children were still excluded. Some disabled children had previously been in special schools, but as funding dropped, very few special schools remained.

Many families were ashamed of their disabled children, and kept them at home. The few disabled children who made it to school were likely to be turned away

Gantuul, 14, draws a picture for a visitor. Save the Children supports her teacher, Tserenhand, so she can give home-based education for children with serious disabilities in Dornod.

by the teachers. Teacher training colleges did not develop trainees' confidence in working with disabled children. Many teachers assumed that disabled children were ineducable in mainstream schools and therefore refused to teach them. Where disabled children did attend school, many teachers were unaware of their circumstances and needs, and provided no support for them. In addition, the limited reach of the health system meant that basic rehabilitation interventions, which can help disabled children participate more actively in life and learning, were not available to most families.

Training mainstream teachers to include disabled children

Save the Children ran in-service inclusive training sessions for teachers and parents of young children in Dornod, Hovd, Bayan-Ulgii and Bayanhongor *aimags* (provinces), as well as in Ulaanbaatar. The sessions focused on methodologies for teaching disabled children in mainstream classes. Several workshops have been run for teachers at different levels within the pilot *aimags*, including for preschool and lower primary school teachers.

The design and content of the training drew on the expertise of special educators who had been trained under the previous segregated education system. Their knowledge of ways to support learning and active living for disabled children was important. Involving special educators meant they did not feel shut out of inclusive education efforts, making it less likely they would resist change towards inclusive education in mainstream schools.

- Those who received the training were encouraged, and expected, to then train and support colleagues in their own school or kindergarten. In Bayanhongor *aimag*, for example, one teacher from each of the 28 schools involved in the pilot received training. Teachers were selected for the training on their the basis of demonstrated levels of commitment. Between 1998 and 2005, 1,600 teachers were trained in inclusive education approaches.

- Follow-up support to teachers in almost every school in pilot *aimags* was provided.

- Regular sharing of learning between schools was promoted.

A 2005 review indicated that teachers who were trained are convinced of the difference they can make for disabled children. They are more keen to work with parents, partly to show them the results of their children's progress and achievements, and partly to persuade other parents to bring their disabled children to kindergarten and school. There was a clear increase in the numbers of disabled children enrolling in preschool and primary school: from 22% to 44% in *aimags* where the approach was used.

Four teaching resource centres were established by 2005 at *aimag* level. These were based on an inclusive education resource centre established by Save the Children at the Institute of Education, the main pre-service teacher training institution. This resource centre is now supported by the Institute. These resource centres provide materials and advice on inclusive education practice for mainstream teachers.

Disabled children have expressed their confidence in coming to school because they are treated well by teachers. Parents and classmates of Deaf children have attended sign language classes as part of a programme to improve community support for disabled children. Classmates have enjoyed learning to sign and are happy to be able to communicate with and support their friends. Such processes contribute to further attitude change. Before, Deaf children were isolated within their families – now they are part of the community. The kindergartens and schools involved in the pilot

are promoting themselves as the best facilities in their community for disabled children and are encouraging parents to enrol their children.

Even if they moved to a different school, teachers who had done the training tended to be more motivated to stay in the *aimag* and continue to work in education. This has had the effect of further cascading the training, as they share their knowledge with new colleagues.

Two examples illustrate the positive difference the training can make on teachers' ability to work in non-discriminatory ways. In one school, a teacher who had *not completed* the training, but who was keen to support children with special needs, set up a separate seating area at the back of the classroom for a child with cerebral palsy. When asked by supervisors about children with special needs in her class, she brought the child out to the front of the class. By contrast, a teacher who *had completed* the training found discreet ways of supporting disabled children in her class so that undue attention was not drawn to them and they did not stand out as different. All the children in this class were participating in each activity according to their talents and personality. They were all given positive feedback for their contributions.

> **"Before the training, we didn't know how to plan the work or how to respond to the individual needs of the child – or even that there was a different methodology. We didn't understand about different levels of disability. We didn't know where to start." (Teacher in Bayanhongor)**

Teachers now plan their work with disabled children, instead of simply planning one approach for the whole class and leaving it to chance whether disabled pupils will benefit or not. Systems for monitoring the progress of disabled children are in place in schools where teachers were trained. There are individual plans for each child and greater emphasis on showing their achievements. The children's individual work plans are incorporated into the annual kindergarten and primary development plan.

Working with a limited health system

In Mongolia, the education system reaches areas the health system does not yet cover. Teachers are often, therefore, the only public service professionals with whom children come into contact.

The teacher training has evolved to help teachers develop skills for identifying and recording the particular characteristics of all their pupils. This gives them some knowledge and confidence to refer children to local health or social protection services when they think that physical rehabilitation, medical interventions or family financial support would help the child to be more effectively included in education.

Putting training into practice – one teacher's home learning initiative

In Bombogor *soum* (district) of Bayanhongor *aimag*, there are 30 disabled children; three do not attend school. These three have very severe impairments and live in remote parts of the countryside.

After being trained by Save the Children, a local teacher was particularly keen to reach these three children. She went to their homes to work with the families. Over time, she developed a package of materials for home learning. The children occasionally visit the *soum* centre, but mainly their parents come to the teacher for training and support so they can learn how to teach their children at home.

The school selected this teacher for the training because she was dedicated to educating all children, and they knew she would make the most of the course.

Western Balkans: Encouraging teachers to include disabled and Roma children

Since 2001, Save the Children has provided intensive in-service training in mainstream kindergarten and primary schools in Serbia, Bosnia and Herzegovina, Montenegro and Kosovo which are preparing to accept disabled and Roma children. The training is a way of overcoming teachers' expressed lack of confidence that they will be able to teach these groups, who have traditionally been excluded from education or educated in segregated, often lower-quality, special schools.

Much of the training focuses on teachers' and parents' attitudes, and on the practical implications of the principle that all children have the right to a good education. The training also emphasises the importance of treating each child positively, monitoring each child, and devising plans which will enable children to make progress in relation to their starting levels of skill, knowledge and personal attributes.

The training has demonstrated the value of teachers regularly spending time together to find solutions to the challenges they face in their work. A useful approach, introduced as a follow-up to the training, has been for teachers to form case management teams within schools. These teams are usually under the management of the school psychologist or pedagogue, a common post in many large schools. Teachers discuss the particular needs of pupils who are having difficulties coping at school, or whom teachers find challenging to support. Together they devise strategies they can try out, mostly involving close collaboration with parents, to seek their advice and find mutually supportive ways forward.

Aleksandra Babic-Golubovic/Save the Children

Esad, 11, a Roma boy, attends elementary school in a rural area of Bosnia and Herzegovina.

Due to changes in teaching practice, Dejan, an 11-year-old autistic boy in Belgrade, was able to go to school for the first time. After receiving inclusive education training, the class teacher spent time working with his mother to agree a series of steps to ensure Dejan had a positive school experience. Dejan's mother told the teacher that he would get distressed and disruptive when he experienced loud noises, and often would not respond to social interactions in a way that other children would.

In response, the teacher introduced activities into the class to explore how people respond in situations where they are uncomfortable, and how best to respond if somebody else is upset. Children were asked to welcome Dejan and not be alarmed if he became distressed.

When Dejan joined the class, other children welcomed him and reacted calmly when he needed to take quiet time to himself. The teacher did activities with the class around the fact that everybody is different and has different ways of behaving, and that everyone brings something positive with them to a group. The teacher modelled positive ways of interacting and reacting to different or unexpected behaviour. Extra classes were provided to help Dejan catch up with his education.

Dejan now receives encouragement and positive feedback from the teacher and his classmates, and is happy, confident and doing well in key subjects. The other children benefit from an atmosphere of increased encouragement and individualised feedback for every child.

Roma children

Once teachers have put inclusion training into practice with disabled children it has been relatively easy for disabled children to be accepted into mainstream school. However, it has taken longer to encourage teachers to accept Roma and other minority ethnic children into their classrooms, indicating that negative attitudes towards these children may be more deep-rooted. In several cases, teachers have been willing to accept or support Roma children only after the children's parents have demonstrated their commitment to education, for example, by attending school meetings.

These attitudes are far from the ideal of inclusive thinking. In Bosnia and Herzegovina, Save the Children has therefore been piloting anti-bias training packages, delivered as part of *Index for Inclusion* projects (see Chapter 4). Short training sessions take place in the school. These encourage teachers to examine their attitudes towards those who are different from themselves. Teachers reflect on what being a teacher and being part of a school used to mean, and what it now needs to mean if schools are going to reverse the discrimination that they have, in the past, fostered. These training packages are being adapted to help teachers recognise and put an end to discrimination on the basis of ethnicity, which has become increasingly prevalent since the recent conflict.

Summary of key learning points

- Many education practitioners are aware that inclusive teacher training will only have an impact where school principals want to see change happen, and/or where a significant number of teachers and pedagogues are willing to take on new ideas. In China's Yunnan province, for example, the in-service teacher training package developed by Save the Children is only offered to schools willing to train 75% of their teachers. Careful selection of the most committed teachers to attend the Mongolia training ensured that the new knowledge was used. These teachers then acted as advocates and motivators among colleagues and communities.

- In-service training aims to give teachers ideas on how to support disabled children – practical ideas they can test in their classes. However, it is even more vital that training encourages and enables teachers to consider attitudes and behaviours that are most helpful in providing a genuinely inclusive education.

- Work with teachers in Somalia showed that, in many ways, getting structures in place to promote inclusive teaching is more straightforward where existing teacher training systems are weak or non-existent. This was helped by building long-term and supportive relationships of trust with education authorities and professionals at all levels in Somalia.

Almedina Haljiti, 11, in class in a school that gives Kosovar Roma children access to mainstream education, supported by Save the Children

4 Building inclusive school communities

Community participation can lead to stronger demand and capacity at grassroots level for more equitable education. Many NGO and government projects are working to set up school management committees, establish better relationships between teachers and parents and teachers and children, and link communities with local government so that people can express their needs in relation to education. When genuine relationships are built up between teachers, children, parents, other community members and local education managers, inclusion and quality can improve dramatically. Thinking of these groups of people as a 'school community' can be helpful.

This chapter describes three participatory processes or tools which have been used to develop schools that work better for excluded children:

- Community-based Education Management Information System (C-EMIS)
- child-led standards for schools
- the *Index for Inclusion*.

Community-based Education Management Information System

C-EMIS is a tool which helps community members, children, parents and teachers to come together, collect information on barriers to education, look at the causes and identify solutions. Often, the main concern of C-EMIS is to obtain information about the number of children not in school and reasons for this. Schools then develop local community action plans that address the problems.

C-EMIS can also collect data about how to improve the quality of education. For example, there may need to be:

- changes to schools' infrastructure
- teacher development
- adaptations to the curriculum to make education more relevant.

C-EMIS is intended to be a two-way information and planning tool. The data analysis done at school level is designed to be used by education authorities at all levels for monitoring and planning, and should lead to better targeting of resources and support to schools.

The system was designed by experts in India and has been developed by Save the Children in south and central Asia. This section describes the general way that C-EMIS is used, from community level up to the level of education authorities.

How the community gets involved

The C-EMIS process is often facilitated by a local NGO or community leaders and education authorities. First, facilitators will ensure that people in the community understand that all children have the right to education. Then small groups of children and adults carry out research into the community and the school – finding out which children aren't in school and why, and how the quality of education could be improved. The emphasis is on giving a voice to the most excluded or hidden members of the school community.

Community maps

Each group usually produces a resource map of their community, often using locally available materials, in a process similar to Participatory Rural Appraisal.[22] The map identifies the households surrounding the school and highlights where children live who are not in school or who are having trouble with their education. Other children usually have the best knowledge of this, and their input is therefore extremely important. The map also shows other resources and features in the community.

Groups present their maps to the community and use them to explain what they see as the biggest issues for ensuring local children receive a good education. The community agrees which issues they can work on themselves, and which issues will require help from the local government. Action plans and personal commitments are developed for both.

The groups who produced the initial research and analysis come together on a regular basis to implement their action plans and review results. In many cases, it is these meetings which make the most difference to the success of C-EMIS at community level. Local education officials must take part in community meetings. The meetings offer a way for different groups in the community to encourage each other and to hold various members accountable for improving how the school works and which children are included. In this way, the school becomes a genuine community institution.

Influencing change at higher levels

All records of these processes are kept within the community, usually in the school. Copies are made of the materials produced in the research and the written summary of the emerging issues. These copies are given to the local education office and a process of response is negotiated. The community information is then fed into local education records and becomes part of a national Education Management Information System (National EMIS). Problems that cannot be resolved in the community, such as a shortage of trained teachers, are passed to the local education authority along with the village data. This enables local government to plan its investment in education in response to real needs, and should feed into national education planning.

The district education authority collects data from local education groups, and is expected to solve problems through a district education plan. District education authorities forward their plans to central government; these should be part of the annual national education plan. The information produced by C-EMIS should be integrated into the national EMIS, if one exists.

C-EMIS can help governments to ensure the equitable distribution and efficient use of scarce resources. The process can be used in the planning of a new school. The community can help with decisions about where the school should be sited, how big it should be, what design would be best, and how the school will meet the community's priorities. When carefully facilitated, such processes can result in much more efficient school construction processes, and much better use of the school once it is open.

Nepal: Early development of C-EMIS

In the 1990s vast numbers of Nepal's children were not in school. Local explanations focused on poverty, and the suggested solution was often a lengthy, expensive poverty-reduction campaign. However, Save the Children staff noted that even in areas where money and scholarships had been provided, some children still did not attend school. There were several factors leading to this very poor educational access:

- Caste, gender, disability or geographical isolation led to social exclusion.
- Cumbersome bureaucracies, with no structures for community involvement, cut officials off from local realities and from possible solutions to educational inclusion.
- Education data collection was top-down, with parameters set by central government's needs and not by local managers and teachers. The system focused on the school, not the child: aggregate data was therefore limited to school-going children.
- There were no structures for community involvement. Children, parents and communities played no role in educational management and they were unable to check school data and information.[23]

Education support systems

In the late 1990s, Save the Children UK developed a simple system of education support mechanisms, with children at the core. In each village, no matter how remote, there was always someone – whether farmer, parent, teenager or teacher – who wanted to be involved. Staff met with enthusiastic community members, particularly parents and teachers, to discuss the obstacles to education that disabled children faced and potential solutions.

Save the Children supported a number of local NGOs to develop ways of linking these committed people – children and adults, women and girls, disabled people and low-caste Dalits – to the government administration. These 'motivators' and role models took the lead in generating community-based solutions to problems of lack of access to education, and were linked with the education system through a network of relationships and information flows. Communities came

together with local NGOs and government agencies to promote access to school for disabled children, girls and Dalits – initially, one excluded group at a time in each location. As more excluded children entered school, they were seen as role models to show that all children can be included.

From local improvements to wider education system changes

Locally, there were many positive changes:

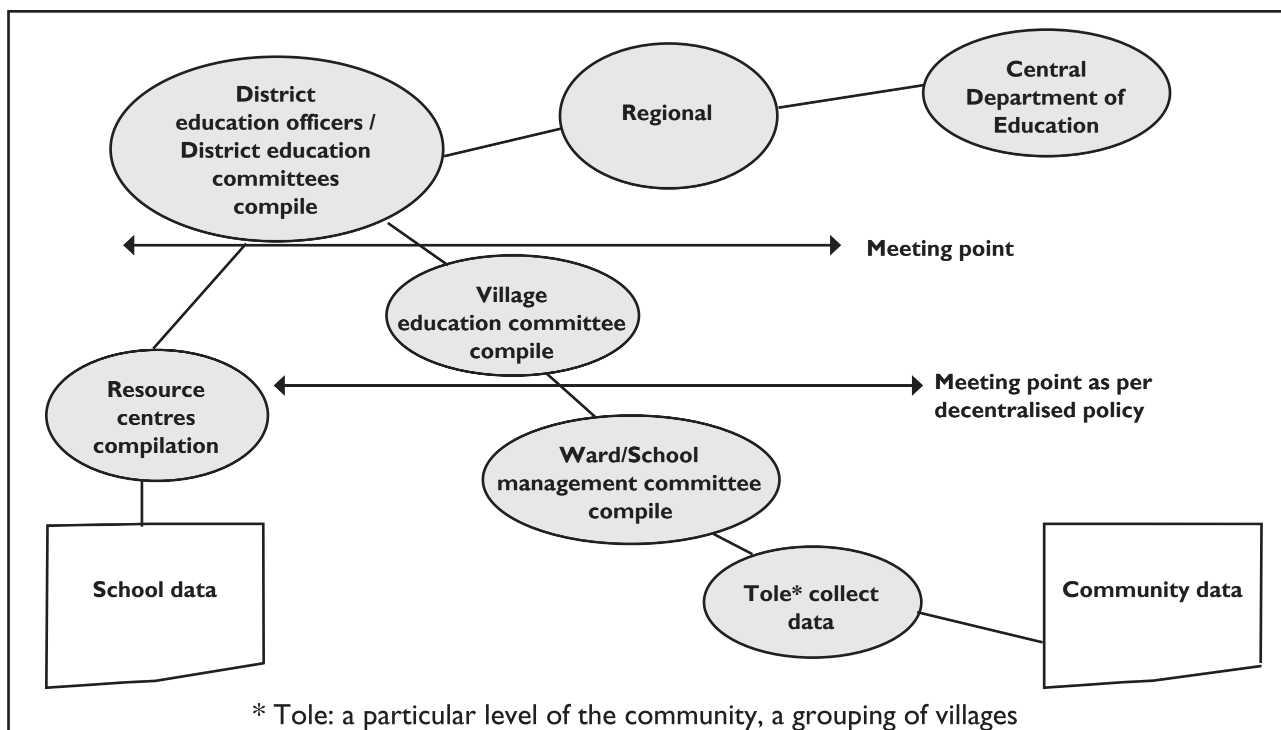
- Some community groups made changes to physical obstacles for disabled children – such as steps or inaccessible toilets.
- Where children were dropping out of school because of poor teaching, local NGOs trained staff on different teaching methods and encouraged them to provide extracurricular activities.
- District authorities either allocated resources or made commitments to allocate resources.
- In several communities, as more parents brought their disabled children out and asked for assistance, teachers became more sensitive about classroom arrangements and teaching styles, and children supported their disabled colleagues with a growing appreciation of their abilities.
- Local education plans prioritised the provision of school uniforms for disabled children, and special courses such as sign language and Braille were offered to teachers.

However, people quickly recognised the need to make these changes happen on a larger scale throughout the education system. Save the Children adopted a strategy to change the way the government researched and planned its education services. The Nepal programme decided to build C-EMIS into its existing work in order to use its systematic approach to data collection and mobilisation. The C-EMIS programme in Nepal made links with the government at all levels.

A collaborative C-EMIS project started in one village in Surkhet district in February 2000. Community members went house to house to collect information about children's education, and then formed local groups to work on solutions to the problems identified. The information was passed through each level of local organisation up to district level. The Ministry of Education was impressed with the data and decided that the project should be extended to cover the entire district by the end of 2002. The government took a keen interest in the project's progress and soon formalised many of the groups created by the project.

This process led to a marked increase in school enrolment. Communities became much more aware

Figure 4.1 EMIS information flows in Nepal



of the importance of education, and recognised their role and responsibilities in solving problems. District education authorities became more responsive and supportive to communities and schools. By 2003, 40 village development committees were using C-EMIS, and its use continued to expand into other districts.

Originally, C-EMIS in Nepal focused on access to school. But as more children enrolled, classes become crowded and there was a risk that teaching standards might decline. Education committees and the district education officer responded to this problem and requested resources from the regional education authorities for more classes, more teachers or better training.

Requesting support from beyond the local level for needs identified through C-EMIS became an integral part of the C-EMIS process. This ensured that regional resources were distributed more equitably and more efficiently, and used according to need. School-based problems were passed regularly on to the district education office and up to the Ministry of Education.

C-EMIS took root in Nepal partly because of the strong sense of voluntarism in extremely poor communities. However, Seel[24] suggests that the disruption caused by conflict in recent years has undermined attempts to use bottom-up information from school development committees strategically across the education system. More information is needed on the current impact of C-EMIS in Nepal.

Tajikistan: Fulfilling the potential of C-EMIS

In Tajikistan, very few of the poorest children, those in remote areas, girls, working children and disabled children were attending school. Most children with disabilities were not allowed to attend school and there were many barriers to full participation for children, especially for girls in secondary education. Many schools lacked toilets, drinking water, playgrounds and materials. But there was no qualitative information on why children were not registered, why they attended irregularly and why they dropped out. Nor was there any mechanism to involve the community in resolving problems. Save the Children developed the C-EMIS method in Tajikistan to produce more rigorous data and to use as a research and analysis tool.

Each community involved in the programme formed a school development committee and a children's group. These two groups worked in tandem to record which children were in and out of school, and their characteristics, and which children were at risk of dropping out. Between 2004 and 2007 groups were formed in 150 communities. Group members received training in data collection and analysis, planning, project proposal development, gender, inclusion and child rights issues. During the training, participants reviewed and agreed formats and methods for data collection which were tested by Save the Children and shared with education authorities.

C-EMIS refined

At first, community groups collected information at community meetings, but in the second year they realised the data was not accurate enough. So now, an adult from the school development committee and a child from the children's group visits each household in the community. The child and the adult interview the children and adults in the household separately, finding out which children are not in school and whether there are any discrepancies between adults' and children's view of the reason. In many cases, adults would say they were keen for their child to go to school, but the child would say that in reality their parents wanted them to work, or were prioritising the education of another child.

Another addition to the C-EMIS model was that the children's groups started collecting daily attendance records. Children attending less than 15 days a month were deemed to have dropped out of school. The two-person research teams would then visit the households of at-risk children and find out why they weren't attending, and work with the parents and community to overcome the barriers they were facing. Solutions have ranged from organising extra help with homework to creating funds to help the poorest families take their children out of work and into school.

The adult and child groups then triangulated and recorded the information from the three sources (community meetings, household visits and attendance records). The results in the third year gave a much more accurate picture of how many children were out of school or at risk of dropping out, showing that more children were out of school than had been thought – even though the records showed school attendance steadily going up due to the community initiatives over the previous two years.

Increased support for disabled children and teachers

Save the Children worked with local authorities to ensure the education system provided support for disabled children. Authorities organised mobile rehabilitation and consultation services, and provided disability aids to children with special needs to help them do better in mainstream education. A quarter of the disabled children identified received home visits from teachers. The provision of these entitlements made a big difference to attitudes about whether disabled children could participate in education and in social life. In the communities involved, children with disabilities are now seen much more outside their homes. They take part in a range of community events, and 445 disabled children attend mainstream school. The C-EMIS research process identified concerns about teachers' ability to work constructively with a diverse range of children. Save the Children worked with education authorities to ensure that 3,500 teachers were trained in child-centred interactive teaching methods, facilitation skills, positive discipline and inclusive approaches. Most teachers are still using these skills, and many have developed their own low-cost teaching materials and passed on their skills to other teachers through school cluster meetings and mentoring visits.

As a result of these initiatives 2,501 children (1,557 girls and 944 boys) who had dropped out of education were brought back into education. In one year, a 54% improvement in the attendance rate was recorded in the programme areas.

> **"Lot of changes happened since the intervention in our school. Attendance increased from 60% to 97%. Some qualified teachers came back, the infrastructure improved through the support of small projects and parents pay more attention to child education, participate in school events and school problem solving."**
> **(Member of Community Education Committee, School No. 41)**

Database development

Another extension of the C-EMIS approach has been the development of an Access database to analyse community information. Because most schools have access to electricity and a computer, the school development committees and children's groups have taken responsibility for entering their data on to the database. District education officers also have access to the database. The database allows for:

- simple extraction of household, child and school profiles
- community education plans and resource requirements
- detailed breakdowns of the factors in exclusion from school.

Data can be aggregated across schools and broken down to reveal specific causes of non-attendance. With quantified data, communities can think through causes and solutions collectively.

C-EMIS data across the programme shows that both adults and children cite health concerns as the key cause of 30% of school absences. This finding breaks down on the database to reveal the causes of health concerns as a combination of:

- schools being up to 10km from children's homes
- deep snow in winter in mountainous areas
- lack of resources for heating schools and repairing windows
- very few health services accessible to poor families.

This means that children either get ill from walking miles to school and sitting in cold classrooms in wet clothes and miss school, or are kept at home by parents to avoid illness.

Identifying resource needs

District education officials have been using the community plans to prioritise their resources. Where a C-EMIS plan highlights the need for school furniture, for example, district officials have ensured that the school is prioritised when a new furniture shipment arrives. But officials should be going further and using community plans to lobby for sustainable funding. Because officials do not feel empowered to do this, the schools in the project are not receiving the resources they need to keep in good repair, and no funds have been forthcoming to provide education closer to children's homes.

National education funding structures require local authorities to raise money for school rehabilitation, and there is no extra support for the poorest areas. C-EMIS has revealed that inequitable education financing is one of the biggest barriers to inclusive education.

The accuracy and simplicity of the C-EMIS database means it is viable for integration into the national EMIS system currently being developed. Where a computer at school or community level is not viable, the information from C-EMIS can be recorded on paper and copied to the nearest relevant education authority that has computer access.

Local school communities will now need to demand accountability and responsiveness from education authorities in response to their funding and support needs. The Tajikistan programme is encouraging local education departments to take a more active role in supporting and monitoring C-EMIS. It will be important to lobby local government so that community education groups can achieve registration as local organisations, to ensure that the C-EMIS plans they submit to local government are considered in annual planning and budgeting processes.

India: Children setting standards for schools

Save the Children in India has promoted the participation of the ‘school community’ in the process of developing more inclusive and flexible education. Programmes have set up school management committees and helped to establish better relationships between teachers and parents and between teachers and children. Partner NGOs have linked communities with local government so that people can express their views about what is needed in relation to education. These processes are extremely effective and low-cost ways of making schools more inclusive.

Save the Children’s India programme worked in the states of Andhra Pradesh and Orissa with local partner NGOs to enable children to take a strong role in the management of primary schools. This was done by forming children’s committees in each school.

Girls are strongly represented on the committees and disabled children and other socially excluded groups are encouraged to join. Committee members are

Children at a village school in Jilledigunta, Andhra Pradesh, India

usually aged 10–14. A facilitator, usually from a local NGO, supports the committee. A parents’ committee also works with the children’s committees. It is often based in existing organisations such as village education committees or parent–teacher associations. Figure 4.2 shows how children’s committees work.

Everyone encouraged to suggest improvements

The children’s committee makes a list of behaviours they think teachers, parents and children should follow in order to provide good education for everyone. Changes in teacher behaviour often include things like turning up to school on time or explaining lessons better to students. The committees also work with teachers to identify what parents should do to support their children’s education – eg, helping children with homework or making sure they send children to school. Teachers, children and parents then make a list of things children should do to help the school work effectively, eg, paying attention in class, coming to school or helping other children. These lists of child-led indicators are placed on the classroom walls and form core standards against which the school is judged by the local community, especially children.

As part of an agreed plan to work towards these standards, the children’s and parents’ committees meet regularly and discuss ideas for improving the work of the school. A suggestions box is set up in the school. Everyone, particularly children, is encouraged to post suggestions in the box anonymously. Each month the children’s committee meets to read through the suggestions in the presence of the children in the school, the teachers, community leaders and parents. The children prioritise which suggestions should be acted on, and develop a plan with the teachers and community to make them happen. If they struggle for ideas, the NGO facilitator makes suggestions.

Children from the children's club at a village school in Jilledigunta, Andhra Pradesh, India spoke to 44 girls from the village who were not attending, and to their parents and relatives. Soon afterwards, all 44 girls started going to school.

Each member of the children's committee has a particular focus, with at least one child being responsible for advocating on behalf of excluded children. This child might organise community dramas about the right of all children to go to school. Alternatively, he or she might go directly to the family of a disabled child and encourage them to send their child to school. The committee member will then work with the teacher and the NGO to ensure that the disabled child is well supported in school. At least one other member of the children's committee is responsible for finances. He or she identifies the resources available to the community and the school for improving the learning environment, and produces budgets for community projects to improve the school. The children's committee often advocates for funding to take forward school improvement plans, requesting support from local education officials.

Knowledge about budget allocations is particularly powerful, as communities can then push to receive what they are entitled to rather than begging for extra resources. Where resources are not available to support an activity, the local NGO can help the children's committee to lobby the local education office for more funds. If NGO staff know what budget the school has been allocated for school improvements, they can help children and parents to lobby for the teachers to receive it.

Representatives from school committees have formed district-level children's education committees which identify the priorities for improving education and ensuring that all children can go to school. Save the Children and its partner NGOs have successfully supported district committees to lobby district education offices for more funding allocations to improve school facilities and enable the poorest children to go to school.

Children undertake awareness-raising

Many of the children's committees have engaged in local awareness-raising and campaigning on social concerns that are important to them, such as child marriage. Early marriage can lead to drop-outs and exclusion from education, especially for girls. The committees' efforts have resulted in a number of child marriages being prevented. Children have persuaded local families to stop making their children go to work instead of to school.

Scaling up

The number of schools using the 'child-led indicators' approach in Andhra Pradesh and Orissa has risen from 175 to 400 between 2006 and 2007, and further expansion is expected. Save the Children encouraged key education officials to see the benefits of the child-led indicators approach in schools. As a result, UNICEF and the Orissa state government have begun to implement this model across the entire state. In August 2007, the government of Andhra Pradesh issued instructions to introduce the concept of suggestion boxes and children's organisations in all schools.

The programme has been used by Save the Children to produce an aggregated framework at state level of minimum standards for school quality, based on common indicators drawn up by children's committees and on consultation meeting with a large number of children. This core list of standards can be used to monitor schools and draw attention to any shortcomings in education provision at a higher level in the education system.

Parents' committees have been particularly valuable in holding teachers and other parents to account against the standards developed by children. They have met with teachers to request improvements in their behaviour. Teachers have responded by coming to work on time, preparing better for class and using less corporal punishment. However, perhaps because

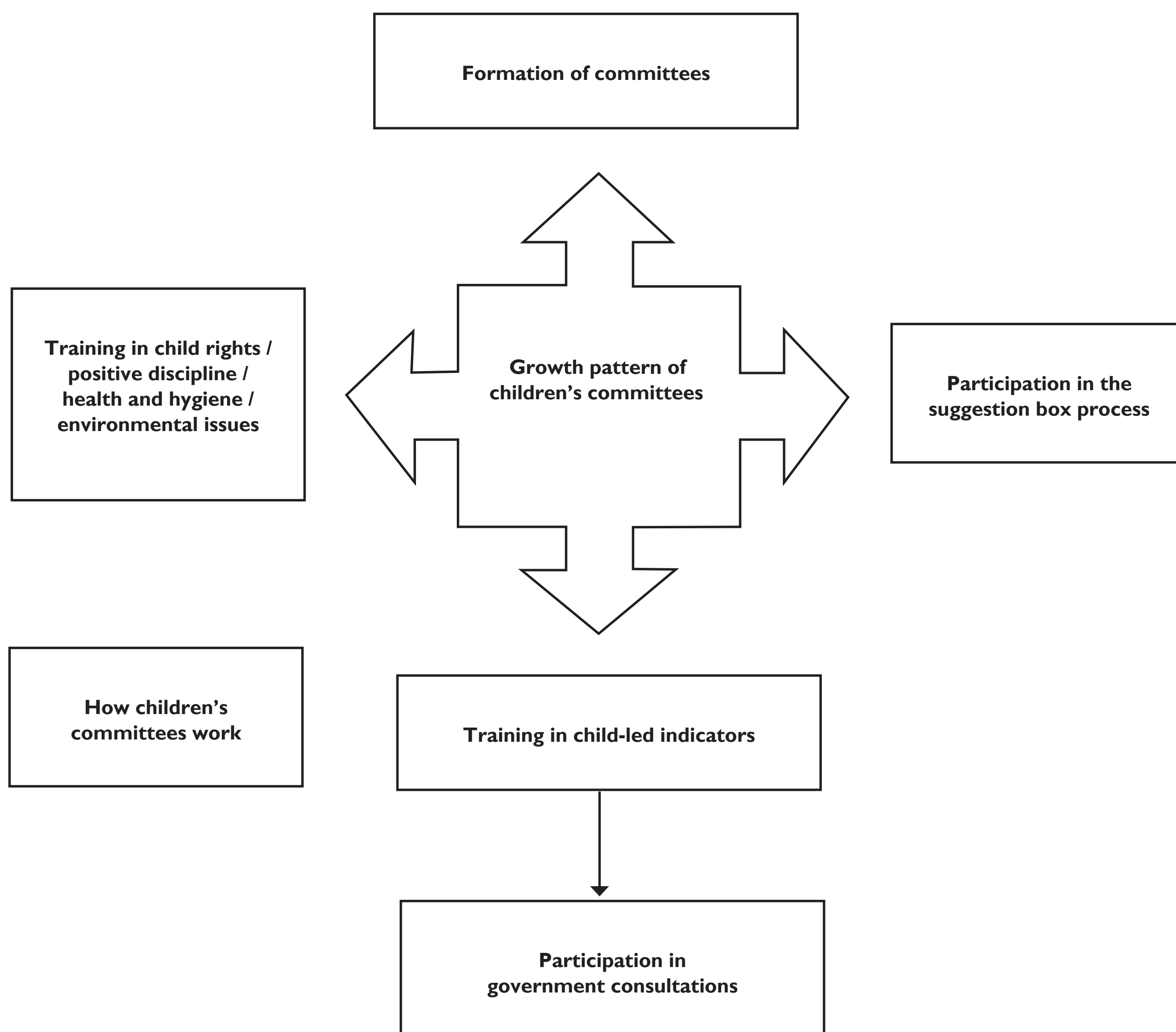
corporal punishment is not an issue many parents feel strongly about, there has not been much social pressure on teachers to reduce the practice, and so it is still a problem in many areas.

More disabled children are enrolled in school, but it is still unclear whether teachers are confident enough to fully involve disabled children in all learning activities. More technical support may be needed for teachers in future.

Local NGOs have played a crucial role in mediating between children's committees, the school and the rest of the community. Where children's ideas have met with resistance, NGOs have negotiated with community leaders or teachers to agree a way forward. Where an NGO is less active in facilitating the work of a children's committee, teachers may see the committees as simply a way of ensuring that children behave properly. They may not appreciate the committee's role in continually working to improve school life and hold teachers accountable. Therefore, as the model is scaled-up, it will be important to ensure that this vital mediation role receives sufficient support.

It could be very useful, as a further step, to develop indicators against which the performance of education authorities at different levels could be monitored and ranked in relation to how well they deliver on these standards. This is a key focus for Save the Children's advocacy and campaigning work in Andhra Pradesh and Orissa.

Figure 4.2 How children's committees operate[25]



Using the Index for Inclusion to change school cultures

The *Index for Inclusion* is a tool used by several Save the Children programmes to promote changes in schools that go beyond changes to classroom practice. These programmes focus on changing the way those who run schools and those who use them think about education.

The *Index for Inclusion*, published by the Centre for Studies on Inclusive Education, is a set of indicators and supporting guidance to help schools reduce barriers to learning and barriers to the participation of all children and young people. It also helps schools develop in a way that values all students equally. The materials guide schools through an inclusive process that draws on the knowledge and experience of staff, children and young people, and their families.

The materials encourage teachers to conduct a self-review of school cultures, policies and practices. To do this, schools use a planning framework and a set of indicators and questions about all aspects of a school – classrooms, playgrounds and staff rooms. Through this process, the school determines its priorities for development and begins implementing its plans for inclusive change. A 'critical friend' – usually someone who knows the school well and is supportive of it but not directly involved in its work – is selected to help the teachers, children and parents put the plan into practice. The *Index* was written initially for use in the UK, but has been translated and adapted for use in dozens of countries, both in the North and the South.[26]

When the *Index* is introduced to a school, teachers choose a number of issues to research. For example, they may identify out-of-school children and those who are particularly marginalised or discriminated against within the school. With the involvement of children and the local community, the school develops strategies to include these marginalised children and to make the school more participatory and responsive to the needs of all who use it. A plan of action for the school community emerges from this phase of analysis and research. This may cover, for instance, keeping the school environment cleaner and more pleasant, making the school physically accessible to disabled children, or stopping teachers using corporal punishment.

School staff and the community examine the culture of their school, which can lead to significant transformations. For example, the dominant thinking and culture of the school may have been passed on to passive recipients, and discrimination may have gone unchallenged. Through the *Index* process, it becomes a place where discrimination is actively challenged and where everyone takes responsibility for addressing the causes of marginalisation. The school develops a system for continually identifying and responding to the reasons why children do not attend or do not cope well in school.

Morocco: Changing attitudes in the school

Some of the schools and communities using the *Index* discovered that no one was proud of their school environment, which created a negative atmosphere. Decisions to clean up schools were a first step in making the schools more welcoming, increasing attendance and getting children to take pride in their surroundings.

At the same time, some schools became aware of disabled children who were not attending, and so made commitments to include them. This involved changing negative attitudes towards disability among teachers and children, so that disabled children were welcomed and enabled to take part in school life.

Serbia: Roma children welcomed

In parts of northern Serbia, Roma children had been displaced by conflict, and were living in new areas where schools were refusing to admit them. Through using the *Index*, one school in Vojvodina created a development plan which included setting up a non-formal learning centre within the school, using funds from Save the Children. The school arranged for teachers to provide after-school lessons for previously excluded Roma children who needed to catch up with their education. Orientation sessions helped teachers change their attitudes towards Roma and other marginalised children.

The school organised meetings to build closer relationships between teachers and Roma parents. Teachers then visited Roma communities to continue the process of dialogue and improve their understanding of Roma children's educational

Monika Abas, 10, and Sandra Dimovic, 14, at school. The school gives Kosovar Roma children access to mainstream education and extracurricular activities such as football.

Borut Peterlin

needs. To help bridge the social divide between Roma and other children, the school set up 'Roma culture' classes to teach all children about Roma history, songs, stories and language. These classes encouraged Roma children to take pride in their culture and ensured there was increased use of Roma language.

The school and its 'critical friends' found that Roma families did not have the money to send their children to school. In response, teachers, a Roma NGO and representatives from local government education and social welfare teams and the mayor's office set up a multidisciplinary team. This team identified resources that could be used to ensure Roma children had school supplies, appropriate clothing, etc. Roma volunteers encouraged families to get their children to school every day and liaised with the school on day-to-day issues.

It should be noted that the new headteacher in this school was already committed to becoming more inclusive and had sought help from Save the Children. Had the headteacher not been so committed, this degree of progress would have been difficult to achieve.

Summary of key learning points

- Mechanisms to ensure that parents and community members participate and engage with schools on an equitable basis are vital to the success of inclusive education initiatives and can make change happen despite lack of funds.

- Where NGOs provide small grants to communities for school development projects this provides vital encouragement to maintain community enthusiasm. However, if the government is not willing or able to continue resourcing change in this way, enthusiasm can quickly fade.

- In some schools where Save the Children worked to introduce tools like the *Index for Inclusion*, orientation and training for school staff has been too brief because of funding limitations. Some staff have therefore not understood the full potential of the *Index* to transform power relations and reduce discrimination in schools. For instance, in a school with a significant bullying and violence problem a 'school development plan' was developed which

proposed buying sporting equipment but which did nothing to address the root causes of the violence.

- Local government support is needed if the participatory process indicates that significant material help is needed beyond what the community itself can provide. This includes teacher training in inclusive, child-centred methods as well as funding.

- Persistent lobbying is often needed to get sustainable government resources to fund school development plans. If the process of requesting improvement is taken to a higher level in the education system, there is great potential for the entire system to become more responsive to the needs of marginalised children and their families. When making such demands for change at higher levels in the education system, the role of campaigning groups becomes more crucial. NGOs often have a strong mandate to mobilise support to ensure that governments resource community priorities.

- Bringing people together to improve education in their community requires much enthusiasm over long periods. It is challenging to maintain the degree of momentum, unless a committed and capable local group of people is available to coordinate the process. In south Asia, local community development institutions and NGOs are generally strong. This has been vital to ensuring that C-EMIS and similar participatory approaches work sustainably, and that the most marginalised children and families are included. Save the Children found that in central Asia, where local civil society structures are weaker, teams needed more time to get C-EMIS running and to build communities' confidence that they could take action to successfully improve education and support the most excluded children. Many communities still lack the confidence to challenge those at higher levels within the education system.

- School communities need training in comparable ways of collecting and recording data. In Tajikistan, this was addressed by developing checklists of all the possible reasons why children may leave or miss school, based on the factors which the groups identified. Templates for the household, child and school profiles were developed by the participating communities.

- If 'whole school development' processes such as those described in this chapter do not prioritise the participation of excluded groups, they can become tokenistic. Reliance on written communication in these processes can exclude the less educated and less well-off members of the community. The roles and responsibilities of committees (like those involved in C-EMIS) and their members are often not explained clearly, allowing traditional power relations to dominate.

- In several settings, community members and teachers perceive the school committees as existing to mobilise funds from the local community to help the poorest children go to school. They do not see the committees' potential in helping to access resources from the wider education system. Such approaches can only work where more genuine partnership between government and communities is created. This requires the building of community capacity to assess their needs and mobilise support from outside as well as inside the community. Formally recognising community institutions as having this role to play in education can make a big difference.

- Whole school development approaches like those described here are useful for hearing the voices of marginalised children. However, these approaches may be less helpful where the local government is not initially prepared to support children of a particular community, such as refugees or internally displaced people. Local government officials initially may not be empowered or skilled enough to lobby for the interests of the communities they serve, particularly in the poorest areas. Supporting them to do this is valuable.

- Strong children's groups with representation on school committees, rather than, say, just one child on an otherwise adult school committee, will ensure that children's views are properly heard.

- Participation processes require committed adults to mediate between children and adults and between less powerful adults and more powerful adults, especially on sensitive issues, and to monitor the whole process. Outside the school system these can be members of local NGOs or very committed volunteers. Inside the school system adults with an independent mindset (school psychologists, social workers, school principals, etc) can take this valuable role. This raises implications for the replication of such approaches on a wider scale within education systems: replication schemes need to provide for people who can facilitate the use of these tools on such a scale. Capacity for such monitoring and mediation roles needs to be made a consideration in education leadership training and recruitment.

- Education officials feel far more pressure to release funds when they know that budget allocations are public knowledge. Where a local NGO has experience of budget monitoring and financial accountability work, achieving this has been more effective.

- Perhaps the biggest learning point is that whole school development approaches for inclusion should not be viewed as simple tools which need to be applied only once. It is better for them to be seen as *processes* that need continued facilitation and two-way communication from the education or governance system.

5 Promoting change across education systems

NGO activity can spark off change in education which goes wider than getting a specific approach replicated or changing a policy.

The activities described below have gone a long way to making education systems in some countries more inclusive in the broadest sense – more flexible, and more focused on improving the educational experience of the most excluded children. In some cases, moves to make the entire education system inclusive of disabled children have formed a basis for making the system more inclusive and supportive of all children.

This chapter describes some of those experiences, and attempts to identify what factors resulted in successful change towards more inclusive education systems.

Kyrgyzstan: Negotiating reform

The negative impacts of dramatic changes in society are often greatest for those who are most marginalised. However, in situations where previous structures and systems are weakened there may be opportunities for reforming education so that the needs of the excluded are better met in the future.

Save the Children teams have often been involved in swift change towards inclusive education in areas where national upheaval has created an opportunity for dramatic reform, or where support has been needed to replace education structures destroyed by conflict. In these situations, staff have offered practical solutions to address pressing gaps in capacity and policy, and have supported and stimulated parents, children and civil society organisations to demand change.

In Kyrgyzstan in the early 1990s, the education system was segregated and inflexible, placing children with special needs into institutions on the basis of assessments which identified disability or family problems. In central Asia's rapid and difficult transition to a post-communist system, funding for public services dropped rapidly. Maintaining the existing special school system was too costly once support and funding from Russia decreased, although most disabled children had been left out of education as the special school system's capacity was limited. Many special schools closed. The remaining special schools were located far from children's homes, so parents could not afford to visit. Although government policy had shifted towards the inclusion of disabled children in society to some extent,[27] schools continued to exclude disabled children.

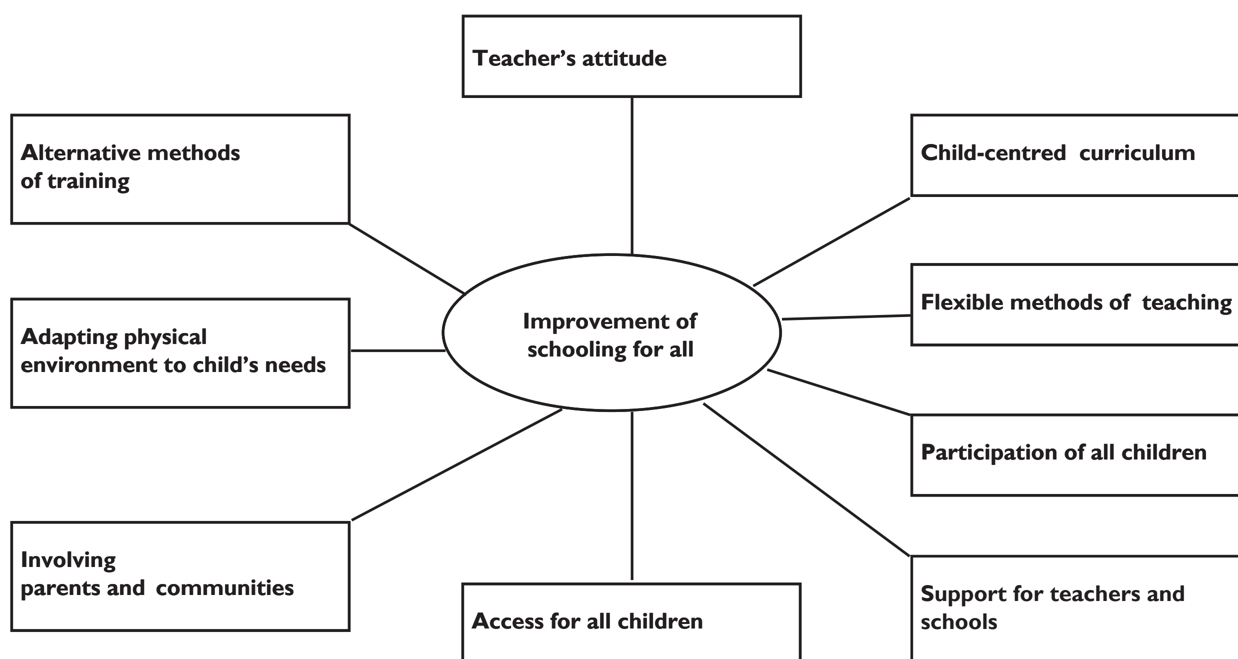
In 1998 Save the Children designed an integrated approach to systematically address the key barriers to inclusive education, initially in relation to disabled children. This conceptual model of inclusive education (see Figure 5.1, overleaf) helped staff to engage with education stakeholders at a number of points, focusing on each barrier as resources and access to relevant decision-makers became available.

In-service teacher training on disability

A key task was to change teachers' attitudes towards children with special needs, because for so long they had been separated from other children. Save the Children developed a pilot teacher training and support system focused on:

- the key principles, philosophy and ideological concept of inclusive education: that is, children with special needs have a right to education and to be equal members of society
- developing the training skills of resource teachers, who would then train other teachers on inclusive education practices
- understanding and responding to children's needs in inclusive classrooms, based on UNESCO's inclusive

Figure 5.1 The model of inclusive education developed by Save the Children UK in Central Asia



Adapted from *Schools for All: Including disabled children in education*, Save the Children, 2002

education toolkit (see Chapter 8). This module helped teachers to identify each child's individual needs, develop individual plans, adapt physical classroom environments, apply interactive methods to teaching children with different development levels and interests, and use friendly approaches to children in groups
- overcoming barriers to inclusion and changing the lives of marginalised children.

In 2003 staff members in 11 mainstream pilot schools and then in 84 cluster schools received this training. Progress was good, and teachers' work with disabled children encouraged them to accept and feel responsible for their progress.

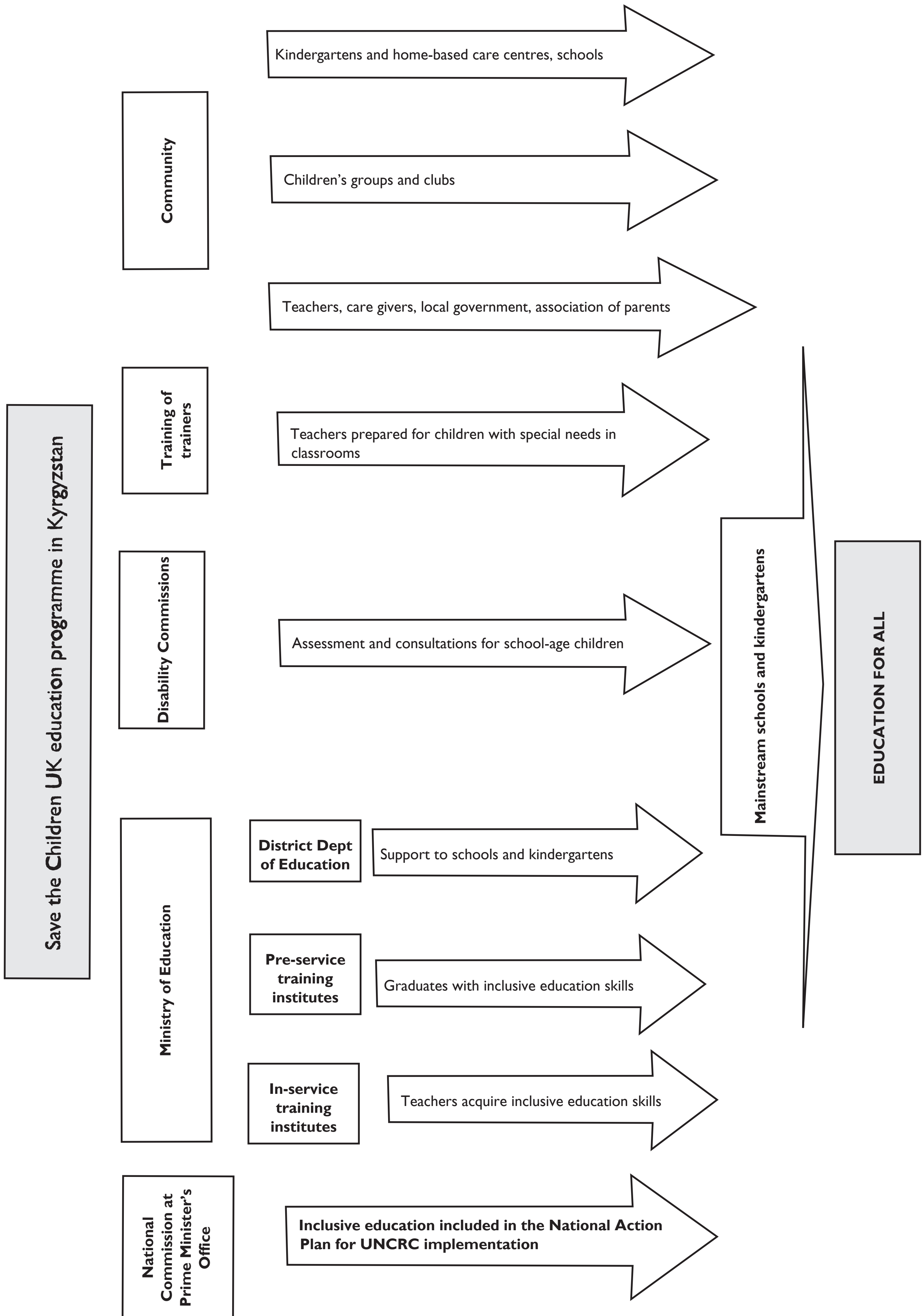
However, teachers commonly lack ongoing support to put this type of teacher training into practice. With this in mind, the programme formed a group of 15 resource trainers to provide follow-up support and mentoring for teachers. The resource trainers offered advice on implementing inclusive education in the classroom to both pilot and cluster school teachers. They developed and adapted a checklist to assess and troubleshoot teachers' work so that other supervisors and teachers could identify areas of practice that needed support.

The resource trainers became a core group of experts to disseminate inclusive education approaches to teachers across the country. They deliver inclusive education courses in the Kyrgyz Education Academy's professional development and retraining programmes. The Ministry of Education issues official certification to teachers who are able to act as inclusive education trainers. The certification will lead to professional advancement and salary increases.

Parent and community involvement in schools

Large numbers of children from other marginalised groups were also missing out on education, often as a result of the removal of social welfare supports and increased poverty. Wider supports in the community were needed to include all excluded children.

In 2004, the Save the Children programme began using C-EMIS to help communities identify who was out of school and why. Children were actively involved in the data collection and analysis of the research. The main issues addressed included lack of heating in schools during the winter, poor sanitation and hygiene in schools, inability of extremely poor families to afford school costs, and bullying at school. The team helped parents to form associations and demand better support for children who were experiencing problems with education.


Save the Children UK education programme in Kyrgyzstan
Community
Kindergartens and home-based care centres, schools
Children's groups and clubs
Teachers, care givers, local government, association of parents
Training of trainers
Teachers prepared for children with special needs in classrooms
Disability Commissions
Assessment and consultations for school-age children
Ministry of Education
District Dept of Education
Support to schools and kindergartens
Pre-service training institutes
Graduates with inclusive education skills
In-service training institutes
Teachers acquire inclusive education skills
National Commission at Prime Minister's Office
Inclusive education included in the National Action Plan for UNCRC implementation
Mainstream schools and kindergartens
EDUCATION FOR ALL

The programme also worked with existing children's organisations. They helped them to become more aware of children's rights, particularly in relation to marginalised children, and encouraged members of the organisations to spend time socialising with marginalised children at community events. About 10,000 children were involved. Participants indicated that these activities led to greater tolerance and less discriminatory behaviour towards marginalised and disadvantaged children.

> **"My son comes home and tells me how he was playing with Altynbek (a disabled boy). I think it is right. Other children who do not attend the kindergarten tease Altynbek and call him names on the street. This proves that kindergarten may become a place where joining children together benefits not only development of the child with special needs, but promotes friendly relationships among children."[28]**

Bringing about system-wide change

In order to replicate these approaches beyond the pilot areas, Save the Children staff built a network of strong personal contacts. They collaborated with donor-funded education reform initiatives, supporting them to push for changes at departmental and ministry levels. Given that the previous special education system had nearly disintegrated, there was now a policy gap which needed to be filled. There was also a new government which, lacking experience and technical knowledge, was willing to take on board new ideas, when shown that they worked.

Save the Children teams worked hard to build collaborative personal relationships with key individuals in the Ministry of Education. Government staff could see the success of the projects and were given information on the framework that linked the interventions together. The team had developed a coherent set of ideas and showed how actions should fit together to produce inclusive education reform. Therefore, they could present this as a complete policy package (see Figure 5.2). Throughout, the approach was one of constructive pressure rather than confrontation.

New assessment and teaching practices

A particularly challenging barrier to inclusive education was the practice of Medical-Pedagogical-Commissions, which, during the Soviet period, 'diagnosed' children with disabilities and placed them in special institutions. Save the Children encouraged the Ministry to move this system away from segregating children.

New-style disability commissions were introduced in several districts. Consultations are now conducted in a friendly, informal environment. There is a play corner where disabled children can play with other children in the presence of his or her parents, in a non-threatening atmosphere. This child-centred environment helps the child to adjust to unfamiliar surroundings and new people, and offers an opportunity for Commission members to observe the child informally. Commission members then spend more time with the child, using the session to produce recommendations about how the child can be supported in mainstream school. This model is now being adopted nationally after positive feedback from users. The Commissions act as advisory bodies on inclusive education, promoting standards for inclusivity in mainstream schools and encouraging school development planning.

Experts from the Commissions coordinate regular consultations focused on developing support strategies for children with special educational needs. Teachers, parents and children are supported by the experts to develop an educational programme that addresses the specific needs of each child, and plan how to make schools more physically accessible to individual children.

Teachers' fears were further barriers to inclusive schooling. Teachers in special schools felt their jobs were threatened, and teachers in mainstream schools were convinced that including children with special educational needs in their classes would be impossible. The programme of in-service teacher training continued, and negotiations with key teacher training colleges to replicate the training approach were started. Special school teachers were treated as valuable resources for mainstream schools and they have been trained to support mainstream school teachers to include children with disabilities.

Save the Children's inclusive teacher training curriculum has been given formal recognition at national level. This was achieved through building relationships with key people in teacher training institutes, encouraging them to see the benefits of the training and providing 'training of trainers' support to key pre-service teacher trainers. The teacher training manual and associated materials will be distributed to teacher training bodies across the country. The group of teachers who were trained will be a valuable resource for in-service training.

The programme then set up university courses and materials for educators to help them implement inclusive practice in their work. At the new National Republican Resource Center for Inclusive Education, teachers from special schools and other experts offer consultations, professional assistance and training on inclusive education to teachers from mainstream schools. This gives teachers the opportunity to continuously upgrade their knowledge and practice.

The Kyrgyz national education strategy now prioritises the inclusion of disabled children in education. It also focuses on increasing the involvement of communities in improving the quality and appropriateness of education. School financing is being slowly revamped, with greater focus on allowing flexible, autonomous funding to enable schools to respond to the specific needs facing them. Inclusive education is now a key component of Oblast Education Department Strategies and action plans.

So far, at least 2,500 children with special needs and learning difficulties have been enabled to study in mainstream schools, and structures are in place to ensure that this will continue into the future. All children in schools involved with the programme have benefited from child-centred learning, and the poorest and most socially marginalised children are receiving better quality education. Urban gymnasia (grammar schools), which previously only accepted children on the basis of entrance examinations, have been persuaded to accept poor and disabled children without exams, on the grounds that it is impossible for those children to attend schools further away and therefore their rights to education are violated by selective entry policies. These changes have come about as a result of constant negotiation with education leaders.

Learning points

- It was particularly important that the programme team built supportive relationships with senior people in teacher training institutions to overcome concerns about changing teacher practice and to ensure the adoption of inclusive teacher training approaches into national training curricula.

- It was essential to show that teachers and education experts were happy to adopt new approaches.

- Building personal relationships with new government members and encouraging them to see the results of projects for themselves also worked well. As success was achieved in one area of inclusive practice, respect for Save the Children in education circles grew and it became easier for staff to meet and influence decision-makers in other fields. Gradually, Save the Children was seen as a key source of practical ways for government to respond to pressures for reform, within a clear conceptual framework. A good funding base is required to build this type of influence over such a long period – being able to keep good-quality work going, record results and present evidence to a range of targets.

- Having demonstrated that inclusive education approaches were practicable, it was easier to increase pressure on the government to implement inclusive education policies faster. This was strengthened by collaboration with other civil society groups and getting attention for the issue through the media.

- If the government had not been interested in reform and open to new thinking, this type of approach would not have taken root so well.

Civil society advocacy

Interventions by international organisations are unlikely to make a significant difference to education systems unless they are based on genuine demands for change from society itself. Children and families usually have strong desires for good-quality education. Often, the more excluded they are socially and economically, the more they value education as a route to a better future. However, they may not have any ways of expressing these priorities.

The demands and activities of parents, community groups and popular campaigns can also lead to broad changes in education systems. Communities need structures through which they can express their views to, and make demands on, those with power to make changes. International NGOs can support local or national civil society groups to ensure their advocacy work achieves change towards inclusive education.

Mongolia: Mobilising parents to raise their voices

In response to the lack of support available for disabled children in Mongolia after economic transition, Save the Children helped to set up the Association of Parents with Disabled Children (APDC) in 2000. The organisation's aim was to help disabled children to participate equally in society and to study and learn, and also to empower their parents. Save the Children mentored and trained the team which formed APDC's national secretariat, based in Ulaanbaatar. It also raised funds from the European Commission to develop APDC's organisational capacity.

APDC branches were established in Bayanhongor in 2002 and in Hovd in 2003. APDC was structured as a network, with branches in ten *aimags* (provinces). APDC's national secretariat team helped parents of disabled children to form their own groups. The groups raise awareness about the rights and needs of disabled children among other parents and wider society, and run services requested by parents. The main branch groups are increasingly developing local networks of parents' groups in *soums* (districts). Useful information and mutual support has spread well to parents through these networks. As APDC grew, Save the Children's capacity-building team, working closely with the APDC secretariat, provided further training and advice in response to the needs identified by parents. The APDC secretariat works closely with the local branches to identify their needs and help them lobby for funding, etc.

Much of the initial work with parents started with awareness-raising and training on the rights of children with disabilities. As parents became more aware of their children's rights and started to view their disabled children in a more positive light, they began to identify the need for various support services to ensure their children could take part in education.

Dolgomaa, 13, is playing at the APDC community-based rehabilitation centre in Ulaanbaatar, Mongolia. Before, she couldn't speak. Now she can read and talk. Her mother helps her to progress in physical movement and learning ability.

Kullwadee Sumnalop/Save the Children

Members also began encouraging other parents to enrol their disabled children in school and request support for their children's needs from teachers and local government.

Taking off in broader directions

APDC members have undertaken detailed surveys to find out the numbers of disabled children and the nature of their disabilities, producing good-quality information against a stark lack of reliable statistics generated by the education system. In Hovd *aimag*, APDC has established a system where social work students can do their practical placement with APDC, assisting with research. Many social workers are based in schools once they qualify, and thanks to these placements they are better able to support children and families to overcome the obstacles they face to taking part in school.

Because disabled children had been excluded from practically all social interaction, APDC had to work first to get them out of the home in order to get them into school. APDC's members often go door-to-door in the countryside to find disabled children and encourage their parents to bring them out into society.

APDC members identified a need for rehabilitation services for disabled children. Many parents felt that simple rehabilitation would greatly enhance their children's quality of life, but there was no means of providing it. Rehabilitation centres were established in conjunction with APDC branches in three *aimags*. A mixture of funding through Save the Children and *aimags* themselves supported the centres. These centres provide early identification, diagnosis, treatment, socialisation and some physiotherapy.

APDC members manage the day-to-day work of the centres, and have been asked to advise *soum* governments on replicating rehabilitation services elsewhere.

Mongolia has a small, but widely dispersed, population. The wide coverage of APDC and the strong activity of its members has meant that most large communities in the country have some exposure to APDC. The APDC secretariat and local branches have used the many new TV stations and newspapers in Mongolia to get wide public coverage of issues relating to disabled children's rights. Save the Children has used its government contacts to help the APDC secretariat engage with the Ministry of Education. Nationally, APDC is recognised as the main NGO working for the rights of disabled children and their inclusion and participation in society.

Learning points

- The APDC secretariat has an important coordinating and supportive role, but finding funding to sustain it is a constant challenge. The government is not yet geared up to fund civil society organisations sustainably, and few external donors have civil society development programmes. Local APDC groups are seeking funding from *aimags* for technical assistance services, but lack skills and confidence in bidding for this type of funding.

- APDC is interesting because it has grown to take on so many different areas of activity. Is this a success from an inclusive education point of view? The fact that APDC has thrived and expanded over a period when very little other civil society activity was taking place in Mongolia indicates that there is some positive learning here. APDC is a local

Combining capacity inside school with awareness and demand in the community

During their initial survey, the local APDC group in Hovd *aimag* had made contact with a family who were keeping their disabled child inside the *ger* (tent or yurt). The family received few visitors, they were embarrassed by the child's disability and didn't know how to help him. APDC suggested they send the child to preschool. But he was too shy and embarrassed and always hid under furniture when strangers were present.

The APDC survey was followed up by a media campaign, and with further support and persuasion the parents felt comfortable enough to send their son to Kindergarten No 1. However, he still hid and was unwilling to play with the other children, socialise or play with toys. Save the Children trained the kindergarten teachers on working with disabled children, and over time he has developed more confidence and now plays and learns with the other children.

Disabled children are learning communication skills in a community-based rehabilitation centre in Mongolia with staff and with a mother. The children are from poor families who can't afford to send their children for treatment. This centre picks them up every other day, teaches them communication skills, works on their physical movement and gives them good-quality meals.

movement sparked off by an international agency which has grown to take on its own momentum and define its own agenda. The aim of ensuring disabled children's access to education is still central to APDC, but the manner in which it pursues this aim is genuinely determined by its members, although links with Save the Children remain.

Peru and Brazil: Popular campaigns demand inclusive education

In Latin America, the legal frameworks to enforce the right to education are often not put into practice. This is because of a lack of political will to eliminate barriers to inclusion and a lack of investment in public services. This means that socially and economically marginalised children lose out. Faced with remote, poorly maintained schools, with badly trained, demotivated teachers, and with the barriers that extreme poverty or disability puts in their way, many children drop out of school, do not attend school or come out of school without useful skills.

Save the Children in South America has focused on strengthening the Latin American Campaign for the Right to Education (CLADE), a coalition of national NGOs, and on forming and encouraging national coalitions in countries and sub-regions to focus on campaigning for inclusive, good-quality education. The programme has:

- helped grassroots and national organisations meet, exchange ideas and identify gaps in their ability to campaign successfully on education
- provided capacity support and research evidence to help meet those gaps
- worked closely with researchers and members of civil society groups to ensure that research and analysis capacity was transferred to organisations advocating for better education
- helped to develop research studies that provided information and solid arguments for more and better investment in education. Studies were done in Peru and Brazil on the magnitude of exclusion from and within education; these then served as baseline studies for campaigning.

Using information from the baseline studies, CLADE held regional economic literacy workshops in 2005 and 2006. These helped NGOs and other organisations develop the analytical skills and knowledge needed to assess and critique government policies and expenditure. Once coalition members had a better understanding of what was going wrong in education and who was accountable for improving the quality and inclusiveness of education services, their commitment to and confidence in campaigning for change increased.

Brazil

The National Campaign, made up of 200 social organisations, agreed to bring social movements for children and for the right to education together into a single movement. Save the Children worked closely with the National Campaign to bring these movements together and support their analysis of educational problems.

The movement successfully lobbied and campaigned in the media for approval of a National Fund for the Maintenance of Educational Development (FUNDEB), which provides protected funding for young children's education. The campaign tapped into a strong public interest in early childhood education, and maintained a flow of communication and joint action throughout the country. It built alliances with municipal and state governments, with parents and with institutions specialised in caring for children. A social movement called 'FUNDEB Counts' was formed to introduce changes in the educational system and continue to push for better financing for education.

Peru

As a result of increasingly vocal demands from CLADE, the government made a commitment to increase investment in education. However, poor and remote local governments, where most investment in education was needed, did not necessarily know how to bid for extra funds. Save the Children and its partners helped these local governments to bid effectively for these education funds. Save the Children's partners EDUCA and TAREA in Ayacucho participated in the preparation of the education plan for Huancavelica district, putting forward proposals for inclusive education which the regional government was happy to submit. TAREA also established mechanisms for local people to participate in education services beyond the planning stage.

In Lima, SEPEC and Foro Educativo set up a network of teachers and education authorities with the slogan 'Children who Study Together Learn to Live Together'. The demand for this network was stimulated by 18 months of media campaigning and public debates with the education community and law-makers. Thanks to this campaign, at the end of 2005 the Ministry of Education approved a regulation that gives disabled children the right to attend mainstream schools.

Learning points

- Although education coalitions were vibrant and active, they lacked cohesion and focus, and did not achieve sustained or long-term changes in education policy and financing. Bringing civil society groups together and improving their capacity for analysis and campaigning created momentum, media attention and increased motivation and confidence to continue to address educational problems.

- Building supportive relationships with individuals in a range of organisations and listening to their priorities and needs enabled Save the Children's team to provide the facilitation and capacity support that had prevented NGO coalitions from achieving wider and more significant changes.

- It was important that organisations from grassroots to national level made links and kept in regular contact. This ensured that campaigning and the mobilisation of public opinion, particularly in these two large and diverse countries, was more effective.

- It takes a lot of staff time to keep a range of stakeholders connected and able to respond quickly events. Different stakeholders need targeted information around changes in the law, debates in parliament and opportunities for media publicity.

6 Addressing financial barriers to inclusive education

Flexible school funding can make a difference

The way schools are financed often hinders wider or sustainable change towards more inclusive schools, despite shifts in policy and ideas about educational practice. Schools – or 'school communities' – must be able to allocate some resources flexibly to meet the needs of each child to the best of their capacity.[29] Changes will not be implemented identically in every school, making it necessary to set flexible budget envelopes for inclusion at a central level.

Many improvements identified through processes such as C-EMIS may require attitude or practice changes which do not need much financial or material input. Lack of resources, therefore, should never be seen as a total barrier to making education more inclusive, because there is so much that can be done without extra money. However, control of money often signifies control of decisions. Where schools have no control over funds, headteachers assume they are not meant to make changes to the way the school is run.

But even a small amount of money can make people feel they have the support they need to take on a new way of doing things. People's enthusiasm can be drained if they have no spare resources or no idea where to find alternative resources. They may feel they are operating without support from the wider education system, which can cause inclusive education initiatives to stall.[30] Access to a small amount of flexible funds for adopting new approaches or responding to the needs of local children and communities signals to people at school level that they are authorised to make changes in education provision.

Often school or community teams do not know where funds could come from. In many countries, school principals tell us, for instance, that they do not know where they will get money to build a girls' toilet, which could make all the difference to how well girls can concentrate in class. They tell us that teachers would like to hold extra classes for children with learning difficulties, but their commitment is low because they have not been paid for months. Or they tell us that senior teachers at provincial level, who could train local teachers in inclusive practice, do not have a travel budget to get to remote areas. These frustrations and gaps can often mean the difference between schools that are inclusive and schools that are unable to change. In some countries, money is available for improving education, but it is not getting where it's most needed – either because people do not know how to access it, or because education officials higher up the system are not channelling funding to the right places.

Tony Booth's analysis in a 2003 UNESCO paper[31] bears out these observations. "One thing is certain: the methods, channels and criteria for funding adopted by local and/or national authorities can either facilitate or inhibit the process of inclusion. For example, a study of inclusionary policies in seventeen countries … concludes that the countries having the most attractive funding option in support of inclusive education are countries with a strongly decentralized system where budgets for special needs are delegated at the central level to regional institutions (municipalities, districts and/or school clusters). When the allocation of funds to separate settings directly influences the amount of funds available for mainstream schools and when the school support centres play a decisive role in the allocation of funds, this seems to be effective in terms of achieving inclusion."

Where there is no money for basic education, campaigns for more aid must realise that investment needs to be made in effective financing mechanisms. It

is also important that school managers are trained in financial decision-making, particularly where schools have not previously had stable, predictable funding.

In many contexts, the goal of a school and community producing a shared plan for school development and inclusion, and then accessing decentralised funds to spend against it, is a long way off. Nevertheless, Save the Children's experience indicates that this aim is worth pursuing if the most excluded children in the hardest-to-reach communities are to get a decent education. In Indonesia, for instance, many communities do not have a school because they live far from the district education office, which has no petrol budget to visit them and determine their education needs. If the district level is not aware of these needs, it can't request funding through the decentralised financing system. Save the Children has been training and mentoring district education officials to plan and budget in more comprehensive and participatory ways. At the same time, local NGOs are starting to support remote and very poor communities to take part in education planning and request more resources. These processes have resulted in funding being found to build new schools, pay and train teachers, and provide support to the poorest families so their children can go to school.

The Balkans: Moving beyond small-grant schemes

In 2004, Save the Children worked with a pilot group of seven schools in Montenegro to adopt the *Index for Inclusion*. Work got off to a good start; good-quality school development plans were drawn up, and the first stage of activities were implemented, with small grants from Save the Children. However, several of the schools refused to join the next stage of the project because they could see they had no prospect of getting funds from the education system to continue with school development.

Similarly, in Bosnia in 2005 a group of schools produced inclusive development plans with no prospect of funding. The amounts of money needed were small, but schools had no budgets of their own. However, through regular conversations with municipality education officials, Save the Children found some government funding which had been earmarked for quality improvement. Save the Children's team negotiated an assurance that if schools submitted strong applications for the money it would be released. The team helped schools to prepare budgets and funding applications based on their school development plans. Several were successful. This did not solve the problem of how the schools could take forward their development plans the following year.

Save the Children's programmes in the region have now developed a programme of research, capacity-building and advocacy to test out ways in which local education systems can sustainably fund school development for inclusion, rather than limiting schools to one-off grants.

Cost-prediction tools

Despite problems with attempts to 'put a price tag on inclusive education', government representatives often ask, "What is inclusive education – and what will it cost to implement?" This question does, however, represent positive progress: it is a sign that people want to engage, and want to understand what inclusive education means in practice. If this question can be answered in the right way, it can be a bridge to more meaningful debate with ministries of education around resourcing of good-quality, inclusive education. In South America, Save the Children has supported a coalition of organisations to develop a tool to move this process forward.

Peru and Brazil: Using costing tools to highlight resource gaps

As described in Chapter 5, Save the Children's work with education movements across Brazil and Peru focused on the urgent need to invest more in education to ensure that the poorest and most marginalised children could attend school. In 2004, the National Campaign in Brazil identified the need for a simulation tool that could establish the per-pupil cost of quality education to show that current investment was too low. Save the Children responded by starting a process to develop a tool to estimate the cost of every child in the country accessing good-quality, inclusive basic education during the next financial year. The tool sparked debate and attracted a great deal of attention from policy-makers and opinion-formers. A similar tool was developed for Peru in the following year.

The tool, called FULL in Peru and CAQ in Brazil, can produce budgeting spreadsheets using a software programme into which certain assumptions are entered to predict costs. These assumptions were developed on the basis of grassroots consultations organised by education coalition members.

Brazil

In Brazil, 52 daycare and public and private preschools were visited. Consultations were run with 882 parents, teachers and administrators, and 254 students were interviewed. This consultation gathered opinions on what should be included in children's education, and what inputs were needed to ensure that all children were able to go to school and benefit from it.

A research team was formed of Save the Children staff and academic and NGO partners. The team looked at the broad range of children's characteristics and needs which had been identified in the consultations. They also looked at the specific support needs of the most excluded, based on characteristics such as disability, gender, particular poverty and geographic location. For example, if children live in the Amazonian jungle, what type of boat service is needed for them to get to school? Estimates were made of what proportion of disabled children would need equipment to be able to participate in school, based on their existing entitlements in legislation (such as Braille textbooks and physical aids such as wheelchairs).

Other demographic data was used to determine how many children:

- were out of school, across the country
- were likely to have a disability
- were girls
- were likely to be working
- were likely to affected by ill health
- were not getting the nutrition they needed to be able to concentrate in school
- did not have a school near enough to get to reasonably.

The team used the consultations to identify interventions needed to get the education system up to a minimum standard. A particular issue was that, after years of underinvestment, many school buildings in the poorest areas were on the verge of collapse, so an estimated cost of the necessary rehabilitation was produced. The team looked at what levels of health and nutrition children would typically need to be able to concentrate and participate in learning activities, and estimated how many children in the country would need improved access to health services and to food to achieve this.

Estimates of the social welfare payments needed to free families from forcing their children to work in order to survive were also included. Calculations of the numbers of teachers required to deliver a 40:1 pupil–teacher ratio were made, as were calculations of the salary, training and pension requirements to enable those teachers to stay in education and be competent to teach.

The National Campaign for Education wanted to ensure that criteria used to develop the cost estimates received political legitimacy. So several coalition partners participated in government consultations to help determine which factors would be taken into account for the financing of education. These factors then complemented those used in developing CAQ. At the same time they ensured that government criteria for predicting education costs were included in the development of the CAQ tool. The campaign was very open at these consultations about the development of CAQ, ensuring that the ground was prepared for its positive reception.

Identifying the costs of reforms

In Brazil and Peru costs were attached to the interventions which had been identified, based on real current-cost data where available, plus expected inflation over the following two to three years. The whole was formulated into a package which could be read in summary or in detail, with linked spreadsheets giving detailed calculations backing up the totals given, and clarifying the assumptions used. The input of the academic researchers in producing such a detailed tool was extremely valuable.

Finally, the extra amounts needed to enable every child in Brazil and Peru to participate in good-quality education in the following financial year were estimated. This total was compared with the country's national debt repayments and with gross national product (GNP), in order to demonstrate that it was affordable. The amount identified indicated that approximately 5% should be added to existing education budgets.

The process of ensuring that funds are released to meet the targets in CAQ and FULL continues. The Brazilian Campaign persuaded the central government

Features identified by inclusive costing tools that need to be in place, and resourced, to deliver good-quality, inclusive education

Supply-side features

Teachers are paid and able to work long term to provide improved teacher–pupil ratio (requiring some salary increases and pension rights)

Schools are safe and habitable

More schools are built nearer to remote communities

Textbooks are available and appropriate to those using them (including materials in Braille and minority languages)

What is currently being provided? What is it costing?

What types of investment, recruitment and capacity support would be needed to achieve a significant improvement?

Demand-side features

Children are able to get to class safely, wherever they live: community transport arrangements are funded

Children are freed from family duties to come to school. Social protection measures are provided

Health and nutrition supports are provided

Family awareness is raised to allow girls, disabled children, etc to participate in schooling: media and government information campaigns are used

How many children already have access to these basic requirements? How many, in which categories, do not?

to use this instrument as the basis for calculating public investment targets. In Brazil, CAQ has recently been disseminated widely by organisations seeking to hold government to account at all levels. Children and young people participated in workshops about CAQ. Close to 20,000 people have been involved in events to spread information about CAQ, and in the huge mobilisation organised by the campaign in its network of some 200 institutions. It has been utilised during the Global Week of Action for Education: students, teachers and local education officials know about it and are using it to call for change. CAQ has had strong impact in the media through special reports and the tool has been disseminated through the national press.

Clear and hard-hitting data

The CAQ and FULL tools became valuable means of putting political pressure on government because they established a baseline cost per pupil of a quality education which could be updated and monitored each year. The process of developing these standards enabled children, parents, teachers and experts to express their expectations that the state should take responsibility for guaranteeing children's right to a quality education.

The use of cost-projection tools had not been tried before. The resulting set of data was accessible, clear and hard hitting, and has ensured that good-quality inclusive education has remained on the public and media agenda. For the first time, officials in the Ministries of Finance were unable to reject calls to improve funding for inclusive education on the basis that no one had come up with any targets for them to allocate funding against. The assumption that providing a reasonable-quality education for all children was too big a problem, too much of a challenge and too hard to define, was suddenly challenged. Most of all, delivering inclusive education for all had gone from a concept which many found impossible to grasp to a clear set of actions, which could be broken down.

The tools are now being used by the authorities, directors of schools, and institutions that operate in the field of education. The Latin American Campaign for the Right to Education (CLADE) is planning to extend its use as a campaigning and policy development tool to other countries of the region, starting with Argentina and Ecuador.

Learning points

- Relying only on tools such as FULL and CAQ to develop a fixed inclusive education budget could override schools' and communities' role in determining the needs of the children they serve, and seeking funds accordingly through a flexible funding system. Save the Children has consistently presented FULL and CAQ as a tool for debate on the case for increasing allocations to education, rather than as a tool for producing the national education budget. However, it could be productive to combine whole school development planning processes with costing tools in education planning and financing processes.

- The process of getting the large-scale education budget increases implied by these tools continues, and has met with both success and resistance from powerful interests. However, the coalitions have developed a clear campaigning agenda through using the tools and are united around them.

- Such a process could work in other countries if the following conditions were in place:
  - there are a reasonable number of civil society organisations to organise grassroots consultations and collate data to produce a representative picture of the educational needs faced by the most marginalised groups
  - there are institutions with the capacity to synthesise large amounts of data and turn them into a cost projection framework
  - there is a relatively free press
  - people in the coalition have a range of skills representing a range of constituencies, including teachers
  - coalition members have relatively good access to government policy-makers
  - coalition members have strong enough understanding of how to present and develop the information produced by the tools so as to achieve maximum political credibility.

7 Analysis and further discussion

What changes are likely to promote inclusive education?

In Chapter 2 we set out four questions which expressed some of the barriers and issues people encounter when trying to persuade education policy-makers and planners to put inclusion and quality at the centre of their policies and delivery plans. The reflections below offer some ways to address those questions, based on learning from the experiences described in Chapter 3 to 6.

The chapter ends with suggestions for further action and investigation, and recommendations for strategies that NGOs can prioritise when working for inclusive education.

How can everyone be included in education when there is little money available?

A first step is to help teachers and parents understand that all children can learn together. Publicly affirming the principle of children's rights to education creates a more positive environment for action to persuade families to send their children to school, and encourages teachers to meet standards of behaviour and performance expected by the community.

Another important step is to help people identify who needs to be included and how to include them. Once people are used to asking who needs support to access education, big changes can be made. Community projects undertaken as a result of C-EMIS or *Index for Inclusion* processes can transform school environments – whether they are tangible (eg, installing wheelchair ramps or putting in separate toilets for girls) or focused on awareness-raising (such as community theatre to persuade parents not to marry their daughters early and to keep them in school).
People are reminded that they have some power to change inequities. Creating a formal structure for those voices that is recognised by the education system can mean that local education and government systems start to address the needs of those who were not visible before.

Finding credible ways to identify resource needs is a starting point for bringing more funding into education at central level. Both inclusive budgeting and more equitable distribution of resources work best when structures exist to bring the voices of the excluded into discussions about education resourcing. These structures are likely to work best where participatory approaches for education planning, management and resourcing are viewed as processes within the education system, and supported accordingly, rather than as one-off tools.

Is inclusive education about specialised support for the excluded, or more flexible schools for the majority?

Specific provisions in education policy and practice are needed to facilitate education for some groups of children. These need to be adopted in parallel with moves towards more flexible and welcoming schools for all children. Often the most effective strategies for achieving inclusive education involve targeted interventions to overcome discrimination experienced by particularly marginalised children, combined with changes to make schools and teachers better able to adapt to the characteristics of all children.

Interventions – whether initially targeted at one group or not – should always support more flexibility within schools and across the education system. Such

initiatives need to address not just access issues, but also improvements in learner participation and achievement.

How can the attitudes and prejudices at the root of educational exclusion be changed?

The stories in Chapter 3 suggest that the educational experience of excluded children can be rapidly improved, at the same time as pushing for policy and practice changes which address the deep-seated causes of exclusion. The pace at which this longer-term change happens depends on the values and attitudes of key stakeholders throughout the education system, and the political space available to challenge established policies and practices.

Working to overcome discrimination against the most marginalised children will take longer and require more careful planning and relationship-building. Where educational exclusion is caused by deep-seated discrimination or politically sensitive concerns, it may be necessary to work on the same issues over a long period, 10 to 15 years, or more.

A child rights approach can be very useful in addressing discrimination. It helps people start with a clear organising framework for their work and priorities, and is linked to international commitments by governments. It provides a helpful way of explaining to people at all levels why certain action is needed and why certain children should get particular support. A child rights focus can help to neutralise partisan or political loyalties that stand in the way of redressing discrimination.

What are the practical implications for moving towards an inclusive education system?

Make space in the education system for children

Where children are marginalised from or within education because their community is marginalised (as can be the case with minority ethnic groups), helping the whole community to identify changes they want to see in education is valuable.

Where children are excluded from or within school because they or their family are marginalised within their community (as often happens with girls or disabled children, children who live on the street or children in the poorest families), a different set of approaches is more useful (often combined with wider community mobilisation, if the surrounding community is also marginalised itself). In such instances children have identified other children out of school; spoken up for themselves or other children so they can get help to go to school; and identified barriers which prevent other children doing well in school. It is necessary to create formal ways for children's ideas to be listened to and taken seriously by teachers and community leaders.

Once children are given the chance to speak, the resonance and practicality of their ideas very often mean they are accepted by adults, and children's views are taken more seriously in the future. Where children are supported to help each other in these ways through participatory processes, the most marginalised children are more visible and receive more support to take part in education. Ensuring that a range of children get to take part and express themselves, from the most excluded to the more confident, is key.

Enable all parents to take part in improving education

Talking to and listening to the parents of excluded children is important. Parents can agree to provide the greatest support possible for their children's education, support each other, and work together to demand changes from teachers and other education actors. With the right support, parents' groups and networks have become long-term forces for educational change, particularly where disabled children are excluded from good-quality schooling. However, rapid evidence of success, however small, is often important in motivating parents.

Parents may not be in a position to devote significant time and energy to their children's education, particularly if they are struggling for survival. In these cases, the role of children as advocates can be even more critical. Involving more powerful parents in pressing for action on behalf of the most excluded is also helpful. When well facilitated, participatory 'whole school development' processes are a valuable way of bringing different groups of parents together.

Suggestions for further action and investigation

More strategic resourcing

Save the Children's experience is that before decision-makers in education ministries decide to support inclusive education strategies, they often want to know what costs will be involved and what results any investment should deliver. Therefore, alongside attempts to demonstrate what inclusive approaches look like in practice, there is a need for information on appropriate ways to predict the cost of inclusive education. More evidence on the extent to which flexible, devolved school financing models result in improvements to inclusivity, quality and achievement is also needed.

It would be useful to have more debate around how planning and finance at macro level enables positive change at grassroots level. Without being narrowly restrictive, what would it cost to put in place the conditions necessary for schools to accept and support all children? Would a small amount of extra investment in education yield massive returns in terms of reduced drop-out and efficiency of the education system, as many assume?[32] More evidence is needed to answer these questions.

Supporting participatory schools

For whole school development schemes to fulfil their potential for improving inclusion, a range of financing and capacity supports may be needed. More research is needed on whole school development and its potential for delivering inclusive, quality education.

Ministries of Education sometimes struggle with the practicalities of finding and responding to children's views expressed through approaches such as C-EMIS. This is partly because resources are often not allocated to consulting with civil society, especially children. More evidence should be gathered to support the theory that involving children in planning will lead to efficiency gains in terms of reduced drop-outs and improved achievement.

Inclusive assessment systems

An assessment system that recognises progress towards national competencies, but does not exclude any child from progressing through education on the basis of exam failure, is being recognised as vital to inclusive education. There is a need for more thinking and evidence on how to devise inclusive assessment systems that capture all children's competencies and knowledge.

See teacher training as a first step

Some teachers do not feel it is their job to work with all children, particularly those who need support which teachers have not previously been asked to provide. This may be due to previous training or lack of it, but could also be due to the way teachers are paid and treated. Many teachers feel poorly paid. Teaching may be just one of several jobs they do to support their families, and in some countries teachers may be expected to collect data for government surveys or take on electoral responsibilities. The way in which teachers' performance is assessed can also influence whether or not they will use the inclusive approaches they have learned about.

However, with the right mix of information, materials, examination of attitudes, practice and feedback, teachers can rapidly gain the confidence they need to include marginalised children and improve the quality of their teaching. Training institutes and school leadership bodies have a key role in supporting such change, which is helped by a clear policy and curriculum framework that supports and rewards inclusive teaching. An inclusive education system needs investment in professional development that prioritises teachers in the areas with the fewest resources.

Examine the assessment system

Because pupil assessment systems are often fixed to normative standards, and because teachers' pay or promotion prospects can depend on exam results, teachers may be forced to focus on the academic performance of the best achievers in the class. This can discourage teachers from welcoming pupils whose exam performance may be poor. Discussions with teachers in a number of countries reveal their concerns that pupil assessment results for disabled or minority children will damage their career or result in their headteacher losing his or her job. Encouraging reform of pupil assessment systems is crucial, so that teachers will be able to use the knowledge and skills they gain through inclusive education training.

Support school development funding

Experience indicates that if a headteacher knows how much money is going to be spent on the school during the year and whether there will be any room for flexibility in spending, the school is likely to be more inclusive, even if the amount of money is very small. Wherever possible, schools need a clearly defined budget which has a portion they can spend flexibly on inclusive school development – making the changes needed to support excluded children to come to school, stay there and learn. School leaders and communities may need support or training in how to plan and budget with key stakeholders.

What strategies should NGOs prioritise when working for inclusive education?

Once you've addressed one barrier, look for the next one

Looking over the stories in this book, we can see that when some barriers to inclusion are overcome at school level, other barriers (which may have lain at the root of those barriers) become visible. This requires NGO staff to think holistically about the wider changes that are needed for inclusive, quality approaches to take hold.

For example, even if a teacher has been trained in active, inclusive, learner-centred teaching methods, the school inspectors may only credit him or her for having a quiet, well-behaved class and keeping the furniture in order. School inspectors must, therefore, understand and value the things that produce an inclusive, quality education, and they must be empowered to change what they monitor. In turn, school inspectors often come up against national standards to which they must adhere but which conflict with inclusivity, such as the need to record examination results against fixed national standards and penalise teachers whose students do not pass. This discourages teachers from accepting learning-disabled students. (Conversely, in the most resource-poor settings, these barriers may not be present because systems like school inspection are not so strong.)

In situations like this, there is an opportunity for external actors such as NGOs to work with other stakeholders to stimulate reform of the school inspection system. Local officials are often more willing to make changes once they have seen, at classroom level, how beneficial inclusive, active schools are, and recognise the need to remove blocks to change in schools.

Rajveni, 12, who has physical and learning disabilities, attends a resource centre for disabled children. Save the Children is working with a local partner, Open Learning Systems, to help disabled children in Puri, India go to school and to play a full role in their communities.

Link the grassroots to the national

Save the Children has tended to pursue processes of change outwards and upwards from the school and community level. We have been most effective in countries where we have worked strategically to change policies and systems towards inclusivity, at the same time as demonstrating practical ways to make change at grassroots levels.

Build supportive relationships at all levels

A great deal of time and resources is needed for developing trusting relationships between those pushing for change and those with the power to make changes, before they will take significant action on behalf of excluded children. Sometimes the interests of excluded groups need to be presented as non-threatening to the interests of those in power. This is the reality in many of the contexts where children are excluded from school, and requires particularly sensitive work. NGOs need to judge the individuals with whom they are engaging and decide whether it is useful to work with them in order to change their thinking, or whether they are already allies. Developing relationships with key people may form the bulk of an NGO's programme activities for some time. This is essential to support key education actors to have the confidence to put inclusive education principles into practice, and to overcome traditional patterns of discrimination.

Using evidence from participatory primary research, secondary research and project data will be valuable, but sometimes what makes the biggest difference is getting decision-makers to see inclusive school and community processes in action.

It is vital to understand what key people see as barriers to adopting inclusive approaches. If NGO staff get to know decision-makers well enough to understand what motivates and worries them around the inclusion of particular marginalised groups, they will be able to reassure decision-makers or challenge them in the most appropriate ways.

Often, the most valuable role an international NGO can play is linking and supporting other stakeholders in their efforts to work for more equitable education – within a country and outside it.

Inclusive education: making it happen

Overall, perhaps the key piece of learning from the experience shared in this document is that inclusive education is more likely to happen when the school system becomes healthy. This does not have to mean that education needs large amounts of extra money poured into it before movement towards inclusive education can begin: it does mean that changes at the school and community level towards good-quality, inclusive education need to be actively supported and enabled. Everyone has a role to play in making these changes happen: a healthy, fully inclusive education system is one where these efforts are recognised and encouraged.

8 Useful reading and resources

Good-quality inclusive education: overviews

Department for International Development (2001) *Disability, Poverty and Development*, DFID. See: http://www.dfid.gov.uk/pubs/files/disability.pdf

Lynch, J (2001) *Inclusion in Education: The participation of disabled learners. A thematic study*, UNESCO, Paris. See: http://portal.unesco.org/education/en/ev.php-URL_ID=28460&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html

Molteno, M, Ogadhoh, K, Cain, E and Crumpton, B (eds) (2000) *Towards Responsive Schools: Supporting better schooling for disadvantaged children*, DFID Education Papers, Department for International Development, London. See: www.dfid.gov.uk/pubs/files/towardsresschoolsedpaper38.pdf

Save the Children (2002) *Schools for All: Including Disabled Children in Education*, Save the Children, London. Available in English, Arabic, French, Portuguese, Russian, Serbian, Spanish. See: www.eenet.org.uk/bibliog/scuk/schools_for_all.shtml. Summary poster available in English, French, Malagasy, Nepali, Serbian, Spanish. See: www.eenet.org.uk/about/posters.shtml

Stubbs, S (2002) *Inclusive Education: Where there are few resources*, Atlas Alliance, Norway. Available in English, see: www.eenet.org.uk/theory_practice/ie_few_resources.pdf and in Bahasa Indonesia, see: www.eenet.org.uk/theory_practice/IE%20few%20resources%20Bahasa.pdf

UNESCO (2003) *Overcoming Exclusion through Inclusive Approaches in Education: A challenge and a vision.* A UNESCO Conceptual Paper, UNESCO, Paris. See: http://portal.unesco.org/education/en/ev.php-URL_ID=32544&URL_DO=DO_TOPIC&URL_SECTION=201.html

Good-quality inclusive education: guidelines, manuals and toolkits

EENET (2005) *Learning from Difference: An action research guide for capturing the experience of developing inclusive education*, EENET, Manchester. Available in English, Arabic, French, Portuguese and Spanish, and on interactive CD-ROM. See: www.eenet.org.uk/key_issues/action/action.shtml

UNESCO (2001) *Open File on Inclusive Education*, Paris: UNESCO, Paris. See full document at: http://portal.unesco.org/education/en/ev.php-URL_ID=10377&URL_DO=DO_TOPIC&URL_SECTION=201.html and summary booklet at: http://unesdoc.unesco.org/images/0013/001321/132164e.pdf

UNESCO (2001) *Understanding and Responding to Children's Needs in Inclusive Classrooms: A Guide for Teachers*, UNESCO, Paris. See: http://unesdoc.unesco.org/images/0012/001243/124394e.pdf

UNESCO (2004) *Embracing Diversity: Toolkit for creating learner-friendly environments*, UNESCO, Paris. See: www2.unescobkk.org/elib/publications/032revised/index.htm

Education for All and Millennium Development Goals

UNDP's MDG website. See: www.undp.org/mdg/ and Goal 2, Universal Primary Education, see: www.undp.org/mdg/goal2.shtml

UNESCO's EFA website. See: http://portal.unesco.org/education/en/ev.php-URL_ID=46881&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO (2005) *Guidelines for Inclusion: Ensuring Access to Education for All*, UNESCO, Paris. See: http://unesdoc.unesco.org/images/0014/001402/140224e.pdf

World Vision UK and The Global Partnership for Disability and Development (2007) *Integrating Disability into EFA FTI Processes and National Education Plans*

UN Convention on the Rights of Persons with Disabilities

The new UN Convention on the Rights of Persons with Disabilities, adopted in December 2006, provides further international endorsement of inclusive education principles. It requires states to ensure that disabled children and young people "can access an inclusive, quality, free primary and secondary education on an equal basis with others in the communities in which they live" (Article 24, 2b). The Convention will be an important tool in efforts to scale up inclusive education work. It will compel governments which have signed it to take serious steps towards inclusion for disabled learners. This should mean that governments will have to do more than simply rely on small-scale NGO-supported inclusive education projects, if they are to meet their obligations.

Rieser, R (2007) 'The first UN convention of the millennium: inclusive education is a right!', *Enabling Education*, Issue 11, EENET, Manchester. See: http://www.eenet.org.uk/newsletters/news11/Enabling%20Education%2011%202007.pdf

UN convention website. See: www.un.org/disabilities/convention/

Participatory education management

UNESCO (2005) *Educational Governance at Local Level: Policy paper and evaluation guidelines*, UNESCO, Paris. See: http://unesdoc.unesco.org/images/0015/001544/154408e.pdf

CEMIS and EMIS

Heijnen, E (2004) 'C-EMIS as a tool for inclusive education for all', *Enabling Education*, issue 8, p 22, EENET, Manchester. See: www.eenet.org.uk/newsletters/news8/page16.shtml

Wako, T N (2003) *Education Management Information System (EMIS). An overview*, NESIS/UNESCO, Harare. See: www.harare.unesco.org/documents/2005/Educational%20Management%20Information%20Systems.pdf

Children's participation

The Alliance for Inclusive Education (2004) *Where are They Now?* [voices of 15 of the first disabled children to go to mainstream schools in the UK], The Alliance for Inclusive Education, London. For ordering information see: www.allfie.org.uk/pages06/resources.html.

Enabling Education, Issue 11, 2007 – a range of articles with a special focus on children and young people's participation in the inclusive education process. See: http://www.eenet.org.uk/newsletters/news11/Enabling%20Education%2011%202007.pdf

Lewis, I (2004) *Using Images to Explore and Promote Inclusion: Experiences from Mpika schools*, EENET, Manchester. See: www.eenet.org.uk/key_issues/action/report_zambia_yes.pdf

Lewis, I and Kaplan, I (2005) *Inclusive Classrooms: The use of images in active learning and action research*, EENET, Manchester. See: www.eenet.org.uk/key_issues/action/mpika_report.pdf

Mumba, P (2001) 'Democratisation of the classroom – Mpika, Zambia', *Enabling Education*, Issue 5, EENET, Manchester. See: www.eenet.org.uk/newsletters/news5/p5.shtml. For a longer article, see: Mumba, P (2000) 'Democratisation of Primary Classrooms in Zambia (A Case Study of its Implementation in a Rural School in Mpika)', paper presented at ISEC 2000. See: www.isec2000.org.uk/abstracts/papers_m/mumba_2.htm

Index for Inclusion

Booth, T and Ainscow, M (2002) *Index for Inclusion: developing learning and participation in schools*, Centre for Studies in Inclusive Education, Bristol. For information on obtaining the Index in English, see: http://inclusion.uwe.ac.uk/csie/index-overview.htm. For various translations of the Index, see: www.eenet.org.uk/index_inclusion/index_inclusion.shtml

Booth, T (2005) 'The "Index for Inclusion" in use: learning from international experience', *Enabling Education*, Issue 9, EENET, Manchester. See: www.eenet.org.uk/newsletters/news9/page5.shtml

Booth, T and Black-Hawkins, K (2005) *Developing Learning and Participation in Countries of the South: The role of an index for inclusion*. See: www.eenet.org.uk/theory_practice/develop_learning_participation.doc

Rethinking the role of teachers

Ainscow, M (2004) *Teacher Education Resource Pack: Special needs in the classroom*, 2nd edn, UNESCO, Paris. For ordering details see: http://publishing.unesco.org/details.aspx?Code_Livre=4227#

EENET (2003) *Researching our Experience. A collection of writings by teachers from Mpika, Zambia*, EENET, Manchester. See: www.eenet.org.uk/key_issues/action/rsrching_experience.pdf

Enabling Education, Issue 10, 2006 – a range of articles with a special focus on teacher education in relation to inclusive education. See: www.eenet.org.uk/newsletters/news10/news10.shtml

VSO (2002) *What Makes Teachers Tick? A policy research report on teachers' motivation in developing countries*, VSO, London. See: www.vso.org.uk/Images/position_papers_what_makes_teachers_tick_tcm8-2981.pdf

Inclusive education and language issues

Ahuja, A (2004) 'Focus on Policy: Language and Inclusion, Lao, PDR', *Enabling Education*, Issue 8, EENET, Manchester. See: www.eenet.org.uk/newsletters/news8/page3.shtml

Save the Children UK (2007) *The use of language in children's education – a policy statement*, Save the Children, London. See: www.savethechildren.org.uk/en/54_3224.htm

UNESCO (2007) *Advocacy Kit for Promoting Multilingual Education: Including the Excluded*, 5 booklets. UNESCO, Bangkok. See: www2.unescobkkorg/elib/publications/110/

Financing inclusive education

Peters, S (2004) *Inclusive Education: An EFA strategy for all children*, Chapter 4: 'Economic Issues: Financing and mobilizing cost-effective resources for inclusive education programs', World Bank. See: www1.worldbank.org/education/pdf/InclusiveEdu_efa_strategy_for_children.pdf

Influencing decision-makers

Save the Children (2000) *Working for change in education: A handbook for planning advocacy*, Save the Children, London. See: http://www.savethechildren.org.uk/en/54_90.htm

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[8] Ainscow, M (1998) *Reaching Out to All Learners: Some lessons from experience*, University of Manchester: http://www.eenet.org.uk/theory_practice/reaching_out.doc

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[12] 'Overcoming resource barriers', *EENET Newsletter 5*, EENET: http://www.eenet.org.uk/newsletters/news5/p8.shtml

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[15] UNESCO (2003) *Overcoming Exclusion through Inclusive Approaches in Education: A challenge and a vision*, A UNESCO Conceptual Paper, UNESCO, Paris

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[18] Cummings, S M and Tamayo, S (1994) *Language and Education in Latin America: An overview*, HRO Working Papers, World Bank, Washington DC

[19] Durrnian, T (2007) *Mother Language First*, Save the Children, Dhaka

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Save the Children
UK

Making Schools Inclusive

How change can happen

Save the Children's experience

The most disadvantaged children are also the most likely to miss out on school. So how do you deliver good-quality, inclusive education for children from minority ethnic communities, disabled children, girls facing discrimination or children in conflict-affected settings?

Drawing on Save the Children UK's extensive experience in this field, *Making Schools Inclusive* presents programme examples from 13 countries around the world. It describes case study programmes that:

- target specific groups of vulnerable children
- build inclusive school communities
- promote change throughout an education system
- address financial barriers to inclusive education.

This report offers inspiration about what can be achieved as well as drawing out practical learning from the challenges faced in different situations. It will be of interest to policy-makers, managers and advisers in government, donors and NGOs, and to education students.

savethechildren.org.uk