

“Education is like a meal. We adults prepare and cook the food. Then we say you children haven’t digested it properly.”

Anupam Ahuja

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

Isolation from information marginalises and further impoverishes excluded groups. Encouraging those who wish to foster more inclusive forms of education to document their work and share it with others is central to the Enabling Education Network’s mission. The sharing of information and ideas helps to reduce that isolation. However the information needs to be clear, lively and accessible if it is to be useful.

“It is not enough to share information about inclusion. Inclusive practice and methodology has to be at the heart of everything that EENET does”

Most practitioners are too busy to write about their work, but they benefit from reading about others doing similar work. Academic writing tends to be inaccessible to most practitioners and is therefore of little practical benefit. So how do we encourage those people who are doing the most interesting work to document and share their experience?

EENET is about to embark upon a 2-year action learning project funded by the Department for International Development (DFID) in the UK, which aims to address exactly this dilemma. It is entitled, “Understanding community initiatives to improve access to education”, and will take place in India, Zambia and Tanzania. The research aims to develop appropriate and sustainable ways of building the capacity of key stakeholders to document their experience of promoting more inclusive practices in education in their own communities.

Enabling Education



“A network which talks inclusion should also walk inclusion”

We intend that as more individuals and organisations become Friends of EENET and develop partnerships, the network will increasingly become regionalised. The gathering of information in appropriate languages should then become easier. We welcome your suggestions about how we can make regionalisation work best for you.

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



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E@NET
Enabling Education Network

www.eenet.org.uk

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Editor: Susie Miles,
EENET Co-ordinator

Parents' News

We have been talking for some time about producing a collection of stories entitled 'Family Action for Inclusion'. We have now decided to make the stories available on the web site and to work on a more practical handbook for parents' organisations, using some of the material we have gathered so far. We hope this will have a longer shelf-life.

Meanwhile here are two inspiring publications compiled by Pippa Murray & Jill Penman. Although set in the context of the UK, they are simply written and accessible to a wider audience. Many of the stories describe experiences of inclusion in, and exclusion, from education

Telling Our Own Stories:

Reflections on Family Life in a Disabling World (2000)
£8 (plus £1.50 p&p)

Let Our Children Be...

a collection of stories (1996)
£5 (£1 p&p)

Parents With Attitude,

PO Box 1727, Sheffield S11 8WS
www.parentswithattitude.fsnet.co.uk

'Including all children' is a new video from Parents for Inclusion (PI), also based in the UK context, but with a wider appeal. This focuses on

educational inclusion and the role of parents' organisations. The video is 17 minutes long and costs: £5 for parents, £10 for others (plus £1 p&p)
PI, Unit 2, 70 South Lambeth Road, London SW8 1RL
Tel: +44 (0)20 7735 7735
Email: info@parentsforinclusion.org
www.parentsforinclusion.org

New on EENET's website:
"Innovations in developing countries for people with disabilities" (1995)
Brian O'Toole & Roy McConkey (eds) - with several chapters about parents' issues.

We are grateful to the Atlas Alliance-Norway, Save the Children-Sweden and Save the Children-UK for their financial support of EENET. We would also like to acknowledge the Institute of Educational Innovation, Lisbon, for their translation and publication of the newsletter in Portuguese.

Dakar Calls for Action Sai Väyrynen

"The key challenge is to ensure that the broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies. Education for All ... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs..." Para 19

"... In order to attract and retain children from marginalised and excluded groups, education systems should respond flexibly..." Para 33

EDUCATION FOR ALL Meeting our Collective Commitments. Notes on the Dakar Framework for Action
<http://www2.unesco.org/wef/en-conf/dakframeng.shtm>

The 'Notes on the Dakar Framework for Action' are based on the many suggestions provided before and during the World Education Forum in Dakar, April 2000. The Education for All Assessment includes overview reports from more than 180 countries and provides a solid analysis of the achievements and pitfalls of the past decade.

Inclusion does not happen in a vacuum, nor does it happen after issuing an administrative order. If Education for All is to be achieved, it has to start with the change in attitudes to make Education for All mean ALL, not just "all, BUT".

World Education Forum Web-site:
<http://www2.unesco.org/wef/>

THE FULL VERSION OF THIS ARTICLE IS AVAILABLE FROM THE EENET OFFICE AND WEBSITE.

Inclusive methodology

“Practitioners need materials and methods which promote alternative ways of enabling children to learn in ordinary classrooms.”

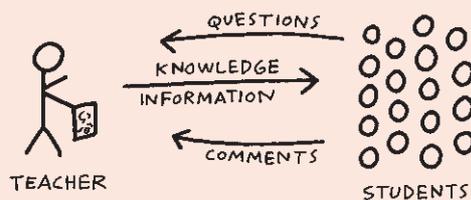
Inclusive methodology is the theme for this issue of the newsletter. Our readers tell us that they desperately need training materials. It is not enough to say ‘be more flexible’ or ‘use active, not passive methods’. Teachers need help in learning to use more participatory, “get up and go” methods. There is a lot more work to be done in developing such training materials. Here Bob Linney, the author of ‘Pictures, People, Power’ and ‘The Copy Book’, describes three different types of communication. One-way communication is an example of passive learning. Whereas two-way and multi-way communication is people-centred by starting where the learners are.

One-way communication



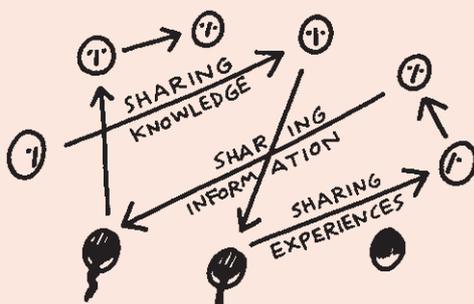
- The teacher gives out information
- The students receive information from the teacher
- The teacher is active, the students are passive
- The teacher stands, the students sit down in rows
- The teacher possesses valuable knowledge
- The knowledge and experience of the students do not enter into the communication process
- There is a very unequal distribution of power between teacher and students

Two-way communication



- The teacher does most of the talking
- The students do not talk much, but sometimes ask the teacher questions or make comments to the teacher
- The teacher stands, the students sit down
- The students do not talk with each other

Multi-way communication



- Learners and facilitator sit together in a circle
- Learners participate actively
- Everybody talks – no-one dominates the discussion
- Everybody's knowledge and experience is valued
- There is a relatively even distribution of power within the group
- Nobody falls asleep

Focus on Policy: Zambia

Democratisation

Albert Tembo

“The Ministry of Education upholds the principle that every individual has an equal right to educational opportunity. This means that every individual child, regardless of personal circumstances or capacity, has a right of access to, and participation in, the education system.”

‘Educating Our Future’ (1996)

Since Independence in 1964 three major education policy documents have been developed:

- ‘Educational Reform’ (1977) - which highlighted education as an instrument for personal and national development;
- ‘Focus on Learning’ (1992) - which emphasised the need for the mobilisation of resources for the development of schools;
- ‘Educating Our Future’ (1996) - which stresses the importance of education for all children in primary, secondary and tertiary educational institutions.

In developing the most recent policy a variety of methods were used to ensure the participation of key stakeholders: research, dissemination workshops and professional meetings. This policy differs from previous policies because:

- a) The principles guiding the education system are harmonised with the principles of liberalisation, partnership, cost-sharing and private enterprise.
- b) Educational, social, and political principles are fused in a vision of child-centred education – an education that meets the needs of the learners, their families, communities and society.

The policy contains the following strategies:

1. Inter-ministerial collaboration and decentralised services for the identification, assessment and placement of children with disabilities;
2. All Educational Boards are charged with the responsibility for ensuring that the needs of children with disabilities are met within their jurisdiction, and this will be evaluated.
3. The needs of children with disabilities will be met by:
 - Training an adequate number of teachers in special education,
 - Designing appropriate curricula and teaching materials,
 - Providing special furniture, equipment, aids and infrastructure.

The policy emphasises equity and access to education for children with impairments. The increasing demand for schooling by the parents of children with disabilities, due to greater awareness, has led to improved access. Although schools have been asked to include all learners with disabilities, it is likely that those who have severe impairments will continue to be in special schools.

Albert Tembo is a teacher trainer at the Zambia Institute of Special Education (ZAMISE). He is currently studying for an M Phil degree at the University of Manchester. He is contactable through EENET.

Paul Mumba is a teacher in a village school who believes that inclusion is about human rights, social justice and democracy. He asserts that so-called ‘ordinary’ teachers are better qualified to implement inclusion than specialists. Here he describes the way he reflected upon his own teacher training and practice before introducing democratic methods into his classroom.

A reflective practitioner: When I graduated from college I found that the theories I had learnt did not work. I thought that I wasn’t being a good teacher. I wasn’t doing well and the children weren’t doing well. Traditional teaching methods are old-fashioned, so I tried out different methods.

THE CHALLENGES

Different needs and speeds: It was difficult teaching mixed gender and mixed ability classes. There was a big gap between the achievement of girls and boys – girls found it difficult to share their ideas with boys. The government opened a unit for children with special needs at our school and this highlighted the needs of slow learners who were already in our classes.

Tradition and child rights: African tradition doesn’t allow children to come to the forefront. Children are told not to speak without adult permission. But they need to be aware of their rights and to speak freely. There is literature in Zambia about rights from UNICEF and Child-to-Child, but it hasn’t reached every school. The government is trying to achieve democracy, but the children and the community don’t understand what it’s about.

“I came to the conclusion that the classroom needed to be democratised so that everyone could learn together.”

of the classroom Mpika, Zambia

POLICY ON THE GROUND Paul Mumba

THE SOLUTIONS

Children's voices: At first when I encouraged the children to express their views, they were speaking too much. It was difficult to grasp what they were saying, but eventually I understood. The children wanted more recreation and play – this was missing from the academic curriculum. They wanted the timetable to be displayed on the wall so that they could check that the teacher was doing what he or she should be doing. They had many other excellent ideas. I was amazed!

Self-evaluation: The children looked for things that they'd learnt at the end of each day. They were encouraged to point out the positive aspects of each other's behaviour. Some of the so-called 'slow learners' excelled in their practical skills of making toys for the children with disabilities.

Teacher evaluation: The children had to evaluate how I had taught them during the day and how each child felt about the teaching. I was then able to feed back to the children how I was going to meet their individual needs.

Parents' questionnaire: The Zambian curriculum is very broad, but there are no suggestions about how to teach children about their own situations. I encouraged parents to come to school to participate in the curriculum. I asked them what they wanted their children to learn. I prioritised their wishes and fitted them into the curriculum. Community members were able to volunteer their skills in making teaching aids.

Children's questionnaire: At the end of the term the children wrote down what they had enjoyed most during the term and what they wanted to learn the following term.

“I was no longer at the forefront. My role had changed into a facilitator. I helped the children to organise their ideas. Teaching and learning became more interesting – more like higher education.”

They had particularly enjoyed carrying out a survey in the community to identify children who were excluded from school – either because they had special needs or because they had felt excluded in school. They made suggestions and put forward solutions to problems.

Discipline v dictatorship: The other teachers said that I had no discipline because the children spoke their minds. They feared indiscipline. But actually the children became more conscientious about their own learning. They came to school on time and helped their friends by sharing notes and ideas. At the end of the period the girls had done very well – much better than the boys. There was a 70% pass rate. One girl came third in the whole country.

Democratisation of Primary Classrooms in Zambia (1996), Paul Mumba

This paper is available from EENET, but can also be found on the ISEC web site and CD - see page 7.

Both Paul Mumba and Patrick Kangwa can be contacted at:
Kabale Primary School,
PO Box T144, Mpika, Zambia
Email: pkangwa@zamnet.zm

Mpika Inclusive Education Project, Northern Province Patrick Kangwa

The Mpika Inclusive Education Project was started in 1999. The project supports a programme of experimentation and documentation of the use of the Child-to-Child approach by schools and communities to promote inclusive education.

It aims to raise the awareness of schools and communities of the benefits of inclusive education, and in particular to develop strategies that fully involve children with disabilities in school and community life. A practical handbook will be produced for teachers on inclusive education using the Child-to-Child approach.

The project is funded by Comic Relief, through the Child-to-Child Trust.



“Inclusion is about genuine relationships”

Presentation Skills Workshop

“What do you need from us today to make your presentation more clear, accessible and lively, and to increase your confidence?”

EENET held a one-day workshop on July 24, just before the ISEC Congress. It was organised for the benefit of participants from the South who may have had no previous experience of travelling to the UK or attending large conferences. Good communication and presentation skills are essential to meaningful participation in meetings and seminars.

This exercise revealed that for every need, there was a skill to match it among the 26 participants. By organising themselves into small groups, and later into pairs, or buddies, the participants were able to practise their presentations. They ensured that those who needed the most help, both during the workshop and later during ISEC, received the help they needed.

Needs	Skills
How to write a good paper;	Summary; structure and organisation;
Personal introduction;	Facilitation;
Key points;	Focused; Jargon-free;
Strong ending;	Time management;
Dealing with unexpected questions;	Logistical support (buddy);
Confidence;	Humour: jokes, anecdotes; eye contact;
Language Interpretation;	Role play;
Knowing & predicting audience.	Producing visual aids – eg OHPs.

The facilitators used participatory and inclusive methodology to ensure that individual needs were met and that everyone participated fully. Working in groups, participants made a list of their skills and their needs in order to answer the main question of the workshop: “What do you need from us today to make your presentation more clear, accessible and lively, and to increase your confidence?”

ACCESSIBILITY

We spent some time considering the needs of members of the audience who may have hearing or visual problems. The brainstorm of ‘points to remember’ is just as

relevant to all conference participants, especially when they have many different language backgrounds. In considering the needs of people with impairments, we can all learn to be better presenters.

GIVING AND RECEIVING FEEDBACK

We had to establish some ground rules about listening to each other’s presentations. Good chairing skills, time-keeping and assertiveness are all essential ingredients for successful presentation and feedback sessions.

“Practising in a bigger group was wonderful – it boosted my confidence”.

“People spoke from their hearts - with honest comments”.

“I seemed like a different person presenting by the end of the day”.

“In future it should be compulsory for all congress participants to attend a pre-congress presentation skills workshop.”

A full report of this workshop is available from the EENET office and from the web site.

Points to remember when communicating with deaf or hearing-impaired people:

- Face your audience;
- Do not cover your mouth, or any other part of your face;
- Always give visual clues;
- Always ensure that the speaker’s face is well lit, and not in shadow;
- Never stand with your back to the source of light;
- Eliminate background noise;
- Speech should be slow and clear, but not exaggerated;
- Do not shout;
- No chewing gum!

Points to remember when communicating with blind or visually-impaired people:

- Be specific when describing diagrams eg right, left, top, bottom, corner;
- Eliminate background noise (no chattering!);
- Advance preparation of venue accessibility;
- Embossed diagrams for braille users – if possible;
- All overheads should be read out – never assume that everyone can read them!

Access for All is an excellent document produced by Save the Children following its CBR Review. It gives a comprehensive overview of accessibility issues before, during and after seminars. It is available in French, Portuguese, Spanish and Arabic, audio cassette (English) and Braille.

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Including the Excluded

ISEC July 24-28 2000

1022 delegates gathered in Manchester from 98 countries for the fifth International Special Education Congress. Conference themes included: From rights to policy; Listening to different voices; Positive outcomes; Developing practice, Changing roles.

“ALL FOR THE CHILDREN – FOR ALL THE CHILDREN”



“A thousand congresses took place at ISEC – each delegate came with a different set of experiences and a different starting point.”

Mel Ainscow

The congress organisers made a big effort to ensure maximum participation and inclusion. Many delegates from the South had their fees and accommodation paid to enable them to attend. Most keynote sessions allowed time at the end for participants to form small groups for discussion and for feedback at the end. A daily newsletter was produced which summarised the previous day's discussions. Here we can only give you a taste of the keynote presentations...

“Special education is exclusionary and oppressive. There is no place for special education in an inclusive society. I have come to dance on the grave of special education.” **Mike Oliver**

Mike Oliver talked of the inevitable changes taking place in the relationship between education and the economy. There are 3 possible responses to the changes ahead:

Ostriches

Burying their head in the sand and being swept away by the tide;

Rubber ducks

Linguistic adjusters – bobbing around on the tide of history, changing their words, but not their actions;

Surfers

Riding the waves to a better place, enjoying the excitement. The incoming tide is a welcome challenge, not a threat.

“Inclusive schooling is a continuing movement against educational, and ultimately, social exclusion”.

Roger Slee

Alfredo Artiles talked about the over representation of ethnic/linguistic minority students in special education in USA, especially those with mild learning disabilities - the biggest group. Roger Slee, from Australia, mentioned the systematic link between poverty, ethnicity and disability which has been little researched.

Nithi Muthukrishna, from South Africa, described the process of moving away from a focus on learners with special needs to the concept of barriers to learning and participation. In South Africa those barriers include: poverty, family violence, alcoholism, substance abuse, gangsterism, over-age learners and an urgent need for HIV/AIDS awareness in schools.

“Inclusion is a necessity, not an alternative.” **Anupam Ahuja**

LESSONS FROM GEESE

This 2 minute video was shown at the end of Anupam's key note session. It is an inspirational video which demonstrates the main principles of inclusion.

Saatchi and Saatchi,
Geese Office, 54 Bristol Square,
Lower Hutt, New Zealand
Fax: +64 4 560 3118
Price: £30 for home use; £60 for schools; £300 for companies (plus £15 postage).

Inclusive Technology (IT) was one of the sponsors of ISEC 2000. They provided the conference website www.isec2000.org.uk and a cybercafe during the congress. There are over 200 conference papers on the web site and IT is preparing the ISEC 2000 CD, which will have an ISBN number. IT will soon be disseminating the entire contents of EENET's website on a CD. This is in order to help those who do not have access to the internet.

For further information contact:
Inclusive Technology Ltd
Gatehead Business Park
Delph New Road
Delph OL3 5BX
Tel: +44 (0)1457 819790
Fax: +44 (0)1457 919799
Email: inclusive@inclusive.co.uk
www.inclusive.co.uk

Overcoming Resource Barriers -

A symposium at an academic conference usually consists of a series of formal presentations with a plenary discussion led by an appointed chairperson. Great efforts had been made to make ISEC a more inclusive experience so we decided to use participatory methods to ensure that the symposium was lively, clear and accessible. The content was prepared collaboratively by a small group of participants who had met for the first time at the pre-congress Presentation Skills workshop. It was a very last-minute, but an extremely dynamic and inclusive process. Using role-play we highlighted ways in which the difficulties caused by limited resources have been overcome in Lesotho, Zambia, Uganda and Nepal.

“The South doesn’t have greater problems, just different needs.”
Indumathi Rao

PLANNING

We are all so familiar with the excuses for not introducing more inclusive practices in education. As a planning group we began with a brainstorm to help us understand and analyse the barriers.

We then divided the excuses into 3 categories: people; money and material resources; and information. We realised that most of the excuses, or barriers, fitted into the people category as they were about negative attitudes – regardless of the level of resourcing.

We decided to start the symposium with a brainstorm. This enabled participants to air their own views about resource barriers and engaged them in a practical activity of writing their barriers on pieces of A4 paper. They constructed a wall with their barriers, in answer to the question, “What are the barriers to inclusion for all?” This provided an instant visual aid for the session. It also demonstrated the fact that attitudinal barriers were a bigger issue than resource barriers.

Negative attitudes lead people to say:

“We don’t have therefore we can’t do....”

This is especially true in the richer countries of the North where the emphasis is on ‘having’ rather than ‘being’.

However we challenge this by saying:

“We are....therefore we do”.

ROLE PLAY

Ninety minutes is a long time for participants to sit and listen. In order to make the session livelier we used role-play. Each role player was able to speak from the heart of their own experience of overcoming apparently insurmountable barriers.

Participants were asked to consider the following dialogue when watching the role-play:

“We don’t have the resources for inclusion!”

“Excuse me, but you have a fixed idea about inclusion, which gives you a fixed idea about resources...If you have a flexible idea about inclusion, you can have a more flexible attitude to resources!”

A full report of EENET’s symposium is available from EENET. It will also be included in the ISEC CD – see page 7.

We can’t do IE because:

Attitudes are negative – “Until attitudes change...”;
Disabled children aren’t ready (eg not toilet trained);
It will affect the other children (contagious);
No capacity to learn;
Parents’ fear of rejection;
Teachers are trained in special education – “I’ll lose my job”;
Our people aren’t literate;
We’ve got other priorities;
Our system’s too rigid;
Buildings are not accessible;
No trained personnel.

– an EENET Symposium at ISEC

My name is **Deepa Jain**. I am a co-ordinator of an inclusive programme in Delhi, India. I'd like to ask you a few questions about inclusion.

Firstly, how can I teach your child when I haven't had any training?

My name is **Palesa Mphohle** and I come from Lesotho. I am a parent of a child with mental disability and I am the co-ordinator of the Lesotho Society of Mentally Handicapped Persons (LSMHP) which is a national organisation of parents founded in 1992.

I also did not have any special training to be a parent of a disabled child, but by raising my child and exchanging experiences with other parents, I have realised that I have a lot of knowledge about my child. I can help you to teach my child. In Lesotho parents work with the Ministry of Education's inclusive education programme. Problem-based learning in schools is better than any 'special' training.

Deepa: Why don't you send your child to a special school?

Palesa: It is a basic human right that every child should have access to education. My child has been born into our community with his brothers and sisters and should be allowed to go to his neighbourhood school with them. The children don't discriminate. In Lesotho we have found that non-disabled children also benefit from having disabled children in their school. They learn that we are all different and that we must care for one another. These children are our future policy makers. How can they implement policies on inclusion if they have not had any experience of it in their own lives?

My name is **John Ndiraba Kiyaga** and I am from Uganda. I am the director of Action to Positive Change on People with Disabilities (APCPD) and we run a small

school on the outskirts of the capital, Kampala.

When I was a child my mother wanted me to go to a special school far away from my home because she thought that I would get a better education there. I didn't want to go and I persuaded her to let me go to my local school. I worked hard at school and got top grades in all the subjects. Everyone knows me in my community and accepts me for who I am.

Deepa: I think we need to build a special unit attached to the local school.

My name is **Paul Mumba**. I am a teacher from Zambia. In my experience building a special unit is still segregation because the children are expected to learn separately. When our unit opened they sent us a special teacher. He said he was only allowed to teach 5 children with learning difficulties! The children called him 'Teacher of the Fools'.

Deepa: OK, so we agree about inclusion, but I've got 100 children in my class. The disabled child can't keep up and I've got no resources. What can I do?

Palesa: When teachers complain about the size of their class, I tell them that they should work out ways of reducing its size without excluding my child. What difference will it make if they have one less? Why should it be my child that misses out just because the class size is too big. That is the school's problem, not my child's problem.

My name is **Krishna Lamichanne** and I am from Nepal. I work as a community based rehabilitation worker in a rural area far from the capital city. We have found that the best thing to do when a disabled child has a problem is to get everybody together to have a meeting. We invite the child, their

parents and the teachers to discuss the problem and we work out ways to overcome it.

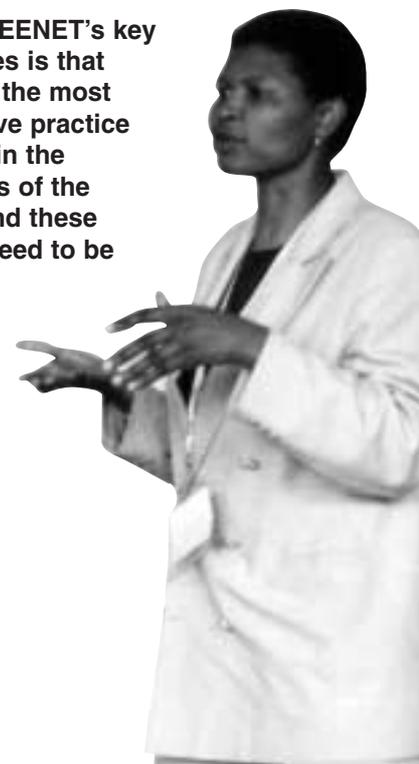
Deepa: But surely we don't have all the answers in our own community?

Palesa: There are lots of useful international documents that can help us in our communities. These are the Convention on the Rights of the Child (CRC), the UN Standard Rules and the Salamanca Statement. We need to know about these international instruments because they are valuable campaigning tools.

John: We didn't want to be dependent on external funders when we built our school. We had seen so many projects collapse after the donors had left, so instead we identified locally available resources. We recruited teachers who lived in the community and we set up a mobility aids workshop to provide income for the school. We worked hard to convince the parents that they should send their disabled children to school.

Deepa: Thank you for sharing your experiences. They are very encouraging.

“One of EENET's key messages is that some of the most innovative practice in IE is in the countries of the South and these voices need to be heard.”



THE VOICE OF YOUNG PEOPLE

Mamello's Story

My name is Mamello Fosere and I come from Lesotho. I was born in 1979 at Scott Hospital. I stay in a village called Tanka in Mafeteng district. I live with my mother, two sisters and three brothers. My father died in 1992.



Mamello was invited to be a facilitator at a seminar in Swaziland in March 2000, organised by Save the Children (SC-UK). The aim of the seminar was to review SC-UK's support of Community Based Rehabilitation programmes in 22 countries. SC-UK was keen to encourage young disabled people to be part of the review process and to play an active role as facilitators in the seminar itself.

Mamello became known in her community as 'the little lady' – she had a severe form of brittle bone disease. She was supported by the Scott Hospital CBR team to attend her local school. However, long before she was provided with a wheelchair and given a place in school, she was educated at home by her friends. Later community members organised the rebuilding of the road to the school so that Mamello could go to school in her wheelchair without the risk of breaking her bones.

Mamello related her story to the seminar participants and together we edited it for Enabling Education. She has happy memories of primary school, but secondary school was much tougher.

I started school in 1994, at the age of 15, in standard 5. At school I was cared for by teachers and other children. At that time I liked school very much. I was able to help my teacher in teaching others and it helped me to know more things and remember them all the time. I was able to pass Standard 5 and 6 in position 1, and first class in Standard 7 (the last year of primary school).

When I completed primary school in 1997, I went to a boarding school at Motsekuoa.

I had not applied to this school because I heard that there was bad treatment of Form A (first year) students. When I heard that I had a place at Motsekuoa. I felt that it was better not to attend school,

but my friend told me that she would take care of me. The parents' organisation, LSMHP, paid my school fees for the first 3 years. I was not treated badly, but we had to wake up very early every day.

Some teachers didn't beat me when I failed to answer their questions or failed their subjects, but others beat me. When they entered the class I was not thinking about their subjects, instead I would be thinking about how they would beat me when I failed to answer their questions.

Some children became my friends, while others would be calling me names. I told the teachers and the teachers beat them and told them not to do it again.

Sometimes other children, who were not my friends, took me to the toilet and helped me onto the wheelchair. In 1998 I had a problem with my friend who was taking care of me. She became pregnant and left school. But I had another friend, who is also disabled, and she did the same things that my first helper did. I also had a problem with her. She could not finish her schooling because she did not have enough money to pay the boarding fees. I passed Form C (the third year of secondary school) in second class, but I was out of school this year because my mother could not pay the school fees for me and my 3 brothers and 1 sister.

My intention is to finish high school and do social work and help other children with disabilities.

We are sad to report that Mamello died of pneumonia just four months after the seminar. Her courage and determination live on in the Tanka community and beyond. She was a true pioneer.

I was taught how to read and write at home by my best friend - we used to play together all the time. We played with dolls and I taught my friends how to sew clothes and knit jerseys. We started a choir and were joined by many children. Teachers from Tanka primary school visited us and gave me some work to do.

Producing a local newsletter

“HOA NHAP” Vietnam



Tran Thi Nhieu is a senior project officer in Save the Children (SC-UK)'s disability programme in Ho Chi Minh City, Vietnam. Here she is interviewed about her role as editor of HOA NHAP (INCLUSION).

Why did you decide to start publishing a newsletter?

I work closely with an informal club of disabled adults. In 1997 they approached me about the need for greater awareness of disability and information-sharing. We decided to produce a newsletter in Vietnamese.

Where do you get the information from?

It's difficult to find new information every month so we take articles from Enabling Education; Disability Dialogue (formerly CBR News) produced by Healthlink Worldwide; and Disability Tribune produced by Disability Awareness in Action. These 3 organisations have access to information that we don't have in Vietnam.

We also collect information from disabled people and parents and we discuss policy and legislation issues. We always mention integration in society. We focus on children with learning difficulties, as we believe they need the most help. Deaf children and blind children receive help from international non-governmental organisations (INGOs). We feature case studies, for example, of enthusiastic teachers who are keen to integrate disabled children.

How many copies do you produce?

The disabled people decided how many newsletters we needed and who should receive them. They translate the articles into Vietnamese. At first we produced 100 copies of the 8-page newsletter, but now we produce 200 copies. We distribute 100 copies around Ho Chi Minh City which has a population of 6 million people. We send the other 100 to North Vietnam. Hoa Nhap is produced every 6 weeks. Terre des Hommes, an INGO, pays for it.

Who benefits?

Services for disabled people have been forced to think about disabled children. The head teacher of a special school asked me to conduct a training session for parents after reading one of the articles. The newsletter helps to change attitudes in general and in particular the attitudes of special education teachers. Parents of disabled children are now more confident about their rights and their capacity to change their own situation.

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Useful Resources

How to Produce a Newsletter

is produced by Healthlink Worldwide (formerly AHRTAG). It includes practical guidelines on planning, writing, editing, designing, printing and evaluating a newsletter. Cost £10

Resource Centre Manual

contains comprehensive and practical information about setting up and managing a resource centre. Although it is designed for the health and disability sectors, it is equally useful in other areas of work. £9.50 (developing countries) £14.50 (others) Available online from Healthlink's web site.

To request Rich Text Format (RFT) files contact publications@healthlink.org.uk

Healthlink Worldwide,
 Cityside, 40 Adler Street,
 London, E1 1EE, UK
 Tel: +44 (0)20 7539 1570
 Fax: +44 (0)20 7539 1580
 Email: info@healthlink.org.uk
 Http://www.healthlink.org.uk

Friends of EENET



We have spent a lot of time discussing the need for EENET to regionalize its activities in order to reach more people in the most appropriate languages. It was agreed at EENET's last steering group meeting that we should encourage organizations to become Friends of EENET as a first step towards becoming more formal partners. A Friends of EENET meeting was held informally at the ISEC congress in July 2000 to discuss ways in which we could improve the network. Many examples were given of the way in which the network is used.

A Friend of EENET is committed to developing initiatives consistent with EENET's values and principles. To be a Friend of EENET, you need to:

- Distribute the newsletter;
- Collect stories of policy and practice;
- Identify and develop training materials.

INFORMATION IS POWER

"If I want to flatten the opposition I go to EENET's web site – if I'm writing proposals, or have a difficult workshop to lead, I go to EENET's web site. For the first time I've found information that's relevant to our situation in South Africa."

Gill Lloyd, South Africa

"Information is even more important than funds"

Njeru Muchiri, Kenya

TO STIMULATE THINKING

"Books aren't put to good use by the teachers and they are not relevant to my situation.

I provoke them to read, by quoting excerpts from EENET's newsletter. I am encouraging them to write, because it will make them feel good about themselves."

Paul Mumba, Zambia

"I wrote to Thomas Otaah in Ghana because my colleagues used his suggestions on terminology in Issue 3 to start a discussion."

Anupam Ahuja, India

There are many ways you can help the network to grow. You could collect stories of policy and practice, identify and develop training materials, and distribute the newsletter. Please write to us if you would like to become a Friend of EENET.

CAN I JOIN?

"I really feel depressed because I'm the only one from South America at this meeting and we have 'bad' examples of exclusion. It's so difficult to fight against exclusion. As parents we suffer. Disabled people are suffering – they are more oppressed than other minorities. We have a huge debt. We don't have any kind of relationship with other countries. We need to be part of EENET."

Elena Dal Bo, Argentina

Elena has begun to translate some of the key texts on EENET's web site into Spanish.

READY TO BECOME A FRIEND OF EENET

The Centre for Special Needs and Studies in Inclusive Education (CSNSIE) was formed in the summer of 2000, in Hong Kong. The Centre supports schools, parents and teachers to develop inclusive schools to ensure that all children have equal access to high quality education. The reform of schools currently taking place gives us the chance to move away from rote learning and recognise that student diversity is a rich resource. One of the tasks of CSNSIE is to resource inclusion by producing materials, packages, videos and papers which will help parents, teachers and students. We are planning to produce an on-line journal on inclusive practice. We are keen to develop international links, and would like to become a Friend of EENET.

Nick Crawford

CSNSIE

The Hong Kong Institute of Education

Lo Ping Road, Tai Po

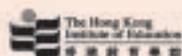
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Centre for Special Needs and Studies in Inclusive Education

特殊學習需要與融合教育中心

<http://www.ied.edu.hk/csnsie>

全納教育

The EENET Interview

Ed-Todos (Education for All) is a non-governmental organisation which was founded in May 1998 in João Pessoa, Paraíba, North-Eastern Brazil. Here Windyz Ferreira talks about the aims of the organisation and its links with EENET.

Who is involved in Ed-Todos?

Ed-Todos is run by volunteers – adults and young people, including those with disabilities – committed to inclusion and the right to a quality education for all children. It started with a group of parents of disabled children and practitioners in the field. We are trying to network with volunteers from organisations that are also fighting exclusion and discrimination, such as racial discrimination, violence against women and the issue of street children.

What are the aims of the organisation?

We aim to create a network which will promote the sharing of information and the exchange of ideas, expertise and experiences. Our mission is to support the inclusion of vulnerable groups - with an emphasis on educational inclusion. We will disseminate up-to-date knowledge and research findings. Lecturers of the Federal University of Paraíba, practitioners from the Centre SUVAG (a school for the deaf) and a journalist from a local newspaper have a key role in this network.

“EENET had a very important part to play in the foundation of Ed-Todos because it provided us with a model to fight discrimination and to organise a network”

How will you disseminate information?

We have just established a partnership with a student of computer science, who will help us develop our website. We have no funds, but we are making progress and we have lots of support from volunteers.

At present, we are organising an international conference in November entitled, ‘Moving towards inclusive education in South America: Learning from each other’. It will be the first of its kind in South America. Our objective is to create a forum for exchanging knowledge, experience and skills between policy makers, educators, practitioners, the disability rights movement and the wider community.

Will Ed-Todos expand throughout Brazil?

Yes, this is our aim. We have begun in Paraíba, which is a very poor state, but Brazil is very big - we cannot only think of the needs of Paraíba. We intend to serve the whole of Brazil, and, in the long-term, South America.

What links do you have with EENET?

I was a student at Manchester University when EENET was established in 1997. I helped EENET’s coordinator on a voluntary basis. Since returning to Brazil in May 2000, we have discussed the possibility of Ed-Todos becoming one of EENET’s regional partners.

However since we are just starting our information network, we will begin by becoming a Friend of EENET. We will make a link between our web sites, and we will disseminate the newsletter in Portuguese, which we can download from EENET’s web site. Issue 4 of Enabling Education is now available in Portuguese on a CD from EENET.

We do not have an office yet, but if you want any further information about Ed-Todos, or the conference write to:

Profa. Windyz Ferreira
Universidade Federal da Paraíba
Centro de Educação-DHP
Campus João Pessoa
Castelo Banco, João Pessoa,
Paraíba
CEP 58.580-900
BRAZIL
edtodos@hotmail.com

windyz_ferreira@hotmail.com

your letters

I would like to thank EENET for enabling me to attend ISEC 2000. It was of great benefit to me, the Ministry of Education, my college, and indeed to the development of inclusive education in Zambia. I have started country-wide teacher-trainers' training workshops on inclusive education in 7 pre-service teacher training colleges. The Ministry of Education, through the Teacher Education Department, has given me the opportunity to hold workshops and seminars using the UNESCO Resource Pack, the Lesotho video package and the Agra workshop report and video.

We would like you to send us more literature and materials which we can use to train regular classroom teachers, parents, head-teachers and district education officers.

Sylvester B Kanyanta
Special Needs Section
Mufulira College of Education
PO Box 40400
Mufulira, Zambia
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I resigned from my teaching job at the Kenya Institute of Special Education to join the International Rescue Committee as a CBR supervisor in Kakuma Refugee Camp in north-western Kenya. My new job is extremely challenging. The climate is hostile and the sun is most of the day above 35°C. It is my job to promote inclusive education at a wider level, not only to school pupils (8-15 years old), but also to pupils aged 16-35 years old in the same classroom. The other part of my job is to train the Sudanese, Somali and Ethiopian refugees to train the parents on how best they can handle their children and relatives who are disabled. I plan to write something about inclusion in the refugee setting. Has anyone attempted a study of the inclusion of refugees into schools in the countries in which they have sought refuge? (Sorry I had to hand-write this letter. I am not in touch with a computer now.)

Evans Mburu
International Rescue Committee
PO Box 62727, Nairobi, Kenya
Email: ircnbi@irckenya.org

I have read the EENET newsletters and I find them good for lack of jargon and their briefness. However the articles are preaching to the converted. There may be a need to make comments about the views of the excluders, with the aim of selling the approach to them, especially because they tend to have more power than the excluded. For example, what do they gain by using the inclusive approach, and do they lose anything?

Mutua Waema
Kenyan student,
School of Education,
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Email: M.S.Waema@stud.man.ac.uk

I was so happy to attend the ISEC Congress. I was able to discuss with many people with diverse cultural backgrounds and education. In sharing ideas, experiences and knowledge, I was amazed to find that we had a lot in common in addressing the issue of inclusive education. I told my friends the whole story of my journey and the activities. They were so excited and eager to learn whatever I told them. This was good because it was my aim to make them learn what I learnt from others, so that we can use it to improve what we already have on the ground. My community members were extremely happy when they heard that I had participated in the EENET symposium and I got a lot of hugs.

Action to Positive Change on
People with Disabilities (APCPD)
John Kiyaga
PO Box 12305
Kampala, Uganda
Fax: +256 41 530412

Thank you for the March 2000 issue of Enabling Education. The publication is very attractive and the articles give us a global picture of inclusion: national thinking and local action.

EENET gives us an opportunity to know how other countries are finding solutions. This helps NGOs and governments to build on their existing strengths. It also stops us from reinventing the wheel, because with information we can achieve a lot by just changing our tyres!!

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Send your letters, emails & faxes to:
Susie Miles, EENET Co-ordinator.



Enabling Jetha to learn, Nepal

Janak Thapa

The Nepal Association for the Welfare of the Blind (NAWB) runs a CBR project in Dharan, eastern Nepal, in partnership with Christoffel Blinden Mission (CBM). NAWB/Dharan is proud of having enrolled 40 blind children in local schools in the districts of Sunsary, Morang and Jhapa. Janak Thapa tells the story of one of those children: Jetha Murmu.

Jetha is the eldest son of a family of three children. His family is extremely poor and 'illiterate'. They belong to one of the indigenous peoples in the south-east of Nepal. At first Jetha's parents denied the blindness of their baby, but later they looked for treatment. When the baby was declared incurable by the ophthalmologists, the parents became completely mad. They were hopeless for their child's future. They did not allow Jetha to go outside the house and play with other children.

Jetha was 11 years old when Mr Laxmi Bhandari, of NAWB/Dharan, found him in the course of a house-to-house survey. When Mr Bhandari first asked if the family was interested in educating Jetha, he was almost beaten by the angry parents and he had to run away. Their other children did not go to school and they had not even heard of the education of the children before. In fact, the parents wanted to hand Jetha over to Mr Bhandari. After some time he took them to meet a blind lady who was already reading and writing Braille and was an active member of her family. It was only after this experience that the parents allowed him to teach Jetha.

Mr Bhandari visited Jetha twice a week, for two hours, to teach him to use Braille and an abacus. He also gave him orientation and mobility (O&M) training using a small white cane.

After the training Mr Bhandari took Jetha to his local school, but the headmaster did not want to enroll him. When Mr Bhandari showed the teachers how Jetha could read and write Braille using a slate and stylus, and do maths on an abacus, they allowed him to start school in Class 1. NAWB/Dharan gave Jetha's parents an interest free loan so that they could buy two small pigs to help fund his education.

Jetha is now in Class 5. Mr Bhandari no longer needs to visit him regularly. He goes to school independently using his white cane. He has many friends and the teachers are proud of having such a talented blind boy in their school. One of the teachers has been trained in Braille so that he can help him in school. He has become the talk of the village:

"Jetha is the only boy in the village who can read and write, even without light in the night."

A longer version of this story is available from EENET, or from: Janak Thapa, NAWB/Dharan CBR, East Region Community Service Centre, Dharan, Sunsari, Nepal.



Useful Publications

See with the Blind: Trends in Education of the Visually-Impaired (1999)
 Edited by Gunawathy Fernandez, Claudia Koenig, MNG Mani, Sian Tesni. Co-published by Christoffel-Blindenmission (CBM) & Books for Change
 ISBN: 81 87380 44 6

The chapters in this book cover a wide range of topics related to visual impairment and blindness in South Asia: inclusive education, daily living skills, CBR, employment, information technology.

Available from:
 CBM South Asia Regional Office (South), 559, 11th Main Road, HAL IInd Stage, Indiranagar, Bangalore 560 008, India

Books for Change,
 8 Wood Street, Ashok Nagar, Bangalore 560 025, India
 Price: Rs 250

Helping Children Who Are Blind, by Sandy Niemann and Namita Jacob, is a new publication which focuses on the needs of blind children in the first 5 years of life. (200 pages)
 ISBN:0-942364-34-1 (English)
 0-942364-37-6 (Spanish)
 US\$12.00

The Hesperian Foundation,
 1919 Addison Street, Suite 304, Berkeley, California 94704, USA
 Tel: (510) 845 9160
 fax: (510) 845 0539
 Email: bookorders@hesperian.org
 Http://www.hesperian.org

Useful publications

Towards Responsive Schools: supporting better schooling for disadvantaged children (2000)

This new Save the Children publication examines how schooling links with poverty and social or political disadvantage. Case studies include community schools in India, kindergartens in Mongolia and education in refugee camps in Lebanon.

DFID Education Publications
Despatch, PO Box 190,
Sevenoaks, TN14 5SP, UK
Email: dfidpubs@echristian.co.uk

Education for All: The Challenge of Universal Primary Education (2001)

Strategies for achieving the international development targets. DFID.

Disability, Poverty and Development (2000)

An issues paper
Department for International
Development (DFID), 94 Victoria
Street, London SW1E 5JL, UK
Email: enquiry@dfid.gov.uk
www.dfid.gov.uk

Meeting Special and Diverse Educational Needs: Making Inclusive Education a Reality (2000)

Hannu Savolainen, Heikki Kokkala, Hanna Alasuutari (eds). This book is based on the papers presented at the World Education Forum Strategy Session on Special Needs Education, which was facilitated by the Niilo Maki Institute, Finland. Available free from: Ministry of Foreign Affairs of Finland, The Department of International Development Co-operation, PO Box 176, 00161 Helsinki, Finland.

Working for Change in Education: A Handbook for Planning Advocacy (2000)

This handbook is for groups seeking to bring about improvements in the education provided for children, especially

community groups, policy and research institutes and NGOs. SC's experience demonstrates that non governmental and other groups can have a greater influence on educational change if they have a well thought out advocacy strategy. Copies are available in English, Spanish and Portuguese.

ISBN: 1 84187 034 X
Price: £7.50 plus postage
Publications Sales,
Save the Children, 17 Grove Lane,
London, SE5 8RD, UK
Email: Publications@scfuk.org.uk

Children's Rights: Equal Rights? Diversity, Difference and the Issue of Discrimination (1999)

This publication marks the 10th anniversary of the adoption of the Convention on the Rights of the Child by exploring its achievements and its failings.

ISBN: 2-940217-11-4
Price: £9.95 plus postage
Save the Children Publications,
c/o Plymbridge Distributors Ltd,
Estover road, Plymouth PL6 7PY
Fax: +44 (0)1752 202333
Email: orders@plymbridge.com
www.save the children.org.uk

It's Not Luck Anymore – It's Your Right.

This film tells disabled people about their rights under India's Persons with Disabilities Act. It is available in English, Tamil and Telegu and costs 250 Indian rupees.

ADD India, 4005 19th Cross,
Banashankari, II Stage Extension,
Bangalore 560 070, India
Tel: +91 80 676 5881
Tel/Fax: +91 80 676 2097
Email: addindia@vsnl.net

Street Children with Disabilities: Situation Analysis and Need Assessment, Dhaka City. (1999)

Centre for Services and Information on Disability in association with Save the Children (SC)-Sweden
Email: csid@bdonline.com

Civil Rights, Law and Disabled Persons - Resource Kit No7 (2000)

Richard Light DAA,
11 Belgrave Road,
London SW1V 1RB
Tel: +44 (0)20 7834 0477
Fax: +44 (0)20 7821 9539
Email: info@daa.org.uk
www.daa.org.uk
Available in French, English, Spanish, large print, ASCII on disc, English Braille and audiotape.

Background to Globalisation (2000)

This book will help activists and concerned people understand globalisation in simple terms.

Centre for Education and Documentation (CED)
Email: admin@inbom.ernet.in
(Bombay)
Email: admin@ilban.ernet.in
(Bangalore)
Price: US\$10 Rs 150



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