

“Inclusion is not a privilege, it is the natural consequences of a humane society” Ali Joibari, Iran

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

When inclusive education is talked about in the West, there are often two assumptions. Firstly, that inclusion is related to so-called, 'developing' nations, and that everything is all right in countries like the UK and USA. And, secondly, that inclusion is synonymous with disability.



Enabling Education

They emerged from very conservative traditions. The relationship between poverty and educational failure is also a big issue. Many children in special classes in the West are there as a result of poverty, second language issues or poor educational practice.

Inclusion is about the development of societies that embrace diversity. It is not only about what happens in schools and in classrooms. At present there is a major mismatch between the educational practices in classrooms and what happens in real life. Why should we expect all learners to read in the same way when in reality that does not happen? Why are there special classes and special schools when there is no special adult world?

There are major problems in Western societies relating to inclusion. The racist attitudes, gender stereotyping, disablist assumptions did not fall from a tree.

International movements should direct their resources and commit their energy to talking about the relationship between education and society. It is extremely difficult to suggest solutions in Burkina Faso, for example, if we have not developed a 'pedagogy of possibility' that has a strong philosophical and theoretical base which is translated into action. We need to transform educational discourse and practice radically, and establish the relationship between education and society, based on human rights, social realities and the needs of learners.

Sigamoney Naicker, South Africa

www.eenet.org.uk

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

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Whole school improvement for all

EENET was involved in producing a document and a poster for Save the Children UK - entitled 'Schools for All: Including disabled children in education' - which are downloadable in English from EENET's website. The document is also available from EENET in French and Portuguese. This diagram appears on the poster. We have added some blank boxes for you to fill in. We think there are many points missing from the diagram, such as policy, administration, leadership and management. We would like to invite readers to produce their own diagrams. As is shown in the article on page 3 the quality of teacher education has an impact on whole school improvement and on the quality of educational inclusion.

EENET News

Focus on Gender

For the first time in Enabling Education we have featured articles about gender issues in education. The articles discuss the effects of early marriage on education, and violence towards girls in African schools. We intend to have a section on gender issues on our website, in addition to sections on conflict and emergencies; child rights; ethnicity; and many others.

Writing Workshops

EENET has been involved in an action research project in Tanzania and Zambia during the last two years. Details are available in the 'action learning' section of our web site. Soon we will be disseminating a collection of stories from teachers' involved in the project in Mpika, Zambia. The provisional title is 'Researching our Experience'. We are aiming to produce a set of Guidelines on how to do 'Writing Workshops' which will also be available in CD-ROM format.

Website News

Since the last newsletter was published the number of hits on our site has doubled. In March 2003 we had 156,000 hits - and there were 13,500 users!



Teacher education and social inclusion in India: the role of teacher educators

Caroline Dyer

As part of its drive to decentralise primary education, India has set up District Institutes of Education and Training (DIETs) to provide regular in-service training for primary and upper primary school teachers. At the same time, another opportunity for teachers' professional development comes via the innovation of Cluster Resource Centres (CRCs), each covering schools within a geographical area of about 10 km. CRCs have helped teaching to change from being an isolated job with few opportunities for professional sharing, to become a job with regular opportunities for sharing ideas and practices with colleagues.

A key challenge for both these new organisations is to motivate teachers in government schools to adopt the 'joyful learning' and a 'child-centred' approaches associated with the revised, competency-based school curriculum. These approaches all demand that teaching and learning be geared to the needs of each individual learner. This brings many challenges for the professional development of teachers since:

...teaching activity has been reduced to a minimum, in terms of both time and effort. And this pattern is not confined to a minority of irresponsible teachers — it has become a way of life in the profession [Public Report on Basic Education 1999, p. 63].

It is crucial that teacher education rises to those challenges, since repetition and drop-out are closely linked with joyless and teacher-centred schools. This is an important issue for social inclusion, as it is the government schools that serve the social groups who have so far been excluded from formal education.

CRCs are led by talented teachers who can try to persuade colleagues to adopt new ideas and approaches. This can work well with teachers who are open to change – but there is little they can do with teachers who do not respond, and there are many teachers who doubt whether these approaches can really work in the classroom. CRCs have no power over teachers and can do little more than suggest, or try to model new approaches. However, in terms of 'whole school improvement' which is at the centre of successful educational change, a very positive

aspect is that all teachers in the school regularly talk to each other about their work at CRC meetings, and so a professional discourse is emerging.

Formal in-service training is still needed, to provide direction and support for teachers, but this focuses on individual teachers away from their schools. The quality of the training itself is not without its problems. The DIETs are mostly staffed by teachers who used to be in higher secondary schools and few of them have primary teaching experience. This makes it difficult to respond to the requirements of the job, which are to work in schools with primary teachers, evaluating training impact, identifying teachers' needs and designing programmes that respond to them. The DIETs function more as a site of delivery of programmes designed at the state or national level, than as organisations that respond creatively to local needs. Rather than places of exciting teacher development, they have become known as training institutes (*see photo on front page*).

What, then, can be a way forward for teacher educators to develop more meaningful support for teachers in schools, and so fulfil the promise of decentralisation?

- There is a strong need for comprehensive professional training for DIET staff to help them be effective by developing the skills, knowledge and understandings appropriate for primary teacher educators.
- There is a need to reconsider the recruitment rules that demand double Masters degrees for DIET posts, and therefore exclude most

primary teachers from becoming formal teacher educators, as primary teachers are rarely university graduates.

- There is a need to promote closer links between the DIET and CRCs to help create upwards and downwards information flows between teachers and teacher educators.

Any move towards 'well supported teachers in schools' will need to be accompanied by paying closer attention to developing the professional competencies of those doing that support – the CRC and DIET staff. This is an issue of social inclusion, for the power of government schools to enrol and retain children from the communities who are hardest to reach can only grow if committed and competent teachers are supported by committed and competent teacher educators and sensitive teacher development policy.

This article is based on a research project entitled District Institutes of Education and Training: a comparative study in three Indian states, funded by the UK's Department for International Development and carried out in Gujarat, Rajasthan and Madhya Pradesh. The views expressed here do not necessarily reflect those of the funding body.

Caroline Dyer is a Senior Research Fellow in International Education in the School of Education, University of Manchester. She has been working in basic education in India for the past ten years.

Challenging the exclusion of blind students in Rwanda

Evariste Karangwa

Evariste Karangwa initiated and facilitated the inclusive education of blind secondary school students in Rwanda in 1997. Evariste was the head teacher of GS Gahini, a post-primary school, from 1994-99. It is estimated that one million people were brutally murdered in the genocide of 1994 in Rwanda, and many children became orphans. In his promotion of educational inclusion, Evariste faced considerable economic and social challenges during this period of Rwanda's history. Following the completion of his MEd at the University of Birmingham in 1999, Evariste founded the Department of Special Needs Education in the Institute of Education, in Rwanda's capital, Kigali in October 2000. In this article Evariste shows how enormous barriers can be overcome, and how community members can work together to achieve inclusion. This is an inspiring story.

It would be easy to point the finger at the poor state of the economy in Rwanda, the lack of resources and overcrowded classrooms as reasons why it would be too difficult to include marginalised groups in education. More than 65 per cent of Rwandans live below the poverty line, according to the UNDP Human Development Report of 1999. Yet some of the poorest areas in Africa have managed to overcome these challenging barriers and serve as examples to us all.

In the Rukara Commune (community) enough income was generated to sustain an inclusion project of children with visual impairment in the local secondary school, Groupe Scolaire Gahini. The project attracted the attention and support of the government, non-governmental organisations and community members. Gahini is a small government-aided school, which is very poorly resourced and overcrowded. It has 800 boys and girls, a third of whom are orphans who survived the genocide.

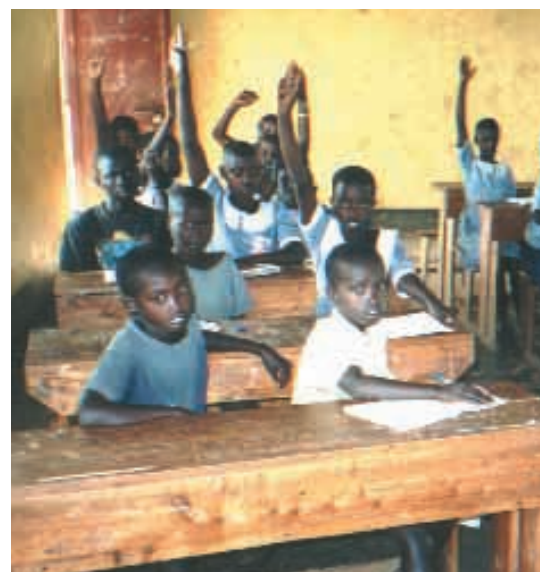
It was in 1997, through strenuous negotiations between the Rwanda Blind Union, myself as head teacher, and the Ministry of Education, that GS Gahini school finally admitted eight students — the first visually impaired and blind students to enter secondary education in Rwanda.

One year later at a parents' meeting, I boldly announced plans to raise funds for the education of those blind children included in the school. Within the following month the project was ready and the first 'parent fundraising committee' was formed.

I explained the potential of pupils with visual impairments and talked about their needs and rights to learn with others, and how society has neglected them.

The fundraising committee was an income generation initiative that would greatly improve their education and their lives. It was made up of three parliamentarians, religious leaders, local community and opinion leaders, parents, teachers and students. They mobilised funds through charity walks, plays and dances by pupils, the sale of farm produce, etc.

Eight months later, a resource room for blind students, seven houses for volunteer staff and a reading room were opened. The inclusion of pupils with visual impairment thus took root. Since then, a capacity of 33 pupils has been sustained and now the first ever Rwandan blind students have been registered in the Rwandan Universities and higher institutions of learning in the academic year 2002-2003. My current pre-occupation is to facilitate the inclusion of blind graduates from Rwandan secondary schools in Rwandan Universities.



"It takes the whole village to raise a single child."

This story is proof of the untapped potential in deprived African communities.

African people have a well entrenched and admirable culture of extensive and family bonds, community solidarity and a spirit of mutual support — all of which should be exploited for the benefits of inclusion for people with disabilities.

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Rupa's story: child carers and mental illness in India

Chris Underhill

BasicNeeds is an organisation working in the field of mental health and development, founded by Chris Underhill. In close association with his colleague in India, D.M. Naidu, Chris has developed a mental health and development model, which is now being put into practice by colleagues and partners in India, Sri Lanka, Ghana, and soon Tanzania. In this short article Chris highlights the needs of children who care for their mentally ill parents, and considers the implications for their education.

Rupa Kumari is 12 and lives near Hazaribagh in Northern India. Her father used to be a cook at marriages, festivals and within prayer meetings (poojas). When he died suddenly, the family were plunged into destitution. Rupa's mother, Ashtami Devi, is 28 years old and is mentally ill. She has one younger brother and one very young sister, Neelam. Rupa cares for this whole group of people calmly and with remarkable skill. The one support that Rupa has is her uncle Ramnath Pandey, her father's brother. My colleague Shoba Raja, D.M. Naidu and I met Rupa Kumari and her family when we were visiting our partners, Nav Bharat Jagriti Kendra, a local non-governmental organisation, in Hazaribagh.

Child carers

The problem of child carers is very large in developing countries. It is quite possible that children may have to care for their ill relative for very many years. As BasicNeeds meets more mentally ill people through its consultation processes, the extent of the child carer problem is becoming increasingly obvious. As a result, we have decided to develop a policy in support of child carers, and would welcome input from any reader who has a point of view.

Rupa Kumari takes her younger sister, Neelam, to school with her. Her teacher has complained about this, but has let her stay in school with her sister, rather than miss out on education. Classes are big in rural areas in Northern India, so this was not an easy decision.

Our newly developing policy needs to take into account the needs of child carers to take advantage of any education facilities available, while at the same time recognising their adult responsibilities of family care.

School refusers

We have also observed that child carers tend to be either simply absent from school, or school refusers. Refusing to go to school can also be the first sign of an impending childhood mental illness. This particular problem is, of course, quite different from the one of children being carers. One situation, of course, can lead to the other in that carers of all ages can become frustrated and depressed at the apparent never-ending load.



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BasicNeeds would welcome your views on the development of a child carers' policy.

BasicNeeds
BasicRights

Focus on Policy

Hong Kong, SAR China Vivian Heung

In 1997 Hong Kong reverted to being a Special Administrative Region of China, after over 140 years of being a British Crown Colony. The vibrant education reforms introduced after 1997, according to Vivian Heung, are leading to some comprehensive changes in the education system that will facilitate the implementation of inclusive education.

The policy statement of Hong Kong's Chief Executive Officer, Mr. Tung Chi-Hwa, in 1997, claimed that education was one of the three major concerns for the new government. The new education reforms, outlined in the Education Commission of 2000, are inclusive. They aim to secure high quality, inclusive education for all students, including students with difficulties in learning. The Commission has recommended that schools "adopt diversified teaching and evaluation methods so as to cater for different learning needs of students and develop their multiple abilities."

The post-1997 education reform climate of Hong Kong has helped to activate the official policy of integrating students with a disability into mainstream education, which had been in place since the 1970s. The May 1995 White Paper on Rehabilitation, 'Equal Opportunities and Full Participation', reiterated the need to develop the potential of the students to the full.

The past twenty years have shown that Hong Kong needs an official policy on inclusion, but also support for schools in moving towards inclusive education, to help implement the policy. Support is needed for the improvement of facilities, changes in curriculum design and teaching strategies, and the introduction of assessment methods to cater for the diverse needs of students. In this regard, the two-year pilot project on integration launched by the Government in 1997 has been strategic. From an initial group of nine schools, which joined the project in 1997, there are now 116 out of a total of 1300 primary and

secondary schools practising integrated education. (Hong Kong has a population of 7.3 million).

Operation Guide

As a way forward, the Government will continue to promote a whole-school approach. Schools will be encouraged to operate School Support Teams. These comprise the school head, or designated representative; teacher representatives; the curriculum leader; student guidance personnel; and parent representatives. These teams meet the individual needs of students through:

- setting up a school policy on catering for diversity
- systematic record-keeping
- co-ordination and deployment of resources in and out of school
- monitoring and evaluation of school-based programmes
- empowerment of teachers
- peer support and co-operative learning.

The Education and Manpower Bureau is developing a self-evaluative tool, the Hong Kong Indicators for Inclusion, to assist mainstream schools to reflect on their needs and plan for future improvement. This tool is based on the Index for Inclusion (originally developed in the UK) and requires a collaborative team approach.

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China Deng Meng

The enrolment rates of China's 6.3 million disabled children of school age increased from six per cent in 1987 to eighty per cent in 2000, it is estimated. In this short article, Deng Meng gives a brief overview of the development of educational policy in China, where the total population is 1.28 billion, and the population between the ages of 0-14 is 292 million.

The first document related to education in the People's Republic of China was the 'Resolutions on the Reform of the School System' of 1951. This envisaged provision of education for persons with disabilities in special schools. The 1986 'Compulsory Education Law' made compulsory education a right for all children. Consequently, public schools began to accept children with disabilities, and this became one of the important criteria for official district inspections. Since then, many laws and regulations have been issued, for example:

- **Suggestions on Developing Special Education, 1989**
This gave priority to universal primary education (UPE) for those with mild to moderate impairments.
- **Law on Protection of the Disabled, 1990**
The first law regarding special education passed by the National People's Congress which emphasised equity and full participation in mainstream society.
- **The Eighth (1991-1996) and Ninth (1996-2000) Five-year Programmes.**
These highlighted school entrance rates and the provision of instructional changes.
- **Trial Measures of Implementing 'Learning in Regular Classrooms', 1994**
This emphasised instructional modifications for children with disabilities in general classrooms.

General classroom placement, together with special classes attached to general schools, was developed as the main strategy to enrol into school those children with disabilities (mainly those with the three categories of disabilities mentioned above) who had been denied any education. Students with physical disabilities who can help themselves are allowed to enter general schools, while those who cannot are regarded as the responsibility of social welfare organisations such as federations of disabled people. A few separate schools in the local areas act as resource centres and provide support to teachers in general classrooms.

Despite the impressive increase in disabled children's enrolment rates, most children with severe or multiple disabilities still remain out of school. Most schools are not prepared with either material resources, teaching methods, or favourable attitudes. More effort is needed to promote positive social attitudes toward disability.

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Modernising Education in Britain and China: Comparative perspectives on excellence and social inclusion (2003).

This new book is by Patricia Potts and is published by Routledge-Falmer. ISBN: 0-415-29807-5.

Bangladesh M. Mahruf Chowdhury Shohel

Almost half of Bangladesh's population of 130 million people lives below the poverty line. In this article Shohel outlines the Government's plans to eradicate illiteracy through basic education. He focuses on the particular role of non-formal education as a complimentary system to that of the formal sector.

Primary education receives about half of the education sector budget in Bangladesh. Yet of the 20 million primary school aged children, four million are out of school, and another four million or more drop out because of poverty, while others complete primary school barely able to read and write. The Directorate of Non-Formal Education was established in 1995 to co-ordinate government and private initiatives to deliver basic education.

The Fifth Five-Year Plan (1997-2002) states that: "The purpose of non-formal education, besides empowering the learners with skills related to literacy, numeracy...should extend to such areas as emotional and physical well-being...and leadership skills." It also refers to the expansion of non-formal education through mass literacy centres and by mobilising the income-generating efforts of agencies outside the Ministry of Education.

The National Education Policy 2000 states that more literacy programmes will be conducted through distance education methods, using radio, television and other mass media; and that the Directorate will be turned into an institution of continuing education and skills development.

Community based non-formal schools, with their flexible hours, are very effective for working children and for adult education. The objectives of non-formal education programmes run by non-governmental organisations are to reduce mass illiteracy; contribute to the basic education of children, especially those from the poorest families; promote the participation of girls in education; empower women; and support the government's universal

primary education programme.

Inclusion in education involves increasing access to, participation within, and reducing exclusion from, local centres of learning for all learners and their families.

After completing non-formal courses children are able to continue their education by enrolling in formal primary or high schools at the appropriate level. However the links between the formal and non-formal education system need to be more firmly established.

The rigid approach of the formal system has a great deal to learn from the innovative approach of non-formal education, which is more learner-centred and emphasises active learning. Non-formal education is complementary to the formal education system in providing basic education for under-privileged and vulnerable groups — in this way education flourishes in Bangladesh!

The complete article can be viewed on the EENET web site.

M. Mahruf Chowdhury Shohel is currently studying at the University of Manchester and can be contacted through EENET, or through email: mcsshohel@yahoo.co.uk or mohammad.m.shohel-2@stud.man.ac.uk

"Non-formal education system caters to those children who cannot or do not get enrolled in primary schools, those who drop out of schools, the adolescents who relapse into illiteracy or those young and adult people who have never benefited from any schooling". Government's Primary and Mass Education Division

Early marriage and education Ingrid Lewis

“Traditionally people in our village value marriage more than education of the girls. I stopped school because I got married at 14 years.” Girl, Mpika, Zambia

We are still a long way from achieving the Education for All goal of equality in education for girls and boys. One of the barriers to achieving this goal is early marriage, or the marriage of school-age children. In this article we will look at the links between early marriage and girls’ and boys’ access to, and participation in, education.

Marriage takes place for economic, cultural, religious, social and emotional reasons. In many countries, especially among poor, migrant or displaced communities, marriage at a young age is common. Usually it is girls who marry early (though it can happen to boys as well). The gender inequality present in all aspects of society, including education, leads to girls often lacking life skills and negotiating power. Therefore, while most boys have a say in when and who they marry and what they do once they are married, many girls do not get the chance to make these decisions.

Early marriage can be a violation of children’s basic rights — to a childhood, to an education, to good health and to make decisions about their own lives.

The physical, emotional and social effects of early marriage are varied, but one of the most common outcomes is the withdrawal of girls from formal education.

While marriage does not have to mean that a girl’s or boy’s education finishes, the attitudes of parents, schools and spouses in many societies mean that it often does.

Husbands of young wives are often older men, who expect their wives to follow tradition, stay home and undertake household and child-care duties. A girl may be unable to go against her husband’s wishes and the husband’s family may refuse to invest their scarce resources in the wife’s continued schooling.

Schools often have a policy of refusing to allow married or pregnant girls or girls with babies to return. They may believe that it will set a bad example to other pupils or that other parents will be angry to see the school go against the traditional beliefs. Even if they do permit girls to return, the school environment — rules, timetables and physical conditions — can make it too difficult for a girl to attend school and perform her duties as wife and mother at the same time. Bullying and abuse by teachers, pupils and other parents can further reduce girls’ self-confidence and sense of security, forcing them to give up on schooling.

When girls drop out of school to get married, there is a knock-on effect for the community as a whole, and for future generations. Girls who marry young, inevitably have children early, and have many children, because their knowledge of contraception is poor and their power to negotiate

its use is weak. Evidence suggests that children of young, uneducated mothers are less likely to have a good start to their education, do well in class or continue beyond the minimum schooling. Their daughters especially are likely to drop out, marry young and begin the cycle again. Early marriage can, therefore, be a significant barrier for communities seeking to raise education levels and break the cycle of poverty.

It is not just girls who see their life chances reduced by early marriage. In Nepal, a study showed that boys also marry early, because of family and economic pressures. Some can carry on with school, but some are forced to drop out, so they can earn money to pay off wedding costs or to support their parents, wife and children.

Nirajan married at 11, after his sister married and left home. There was no-one to do the housework, so he had to find a wife who could help the family.

“My father said he would send me to school only up to this year [age 13]. My parents have become old. I need to plough... It would have been good if I had a chance to continue to study.” Nirajan, Nepal

Save the Children UK working paper on harmful practices ‘Rights of Passage’ (forthcoming)

“Investing in educational opportunities for girls yields perhaps the best returns of all investments in developing countries” (ILO)

How can you take action?

- find out about laws on gender equality and early marriage
- get involved in local awareness-raising activities
- lobby for policy reform on married/pregnant children in school
- research the situation/treatment of married children in your school/community
- help your school develop an action plan for including these children
- visit affected pupils and their families to discuss how to help them return to school.

Here are some suggestions based on the experiences of teachers in Mpika, Zambia, who have succeeded in enabling married and pregnant girls and young mothers to continue with their education.

- Can changes be made to the timetable?
- Can catch-up or evening classes be run, or extra homework arranged, if the girls are absent or too busy for school during the day?
- Can the girls be paired or “twinned” with other pupils, so they support each other’s learning?
- Can a counselling service be offered and can lessons on life skills, reproductive health and rights be introduced or improved for all pupils?
- Can toilet facilities be improved and privacy considered?
- Can the attitudes of teachers and pupils be changed so that they stop bullying and abusing married or pregnant pupils and instead offer support?
- Can the parents or husband be advised on the benefits, for them and the girl, if she stays at school?
- Can the family make small changes to the household chores or baby-care arrangements?
- Can the family be supported to find a way of financing education for a married/pregnant girl?
- Can the girl and her husband be offered advice to avoid (further) pregnancy until she completes school?

The Government of Zambia encourages girls’ education, raises awareness on gender equality issues in schools and communities and states that married and pregnant girls must be re-admitted to school.

Early marriage is a global issue which can violate the rights of girls and boys, both in this generation and the next. It affects the education and well-being of millions of children and has a knock-on effect for the poverty and development of communities. Due to the close link between early marriage and education, those of us involved in education are well placed to find out more about the causes and impact of such marriages. We can find ways of reducing the incidence of harmful early marriages and enable those that are married to benefit from a continued education — to the benefit of our societies as a whole.

Ingrid Lewis is EENET’s Research and Development Worker. She is also a member of the Forum on Marriage and the Rights of Women and Girls.

This article has not been able to discuss in depth the root causes of early marriage, and the impact on girls’ health and well-being. To find out more please see the reports from the Forum on Marriage and the Rights of Women and Girls:

- Early Marriage: Whose Right to Choose (2000)
 - Early Marriage: Sexual Exploitation and the Human Rights of Girls (2001).
- Both are available from EENET.

“Our classmates always laugh at us...saying that we are mothers and school is not our right place but home [is]”

“People always remind you of the past and this makes you think of stopping [school] again”

“Male teachers and boys take advantage of the situation and always propose love to you...”
Girl pupils, Mpika, Zambia

All quotes from Zambia are taken from the forthcoming EENET publication containing teachers’ accounts of inclusion ‘Researching Our Experience’.

Gender violence in African schools **Fiona Leach**

Recent research in Zimbabwe, Ghana and Malawi shows that male sexual aggression against girls is endemic and institutionalised in secondary schools. Girls are propositioned by male pupils and teachers inside the school and by 'sugar daddies' outside. Money, gifts and promises of marriage tempt girls into sexual liaisons. What is the role of the peer group culture in encouraging this abuse? How can the school help to change attitudes and behaviour?

A team of researchers co-ordinated from the University of Sussex, UK, has investigated the nature and pattern of abuse among girls in co-educational (mixed sex) junior secondary schools in Zimbabwe, Ghana and Malawi. Findings suggest that adolescent peer group culture within the school environment encourages male and female pupils to conform to certain stereotypical behaviours, which make girls particularly vulnerable to sexual abuse.

Money is crucial within this 'peer culture'. Pupils not only need the

basic necessities for school attendance such as uniform, books, and money for school fees and bus fares, but also pocket money to spend. Pupils who can afford to buy food and drink from the school tuck shop, for example, are admired or envied. In their desire to be popular and gain acceptance and status amongst their peers, girls may accept money or snacks from male pupils who have more opportunity to earn cash from casual work. Likewise, gifts, money or false promises of marriage from teachers and 'sugar daddies' may be difficult to resist. In this way, girls may feel obliged to enter into a dependent and exploitative sexual relationship.

Equally, male peer group pressure requires that older boys aggressively demand the attention of younger girls. Having a girlfriend and competing over girls are essential features of the adolescent masculine identity. By buying a girl sweets or snacks, the boy is showing that he is ready to pay for sexual favours. Girls and boys in the study agreed that girls enter sexual relationships with adult men primarily for money. Boys who do not conform to the masculine stereotype are likely to be bullied and victimised.

It is vital to discuss the issue of school-based abuse and violence at all levels and to take strong action to reduce the risks girls face in and around the school - especially since teenage girls are known to be extremely vulnerable to HIV infection. Strategies include the need to:

- encourage girls to act as a group to discuss problems, support each other and learn about their rights
- hold school-based workshops with teachers and parents to raise awareness about abuse, to inform them fully of Ministry of Education procedures on the prosecution of teachers for sexual misconduct, and to develop school-based action plans to address it
- create a helpline and/or message box at regional ministries for pupils to report abuse
- include awareness raising and discussion of ethical behaviour in all pre- and in-service teacher training
- encourage Ministry of Education and local government officials to prosecute offenders promptly, whether pupils, teachers or other adult men
- provide imaginative careers guidance for girls to help broaden their horizons beyond a future as housewife and mother, and to raise self-esteem and expectations.

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The following web page was set up as part of this study: www.id21.org/education/gender_violence/index.html

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Child Soldiers in Colombia, South America

Erika Páez

Colombia has the highest percentage of ex-combatant children in the world. It is estimated that 11-16,000 Colombian boys and girls are participating in armed groups in Colombia's long-standing civil war. Erika Páez, Save the Children UK's Children and Armed Conflict Coordinator, talks here about those children who have left the armed groups and who are trying to rebuild their lives.

Children who have taken up arms are either involved directly in the civil war as members of bands, urban militias, guerrilla or para-military groups, or indirectly as spies, informers and messengers. These children make up over a third of the total number of people actively involved in armed conflict. Colombia has a total population of 42 million, 17 million of whom are children, and six million children are affected in some way by the conflict.

In 1997 the Government's Institute for the Welfare of Children and Families was set up to address the rehabilitation of child soldiers and their re-integration into society. Special centres for de-mobilised children were established in 1999 all over the country with the support of Save the Children UK. The programme today has the capacity to receive 250 children, who have either escaped or been captured, at any one time. It is made up of three reception centres, seven specialist centres and twelve safe houses.

Since 1999 nearly 700 children, some as young as nine, have received care in these special centres. As the peace negotiations have broken down, the number of children being recruited has increased, and over the past year the number of former child soldiers requiring help from this programme has doubled.

The problem, however, is not only the war. Most of the former child

soldiers come from rural homes, where there is a shortage of schools and high levels of illiteracy. In the last five years education in the rural areas and small towns has been getting worse. The education budget has been cut and the number of small primary schools (catering for 40-60 students) has been reduced.

Many children, especially boys, leave school in rural areas because of the pressure to earn money, others leave because they feel too old. Parents are often reluctant to send their children to school because of the school fees and the work they need the children to do at home. A lot of ex-combatant children say they left their schools because of the teaching methods.

Only two of the 700 ex-combatant children in the centres had gained a secondary education before they joined the armed group; 40 per cent cannot read or write, and five per cent are disabled due to war-injuries. Girls represent 30 per cent of ex-combatant children.

In December 2002 new legislation made all ex-combatant children eligible for care by the government: health, education, documentation and re-integration into society. Ninety per cent of the children have no documentation to prove who they are, or where they have come from. Without an identity card, they cannot access education or health services and therefore face exclusion. This lack of documentation also affects family re-unification, since it

makes family tracing more difficult. Sadly only ten per cent of boys and girls return to their extended families.

In the special centres the children are entered into an education programme after an initial assessment. The education system aims to give them both formal and vocational education, so that they are able to get a job and become independent.

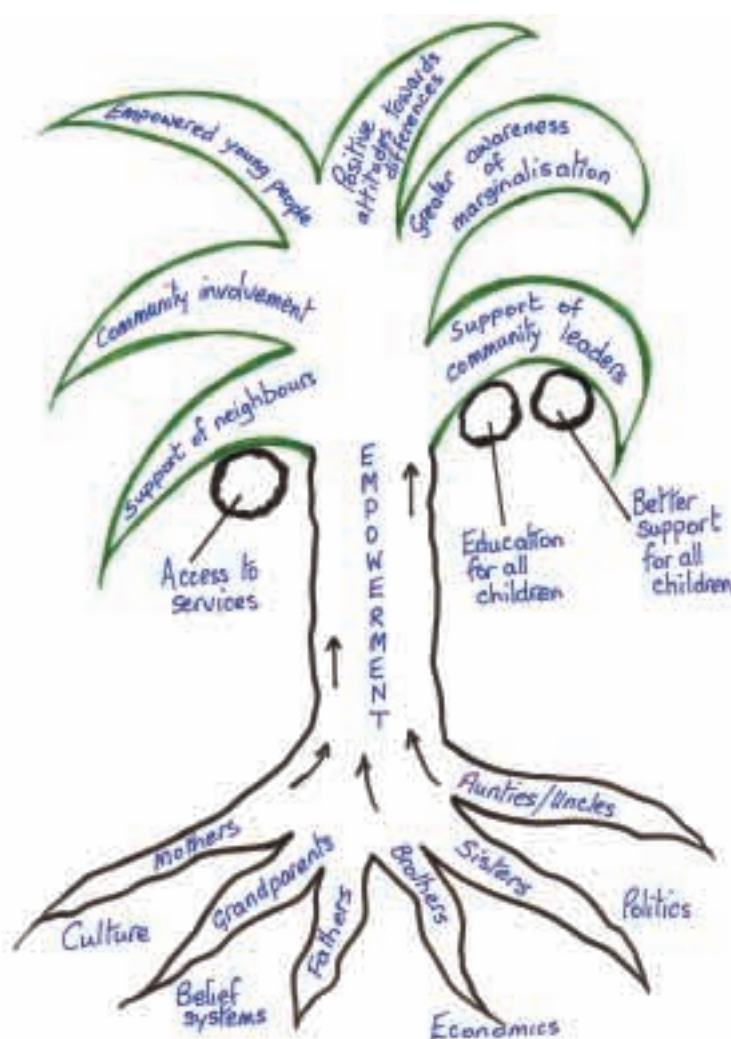
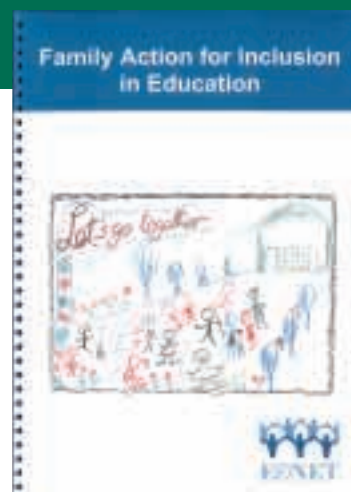
In each of the centres there is an educator who is in regular contact with the school. The educators aim to improve the children's level of education, and bring new understanding to their experiences of abuse, family violence, sexual abuse and discrimination. In this way the vicious cycle of child labour and educational deprivation can be broken. At a national and international level it is important to campaign for the re-establishment of the peace process and to stop the recruitment of children into armed groups in Colombia.

'Girls in the Colombian Armed Groups - a diagnosis: Let us Dream' by Erika Páez was published in Spanish in October 2002 by Terre des Hommes (TDH Germany) and SC UK. It is available from: SC UK, Carrera 7 N. 32-85 of 302, Bogota, Colombia
e.paez@savethechildreनुक.org.co and www.tdh.de
A summary of the book is available in English and German.

Family Action for Inclusion in Education

In many countries the campaigning work of family-based advocacy organisations has led to the transformation of individual schools and education systems. This EENET guide is based on parents' stories from Lesotho, South Africa, Bangladesh, Nepal, Romania, UK and Australia, collected over the last few years by EENET. It takes the reader on a journey through the stages of development, typical of many advocacy groups, and provides useful reference material under the following headings:

Talking — Membership — Survival — Empowerment — Community Involvement — Challenging Exclusion from Education — Voices of Young People — Networking — Beyond Disability — Strategic Planning — Advice — Vision for the Future.



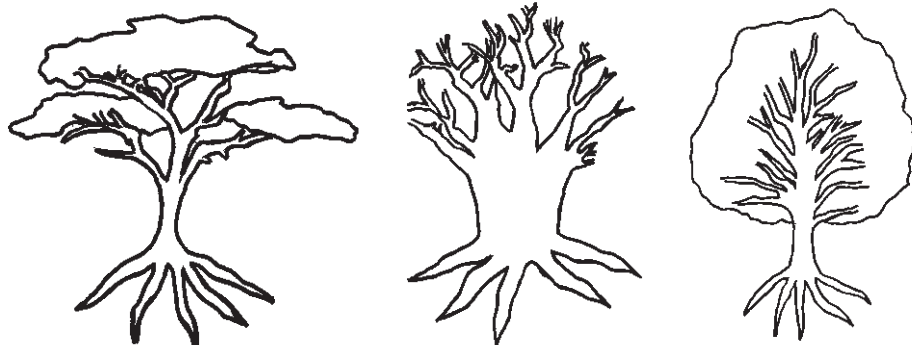
A set of questions at the end of each chapter encourages readers to reflect on their own experience:

- How can family members be helped to come to terms with disability and challenge the discrimination they face in society?
- How can parents ensure that governments take responsibility?
- How can parents work in partnership with professionals?
- Which community members could provide support for the inclusion of marginalised children?
- How can children play a greater role in their own education?

Tree diagrams

We developed this palm tree diagram as a summary of the contents of the publication. It shows the roots, or foundation, on which the inclusion work is based; the importance of the trunk; the different aspects to the work in the branches; and the fruits of all the hard work: education for all children.

We invite you to capture your story on one of the following trees, depending upon the kind of trees that grow in your area — acacias, baobabs, oaks — or perhaps you could draw your own. We will feature your tree diagrams in the next issue, and on the website. There will be a pack of resource materials for all those who send us a contribution.



This publication is free to individuals in the South and South-funded organisations. For individuals in the North and North-funded agencies there is a charge of £12.95 per copy. It is available from EENET.

Regional News

EENET has begun to work with a range of organisations in various regions in order to promote greater sharing of information. EENET's style of regional development will be unique to the individuals involved and to the particular needs of the region. Regionalisation is not only about geography, or country boundaries, but also about linguistic and ethnic identity.

Some examples of our work with regional organisations:

Arabic on the website

We have developed a link with the SETI Centre and Save the Children UK in Egypt in order to make documents about inclusive education available in Arabic on the website. We hope that this will increase links with the Arabic-speaking world as a whole. For more information contact EENET.

Network For Inclusive Education (NIE) India, South Asia

Network for Inclusive Education is an information network committed to promoting the participation of marginalised groups in education all over South Asia. It was set up in 2000, inspired by EENET. NIE is based in India and has offices in Delhi and Bangalore.

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Bangalore - 560029
Tel : +91 80 5531264
Telefax: +91 80 5520630
Email: aifo@blr.vsnl.net.in
www.enablinginclusion.org

CBR Africa Network — CAN

CAN is a newly established network for African CBR workers. It is an outcome of a regional CBR conference held in Kampala, Uganda in 2001. It has a steering committee with representatives from four African countries and its initial secretariat is based in Uganda. CAN aims to promote access to appropriate information on disability and development, and to document and share good practice. It is supported by the Centre for International Child Health (CICH) in London.

Phoebe Katende
CAN Co-ordinator
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Kampala
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Email: phkatende@yahoo.com

Knowledge is power –
but sharing knowledge
is progress.
Sally Hartley

Cambodia

The Disability Action Council (DAC) in Cambodia has produced a set of easy-to-read training materials for schools wishing to promote inclusive education, written by Philippa Thomas in collaboration with DAC. Philippa can be contacted through EENET. The materials will soon be available from EENET's website.

Programme Coordinator: Mr Kong Vichetra
Disability Action Council (DAC)
PO Box 115
Phnom Penh
Cambodia
Email: dac@bigpond.com.kh
www.dac.org.kh

Nigeria, West Africa

We have recently signed an agreement with Girl Child Empowerment Nigeria (GCEN). They will promote information sharing on inclusion issues in Nigeria initially, and later within the region as a whole.

Nene Azubuko
Girl Child Empowerment Nigeria (GCEN)
PO Box 4433,
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Innovemos, Chile, South America

Innovemos, or Let's Innovate, is a UNESCO-led regional network of national networks in over 13 countries in Latin America and the Caribbean. Themes on the Innovemos website include: diversity and equity; education and culture; and teaching and learning processes. The site also has a 'Share your experience' section aimed at teachers.

www.innovemos.unesco.org

Inclusion International

Inclusion International is a network of over 200 family-based organisations working to promote the rights of people with intellectual disabilities in 115 countries worldwide. An exciting global initiative is about to be launched called Building Inclusive Futures. This will include a Global Knowledge Network on Inclusive Education, led by a Taskforce. Other Taskforces include: Children and Families; Poverty Reduction; and Values and Ethics.

For more information contact:
Connie Laurin-Bowie
Project Director,
4700 Keele Street,
Toronto, Canada
Email: conniel@cacl.ca
www.inclusion-international.org

The EENET Interview

South Africa's education system has undergone some major changes since Nelson Mandela was elected President in April 1994. Prior to 1994 children of different races were educated separately under a system called apartheid. In this interview, Dr Sigamoney Naicker, talks about the changes which have taken place in attitudes towards teaching and learning (pedagogy). The adoption of Outcomes Based Education leads to greater learner participation in education.

How would you describe the education of children when South Africa was an apartheid state?

The problem was that education departments and teacher training institutes in South Africa supported the idea that teachers should be controllers in the classroom. Most teacher training institutes persisted in teaching a narrow range of pedagogies. This leads to passive learning. Learners come to think of knowledge as being fixed, and therefore limited. The teacher is considered to be the only giver of knowledge, and to know what is good for the learner. Learners must acquire this knowledge from their teachers. Classes are driven by 'teacher-talk' and depend on textbooks for the contents of the course. There is little room for learner-initiated questions, independent thought or interaction

between learners. The goal of the learner is to reproduce the teacher's explanation.

Your country has proposed Outcomes Based Education (OBE) as an alternative. Can you expand on this new pedagogy?

At present, South Africa requires a new pedagogy to develop citizens who are independent, critical and reflective thinkers. This pedagogy will help learners gain the knowledge, skills and values that will allow them to contribute to the success of their family, community and nation as a whole. We need to ensure that all learners have the same opportunities to learn, and still address individuality and individual needs in the best interest of the learner. It is through learning theories such as OBE that I believe this can be achieved.

In essence OBE is a shift away from the idea that knowledge is given to the passive learner, to the idea that active learners invent knowledge. Such a theory emphasises that educators and learners become jointly responsible for the teaching and learning encounters and both are involved in the construction and re-construction of knowledge.

Teachers are challenged to think about learning in a new way, and engage in concepts of teaching that will assist the transformation of classroom practices. For the learner, knowledge is not transmitted to them from the teacher, but rather it is re-constructed by the learner through a culture of learning at school.

Has this type of teaching and learning been taken up in South African schools?

In the later years of apartheid, some moved away from traditional methods. For example, in many schools, mathematics teaching is now informed by OBE. There have also been strong initiatives in language teaching and early primary education, thus developing alternatives to apartheid education.

Although the same old patterns remain with us today, I hope these new ideas will at least spark some lively classroom debate and get teachers to think about how they may improve their classroom practices.

Dr Sigamoney Naicker is the Director of Inclusive Education in the National Department of Education in South Africa.

He is the author of 'Curriculum 2005: An Introduction to Inclusive Education' and co-edited 'Inclusion in Action in South Africa'.

These publications can be obtained from:

On the Dot Distributions
Private Bag 487
Bellville
South Africa
7535

**Sigamoney can be contacted at:
Naicker.S@doe.gov.za**

"South Africa requires a new pedagogy to develop citizens who are independent, critical and reflective thinkers"

your letters/emails



Attitude change towards inclusion... in Namibia...

I am writing to let you know that our department is receiving and benefiting from the EENET newsletters that have been sent to us. In fact, one of my colleagues one day said that the whole idea of inclusive education was born in England and will only work there. But when I showed her the newsletter issue with articles on Mozambique and Zambia, she had a different opinion altogether.

Cynthia Haihambo-Muetudhana
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...and in Zambia...

In 2001 a link was made between Manchester Healthy Schools Programme and schools in Zambia. Before the link, we had four children being educated in a special unit. After reading the EENET magazine, I realised that they were wrongly placed. I placed them in regular classes and they did extremely well. Two of them gained position five and seven in classes of over 40 children. The newsletter opened my mind. We had regarded these pupils as children who cannot cope, yet they were able to perform well in the regular classes. Now when the teachers say they don't know how to teach the children from the unit, I quote from the EENET newsletter to convince them that they can.

Kenny Kabende
Muteteshi School,
Kapiri Mposhi, Zambia

The impact of training materials, Somaliland

I acknowledge receipt of the Lesotho video package, 'Preparing Teachers for Inclusive Education', the CD-ROM of the website, copies of your various annual newsletters, and EENET posters. We cannot express in words how much this valuable donation is important for our work here in Somaliland. We are very grateful and could not wait to study the video and manual!

The CD-ROM is unbelievably helpful with all the information that one may need on inclusive education.

Ali Jama Hassan,
Disability Action Network
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dansomland@hotmail.com

Reflecting on teaching and learning

My experience of teaching children with special needs has shown me that working with children who do not learn or behave well saps (reduces) adult confidence. This is because the effort a teacher puts in may not be realised, and children's difficulties in learning make teachers feel like failures too. It is only through collaboration with parents and other stakeholders like community development workers and health workers that our objectives can be achieved. Also I want to point out that children should not wait until they are seven years of age, and in school, for us to discover that they have a special need. In many cases this is too late for us to give the children meaningful help.

Martin Muswema
Chileshe Chepela Special School, P.O. Box 410360
Kasama, Zambia

The Flagship on Education for All and the Rights of Persons with Disabilities: Towards Inclusion

This UNESCO Flagship was set up in 2002. Its aim is to ensure that the right to education is realised for individuals with disabilities. Other Education for All Flagships include, for example, gender and teacher education.

For more information contact:

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Useful publications

Inclusive Education: Where there are few resources (2002)

Sue Stubbs

The goal of this publication is to encourage an in-depth understanding of inclusive education concepts, strategies and key issues. The document will soon be available from the website.

Available from EENET and from:

The Atlas Alliance
Schweigaardsgt 12
PO BOX 9218 Grønland
0134 Oslo, Norway
Tel: + 47 22 17 46 47
Fax: + 47 23 16 35 95
atlas@atlas-alliansen.no
www.atlas-alliansen.no

Seeking a Fine Balance: Lessons from Inclusive Education in Lao PDR (2002)

J.C. Holdsworth, Save the Children UK

This is a personal perspective on how inclusive education was implemented in Lao, SE Asia, which is written in the form of a case study. Available from EENET.

Denied a future? The right to education of Roma/Gypsy and Traveller children in Europe (2001) Save the Children UK

This report examines 14 countries across Europe. It highlights the impact that a lack of personal security and freedom of movement and powerlessness all have on access to education for Roma/Gypsy and Traveller children.

ISBN: 1 84187 058 7 Price £30 for 4 volume set

To order contact:

Save the Children Publications
c/o Plymbridge Distributors Ltd
Estover Road, Plymouth, PL6 7PY, UK
Tel: +44 (0)1752 202301
Fax: +44 (0)1752 202333
Email: orders@plymbridge.com
A PDF version can also be downloaded from
www.savethechildren.org.uk

Learning Together in the Mpika Inclusive Education Project

A report on a three-year project to promote inclusive education in Mpika District, Northern Province, Zambia. The report is due for publication on the Child-to-Child website in March 2003. There are a limited number of hard copies for organisations without internet access. A short video film about the project is also available.

For further details contact:

Christine Scotchmer,
Child-to-Child Trust,
Institute of Education,
20 Bedford Way, London
WC1H 0AL, UK
Email: c.scotchmer@ioe.ac.uk
www.child-to-child.org

Making Special Education Inclusive: From Research to Practice (2002)

P. Farrell and M. Ainscow (editors)

A book for professionals in the field of education, with a UK focus. David Fulton Publishers, The Chiswick Centre, 414 Chiswick High Road, London W4 5TF
ISBN: 1-85436-854-1
Price: £17 & 2.50 P&P (UK)

Index for Inclusion: Developing Learning and Participation in Schools (revised 2002)

T. Booth and M. Ainscow

This practical guide aims to help direct schools through a process of inclusive school development.

Price: £24.50

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Fax: + 44 (0) 117344 4005
www.inclusion.org.uk
www.csie.org.uk

School Inclusion — the Newham Story of De-segregation (2002)

L. Jordan & C. Goodey CSIE

This new edition of The Newham Story (well known as the least segregated Local Education Authority in England) will inspire teachers, heads and LEA officers to carry out their work in inclusion.

Available from CSIE — see below

ISBN: 1-872001-25-4

Price: £10 (incl. UK P&P)

Dreaming the Dream. Inclusion: An issue of Social Justice. Parents for Inclusion.

A short document on the importance of inclusion and how it can be achieved — expressed through the voices of young disabled children, disabled adults and parents.

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Unit 2, 70 South Lambeth Road,
London SW8 1RL

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