

Inclusive communities and inclusive schools fully recognise the equal rights of all children to quality education together with their siblings and peers in their local school. Such communities and schools recognise that inclusion benefits all children. They realise that diversity among students is a resource that benefits rather than hinders learning.

Inclusion will therefore make communities and schools better for all: children, teachers and communities.

EENET asia newsletter

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contents

From the Editors: Pedagogical Processes in Classrooms Must Change. Teachers are not just Responsible for Teaching a Curriculum ... They Must Teach Children.	3
Guest Editorial: School Leadership Professional Development in Cambodia	4
The Role of a Hemophilia Care Foundation in Helping People with Special Health Care Needs	6
World Federation of Hemophilia and National Members	7
Helping People, Help Themselves	8
Children's Voices from Tajikistan ...	9
The Right to Education for Persons with Disabilities: Towards Inclusion - A Flagship under the Education for All Programme	11
School-Based Child-Led Disaster Risk Reduction in Thailand	12
Enabling Education for Children with Hearing Impairments	14
Teacher Education in Karen State, Burma [Myanmar]	16
Mahesh's Passport to Success ... BRAILLE	19
Education for All in an Inclusive Setting in Islamabad - Pakistan - Part 2	20
How Do We Learn Together? A Practice of Inclusion in Japan	22
A Journey Begins: Improving Teacher Performance in India	24
Save the Children Education Activities in Tajikistan	26
Go, Tell the Story, Sing a Song	28
Continuing Issues in the Sri Lankan Education System	30
UNESCO - Teacher Education Manual on HIV and AIDS Prevention and Response	32
EENET Asia Interview	33
Events	
South Asia Regional Education Policy Meeting	34
Training on Minimum Standard for Education in Emergencies, Chronic Crises, and Early Reconstruction	35
Sub-Regional Workshop on Expanding Teacher Education on HIV and AIDS	36
Announcements	
Handbook on Student-Centred and Inclusive Teaching	37
Global Campaign for Education - Global Action Week	37
Useful Publications	38
Cover picture courtesy of Simon Baker	

From the Editors: Pedagogical Processes in Classrooms Must Change. Teachers are not just Responsible for Teaching a Curriculum ... They Must Teach *Children*.

Welcome to the 5th issue of the EENET Asia Newsletter. For this issue we have invited another guest editor - John Morefield - who writes about the importance of school leadership when trying to improve the quality and inclusiveness of education. In many countries heads of schools are viewed exclusively as managers. The ideas of leadership, self-initiative or creativity are often not part of their job description or what others expect from them. John writes about leadership standards and professional development in Cambodia, but the relevance of what he describes applies to most countries in the region.

“Teacher education in Karen State” describes the multiple challenges of developing an education system for indigenous minority people within and across the Burmese border and the role of teacher education when aiming at quality improvements of student learning outcomes, while developing a curriculum that uses the mother language and reflects the indigenous culture.

Linked to teachers’ quality teaching skills are assessment skills that also need to be fair and responsive to learner and learning diversity. Assessment must be more than grading and ranking learners. “Assessment through the eyes of learners” highlights the importance of finding out from students how they experience assessment. It also describes how formative assessment can be an inclusive strategy helping teachers to better respond to different needs in their classrooms.

It must be clear that we need to protect and promote educational rights also in situations of emergency, early reconstruction and chronic conflict - especially of children and youth. In earlier newsletters we have read about the earthquake response in Pakistan and girls’ education in Afghanistan after the fall of the Taliban. Part of such “enabling” education must also include teaching and learning about emergency preparedness. This has been described in Chitraporn Vanaspong’s story

about “School-based Child-led Disaster Risk Reduction” developed in south Thailand.

“Helping people help themselves” illustrates how the philosophy of life long learning linked to the four pillars of learning is being implemented in the Philippines.

We have again tried to get practical examples of inclusive and responsive programme implementation, both from readers across the region and from existing documentation that some of you may not be able to access. The case-study from Sightsavers [India] is a case in point showing an example of good practice, while “Enabling education for children with hearing impairments” has not yet been covered before in EENET Asia. Many practical tips are provided in this article for teachers and others.

David Spiro from Hellen Keller writes to us about the importance of aligning inclusive education practice with inclusive education advocacy. For many people the HOW of inclusive education remains a challenge and thus examples of good practice and evidence based research need to be more strategically used for advocacy.

Hemophilia is a health condition which may not be known to many of us, but it can pose a serious barrier to education for students who have this condition, as is the case with similar chronic health conditions such as asthma, where children may be frequently absent from school due to illness. Inclusive education must also respond to these kinds of challenges, as is illustrated by Chandra Galih Permana’s input from Indonesia.

When looking into practical implementation issues we are bound to come across challenges. Sometimes readers send us examples, while at other times we find such cases in newspapers or other materials. It would be interesting to get feedback on such cases from our readers. In this 5th regional newsletter we have two issues for you to critically reflect on and consider a response,

one from Pakistan about remedial teaching for pre-primary students and one from Nepal about food for education as an incentive to increase girls' enrolment. **Please, let us know what you think!**

Events that took place in our region, such as the regional policy meeting for South Asia and the Education in Emergencies workshop in Nepal, are reported and new events

announced, while we have found new publications for you that may be of interest to all of you. We would however also like to encourage readers to share with us up-coming events or new publications regarding "enabling education" for all, with a special focus on those vulnerable to marginalisation and exclusion.

The editors

Guest Editorial: School Leadership Professional Development in Cambodia

John Morefield

**In Our Schools, the Quality of Learning is the Heart of the Child.
The Good Teacher is The heart of the Classroom.
The Good School Director is the Heart of the School.**

His Excellency Nath Bonrouen, Under-Secretary of State, Ministry of Education
Phnom Penh, Cambodia, October 2007

The above quotation above from HE Nath Bonrouen is remarkable both in its sentiment and in its acknowledgement of the central role of leadership in schools. For the last 16 years there have been many efforts, by NGOs, the Ministry of Education and others to improve the quality of teaching and learning in Cambodia. Most of these efforts have born little direct fruit, but collectively have contributed to the place where the country finds itself today, making real strides at educational improvement. What is surprisingly new, however, is the recognition by policy makers, high level officials, mid level education officials and others that good, quality Leadership is the missing ingredient. A recent study done by a very reputable organization in Cambodia found that bad leadership was one of the top three de-motivators for teachers in the country [the other two being low salary and corruption]. So there is a growing urgency to improve the quality of educational leaders from school directors all the way up the bureaucratic line.

As recently as 2003 there was little or no acknowledgement that leadership at the school level made much of a difference at all. School directors were viewed exclusively as managers. Their job was to implement the directives from their superiors. Without those directives, there was nothing to do. The ideas

of leadership, self-initiative or creativity were not part of their job description or what anyone expected or wanted from them. It is not surprising then, that school leadership has been and remains weak.



courtesy of John Morefield

There has never been a leadership preparation program for school directors in Cambodia. School leaders never had an opportunity to "get ready" for the role of being a leader. They were teachers one day and appointed to be directors the next. There have been, however, some efforts to provide in-service training for practicing school directors. In 1997, the Ministry of Education Youth and Sport [MoEYS] in association with UNESCO / UNDP created a leadership-training program for a limited number of school directors. It didn't last very long. In 2002-2003 the

Teacher Training Department of MoEYS created a training program for school directors in Management [with a very small component of Leadership]. Since 2005, the Cambodian Education Sector Support Project [CESSP] has been offering leadership training for lower secondary and some primary school directors in 10 provinces. Other NGOs have offered a variety of leadership trainings to small groups of directors in a number of provinces. All of these efforts have been helpful but, like the teacher development programs, have not borne much fruit. Collectively, however, they serve as the catalyst to a new and deepening conviction that without strong leadership at all levels, school improvement simply cannot happen.

Increasingly, there is a belief here that in order to ensure that all schools have strong school directors it is essential to have both a set of leadership standards for school directors and high quality preparation and in-service training programs that teach to those standards. Leadership standards should state clearly the minimum competencies required of all school directors.

With the creation of standards, it is imperative that leadership development of school directors becomes part of the fabric of the education system. Leadership development for school directors must be both at the beginning [a comprehensive, high quality and mandatory leadership development preparation program] and on going throughout their careers [in-service leadership development opportunities that ensure continual professional growth]. All of this professional development must be tied directly to the leadership standards. Without comprehensive nation-wide leadership development for school directors, leadership at the local school will continue to be only as good as individual school directors happen to be by chance. And that is not good enough. Cambodian children, all children, deserve better.

The last component of ongoing leadership development for Education in Cambodia is the initiation of a Masters in Educational Leadership program soon to be offered at the RUPP [Royal University of Phnom Penh]. This program will begin to serve as the incubator for Cambodia's future, truly professional and wise educational leaders. Some time, in the not too distant future, all school leaders will be required to have Masters Degrees in Leadership.

In summary, I believe that leadership development in Cambodia is beginning to occur. It has been, and remains, a very slow process. But, there are four emerging strategies that have great promise for making strong leadership possible:

1. It is possible that the MoEYS will adopt Professional School Director Leadership Standards which compliment the new Curriculum Standards and Teacher Standards.
2. Money from donor sources will be used to help create a one-year school director preparation program. This program will teach knowledge and skills in both Management and Leadership.
3. A continuous leadership/management professional development in-service program, with funds from MoEYS and donor sources, will be provided for school directors throughout their careers and offered through the national and provincial offices of professional development.
4. The development of a Masters Degree in Educational Leadership will be offered at the RUPP.



courtesy of John Morefield

“Step by step” is a phrase used often in Cambodia to describe its journey to a new and better reality. School leadership professional development is one important part of that journey.

Mr. John Morefield deals extensively with educational leadership issues, especially as they apply to school principals and superintendents working to bring about educational justice for all students, particularly those students living in poverty. He now spends 4-6 months a year in Cambodia helping to create Leadership Development opportunities for Cambodian educational leaders. He can be contacted via email: jmore44@yahoo.com or postal address: 6819 20th Ave. N.E.; Seattle, Washington, 98115; USA

The Role of a Hemophilia Care Foundation in Helping People with Special Health Care Needs

Chandra Galih Permana

There are just a few people in my country who know about Hemophilia. Hemophilia is a blood disorder disease. Persons with Hemophilia have low blood clotting. If they bleed, it can't be stopped easily. They need infusions of clotting factor regularly to maintain their health. If bleeding occurs frequently near joints and doesn't get a proper medication, the joints will be damaged and the patient will end up with a physical disability.

In my big family there were nine people with Hemophilia. In Bandung, the city we live in, there was no Hemophilia organization to help us gain information. No wonder, one by one the young people with Hemophilia in my family passed away or became disabled. And it all happened because the medication needed was not affordable and we have limited access to information especially about treatment.

In 2002 my cousin had a severe intracranial bleeding. We knew there was a Hemophilia Foundation in Jakarta, the capital city of Indonesia. They helped us by giving medicines and my cousin was saved. At that moment we became inspired to build a Hemophilia community in Bandung for disseminating information. Then some Hemophilia families gathered and established the West Java Hemophilia Society. There were only 12 people with Hemophilia. The Society was run by young people with Hemophilia and their parents. After two years 25 people with Hemophilia have joined from all over the province of West Java. Then we started to establish cooperation with the Hemophilia Comprehensive Care Team which was established in 2003 at Hasan Sadikin General Hospital. They helped us to provide medical treatment, medical rehabilitation and helped in identifying people with Hemophilia. We took this step to make the government aware of us and to build networks with other organization in and outside of Indonesia. I have been chosen to chair the Foundation.

In the Foundation, the parents sit in the advisory board and young people with Hemophilia together with volunteers are running the programs. In July 2004 together with the Indonesian Red Cross Chapter in Bandung, we have managed to reduce the costs of blood processing by 50%. This

reduces the burden for people with Hemophilia, but we continue to struggle to get more help. During 2005 we started to contact foreign NGOs. Fortunately an NGO gave us big support and helped us to get regular medicine donations. Through this effort we finally have a medicine stock for emergency cases. Many lives were saved by this medicines donation.

Like other children and youth, those with special health care needs like children with Hemophilia, deserves to be happy, have a healthy childhood, attend school, enjoy community events, meet with friends and neighbors and have the opportunity to become productive adults. The Foundation tried hard to accommodate their needs, including education needs. Unlike other children and youth, people with Hemophilia have challenging health, physical, mental, and emotional conditions. Through the family gatherings we held, we always encouraged them to motivate their children to get higher education. Even though we know that they are often absent from school because of frequent illnesses. That's why the Foundation provide them with a Hemophilia book and a notification letter for their schools or colleges that informs the school board about their health condition and asks for their cooperation and understanding. For example giving children with Hemophilia postponed exams if they can't attend the examination on time, so that they can continue their studies in schools or colleges.

Inclusive education policy has an impact for the foundation by accommodating the needs of education for people with Hemophilia. To broaden the people's knowledge, we held a Hemophilia seminar in May 2006 which was directed not only towards doctors and medical personal but also towards teachers and lecturers. Through this event we hoped more people would know about Hemophilia and comprehend the condition as well as give help and try to provide solutions to problems. On the occasion we also provided them with books about Hemophilia and other publications so that they can disseminate information to others.

In 2007 the number of people with Hemophilia registered in the programmes we run, is 65. Most of them are children from age 2 -15 years

old as well as higher education students. They attend school and university even with the challenges they face. We also encourage the children and young adults to continue or go back to their studies - especially those who have stopped their studies because of their frequent absence from school. We give their schools and teachers information about hemophilia and now they are back in school again. According to data we have, many young people with Hemophilia have finished their college education. Some of them continue their studies to get a master's degree. Some of them have a job and have started a family.

We realize that the main problem of people with Hemophilia in doing their activities is their health condition. If they can get regular medication they can live healthy and productive

lives. That's why we in the foundation struggle hard to facilitate this. By approaching and creating awareness within the government and in insurance companies, all people with Hemophilia in West Java region can now use a special healthcare insurance where medical expenses are covered by the government.

We hope through our hard efforts, our goal to enhance quality of life of people with Hemophilia can become true. So they can contribute to the community and this country just like others do.

Mr. Chandra Galih Permana, Chairman of Yayasan Peduli Hemofilia [Hemophilia Care Foundation]. His postal address is: Jalan Pajajaran Dalam 93A/72 RT05/RW03 Bandung 40174; West Java; Indonesia Email: hemofilia_yph@yahoo.com.

World Federation of Hemophilia and National Members

adapted from www.wfh.org

The World Federation of Hemophilia, established in 1963 is an international NGO dedicated to improving the lives of people with hemophilia and related bleeding disorders.

National Member Organizations are key partners of the WFH. They are national hemophilia organizations that represent the interests of people with hemophilia in their country.

Haemophilia Foundation Australia
hfaust@haemophilia.org.au

Hemophilia Society of Bangladesh
hsb@bttb.net.bd

National Hemophilia Cooperative Group
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Hemophilia Federation [India]
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Indonesian Hemophilia Society
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Kazakhstan Association of Invalids - Patients with Hemophilia
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Korea Hemophilia Foundation & Korea Hemophilia Association [Korea, Rep.]
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Helping People, Help Themselves

Ambassador Preciosa S. Soliven

“Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed”

UNESCO Preamble

courtesy of OB Montessori



Since 1946, UNESCO's primary goal has been the eradication of poverty through literacy programs. Thus, the O.B. Montessori Child and Community Foundation, Inc. was established in 1983 to implement the Mothercraft Training and Literacy Course for Village Mothers and the Pagsasarili Preschools for the poor children in the laborers' districts in Metro Manila. In 1993 these programs won the UNESCO International Literacy Award in New Delhi, India.

The O.B. [Operation Brotherhood] Montessori Curriculum matches the four pillars of the UNESCO 21st century education, learning to know, learning to do, learning to be and learning to work together. These pillars apply to all education programmes and all age-groups, while some pillars may get more emphasis depending on age group and education level.

Pagsasarili is a Filipino word for “helping oneself to be independent”. It is the universal cry of mankind that given the right opportunities, man can learn to think and work by himself, thus, giving him a fair access to a prosperous and happy life.

For 25 years our Pagsasarili Preschool teachers have ignited Pillar I - Learning to be. The kindergarten self-confident “graduates” who have acquired the academic competence of third graders have repeatedly surprised the

Grade I teachers of both public and parochial [faith based] schools where they have enrolled. They have exhibited love for work, self-discipline, concentration and joy. As O.B. Montessori Child and Community Foundation, Inc. celebrates 25 years of “helping people help themselves”, the program was extended to selected provinces on the island of Luzon in the Philippines. Department of Social Welfare and Development Day Care Centers in Lipa, Batangas City and Ifugao Province [where the UNESCO World Heritage Rice Terraces exists] have been converted to Pagsasarili Preschools. We have also opened pilot classes in Concepcion, Tarlac and in the Muslim Community of Taguig in the Metro Manila area. The pilot EFA-DAKAR public school in Angeles City in Pampanga has also adopted the Pagsasarili system of education. This program has enabled the Filipino child to believe in him/herself throughout life.

In 1983 O.B. Montessori Pagsasarili Preschools were established in eight working class [low income] districts in Metro Manila and in 17 sugar plantations in Cadiz and Sagay in Negros Occidental. Supported by the mayor and plantation owners, its twin project the Mothercraft Training and Literacy Course was set up.

In 2005 President Gloria Macapagal-Arroyo signed Executive Order 483 establishing the Center for Lifelong Learning for Sustainable Development in the Philippines, OBMCI was designated as the National Laboratory to assist Department of Education [DepEd], Technical Education and Skills Development Authority [TESDA] and Commission on Higher Education [CHED] programs.



courtesy of OB Montessori

The O.B. Montessori Pagsasarili Preschool Program

Preschool education made affordable regardless of gender, socio-economic status, race or faith. These schools produce the new Filipino children, lovers of order, work, self-confident, independent and responsible citizens of the country and the “new teacher” who is trained to help people help themselves.

The Traditional System and the Montessori System of Education Compared

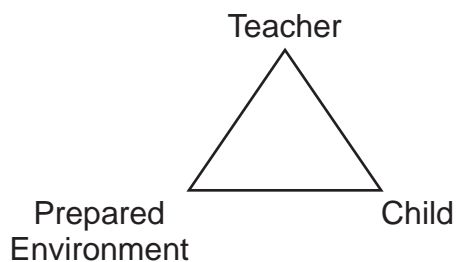
An arrow and an equilateral triangle can be used to symbolize the difference between the Traditional System and the “Montessori System.”

Traditional System



The teacher lectures the class using mainly books, blackboard, paper and pen. The student is expected to listen and accept the full authority and knowledge of the adult teacher.

Montessori System



The “New Teacher” serves as a dynamic link between the “Prepared Environment” and the child. This well-equipped environment for work is the missing factor in the traditional system of education. The “Prepared Environment” provides a variety of work to help the child mature into the NEW ADULT.

Ambassador Priciosa S. Soliven is the Secretary General of the UNESCO National Commission of the Philippines. She can be contacted via post: Ground Floor DFA Bldg.; 2330 Roxas Boulevard; Pasay City; Philippines or email: unesco-ph@mozcom.ph

Children’s Voices from Tajikistan ...

“I think we would be able to learn mathematics as well as other subjects much better if we could work in teams like we do in the Child Club. When we sit together in groups in the Child Club we help each other - if we could do the same in school we would enjoy learning much more.”

Member of the Child Club in School No. 28 in Jamoat Uzun

“More boys than girls attend school but their interest in school is often quite poor. We should therefore learn more about technology, computers, English language as well as learning different crafts. This would make school much more interesting.”

Member of the Child Club in School No. 63 in Juibodom Village

“I would like to learn Russian language in school, because most of the boys in our village go to Russia to work after completing school. If I don’t know how to speak Russian I will not get a good job that pays well so that I can send enough money back to my family in Tajikistan - but none of our teachers speak Russian and no Russian teacher wants to come, work and live in our village because it is too far away from the next big town.”

Member of the Child Club in School No. 24 in Jamoat Uzun

“What I really want in my school is a kindergarten for the children of the teachers so that they will have more time teaching and focusing on us.”

Member of the Child Club in School No. 69 in Chavliboi Village

Developing Inclusive Education Systems

David Spiro

As implementers and advocates for the development of inclusive education systems, we often find that local partners and government counterparts struggle to bridge the gap between “What is Inclusive Education?” and “How do we implement Inclusive Education?” This can result in the signing of declarations and passage of vague policies and laws but leads to little actual impact for students, schools and families.

It is therefore imperative that advocacy efforts, including policy development and improving governance, emphasize what must be accomplished as we move towards more inclusive education systems. However, it is just as vital that these efforts provide guidance for the development of specific educational mechanisms that will assist us in how to reach our goals. These mechanisms include the identification and enrollment of students, provision of support services, identification and training of support personnel, and development of appropriate management and administrative systems.

Identifying Specific Barriers experienced by Students, Families and Teachers

Identifying the specific barriers to learning is the first step in focusing advocacy efforts towards reducing and removing these. The identification of barriers should be evidence based in order to effectively guide policy developments and implementation at national, local, and community levels.

Barriers include any reason why a child does not have access to fair and appropriate education (based on the child’s needs) within his/her community. Children face barriers related to a disability, health, socioeconomic and cultural concerns, lack of government policies and protection, inaccessible infrastructure, language, geography, and low awareness of rights within the education system.

Barriers include (on national, local and community levels) awareness, teacher training and preparation, out-dated (or lack of) policies and regulations for enrollment procedures, transportation, inaccessible facilities, few linkages to health services, and prohibitive school costs and fees. These barriers explicitly identify issues that advocacy and policy should aim to resolve.¹

Working to Design Detailed Action-Oriented Policy

After identifying barriers, the process of developing mechanisms to address them should be intensified. Rigorous advocacy initiatives should be implemented to persuade decision makers at all levels to take action. The mechanisms should be based on evidence and build on the lessons learned from other projects. Furthermore, the process must be inclusive of schools, parents, students, teachers, government administrators, and community leaders. As much as possible, the development of mechanisms should build on and be aligned with accepted political policies and processes. Identifying existing or excess resources for more efficient use (re-allocation to new implementation mechanisms) should be a priority. Using existing resources more effectively is helpful, especially before requesting new or additional resources from the government or other partners. Resources can include teachers or other personnel, equipment, facilities or funds.

While the mechanisms should be detailed, they should also be flexible and reasonable. They should be adjusted to suit the current local and national realities, while allowing room for continued development and adaptation. It is also important to work with partners to identify what kind of policy will be the most effective and through which government entity it should be passed. For example, in some countries, receiving a provincial decree or district regulation is more effective than one from the national education ministry.

¹ There are a number of tools that one can use to assist in the identification of first tier, second tier, and even third and fourth tier barriers. Logical Frameworks Approach (and associated Log Frame Matrixes), Problem Trees, school-community mapping, Community-based EMIS and other mapping tools can assist in organizing an overall framework in which to identify barriers or challenges and assign strategies to solve them. The internet is a good resource to learning more about these tools.

Working with partners to advocate for and develop specific policy implementation mechanisms can be a lengthy process requiring intensive collaboration between many government and non-government stakeholders. It requires constant monitoring and advocacy to ensure that the initiatives move forward. It also requires an understanding of diplomacy and a respect for local bureaucratic procedures, which will ultimately be the channel through which the concepts are realized into policy. It is important to take a measured approach in order to understand unforeseen complications or benefits before wide-scale implementation is advocated and initiated. Initial approaches should include monitoring and evaluation in order to develop a rigorous evidence base for decisions and actions that optimally advance the process.

Targeted, flexible and evidence-based implementation mechanisms for advocacy work, will provide a road map for the development of inclusive education policies that are rooted in a legitimate and sustainable foundation.

Mr. David Spiro is the Program Director of the Opportunities for Vulnerable Children [OVC] Program at Helen Keller International. The OVC program is implemented in Indonesia by Helen Keller International and the United States Agency for International Development [USAID]. He can be contacted via dspiros@hki-indonesia.org or post Jalan Bungur Dalam 23A-B; Kemang; Jakarta 12730; Indonesia

The Right to Education for Persons with Disabilities: Towards Inclusion - A Flagship under the Education for All Programme



Why a flagship?

The key purpose of the Flagship is to act as a catalyst to ensure that the right to education and the goals of the Dakar Framework are realised for individuals with disabilities.

How it works?

The Flagship works in partnership with other UN agencies, international and national disability organisations and donors.

The Flagship pursues the need for policy makers and NGOs to work directly and in participation with local, national, regional and global organisations comprised of and representing individuals with disabilities and their families.

Flagship Secretariat

UNESCO together with the University of Jyväskylä, Department of Special Education [Finland] and Finnish Disabled people's International Development Association [FIDIDA] form the Secretariat. Several people are involved in the Flagship on a regular basis and can be reached at these addresses:

Website

www.inclusionflagship.net

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School-Based Child-Led Disaster Risk Reduction in Thailand

Chitraporn Vanaspong

In mid-2006, Save the Children Sweden and UK initiated a school based “Child-Led Disaster Risk Reduction [CLDRR] in Thailand Project” in 40 schools. This Project is a further step to strategically transform an emergency response approach into long term development so that tsunami affected communities can be self-sustained and better disaster prepared in the long term.

Piloted in four Tsunami affected provinces, the project is based on the belief that: children and youth are not to be seen as victims in disaster, but as active players in their communities, especially if they are appropriately trained and supported by adults.

“Child-Led Disaster Risk Reduction Project” aims at actively involving children in disaster risk reduction [DRR] plans and activities developed by schools and communities. This is done by:

- [1] building children’s DRR knowledge and practice community risk assessment through “risk and resource community mapping”;
- [2] building the capacity of children for DRR actions within their communities through educational campaigns; and
- [3] sensitizing adults [schools and communities] on the importance of involving children in DRR and other issues that affect their lives.

The Project’s methods are centred on children as they seek to maximize children’s strengths through child-friendly activities such as artwork (drawing, painting, drama and puppet shows).

Impacts & Results

The Project has enlisted adult community members’ support for Child-Led-DRR and is poised to win the support of local governments and other stakeholders. A video was produced on lessons learned from the first phase (pilot phase), which can serve as an advocacy tool to awaken stakeholders to the fact that Child-Led DRR is feasible in Thailand, and that the Project can be a model in the region.

Also, it emerged from the pilot phase of the Project that children, with the right kind of support and guidance, are able to play a leading disaster risk reduction role in their communities, and that all children - boys and girls - can do so.

The Project already trained 800 school children to take a lead in DRR activities. Other children and teachers in 40 schools as well as community members in the provinces of Ranong, Pangnga, Phuket and Krabi have received information and instructions on how to cope better with disasters. The teachers have been exposed to new and alternative approaches to child-centred learning, new issues (disaster risk reduction) and possibilities for including DRR into the school curricula has been explored.

Last but not least, the targeted communities have learned from the children and are making use of the children’s outputs such as risk and resource maps and educational campaigns. The above impacts and results are reflected in the following comments by some of the youths and children involved:

- “I never thought I would be able to conduct DRR activities in schools” [Nung, an 18 year-old youth trainer];
- “I’m interested in this because if we ignore it, we will be at high risk especially when we are still young” [Ing, a 13- year-old girl from Pangnga Province];
- “We can disseminate the knowledge we’ve got to elders or those who haven’t known about tsunamis. It’s good for them because if it happens again, they can help others” [Nuta, a nine-year-old girl from Ranong Province].
- “Children really have a heart to help. Adults may want to do it themselves; they may think we can’t do it; but actually if we are given a chance and some guidance, we children can do everything” [Sai, a 15-year-old girl from Phuket Province];

Lesson[s] Learned and Steps Forward

The implementation of this project has demonstrated concrete evidence that:

- Children can and are willing to participate if
 - They are informed about why and how and are empowered by the process;
 - It is fun/attractive and not too difficult;
 - Issues are relevant to them; and
 - They get sufficient support from adults.
- Support from adults, especially teachers, community members and project staff, is a key success factor. Children's participatory projects must involve both children and adults. For adults to be able to facilitate children's participation they also must be equipped with the right attitudes and skills on how to involve them.

Following up the pilot period, Save the Children is seeking cooperation from Thailand's Ministry of Education to integrate the Child-Led-DRR module into the national

and local school curriculum. Teachers can also become trainer or facilitator so that they can play an active role in their own schools. Therefore a teachers' training manual and training sessions are also planned, as well as integrating the Child-Led-DRR approach into school safety plans and school security systems.

Child-Led DRR could be expanded into other parts of Thailand and in other countries. Save the Children feels that this this would be relevant to many places, especially in the current context of global climate change .

For additional information, please contact: **Chitraporn Vanaspong**, Senior Regional Programme Officer for Save the Children Sweden - Southeast Asia and The Pacific Regional Office - email: chitrapornv@seap.savethechildren.se; post address: 14th fl Maneeya Centre South Tower; 518/5 Ploenchit Road; Patuwan; Bangkok 10330; Thailand



Enabling Education for Children with Hearing Impairments

All children - with and without hearing impairment - have a right to education. It is especially important for children with hearing impairment as it allows them to develop their communication skills with other children, those with and without hearing impairment.

Children start learning in and from their families and community. By watching how children and other people talk, play and work together, children learn how to get along with others. When children participate in the family and community, they also learn about their emotions and build social skills.

Warning signs of possible impaired hearing¹:

- Poor attention
- Poor speech development
- Difficulty in following instructions
- Better responding to tasks assigned when the teacher is relatively close to the child or to written tasks rather than those requiring an oral response
- Child watches what other students are doing before starting his/her own work (looking for clues)
- Asking peers and teacher to speak up
- Incorrect answer or failing to answer
- Child may seem shy, withdrawn or appear to be stubborn and disobedient
- Refusal to participate in oral activities, not laughing at jokes or understanding humor
- Complaining about frequent earaches, colds, sore throat

Including children with hearing impairment in school will improve their ability to communicate, especially by learning to read and write - often the only ways that they can communicate with people who do not know sign language or understand their speech.

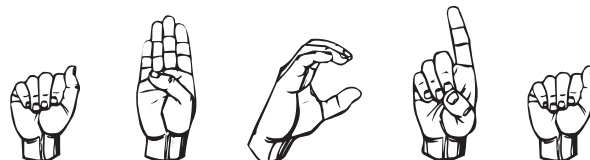
Reading helps children with hearing impairments to understand ideas, emotions and experiences of other people. Writing helps them to communicate and share their own thoughts and emotions.

It is especially important to also provide such education experiences for girls. Girls with hearing impairment are often kept home doing housework. But girls - also those with hearing impairment - need to learn skills to keep themselves safe and take part in their communities. They have a right to know their rights to, in and through education to also be able to get a job and live a meaningful and independent life as an adult.

There is no general agreement on what is best for a child with hearing impairment: going to a community school, to a separate day school or to a special residential school, nor is there agreement on whether they should learn through spoken language or through sign language. Some schools teach children with hearing impairment to both speak and use sign language, or to speak and use finger spelling. They may use sign language, gestures, pictures, lip reading, speech, and reading and writing. It is important to consider the individual child and his or her needs as well as what is possible in a given community or school context.

Teaching children with and without hearing impairment in the same class is often the only way a community is able to educate children with hearing impairment. It will be important to prepare the rest of the school - teachers and children - about hearing impairment and about how such children learn best by seeing. This way everyone in the school can get ready to welcome children with hearing impairment. Some local schools teach everyone sign language so children with hearing impairment are not left out.

A B C D E



Examples of Fingerspelling

¹ UNESCO (2003) "Understanding and responding to children's needs in inclusive classrooms" Guide for teachers

Inclusive Community School

Benefits	Challenges
Children with hearing impairment can continue to live at home with their families.	Teasing and ignoring by other children.
It is often less expensive.	Lack of knowledge and skills among teachers on how best to teach children with different hearing abilities.
Child with hearing impairment remains part of mainstream society.	There may not be sufficient people fluent in sign language to learn a complete language. The child's mental development may suffer.

Support for children with hearing impairment in a mainstream school is important. With such support (including assistive devices such as hearing aids) a child with hearing impairment is as capable to learn as other children.

If a child can hear a little or read lips, classroom noises must be minimized as much as possible while the child should sit close to the teacher and the teacher should face the child when speaking. It is thus also important to check the child's eyesight. Deaf adults can help the teacher and students learn sign language. They can also help the teacher by supporting children with hearing impairment in the classroom.

Many people think that a teacher with special training is the best teacher for children with hearing impairment. This is not always true.

Training about hearing impairment does not automatically make a better teacher. A teacher who is (also) trained to teach children with hearing impairment can be a resource for other teachers. Such teachers and those teaching 'hearing' children can learn from each other and work together. This sharing of experience benefits all children!

Many local or national associations, or governments, religious, community or aid organizations have started separate – often residential - schools for children with hearing impairment. When children attend schools like these, they become part of a community of children who otherwise might have been isolated from each other and they often learn sign language, as well as skills for work when getting older.

Separate Classrooms or Schools

Benefits	Challenges
Availability of teachers with special training for teaching children with hearing impairment.	Children may not adequately learn how to live and interact with people in the 'hearing world'.
Children may feel less violated as they can communicate with everyone around them.	Schools may be far away and costly.
More opportunities for children to play, learn, develop social skills and create friendships.	Classes may be multi-grade and multi-age, making it difficult for teachers to meet different needs of all children.

Many children need help to learn difficult ideas. Children with hearing impairment often need extra help to learn skills like reading and writing. Children – with and without hearing impairment, older and younger – can help each other learn skills and feel comfortable in school.

Children with hearing impairment can succeed when parents, schools and communities work together to create a positive environment for all learners.

Adapted from: "Helping children who are deaf", [2004], Hesperian Foundation
www.hesperian.org/publications_download_deaf.php

Teacher Education in Karen State, Burma [Myanmar]

Naw Ler Htoo, Scott O'Brien and Ian Kaplan

UN declaration on the Rights of Indigenous Peoples

Ratified - September 13th 2007

Article 14

1 - Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

Burma [Myanmar] is home to over 4 million ethnic Karen people, around half of that number living within Karen State in the Southeast of Burma, bordering Thailand. Many Karen have been displaced by the Burmese army during almost 60 years of civil war and are living either as internally displaced people [IDP's] inside Burma, or refugees outside of the country. The current dire economic situation in Burma and recent brutal government crackdown on peaceful protests for democracy highlight just how difficult the situation is for all Burmese civilians, but Burma's indigenous minority groups continue to experience some of the worst treatment and conditions in the country.

Achieving EFA goals is very difficult in conflict-affected fragile states [CAFS] such as Burma, where national governments are either unable or unwilling to provide good quality, culturally relevant education for all children. Indigenous ethnic minority groups, especially those who are also IDP's, are at particular risk of being excluded from formal education in such circumstances. This is the case for many Karen people who have little access to formal schooling inside Burma. The few Karen children who are able to access Burmese State controlled education, are subjected to a system which denies the teaching of Karen language[s], history and culture...even within areas of the country where Karen people are in the majority.

Burma is a signatory to the UN Declaration on the Rights of Indigenous Peoples, however in total violation of the declaration, Karen schools which teach a Karen curriculum are systematically targeted for destruction by the Burmese army.

Alongside this, teachers and other members of the Karen community face many daily risks related to the conflict in Karen State which threaten their basic survival and hinder their ability to provide and access education. These risks include: murder, rape, death or severe injury from landmines, forced labour, forced migration, disease and starvation.

Despite the challenges, the Karen have developed an innovative programme for delivering Karen centred education, teachers, teacher training and material support for education to communities inside Karen State.

The Karen Teachers Working Group [KTWG] is one of the organisations at the forefront of realising the dream of Karen education in



courtesy of Ian Kaplan

Unlike many countries in Southeast Asia, where it is possible to work with national governments to support Education for All [EFA] for indigenous groups, the Burmese military dictatorship actively works against many indigenous groups and their education programmes. This has big implications for groups like the Karen in terms of their access to and experience of education.

Karen State. KTWG is an NGO set up in 1997 to address the need for a Karen system of education inside conflict-affected Karen State. KTWG developed in the relative safety of the refugee camps in Thailand and its founders recognized that although basic education needs were being met for Karen refugees in the camps, these needs were not being met back inside Burma. To address this KTWG established a programme to train mobile teacher trainers to provide in-service training and support to Karen State teachers. In 2004, KTWG established the Karen Teacher Training College [KTTC] on the Burma side of the border. It is the first and only institution of its kind in Burma, providing a Karen-designed, culturally relevant, two-year initial teacher training programme for teachers who commit to teach inside Karen State upon completion of their training. KTTC also continues the training of mobile teacher trainers. Alongside their teacher training initiatives, KTWG, with the help of outside funders, provides basic subsidies and material support for teachers and students in more than 1000 Karen led schools in Karen State.

KTWG's coordinators Ler Htoo, and Scott O'Brien discuss Karen teacher training and what this means for teachers, students and communities in Karen State:

Karen curriculum

The curriculum we teach combines indigenous Karen knowledge with other forms for knowledge. For example, there are lots of plants in our area, in our communities that Karen teachers might have learned about as a child. There is this local knowledge about plants and how they can be used for medicine, or building or other things. At KTTC we teach Western scientific subject knowledge about plants and so to connect the subject knowledge with local knowledge, we ask our teacher training students to go to different villages and ask local people who are knowledgeable about these plants and then come back from their different villages and present to us. At the same time we use this as a participatory method, so they can come back and work with this in groups.

Teaching methods

In KTTC we teach participatory methods like group working. In other parts of Burma, teaching is like a lecture, it's rote learning. That is why we teach critical thinking for reading

and writing. So we can teach in a way that is participatory teaching. Looking back at the pupils who've graduated from our teacher training college, they're different from many other teachers. For example, they are more critical thinkers and they want to participate well and have more ideas. They also have more confidence in their teaching.



courtesy of Ian Kaplan

The connection between Karen teachers and their communities

In Karen State there are often no materials and little support for teachers...as a teacher you have to manage on your own. You have to do everything on your own, carry water, carry firewood, carry rice and cook your own food. So the schools have to be close to the community. When our teachers come back after their first year, we work with them on how to think critically and work with their community. It is important that they understand how the community works and how they can relate to the community. After their training they develop a better understanding of the community they will teach in and are ready to go back and work there. This is important because some of our teacher training students are from the refugee camps and have no experience of working with communities in Karen State.

The challenge of getting funding to work inside Karen State

Because of the conflict, it is very difficult to get funding for education in Karen State. It's important that we show the outside world that there is an ability to work inside Karen State and that it's not about funding a war, it's about helping people survive military aggression in a different way by maintaining and developing the capacity of basic social institutions, basic education and health institutions during periods of conflict, as a general tool of survival, but also towards developing the future.

Looking to the future

KTTC now has 35 pre-service student teachers in the first year and the numbers are growing every year. We also have a new group of mobile teacher training students, as well as our experienced mobile teacher trainers. In terms of education in Karen State although a lot of villages are forced to flee three or four times a month, still, one of the first things to be opened up again is the school, even if it's under a tree. So, there's this huge commitment and connection with survival, development and education.

We definitely need more financial support for our assistance programme for teachers, students and schools in Karen State. Besides that we're really looking at how to improve our teacher training programme and look at the quality of the education we're providing. We're looking at different ways of helping to transform the Karen education system to make it more Karen, to try to maintain an academic integrity, but also looking at how Karen schools

can really support community needs. Alongside this, we're definitely looking at building networks amongst the other indigenous groups in Burma.



courtesy of Ian Kaplan

For more information visit KTWG's website at www.ktwg.org or get in touch with KTWG by e-mail at ktwghq@hotmail.com

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Mahesh's Passport to Success ... BRAILLE



Shweta Chooramani

courtesy of Sight Savers International



Braille and Taylor Frame. Now, the undeterred hard work, determination and perseverance of Mahesh and his itinerant teacher has given them a reason to celebrate.

He learnt English and Hindi alphabets orally and exercised on Braille script as well. He was taught to carry out mathematical calculations on the Taylor frame as well as abacus. He is so confident that he professes to continue to do better than the other students in his studies in the future too.

For Laxman Sharma, the proud father the sense of satisfaction seeing his son becoming independent is incomparable to any other joy. Mahesh has proved that for thousands of blind and visually impaired children who use those dots to connect themselves to the fascinating world of imagination around them, Braille is their passport to success.

Looking at the smiles on the faces of Mahesh Sharma and his family, there is no way of quantifying the happiness and quality of life that the Community Eye Care programme brings to the most unreachable parts of Rajasthan. Laxman Sharma now describes his son as the most able member of his family.

On Saturday, May 3, Mahesh Sharma, 12 years from a small village of western Rajasthan came out with flying colors as his school results declared him the topper in class sixth. Mahesh, an irreversibly blind child has created ripples and has been the talk of town ever since he has scored highest marks in his final exams among his sighted peers. Mahesh sees this as a result of willingness to learn, for others he is a role model in true sense.

Mahesh's irreversible nature of blindness since birth has left his father anxious about his future, whose first and last wish was to study. Nonetheless Sightsavers supported the unit run by Urmul Marusthali Bunkar Vikas Samiti [UMBVS] came as ray of hope in Mahesh's directionless life three years ago. Mahesh was included in the Programme where Bheem Singh Shekhawat a specially trained Itinerant teacher taught him to read, write Braille, use

You can contact **Shweta Chooramani** via email on ssiindia@sightsavers.org.in or post: A-3, Shiv Dham Plot No. 62, New Link Road Malad (W) Mumbai 400 064 India



courtesy of Sight Savers International

Education for All in an Inclusive Setting in Islamabad - Pakistan - Part 2

Terje Magnussønn Watterdal and Prof. M. Rafique Tahir

The pilot programme of inclusive education in Islamabad continues to expand. More and more schools want to participate - with the common goal of offering quality education to all children, regardless of their abilities, backgrounds or health status. Brig Javed Iqbal Ahmed, the newly appointed Director General recently stated that "... education is the birth-right of every child".

In June 2007 the Federal Directorate of Education [Ministry of Education] and IDP Norway organised a workshop for principals, head-teachers and teachers in the ten pilot schools. The participants agreed on strategies to find children who are out of school and enrol them into schools. Questionnaires were developed based on similar initiatives in Indonesia, but adjusted and adapted to the needs and circumstances in Islamabad schools.

To reduce and if possible remove some of the environmental barriers to learning, participation and development faced by children across the capital city the head-teachers and teachers in the ten pilot schools made the following Recommendations to the Federal Directorate of Education [FDE]:

The Federal Directorate of Education [FDE] should:

- Introduce school based management in schools under their jurisdiction to increase community participation in and ownership of reform and innovation within the education sector.
- Work towards reducing the difference in quality between different schools under its jurisdiction - all schools should therefore have equal access to technical and financial support – this should also be reflected in policies and regulations.
- Involve teachers from both rural and urban schools in policy development. These policies should continuously evolve to better respond to changing needs and conditions in the communities but at a pace that can be absorbed by teachers, parents, children and the education system as a whole.
- Employ [distribute] teachers with different

level of education, expertise and experience equally in schools throughout Islamabad and other Federal Areas to ensure that English, science and mathematics can be taught effectively in all schools.

- Employ [distribute] teachers to ensure that the teacher-child-ratio is the same in all schools to reduce the divide between schools in urban and rural areas as well as between schools in income-rich and income-poor areas.
- Recruit the best graduates for the teaching profession to ensure that children get the best education possible – the remuneration should be adjusted to better reflect the workload of head-teachers and teachers.
- Offer a selection of upgrading and re-orientation courses to all the teachers in the pilot schools based on their needs and the conditions in their schools – these courses should be offered from course catalogues.
- Organise targeted teacher education, training and re-orientation programmes with comprehensive follow-up to ensure their effectiveness.
- Make a pool of resource teachers available to all the pilot schools to support class teachers in inclusive classrooms – these resource teachers should be school based [at least 1 for each school] as well as itinerant [10 additional resource teachers].
- Make a pool of external resource persons available to all the pilot schools – among others medical doctors, psychologists and other health workers.
- Collaborate with schools in developing complete calendars of activities, events and celebrations for every school year - encourage effective time management in schools and making sure that teachers have sufficient time to complete the Syllabus within the academic year.
- Work towards reducing the number of children in each class to accommodate a more optimal teaching-learning environment – ideally between 25 and 30.
- Introduce a semester system with two semesters per academic years with continuous assessments of the performance of the children and with tests at the end of each semester.

- Improve the access to quality teaching and learning materials – all these materials should also be made available in Braille
- Offer co-curricular activities to all children - free of charge – after school as well as during school holidays to facilitate optimal academic, social, emotional and physical development of all school aged children under their jurisdiction.

The Syllabus should be:

- Short but comprehensive to enable teachers to complete the Syllabus within the academic year.
- Activity based, relevant and interesting for the children – it should promote creativity and stimulate to conceptual learning.
- Flexible and adjusted to needs and conditions in local schools and communities.
- Continuously updated in collaboration with all key stakeholders to better meet the needs of children, parents, teachers, schools and communities.

Exams should be:

- Redesigned to better reflect the level of knowledge the pupils have rather than their ability to memorise facts and numbers.
- Held in the local schools to reduce the fear many children experience when participating

- in exams - especially when exams are held in unfamiliar environments [Particularly for Primary Standard Exams as well as Middle Standard Level Exams in Federal Government Schools].
- Graded by both an external as well as an internal examiner.

Evaluation and Assessment [Grades] should be:

- Based on semester tests and final exams as well as a continuous assessment made by the class teacher and head teacher throughout the semester [or academic year] based on individual learning goals.

In the months that followed the workshop, the head-teachers and teachers have gone into the communities surrounding their schools actively seeking children who are out-of-school and attempting to find school placement. In the next issue the schools will share their experiences in “being proactively inclusive and child-seeking”.

If you have any suggestions or questions to the pilot schools or the Pakistan-Norwegian project partners please send an e-mail to: pakistan@idp-europe.org



courtesy of IDP Norway

How Do We Learn Together? A Practice of Inclusion in Japan

Kentaro Fukuchi

Warm greetings to every reader of EENET Asia. My name is Kentaro Fukuchi. I am a blind student at the University of Tsukuba in Japan. It is a great pleasure sharing my experience in regular schools and the perspective of inclusive education.

Background

My hometown is Osaka, the second largest city in my country. Since I lost my sight at the age of 2, I have learned with other children in inclusive community schools from kindergarten to high school, and of course at university. I have to admit that I was very lucky to have this experience since this sort of inclusive education was, and still is developing in Japan. In fact, I was told to enroll in a school for the blind, however what I wanted was to study at a regular elementary school in community. At that time, I used to live in another prefecture and was enrolled in a regular kindergarten. Since I had lots of friends in the neighborhood, I wanted to continue to study with them rather than going away from home to a segregated special school. After negotiation with the local education authority, we went back to Osaka where there were some practices of inclusive education.

Elementary School

I spent an exciting childhood in Osaka, fully supported by teachers, parents, local volunteers as well as friends. Passion, flexibility and faith in diversity are the words that can describe my teachers. Even though it was the first experience for them to teach a blind child, they tried a variety of ways to include me in the classroom. They learned Braille and taught me Braille because this is the most effective medium of instruction for me. I was assigned an assistant teacher for classes such as arithmetic, science, and physical education. In arithmetic class, for example, the assistant teacher explained figures and charts on the blackboard, using special paper called Raise Writer. You put a special paper on the board and draw lines with a pen. With some financial support from the local education authority local volunteers produced textbooks in Braille. This environment enabled me to learn effectively.

In terms of friends, I had a really wonderful time; although I had some hardships in participating in ball games. I was afraid of playing dodge ball even if I had a friend guiding

me. So I proposed many games where I could participate as well. Darts is such one example. You might wonder how a blind child can shoot darts at a target? I touch and recognize the location of the target first, and then, I step back carefully. Before I forget the location, I throw an arrow toward the target. I also suggested building a wood-house, playing tag in a limited area, playing cards with Braille etc.

Junior High School

In junior high school, I could continue learning in an inclusive environment. One change that occurred in junior high was that classes were taught by teachers specialized in each subject. Therefore, I was assigned assistant teachers who also taught the same subjects. This was good for the other students as well because they supported all the students in the classroom. For example while I was answering math questions, my assistant teacher walked around the classroom and helped all other students [Team Teaching]. If I had questions, the assistant teacher came back to support me. Also some of my teachers said that this helped them as it facilitated communication and team work among colleagues - they were also helping each other, reading my answers in Braille.

I also met my role model in junior high school. He was a blind university student who was also educated in a regular school. He met my parents through the network of parents with blind children in regular schools. He was recruited as a home teacher for me and helped with mathematics and chemistry because these subjects required special Braille codes. He and I shared some special concerns that would not be understood by my sighted friends. For example, we talked how hard it was to start talking in a big group or to recognize people only by their voice. When I took a train with him, I learned how to ask for help at the station.

As for school life, I worked as a president of the student committee. It was an important experience for me because children with disabilities in regular schools do not always get the chance to take responsibility, which could make them just "guests" in their own schools. Every child needs to learn how to take responsibility even if the child has a disability.

High School

In high school, the same support system was maintained, thanks to the strong connection among teachers in junior high school and high school as well as parents. They shared experiences and skills in order to include me in learning. My parents were actively involved in the network of parents of blind children in regular schools so that they could share special concerns, experiences, and useful information.

courtesy of Kentaro Fukuchi



Campus Life

Currently, I'm studying education and I belong to a blind football team at the University of Tsukuba. I also established an organization to support education of children with disabilities in Sudan together with my blind friends from that country.

From August 2005, I studied abroad for one year. In Georgetown University in the United States. I was surprised to learn that there were some common difficulties that were experienced by Latino students and children with disabilities. For example, establishing identity is a key challenge for both language minority students in English speaking schools and deaf children in regular schools. While I was in the U.S, I pursued an internship at the Independent Living Center as a peer counselor. It taught me the importance of peer support and role models for people with disabilities to realise their lives in the community. Actually this applies to ethnic minority students too. There was a community center for Latino youth organized by volunteers from the Latino community. These experiences attracted me to the broad concept of inclusive education; including all children, not limited to children with disabilities. After coming back to Japan, as I studied this concept, I hope to work to promote such kind of inclusive education in the future.

From this June onwards, I will work at the Red Cross Japan. I want to develop my understanding of children with and without disabilities in disaster affected areas and how their education can be improved.

Conceptualize Inclusive Education

Looking back at my school days, I realize that the whole environment was inclusive for me. The environment in regular schools provided me with a variety of friends and experiences which developed my social skills through interaction with others. In terms of academic performance, I could learn in Braille, the most appropriate medium of instruction for me. Braille materials, assistant teachers, teachers who read Braille, having both sighted and blind friends proved indispensable to me to learn and to enrich my life. I could even have Orientation and Mobility training from local instructors, which made me self-confident and independent.

Therefore, I believe that inclusive education is the process to develop a system to let all children learn together through meeting learning needs of each individual child. It doesn't mean to just put children in a regular classroom or to segregate children only for academic performance or training for ADL (activities of daily living). Both elements; meeting individual learning needs, and creating enabling environments for all are at the core of inclusive education.

As a social impact, I believe inclusive education can create an inclusive society by promoting mutual understanding. One of my classmates at high school wanted to become a designer to produce clothes that would be appreciated by all, including those with visual impairment. Students who elected me as the president may have been influenced by this inclusive education philosophy. My science teacher said "If a class is accessible to Kentaro, it is open to everybody". To realize inclusive education, entire education systems should be reformed. Teacher training, teacher-parent networking, institutional framework and support are all required to include all children into the mainstream system.

To conclude, I want to extend my fullest gratitude to my parents, teachers, local volunteers, and friends who all enabled me to learn and enrich my life. With a hope for an inclusive society. Many Thanks.

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A Journey Begins: Improving Teacher Performance in India

Subir Shukla

How does an education system enable teachers to change, and on a large scale? This is a question that increasingly confronts India as it seeks to ensure that the increased access to education converts itself into access to quality education. As the number of primary schools rose from 0.84 million in 1999-2000 to 1.04 million in 2005-06, and the number of teachers mounted from 3.2 million in 99-00 to 4.17 million in 05-06, it also became increasingly apparent, in survey after survey, that learning levels attained by children remained unacceptably low.

It was in this context that a review of in-service teacher training was being considered [most practicing teachers are provided in-service inputs up to 20 days a year under India's EFA programme, the Sarva Shiksha Abhiyan or SSA]. One of the first realisations to emerge was that there is no agreement [and perhaps] clarity on what 'good teacher training' is, also because there is no agreement on what 'good teaching' is. Examination scores can be attained through means other than teaching well, and such scores also hide the degree to which the needs of the most marginalised groups are addressed [or not]. To overcome this, present levels of teacher performance need to be assessed and strategies devised to improve the quality of teaching and learning ; a nation-wide effort was launched by the Government of India, with support from UNICEF.

ADEPTS, and the context of diversity

Advancement of Educational Performance through Teacher Support [ADEPTS], as this effort was named, began with a round of consultative meetings with representatives of different states of India, to agree upon draft 'performance standards' - for teachers, trainers and the teacher support institutions from sub-district to the state level. Interestingly, almost the first consensus was that the diversity of the student group was a key factor to take into account. In a context where children had already had different socio-economic backgrounds, ethnicities, languages, and levels of poverty [that affected their ability to attend school], India's increasing enrolment had brought in children who traditionally never attended school - children with disabilities,

working children, migrating groups, girls from certain communities and others from the poorest, most marginalised groups. Yet the classroom, the pedagogy, the curriculum and materials have been unable to take this diversity into account, with the consequence that only the most advantaged gain, at the cost of the disadvantaged, and the overall quality of education remains poor.

Performance standards that emerged

A defining feature of ADEPTS is to generate ownership and evolve 'doable' measures in consultation with practitioners. To start with, a first consensus to emerge was that the teacher's workplace, the school, is essentially a set of relationships and processes. Next the participants in the process, including teachers, engaged with the question: 'What do we want to see the teacher doing?' A very large number of answers emerged to this question, and the importance of many of these was agreed upon. Over a few months this long list had consolidated around four aspects or dimensions of school: the physical [or generating a conducive physical environment], cognitive [enabling learning through interaction], social [focusing on relationships, values] and organisational [school as an institution, with links to community]. Within these, the expectations fell into a number of groups or categories - and the headings of these groups emerged as 'standard statements', with the list they contained being indicators for these.

It was also realised that the indicators were at different levels of complexity and that it would be unfair to expect any teacher to attempt achieving all of these at once. When explored, they fell into four levels of performance expected - thus yielding a 'ready reckoner' that may be used both to assess performance as well as to help teachers progress through successive levels towards improved performance.

With this broad agreement on expectations, the next step was to assess the present level of performance. Using these outputs, state teams then undertook 'peer state cross visits' to a hundreds of schools and support structures. Across the country, there was a

realisation that teacher performance in the classroom was indeed at a very low level and needs to be dramatically improved. A defining feature of this process was that it was undertaken by those from within the system rather than external agencies, leading to greater insights and acceptance as well as resolve.

Rolling out improvement

All this however was the easy part. Now that there was some clarity on the desired as well as present performance, how could improvement be brought about? Some of the key principles agreed upon in this regard were as follows:

1. The main motivation to teachers is to experience success in the classroom. Hence it was agreed that a set of minimum enabling conditions would be in place before teachers could be expected to implement standards. Apart from inputs in the form of in-service training, other support would also be ensured to enable teachers to succeed.
2. Teachers change when they experience the standards, rather than simply being told about them - towards this, the in-service courses would themselves need to incorporate the standards expected of teachers. A few of the states have begun this process of improving their own inputs to teachers.
3. There is a sequence in which teachers learn [and indeed institutions and systems learn]. It is also better to avoid overcrowding expectations. Improvement is therefore planned in stages of teacher development, broken down into three-month phases, each of which has a very limited number of indicators to be attained [4-8]. As teachers attain one set of indicators this motivates them as well as prepares them for the next, higher order, set. The support institutions too learn along with the teacher and grow phase-wise in turn.
4. Standards and indicators can tend to be vague! It is important to convert them into concrete steps that can actually be implemented by teachers. Thus, if an indicator agreed upon is 'children ask questions freely, without fear' there is a need to make clear exactly what the teacher needs to do for this to happen. Hence, as part of the roll out, all teams detail the concrete steps involved in

converting the expectations into actionable steps.

5. Implementer choice and partnering with teachers is more likely to yield results than passing on a set of instructions. In sub-district meetings, teachers will get to choose the indicators they want to attain [from a given list of potential indicators for that stage, though] and identify / develop the steps needed to attain these. Their performance will be assessed against the indicators chosen by them. If possible, peer assessment will be introduced.
6. 'Target setting' in terms of the degree of improvement in performance can now be practiced. Teachers and their resource persons can use the standards document to fix the degree of change they seek to bring about over, say, a year or six months. They can then assess their progress against this. As this was not possible earlier, improvement efforts tended to lose their way very soon.
7. Taking a 'low-interference' approach helps - that is, there is no pressure on the system to change curriculum or textbooks or introduce new model of teaching. It is more a case of 'doing the same as before, but a little differently'; this reduces system stress and enables rapid implementation.

First steps ...

In the last few months, over 15 states in the country have recently initiated the roll out of ADEPTS in different ways - improving in-service training, conducting local level teacher meetings to select and implement standards, development of support materials, and the like. It is too early to say what the impact is likely to be. What is clear though is that there is a great deal of ownership at all levels [due, it is apparent, to the principle of implementer choice], enthusiasm [due to the feeling that things are clear and doable, and offer scope for little but immediate successes] and contextualisation [since the inherent flexibility in approach enables implementers to tailor the effort to their own situation and needs]. As the idea of ADEPTS acquires greater depth and more 'champions' root for it, it is indeed possible that the proverbial first step in long journey is actually being taken.

Mr. Subir Shukla is the National Coordinator of ADEPTS and can be contacted at subir@hotmail.com.

Save the Children Education Activities in Tajikistan

Shahlo Shoeva and Parviz Abduvahobov

Tajikistan's socio-economic context has remained unchanged for a long period. A midterm review of the Poverty Reduction Strategy Paper claims a 20% reduction in poverty but no significant changes or improvements are observed in the lives of children belonging to poor and marginalized families. Economic disparity between rich and poor has widened, family fragmentation due to economic migration has continued and the number of children leaving families for work has not reduced. Due to widespread poverty many families still cannot afford to pay school fees or buy sufficient clothing and stationery for their children. Families concentrate their efforts on survival and as a result many children are denied their basic right to education.

Tajikistan seems to be moving towards achieving stability and economic growth through market reforms and improved democratic norms and practices, however financing of children's needs and basic services in general remains low on the government's development agenda.

The problem of poor school infrastructure, low morale of teachers due to low salaries, and lack of investment in teachers' skills and competencies remains a challenge for the Government, local and international NGOs and the donor community. Many qualified teachers continue to look for alternative jobs for better income and improved quality of life.

The current education system does not maintain a regular and up to date record of school dropouts [both temporary and permanent]. This leads to inadequate analysis of underlying reasons for non-attendance and hence, ineffective follow up mechanisms either at school or policy implementation levels.

The action plan for Education for All [EFA] is yet to be finalized and the fast track initiatives to implement EFA have not moved ahead. The country has finalized the "Need Assessment Report" on the Millennium Development Goals which has laid out the strategies to achieve primary universal education by 2015. Though the comments given by agencies like Save the Children [SC] have not been fully incorporated, however it gives SC an opportunity to further

advocate and influence the proposed strategies. The education goals could be achieved faster if more progressive approaches would have been adopted by the donors and the government of Tajikistan.

Problems of poor physical conditions of schools, low teacher morale and lack of training have not changed during this period. Many qualified teachers are still leaving their jobs for better incomes.

The government of Tajikistan has opened up a bit to new initiatives but problems remain. SC's involvement in education is not new in Tajikistan. SC got an opportunity to apply consolidated and more focused approaches to realize children and young people's right to education in marginalized areas of Tajikistan. Khatlon is the largest province in the Republic of Tajikistan situated in the south of the country. The population of the province is engaged in cotton growing, cattle raising, silkworm raising and agricultural activities. A large number of schools and daycare centers were destroyed during the civil war while those that were not, are in a poor state. Poverty levels rose as local industries collapsed resulting in unemployment.

"Lot of changes happened since the SC intervention in our school. Attendance increased from 60% to 97-98%, some qualified teachers came back, the infrastructure improved through the support of small projects and parents pay more attention to child education, participate in school events and school problem solving"
Member of Community Education Committee of school # 41 in Kanibadam, Soghd Province.

Soghd province, situated in the northern part is an industrial centre of Tajikistan. SC is experienced in promoting children's access to quality basic services and education. This remit leads to work, which contributes towards achieving several of the Millennium Development Goals [MDG]. The project mobilized existing teacher training and curriculum development institutions and trained key people to introduce innovative

child-centered methodologies. 1145 primary school teachers and 80 pre-school teachers were trained within 3 years in the use of interactive methodologies, child-centered teaching, mentoring, activity-based learning, classroom management and working with parents. Over 3000 primary and secondary school teachers' became familiar with active learning methodology, activity-based learning, classroom management and working with parents. Besides, Save the Children has implemented the Community-based Education Management Information System [C-EMIS] across Tajikistan to improve access to and quality of education for all children through mobilizing communities around educational issues. Over the past 3 years SC supported small projects initiated by communities, for which communities contributed at least 40 percent of the funding. These have included installation of heaters, repair of classrooms and furniture, provision of teaching materials and establishment of Child Clubs who helps children develop their self-esteem, self-confidence, decision making skills and feeling of social responsibility.

"We can't tell you how much we appreciate your support. The materials you gave us helped us to get the community interested in making the school better. They just needed a push. That's all. I was surprised myself at how much everyone contributed. I am really proud to be the Director of this school now. And the children come to school in suits and nice dresses now because they are proud of their school too."

Director of school # 28 in Kolhozobod

Members of child-led groups and community education committees are taking an active role in supporting children experiencing difficulties in learning with extra lessons conducted by the Child Clubs and monthly monitoring of attendance and dropout, while trying to bring back such children by creating a learning-friendly atmosphere in the schools.

In all 150 communities where SC established and works with Community Education Committees [CEC] and Child Clubs, there is a strong sense of commitment to fulfill children's right to primary education by adults. Most people feel that they should be accountable and support schools in this regard.

Training has been provided to CECs, children and teachers, and make them responsible for

the fulfillment of children's right to education. Child Clubs are seen to be extending linkages with other children groups in neighboring communities. Children's groups came together to assist their peers who have a disability to attend the Special Games in Khatlon region. Children's groups communicate and share experiences with each other through letters.

SC's education programme continued to involve children in all its implementation steps. Children have participated in the data collection and analysis on non-enrolment and non-attendance in target communities. The information collected is used by the CECs to develop actions to address issues affecting children's right to quality education. The children are usually consulted and involved in the implementation and monitoring of some CEC proposed activities aimed at improving the overall quality of education in targeted communities. Over 1500 of children have been trained in child rights, information collection through participatory approaches, working with adults and action planning. Each child club has its own action plan to improve the school condition, attract non-enrolled children and reduce drop out rates.

Teacher Training Institute [TTI] and Pedagogical college representatives found the teacher training activities very useful and mentioned that ALM is very flexible and could be adapted easily to different subjects to meet the requirements of the curriculum. Department of Education representative mentioned that monitoring of school showed that the attendance in classrooms where teachers are trained on ALM level of attendance is higher.

Save the Children works with child-led groups, community education committees, school administrators and teachers to create schools that welcome everyone from the community, including girls and disabled children.

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Go, Tell the Story, Sing a Song

In families of our traditional storytellers, the children are making a break with the profession since most often they barely manage to scrape together a living. Our grandmothers were our link with the world of stories, but these days with the decline in inter-generation living, we are losing out on that as well.

Telling, we have believed, must happen. Many cultures believe that if you have a story to tell - and don't tell it - strange things will happen. Stories have unique and startling ways of making sure they go told! A Kannada story narrated by A K Ramanujan, who collected and edited the most definitive collections of Indian folktales, is a wonderful example of this. This is how it goes:

There once lived a woman who knew a story. But she kept them to herself, she never told anyone the story or sang the song. Imprisoned within her; the untold story and unsung song felt choked, trapped. They decided to run away.

One day, as she slept with her mouth open, the story escaped; it fell out of her, and taking on the material form of a pair of shoes, sat outside the house. The song too hurriedly followed, and took the shape of something like a man's coat, and hung on a peg. This caused the husband to be very suspicious; especially when she kept insisting she did not know whose they were or where they had come from. In a rage, he picked up his blanket, and went off to the nearby temple to sleep.

The flames in the lamps of the town, once they were put out, did not really go out. They moved to the temple and spent each night there, gossiping together till the lamps were lit again the following day. On this night, all the lamps from all the houses had reached the temple - except one, which came in much later. "Why are you so late

tonight?" the others asked. "Because at my house, the couple quarrelled late into the night", said the flame. "Why did they quarrel?" The flame told them the events. As he finished the other flames asked: "But where did the coat and shoes come from?"

"The lady of our house knows a story and a song. She never tells the story, and has never sung the song to anyone. The story and the song got suffocated inside: so they got out and have turned into a coat and a pair of shoes. Seeing this made the husband furious. It seems they took revenge". The husband, lying under his blanket in the temple, heard the lamp's explanation. His suspicions were cleared. When he got home at dawn, he woke up his sleeping wife and asked her about her story and her song.

"What story? What song?" she asked. She had sadly forgotten both of them.

Among the Cree of Manitoba, Canada also there is a similar belief that stories, when they are not told, live in their own villages where they go about their own lives. Every now and then, however, a story will leave its village and seek a person to inhabit. Some person will abruptly be possessed by the story and soon will find they telling the tale, singing it back into active circulation. Go tell the story, sing the song!

We are keen to hear stories and songs about children from your countries. Do share them with us. We begin this column in EENET Asia ISSUE no. 5 by the following story from India.

The Cracked Pot

A water bearer in India had two large pots, each hung on the end of a pole which he carried across his neck. One of the pots was perfectly made and never leaked. The other pot had a crack in it and by the time the water bearer reached his master's house, it had leaked its water and was only half full.

This went on daily for two years, with the bearer delivering only one and half pots of water to his master's house. Of course the perfect pot was proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfections and was miserable that it was able to accomplish only half of what it had been made to do.

After two years of what it perceived to be a bitter failure, one day it spoke to the water bearer, "I am ashamed of myself and I want to apologize to you."

"Why?" asked the bearer? "What are you ashamed of?"

"I have been able, for these past two years, to deliver only half my load because this crack in my side causes water to leak out all the way back to your master's house. Because of my flaws, you have to do all of this work, and you don't get full value for your efforts, the pot said.

The water bearer felt sorry for the old cracked pot, and he said, "Today, as we return to the master's house, I want you to notice the beautiful flowers along the path."

Indeed, as they went up the hill, the old cracked pot took notice of sun warming the beautiful wild flowers on the side of the path, and this cheered it up a bit. But at the end of the trail, it still felt bad because it had leaked out half its load, and so again the pot apologized to the bearer for its failure.

The bearer said to the pot, "Did you notice that these were flowers only on your side of

the path, but not on the other pot's side? That's because I have always known about your flaws, and I took advantage of it. I planted flower seeds on your side of the path, and every day while I walked back from the stream, you have watered them. For two years I have always known about your flaws, and I took advantage of it. I planted flower seeds on your side of the path, and everyday while we walked back from the stream, you've watered them. For two years I have been able to pick these beautiful flowers to decorate my masters table. Without you being just the way you are, he would not have this beauty to grace his house."

Each one of us has our own unique flaws. We're all cracked pots. We need not be afraid of our flaws. We need to acknowledge them, and we have to learn to convert our weaknesses into our strengths.

Children too have their own needs strengths, and weaknesses which we need to cater for in our teaching. We have to keep in mind that all children including those who have some difficulties are first and foremost children, just like their other peer. A school culture in which all children are valued and welcomed, along with teaching and classroom management methods that are in line with this culture will have a positive impact on all children and adults in a school.

What does this story tell you about your children? Do you think they have weaknesses or flaws that turned out to be strengths in a certain situation? Do write to us about them. We look forward to your views and will be happy to share your responses with others in EENET ASIA.



Continuing Issues in the Sri Lankan Education System

Rohan Senarath

Access to education and retention in schools have been identified as the main challenges facing the Sri Lanka education system. Except in the many new private schools and international schools, education in Sri Lanka is provided free by state owned schools. An increasing number of children from economically privileged families are educated in international and private schools where English is the language of instruction. Local languages are used as language of instruction in most state owned schools with limited access to English as a subject. Children face strong competition accessing the most popular or so called “good” schools, children in conflict affected and rural areas experience other challenges and barriers.

majority of districts (officially) indicate that the percentage of children who drop-out or do not go to school (or start schooling) is negligible, in one of the conflict affected districts 17% of children drop-out of school, do not attend school or never enrol in school.

The literature review has revealed the following critical issues as causes for non-enrolment and non-retention in schools.

- Lack of child-friendly education systems
- Lack of knowledge among teachers of interactive teaching methods, modern pedagogies and child-centred learning approaches
- Teachers focus on “fast” learners while neglecting “slow” learners
- Favouritism by teachers
- Teachers lacking empathy for poor students
- Teachers prefer to work in urban areas causing teacher shortages in rural schools
- Lack of interest among education authorities to implement compulsory education policies that have been in place since 1997
- Political interference in teacher placement processes
- Lack of pressure, motivation and support from the community for increased enrolment and attendance
- Children are increasingly vulnerable in war affected areas.
- Internal displacement
- Low income families struggle to provide school material such as shoes, school uniforms stationary and books for their children
- Lack of collaboration with the private sector and philanthropists in solving education issues
- No community participation in monitoring the proper use of education budgets
- Lack of inclusive education policies and practices
- Gradually decreasing percentage of GDP [Gross Domestic product] allocated for education
- Children are engaged in home based economic activities to support the family rather than attending to schools, or need to take care of younger siblings
- Gaps in the mechanisms of information gathering from school level to zonal,



courtesy of Lalani Pieris

Many UN organizations and INGOs [international non-governmental organizations] have conducted surveys and studies to reveal the causes of the many obstacles to the existing education system in Sri Lanka. The challenges summarised below are gathered using different study reports, articles, and journals related to the situation in the Sri Lankan education system. This exercise disclosed important information and identified a number of important reasons for the increasing number of children out of school in Sri Lanka. Most of the challenges are probably similar to those found in other countries in South and Southeast Asia but others are more specific to the Sri Lankan context.

The language of instruction in government schools is Sinhala and Tamil. Although the

- provincial and national level
- Lack of systems to reward teachers/principals who promote innovative methods to maintain retention
- Poor school facilities in rural areas
- Non-availability of multi-grade schooling for children who have dropped out and return to school in most geographical areas
- Lack of public awareness on the consequences of children dropping out of school and absenteeism - the media do not play an active role in sensitizing parents, officials and community to ensure all children have equal right to access quality education
- Bullying and harsh punishments by teachers despite of prohibition of corporal punishment
- Counselling services not available in primary and secondary schools
- No system to care for children of migrating mothers despite this being Sri Lanka's no. 1 source of foreign revenue
- Inadequate school health and insufficient school feeding programmes

With the goal of addressing shortcomings listed above, a number of INGOs assisted the Provincial Education Departments to implement new approaches as pilot projects in different districts in Sri Lanka during the past few years. Taking into account the best practices, the Ministry of Education is now focusing on developing and implementing a child-friendly school [CFS] system in all government schools with the help of INGOs. A number of interested INGOs have contributed to develop a common framework for implementing child-centred, child-focused, child-friendly schools in Sri Lanka. The Ministry of Education is planning to launch a countrywide operation to implement the child-friendly school [CFS] system in the near future and minimise the majority of effects caused by the above issues.

Mr. Rohan Senarath is the Executive Director of Coalition for Education Development and former Save the Children in Sri Lanka programme specialist for education. You can contact him via email: rohansenarath@gmail.com, or post: Coalition for Educational Development, 917/2, Etul Kotte, Kotte Sri Lanka

Case Study: A Problem Situation and A Request for Advice

Though it is difficult to provide advice in situations where we do not know the child (or children), the school or the country's education system and policies, readers may have good suggestions in terms of resources to read or practical ideas to try out. The story below is real (though names of mother, child and school have been erased for privacy sake) and raises interesting questions around the issue of keeping children back/repeating classes and doing this even with young children in pre-primary education.

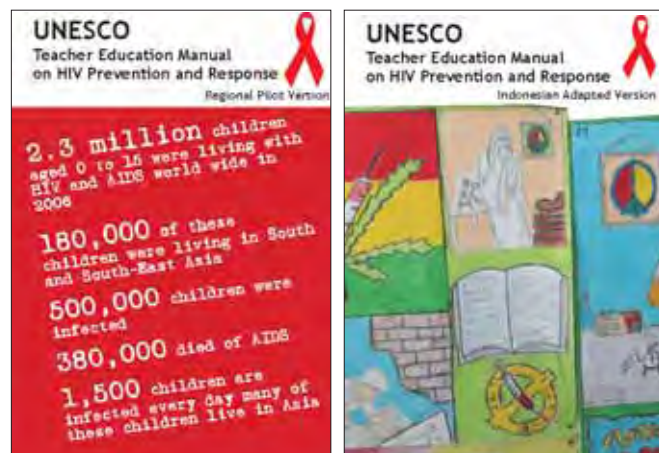
I am a mother of a 4 and a half year old girl, student of a nursery class at an elite school in Lahore (Pakistan). My daughter was doing pretty well in her playgroup and was even presented the Excellence Award at the end of the year. In her next year at almost the end of the academic year in Nursery Class she was made to stay after school hours for remedial teaching with 8 to 10 other kids out of a class of 32 students.

At our parent-teacher meetings we were told that she is going a little slow. The remedial teaching however has been fruitless; instead my daughter was off from her studies. On the other hand she started doing very well at home with our attention. My husband and I requested for the remedial teaching to stop and as a result our daughter was only conditionally promoted to Kindergarten.

I just want to know whether remedial teaching suggested for 4 to 5 year old children and keeping them back at school for late hours is considered a sound educational procedure. This is such a sensitive age group and children may just need a little more attention and support. What is done in such cases in other parts of the world?

EENET-Asia would like to invite readers to respond to this case study with their advice and suggestions at asia@eenet.org.uk

UNESCO - Teacher Education Manual on HIV and AIDS Prevention and Response



In 2006 an estimated 2.3 million children aged 0 to 15 were living with HIV and AIDS world wide, approximately 180,000 of these children were living in South and South-East Asia. The same year more than 500,000 children were infected and 380,000 died of AIDS. These are staggering figures that makes an effective education sector response to HIV and AIDS imperative. HIV has arrived in our countries, our cities, our rural communities and in our schools.

More than 1,500 children are infected every day many of these children live in Asia and the numbers are rising. The annual rate on new infections in South and Southeast Asia grew by 11% from 2004 to 2006 while the death rate grew by almost 16% during the same period.

The question is: What can the education sector do to prevent new infections and to support and protect children and young people who are living with and/or affected by HIV and AIDS? The majority of new infections are either drug related or due to unsafe sex practices or a combination of both. Many students start experimenting with or using drugs as well as become sexually active during their schooling years or they develop habits and practices that may put them at risk for HIV infection later in life.

The role of teachers in creating awareness among children and young people about HIV and AIDS is pivotal. However to be effective in motivating children and young people to develop responsible behaviours - especially related to sex and drugs - parents must become active partners in the dialogue between schools and students. This dialogue would help create better and more open

communication between parents, children and young people as well as with teachers on the many challenges faced by young people in schools and communities. Many parents and teachers may not be aware of the high risk behaviour many children and young people are involved in. Others might be aware but do not have the skills and confidence to intervene and change the behaviour patterns of their children.

To prevent children and young people from developing risk behaviours it is important that universities and other teacher education institutions incorporate HIV prevention and response in all their teacher education programmes. The entire education sector with departments, local education authorities, universities and schools must respond effectively to the enormous challenge our communities are facing with an increase in HIV infections.

Discussing about HIV and AIDS with students is challenging, as it touches on sensitive issues like sex and drugs which most people find difficult to talk about. However, facing a growing global HIV epidemic, it is important that we put our sensitivities aside and start to teach and talk about drugs, sex as well as about HIV and AIDS.

To facilitate a more comprehensive education sector response to HIV and AIDS UNESCO Jakarta and IDP Norway have developed a teacher education manual on HIV prevention and response. The manual was developed with support from key stakeholders in Indonesia, Malaysia and the Philippines - including organisations of persons living with HIV and faith-based organisations. The manual has been adapted in all three countries, it has been translated into Bahasa Indonesia and piloted in three Indonesian universities; UNDANA in Kupang, UNP in Padang and UPI in Bandung. Teacher education and training institutions in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste have committed to start using the Manual in their regular teacher education and training programmes starting mid 2008.

For more information about the Pilot Versions of the Manual please send an email to m.fajar@unesco.org or idp@idp-europe.org

EENET Asia Interview

with Elvira Sherikbaeva by Chinara Djumagulova

How does it feel seeing your article published in an international magazine?

First I was quite surprised and could not even believe my article was published. Then I felt very happy as it was a surprise to see an international magazine publishing an article by an ordinary village teacher about the ordinary but hard work we do in our school.

Has anything changed in since the article was published? For example, attitudes held by your colleagues, school administration or students?

I was the first teacher in our school's history to have an article published in an international magazine. I was happy and enjoyed great respect from my colleagues and school administration because it was through the publication that I could share our experience and speak about our school located in a remote place in Kyrgyzstan, very small but quite active. My students gave me a huge bunch of flowers. And I still keep the envelope in which the copy of the magazine was sent to me. Based on my experience I would encourage other teachers to share their experiences with others and improve their knowledge.

Has the publication brought any changes or other results?

Sure it has. First of all, I feel changes inside me. Now I can understand how many things I have not learned and how many things I have not done yet. I started to read more and make all possible efforts for my self-education. I know that any information may be useful for me. I constantly search for new ideas and discuss them with my colleagues. In my work with children, I try to offer them more new and interesting things. For example, currently, I am writing two articles for our national magazine Mektep.

I have also realised that there are many people like me in the world trying their best to develop inclusive education practices. I have learned that some teachers work in more difficult

circumstances than ours. EENET magazine is like an independent country where teachers share their views and emotions, where one can see hard and laborious work being done by ordinary teachers.

Do you keep in touch with the magazine? How? Do you experience any difficulties with this? Maybe because it is in English? How do you cope with this?

Of course, I keep in touch. I have already written two letters to them after the publication. Since the magazine is in English, I have found a foreign volunteer to help me with translation. Her name is Vanessa, she always helps me. She was quite surprised to know that I was keeping contact and correspondence with an international magazine.

Recently, I received a letter and a lot of publications from the magazine. All the materials I received are available in our Inclusive Education Resource Room that we opened in our school. There are three IE trainers in our school, and that material is a good channel for us to receive new information and ideas.

Do you share information about the magazine to other colleagues? How?

Of course, as a part of PEAKS project, during workshops for teachers, we have some time to inform teachers on this magazine and encourage them to write articles and share their experience.

What can you say about your further collaboration with the magazine?

I would like to attend workshops and meetings that will be held by EENET so that I can meet the people who gather material, edit and publish such a brilliant magazine. I will also continue writing articles and letters to them. I would also love to read the magazine in Russian as it is quite different reading publications in a language you can understand, although Vanessa translates and explains every single word to me.

Events ...

South Asia Regional Education Policy Meeting

17th - 20th September 2007, Kathmandu, Nepal

Education Policy and the Right to Education: Towards more equitable outcomes for South Asia's children.

Highlights Day 1:

- The SAARC Development Goals for Education
- EFA Mid Decade Assessment in South Asia: Progress towards EFA
- Demographic trends in South Asia and the implications for education policy
- Urbanization and education for the urban poor in South Asia

Highlights Day 2:

Education policy and child rights

- Social discrimination: the case of Dalits in Nepal
- Tea Estate workers in Sri Lanka
- Barriers for Adivasi children in Bangladesh

Group work:

- [a] Reviewing draft Guidelines for a Rights-based Equitable focus in education SWAPs;
- [b] Reviewing the Equity in Education Index

Parallel Sessions:

1. Building the future: children in remote locations (presentations from Bhutan, Maldives, Afghanistan).
2. Building the future: positive schooling (presentations on inclusive child friendly schools in South Asia, positive discipline, teacher performance standards for increased school effectiveness).
3. Building the future: the education of girls and gender issues (presentations on gender inequalities in education, mobility support for female teachers in NWFP in Pakistan, female stipends in Bangladesh, progress and future challenges in South Asia).

Highlights Day 3:

- Macroeconomic policies and education
- Multilingual education
- Early Childhood education and transition

Government policies addressing equity in education: government presentations

Report forthcoming [Contact: Ms. **Susan Durston**, senior education advisor UNICEF Regional Office for South Asia at: sdurston@unicef.org]



Training on Minimum Standard for Education in Emergencies, Chronic Crises, and Early Reconstruction

11th-13th September 2007, Kathmandu, Nepal

Following the peace agreement signed by the Government and the Maoists in November 2006, Nepal has begun the transition from conflict towards durable peace and sustainable development. The Government of Nepal, national and international organizations are directing their programmes towards rehabilitation and reconstruction as well as long term peace building. The country has also been affected by natural disasters such as the floods of July, particularly in the Terai region.

Guided by the country plan for Rewrite the Future, the Save the Children Alliance is taking the campaign forward to ensure quality education for all children affected by crises. As part of the commitments, Save the Children has agreed to work with the MOE and UN partners to develop a national plan of action on education in emergencies and reconstruction. Toward this end, Save the Children facilitated a five day workshop for the MOE, national and international NGOs and UN agencies, which took place in Kathmandu, 11-13 September, 2007.

The workshop was opened by Arjun Bahadur Bhandari, Joint Secretary of Ministry of Education and Sports, and Gunar Anderson, Country Representative, Save the Children Norway-Nepal. Bart Vrolijk, Regional Education Advisor, Save the Children Sweden, presented main issues related to education in emergencies in conflict and transitional contexts (need to ensure holistic and coordinated response by integrating emergency education in national policy and strengthening of local resources and systems).

Andy Naslas, Disaster Risk Reduction Regional Advisor, Save the Children Sweden, shared examples of good practices of Child-led Disaster Risk Reduction in Thailand and school based disaster preparedness plan in Sri Lanka.

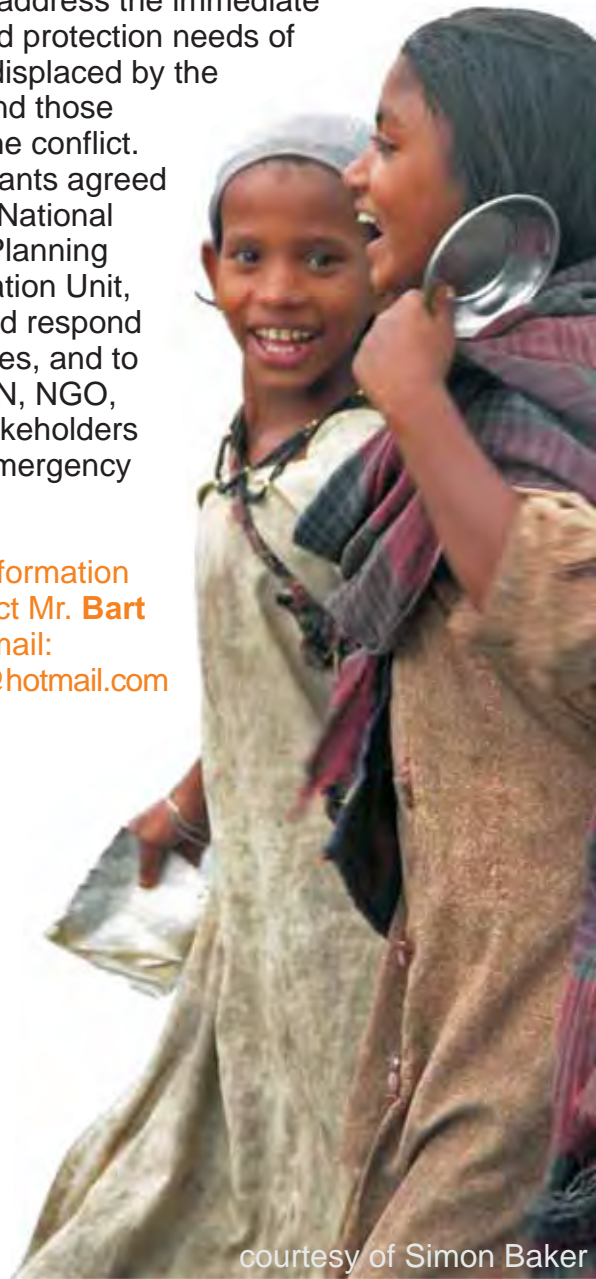
Josh Madfis, Emergency Education Specialist, Emergencies and Protection, Save the Children US, presented INEE's Minimum Standards on Emergency Education and led

participants through an exercise applying the standards to the July flood. Participants also discussed planning of emergency responses and reconstruction activities.

UNESCO-Nepal presented its peace education programme.

In an interactive session facilitated by Melinda Smith, Emergency Education Advisor for UNICEF-Nepal and Bart Vrolijk of Save the Children Sweden, the workshop participants studied the causes and effects of the July floods and the conflict in the Terai region on education and children's well being. Participants developed an action plan and strategies to address the immediate education and protection needs of the children displaced by the July floods and those affected by the conflict. MOE participants agreed to develop a National Emergency Planning and Coordination Unit, to plan for and respond to emergencies, and to coordinate UN, NGO, and other stakeholders involved in emergency response.

For further information please contact Mr. **Bart Vrolijk** via email: bartvrolijk24@hotmail.com



Sub-Regional Workshop on Expanding Teacher Education on HIV and AIDS

14th-15th February 2008, Manila Philippines

UNESCO Jakarta organised a workshop for key stakeholders from Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste on improving teacher education on HIV prevention and response. The workshop was hosted by the Philippines National Commission for UNESCO and supported by the UNESCO Asia-Pacific Bureau for Education in Bangkok and IDP Norway.

The Philippine Pilot Version of the UNESCO Teacher Education Manual on HIV and AIDS Prevention and Response as well as the Philippine Compendium on Conventions and Laws Guaranteeing All the Children the Equal Right to a Quality Education in an Inclusive Setting were also launched during the event.

The 35 participants representing the Ministries of Education, Ministries of Health, Teacher Education Institutions, Schools and UN agencies in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste made the following recommendations to Higher Education Authorities and Teacher Education Institutions in the ASEAN [Association of South-East Asian Nations] member countries:

1. Include information about HIV and AIDS in the orientation materials distributed to all students at time of university entrance / enrolment.
2. Integrate HIV and AIDS in the curricula of all core education subjects.
3. Conduct research on knowledge and attitude among school, college and university students related to HIV and AIDS.
4. Develop in-service training programmes on HIV prevention and response education.
5. Provide manuals and materials on HIV and AIDS in local languages.
6. Require all teachers to complete a course on HIV and AIDS before being credited and/or employed by schools.
7. Involve political, religious and indigenous leaders in HIV prevention and response initiatives
8. Develop community outreach programmes on HIV prevention and response
9. Include the World AIDS Day [1st December] in the Annual University Calendar to promote awareness on HIV prevention and response.
10. Create exhibitions, information and resource corners on HIV awareness on campus - especially during graduation and orientation weeks.



Announcements ...

Handbooks on Student-Centred and Inclusive Teaching

Five handbooks on student-friendly and inclusive teaching methods and materials will be officially launched by the DED [German Development Service] Vietnam in Hanoi on 12th March 2008. The development and publication of the handbooks is a result of a three-year process working with students, teachers and principles in special schools in Nghe An and Hue provinces. Although the methods, materials and ideas described in the books were mainly put into practice in classes for students with learning difficulties, they are in fact valid and useful for all students, with and without disabilities. The books are available in English and Vietnamese:

1. Enabling and Supporting Learning for All Students in Primary and Special Schools
2. Free Work: Self-regulated and Self-determined Learning

12th March 2008, Hanoi, Vietnam

3. Enabling and Supporting Communication for All Students in Primary and Special Schools
4. Teaching Literacy for All Students in Primary and Special Schools
5. Teaching Mathematics for All Students in Primary and Special Schools

The books are written for practitioners - teachers in inclusive, special and primary schools - as well as for teacher education and training institutes. They include many practical ideas for teaching and developing teaching materials. The authors welcome feedback and comments for applying the methods in schools for children with different abilities.

For more information please contact the DED at info@ded-vietnam.org or the Office of Genetic Counselling and Disabled Children OGCDC at davn@ogcdc.org.

Global Campaign for Education - Global Action Week

21st-27th April 2008, Global



On April 23 this year, children and adults from all over the world will be attempting to break the world record for the Largest Simultaneous Lesson. This event is taking part in over 85 countries and is part of the campaign to get every child and adult needing an education in the world into school by 2015. It is expected that a coalition of charities, trade unions, parents and citizens' groups worldwide will be part of this historical Guinness World Record attempt.

The record attempt will be part of the celebrations that will be held all over the world to commemorate Global Action Week from April 21-27 this year. It is hoped that this week will build on the past years celebrations and increase awareness of the plight of the millions of children and adults who never got a chance to go to school. Unable to read or write, they cannot defend their rights and are mostly trapped in a lifetime of poverty. Around the world there are over 72 million children out of school and 800 million illiterate adults.

It is incredibly easy to join in the world record attempt. If you want to take part, then you need to teach the lesson plan starting at either 4am GMT, 8am GMT or 3pm GMT on the 23rd of April. Details are contained in the Resource Pack.

For further information visit www.campaignforeducation.org or send an email to info@campaignforeducation.org

Useful Publications

HIV and AIDS

HIV and AIDS: Towards Universal Access: Scaling Up Priority HIV and AIDS Interventions in the Health Sector, Geneva: WHO. Geneva: UNAIDS. New York: UNICEF
http://www.crin.org/docs/universal_access_progress_report_en.pdf

UNESCO's Strategy for Responding to HIV and AIDS, Paris: UNESCO
<http://unesdoc.unesco.org/images/0014/001499/149998E.pdf>

Guidelines for HIV/AIDS Interventions in Emergency Settings, Inter-Agency Standing Committee,
http://www.unfpa.org/upload/lib_pub_file/249_filename_guidelines-hiv-emer.pdf

Education for All

Promoting Literacy in Multilingual Settings, Bangkok UNESO
<http://www2.unescobkk.org/elib/publications/100/multilingual.pdf>

Advocacy Kit for Promoting Multilingual Education: Including the Excluded, Bangkok: UNESCO, <http://www2.unescobkk.org/elib/publications/110/>

id21 Insights Education 6 - More and better teachers needed - Achieving quality education for all, id21, http://www.id21.org/insights/insights-ed06/insights_edn_6.pdf

Out of the college, into the classroom: the experience of newly-trained teachers, Morris J./Joseph A. (2002), <http://www.id21.org/education/e3jm1g1.html>

Unpacking the 'quality' of schools. Why expanding access without ensuring quality does not provide education for the poor, Rampal A. (2004), <http://www.india-seminar.com/2004/536/536%20anita%20rampal.htm>

Learning from listening: a policy report on Maldivian teachers attitudes to their own profession., Wheatcroft L. (2005), http://www.vso.org.uk/Images/Valuing%20Teachers%20-%20VSO%20Maldives_tcm8-5562.pdf

Other

Understanding Bonded Child Labour in Asia : An Introduction to the Nature of the Problem and How to Address It, Bangkok: Child Workers in Asia
http://www.cwa.tnet.co.th/Downloads/CWA_%20UnderstandingBondedChildLabour.pdf

Social Learning for upper primary schools – A reference manual for teachers (2007)
For further information: CARE India, Girls Education Unit cbox@careindia.org

Making Children's Rights Work: Country Profiles on Cambodia, Indonesia, Sri Lanka, Timor Leste and Viet Nam, Montreal: International Bureau for Children's Rights
http://www.ibcr.org/Publications/CRC/CP_Asia_5Countries.pdf

Guidelines on Child Protection, Bensheim: CBM, Please contact Mr. Boris Scharlowski via email on boris.scharlowski@cbm-i.org to receive a copy of the document.

South Asia: Corporate Social Responsibility and Children's Rights in South Asia, Kathmandu: Save the Children UK, <http://www.crin.org/docs/CSRmappingfinal.pdf>

Should you have difficulties accessing the publications please contact EENET Asia via email on asia@eenet.org.uk

Thailand Human Development Report 2007, Bangkok: UNDP,
English: <http://www.undp.or.th/NHDR2007/documents/NHDR2007bookENG.pdf>
Thai: http://www.undp.or.th/NHDR2007/documents/NHDR2007bookThai_001.pdf

The Millennium Development Goals Report 2007, New York: UN
<http://www.un.org/millenniumgoals/pdf/mdg2007.pdf>

State of the World Population 2007, New York: UNFPA
http://www.unfpa.org/swp/2007/presskit/pdf/sowp2007_eng.pdf

Global Education Digest 2007, Montreal: UNESCO Institute for Statistics
http://www.crin.org/docs/EN_web2.pdf

Education Under Attack, UNESCO,
<http://www.unesco.org/education/attack/educationunderattack.pdf>

Last in Line, Last in School: How Donors are Failing Children in Conflict-Affected Fragile States, London: International Save the Children Alliance
http://www.crin.org/docs/Last_in_Line_Last_in_School_report_.pdf

Children in the Ranks - The Maoists' Use of Child Soldiers in Nepal, New York: Human Rights Watch, <http://hrw.org/reports/2007/nepal0207/>

Last Hope - The Need for Durable Solutions for Bhutanese Refugees in Nepal and India, New York: Human Rights Watch,
<http://hrw.org/reports/2007/bhutan0507/bhutan0507webwcover.pdf>

Towards Equal Opportunities for All - Empowering Girls through Partnerships in Education [Case Studies in East Asia], Bangkok: UNGEI
http://www.ungei.org/resources/files/UNGEI_book_Final_250607.pdf
or contact eapro@unicef.org

Social Inclusion: Gender and Equity in Education SWAPS in South Asia, Seel A. / UNICEF (2007), For further information and copies: rosa@unicef.org

Gender equality resource pack for teachers and teacher trainers. Manual on gender sensitive practices in school, Page E./Njeri J./Kamau N. (2004)
<http://k1.ioe.ac.uk/schools/efps/GenderEducDev/Teachers%20pack.pdf>

Creating a Safe and Welcoming School, Geneva: UNESCO Institute Bureau of Education
http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/Practice_16.pdf

Trainers Manual - In the Hands of Teachers, Mae Hong Son: Karen Teacher Working Group,
English: <http://www.ktwg.org/Library/KTWG%20Manual/English%20Manual.zip>
Karen: <http://www.ktwg.org/Library/KTWG%20Manual/Karen.zip>

Enabling Education Network Asia



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