

# Enabling Education Review

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**Education is limitless to us,  
A long and endless skyline,  
A step straight off the sidelines,  
Or the streets,  
A lift of head from feet,  
This is how we speak about it.**

**For us,  
Inclusion is togetherness,  
Disability and difference do not make a lack of dreams,  
But we understand that some are limited by a lack of means,  
That bullying and gender,  
And poverty and parents,  
Are all barriers that need be overcome,  
And that we're far from there yet.**

**It's not that we have nothing to say,  
It's that for too long we've been bowed heads spoken over in classrooms and  
meeting halls,  
Or always asked questions that miss the mark,  
Are really you surprised that you're still in the dark when  
We lack a stage, a space, a listener to our voices,  
The choice is yours,  
All your solutions are band-aid until you put your ear to the ground,  
If the system's not working then look at what we've found.**

# Editorial

This first edition of Enabling Education Review since EENET's 20<sup>th</sup> anniversary is written entirely by those under the age of 25, and places the voices of young people centre stage. Their stories offer an exploration of their views and attitudes towards issues such as bullying and inclusivity, their reflections on teaching staff and their own actions as young advocates. Importantly, they highlight the need to listen to young voices when trying to create an educational environment that is truly inclusive.

The contributions in this issue demonstrate that these young people are not only aware of the barriers they face to education but also show the consideration they have given to how such barriers may be overcome. Many of the contributions show the engagement of young people with issues that are usually considered beyond their understanding.

The underestimation of the importance of young people's voices leaves a stark gap in research and education. However, by asking the right questions and listening to young people's views on how they are affected, this gap can be bridged. These young voices can help provide the answers to questions of how to make education more accessible and how to teach in a way that reaches those hardest to reach. By bringing together the voices of all of those involved in education, those working in education and development can help to create a clearer picture

of the issues and how they may be resolved.

Many of the young people whose accounts are featured in this review highlight their view of education as the key to their success, future and achieving their dreams. It is only right that they be included in discussions surrounding something that is so important to them.

**Alice Bloom, age 21, student at University of Manchester, UK.**

**Alice is a poet and spoken word performer. She is a member of Young Identity, a Manchester-based poetry collective that supports teenagers and young adults by using prose and poetry to expose young people's issues locally and gives them a platform to speak about the subjects that affect them.**



Young action research participants, Armenia  
(see pages 22-33)

# Our views on Education

## Beyond the horizon

**None are born prodigies, none are born scientists, but surely all are born to make the world a better place. It doesn't matter who you are, where you are, which nationality you belong to, which sex you are. The world is a place for you to judge your own capabilities. None are born with more knowledge, none born with less. How well you tap into knowledge gives you your identity, and not the nation that you serve or the position that the materialistic world gives you.**

Education is beyond borders, beyond judgement. Education is a mode of interpreting knowledge, a need that is required to grow beyond comparison. But education nowadays is a mode of pestering which rips off the final part of the great essence of knowledge that the student already pursues in the trail of her passion.

A knowledge of hope should quietly be passed on through the indulgence of interests that teachers cultivate in learners. A teacher has the capacity to mend the ability and capability of a child. She has the power to overthrow the world, proving that a child of special features can win over the world and can uproot the growing oak.

A child may excel in the performance of arts when liberated, but when made to lock down her dignity to be just proficient at wading through pages of text she loses interest gradually. A stockpile of work right behind her, chasing her, and troubling her, becomes her enemy. She is haunted by nightmares of stress, peer pressure, wakeless sleep. Her art fades, so does her identity.

Knowledge is something to be gained from education. Acquiring knowledge can be through any method; schooling and examination is just one and not the only way. Subjects are everywhere you turn. School is a place where you are taught a pint of world and a pinch of life.

The rest is a book yet to be written. School shows you the number of possible outcomes from you, not the innumerable impossibilities which - if you ask me - are still possible. It is just you who is to limit yourself. Disabilities are just bench marks put up by the materialistic world for YOU to break through; rules that have been set by people who have tried and quit.

A child is only limited by two things:

- The immature fear of parents who think what society will say of them if they find out they have a child who is not like the rest. What makes parents fail to see that their children are not the rest, they are special, they are born for a reason. Weed the seeds in them and watch them grow.
- The second are the teachers. Training a highly intelligent child to score 99% is not the real case that a teacher should claim acknowledgement for. The child who was left out by the world, train her instead. Stretch her beyond her possible thoughts in the field of her passion, and then sit back in the chair and feel proud about the applause that you own.



## India

Capital:	New Delhi
Official languages:	Hindi & English
Population:	1,324,171,154
Out-of-school children:	2,886,000
Pre-primary enrolment:	12%

Who said sky is the limit? Who limited infinity by naming it? You are born limitless. Grow limitless. Be the master to your student and student to your master. You don't decide to be great, it decides you for the extraordinary things that you have achieved and trust me its right outside your comfort zone. You weren't born to be a unicorn, you were born to be a wolf. Welcome to the pack!

**N. Harshaavardhini, age 15, India**

## Editor's thoughts

This paragraph intrigued me: "Education is beyond borders, beyond judgement. Education is a mode of interpreting knowledge, a need that is required to grow beyond comparison. But education nowadays is a mode of pestering..."

Education is treasured by everyone and that's what makes this paragraph interesting, that no matter where you are in the world, education has value. Accessing education is another story, for now I will focus on the issue of passion, whether for or from education, that's mentioned in the article. Synonyms of passion are excitement and delight. The word passion can be interpreted in various ways. Either you are passionate or not and there are things that can make you passionate. If something doesn't make you passionate, it is not 'your thing'. Education is everyone's cup of tea, but it is **how** knowledge is delivered that can put off or attract the student to education. This assumption gives a platform to blame our education system for killing the passion and excitement of education.

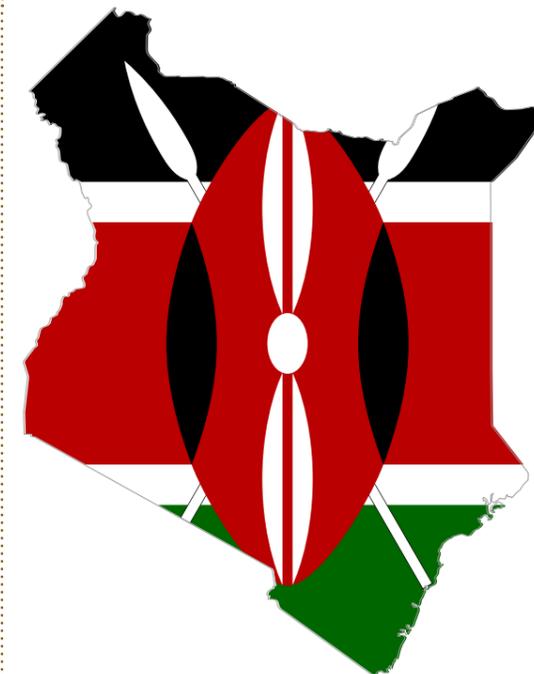
Education these days leaves no room to be delighted; just like the article says "education nowadays is a mode of pestering". I couldn't agree more. The purpose of education has shifted for generations and it feels like the more our society becomes advanced, the less education is centred on children. The aim of our education is to groom young people for the workforce, both nationally and internationally, in order to sustain our economy and society overall. It's contradictory how there is excitement about future generations having the best universities, best chances of competing in the global market yet somehow we can't transfer this passion to our schools, the starting point of the vision. Unquestionably, young people are the future and we need them, but somehow our actions (a growing focus on exams, school funding cuts, overcrowded classrooms, etc.) are diminishing the dream for our future generation. Our education system is the true meaning of autocracy controlled by elites. It's their way or no way and we expect young people to excel in such a biased system. When an institution doesn't consider factors like socio-economic status and impact of individualism it shows plain ignorance by those governing it.

**Diana De Cendres Khasa, age 24, graduate, University of Manchester, UK**

## Education changes lives

Education is not only for children but for the old and young... People being educated makes them in future to be presidents, doctors, nurses, managers and other work that you can do apart from stealing, killing and doing robbery. We may change our life when we are educated.

**Lourimesally Akinyi,  
age 13, Kenya**



### Kenya

Capital:	Nairobi
Official languages:	Kiswahili and English
Population:	49,125,325
Out-of-school children:	no data available
Pre-primary enrolment:	76%

## Government must help

The government should provide free schooling. This will make education better by adding more skills to students and pupils. When the government provides free schooling, it will be a good chance for the people with needs and disabilities to learn. They will be trained, taught and given more skills. This will make our future bright and our dreams come true. Education will make my life change by making me an important person in the society or community. It is also the key to success in my life. I can get good jobs when I have my school certificates. Many people benefit from their hard work and tolerance.

**Maryann Anyanga, Kenya**

## Education for survival

Education is the way of teaching children how to read and write. Education is also the key of life. Without education we cannot survive in our daily lives... We live in slums, and the houses we are living in are no longer good. When it rains, dirty water enters in our houses and this may cause diseases. So, after getting good education our lives might change.

**Alice Apiyo, age 12, Kenya**

## More resources needed

Education should be treated fairly. In private and government schools. Nowadays, you find that there is corruption in education. The government favour pupils who study in government schools more than private schools. You find that government properties like books are being delivered in government schools leaving behind private schools. More classroom should also be built. You find that in a class for forty pupils there are even more than seventy.

**Joy Atieno, Kenya**

## Collaborate on improvements

For us to improve education, we must work as a team. We must write. Remember when we come together we become stronger. We should help each other to know the importance and benefits of education. If everybody gets educated the world will become a better environment to stay in. The world is not made up of one person but is made up of many people. Let us work together and improve education.

**Davis Mwala, Kenya**

# There's more to life than formal education

Education for me is necessary but I don't believe it's a measure of intelligence. Many in the present day are using education as a tool to intensify discrimination. This happens when those who acquire formal education overlook the unfortunate ones who fail to acquire it or perform badly hence referring to them as failures. For me formal education is a tool for success but not the only one. There are other options, apart from the white collar jobs associated with formal education. I have lots of friends who make money from skilled professions that do not necessarily require higher learning – like carpentry, mechanics, plumbing, shoe making, etc. If you look critically at society, such people are crucial and important. Imagine owning the most expensive car but there are no mechanics! Having the best house but no furniture because everyone is working in offices. I believe people have different abilities and are talented in different ways.

For those who don't have access or who did not perform as well in school it doesn't mean the end of life. Einstein said that "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid". Therefore, in a competition between an elephant, a fish, a crocodile, a chicken, and a monkey climbing a tree, when a monkey easily wins it doesn't render the

others useless, they are capable when given a favourable task and a suitable environment of their own. So education must reflect this.

I did not get the best education, because of the circumstances I found myself in. I was born and grew up in an informal settlement as a total orphan. I was assisted by an organisation that ran a transition centre for street-connected children and they supported me to return to school. I did not score the highest grades to get into university but I found a sponsor to help me study to be a social worker. I have gained experience in community development and now I run a centre that gives hope to less fortunate children who live in the same informal settlement where I was born. Many of them aspire to become scientists, doctors, engineers and professors, which makes me smile. I know that it could be possible for them, but that there are many other options for them also. I did not give up when others thought I was a failure for not attaining the highest level of education and I have witnessed pupils and students committing suicide simply because they were thought of as 'failures' by their community. It is important that we set realistic targets while also supporting them to strive for their dreams.

**Stanley Njuguna Kibue, age 24, Kenya**



Learning tailoring in Tanzania (EENET photo library)



Computer lesson for young vocational training students at Child Rescue Kenya (Oliver Lynton)

# Education means ambitions and hard work

My name is Zahra. I am a 14-year-old girl. My class is Form II. I live with my parents. First, I would like to sincerely thank all those who are with me. My dream in life is to do well in my studies at all levels, because I love learning. I love the best achievements in my life. Education is a source of respect in the society. I can achieve my dream through my education.

My hope for my future is to get a medical education. I want to be a doctor because I want to help patients in the hospital. This has been my interest from a young age. A doctor helps the community wholeheartedly to have a happy life. She is willing to spend much of her time to help the community even if she has a family and has many needs.

I will make sure that I work hard to realise my dream. Education has many opportunities to help me. I will not learn for boasting about myself or for showing off, but I will learn for the purpose of reaching my dream. If I fail first time, I won't be disappointed because I know one day my dream will come true.

My message is: Make sure you learn with clear goals. Make sure you learn for your future life.

**Zahra Said, age 14, Tanzania**



## Tanzania

Capital:	Dodoma
Official languages:	Swahili
Population:	55,572,201
Out-of-school children:	1,955,000
Pre-primary enrolment:	32%

## Editor's thoughts

Lourimesally Akinyi's views spoke out to me, but one statement in particular: 'we may change our life when we are educated'. This may appear obvious or an over-exaggeration on the impact learning can have on an individual. But from my experience this statement speaks volumes. Prior to my current job I worked for a distance learning university. I spoke every day on the phone to students who had studied with us and wanted to continue to study more units or degrees. They would tell me with so much joy in their voices how they spent years and years in jobs they hated, jobs they felt underpaid in, jobs they saw no future in. And now having furthered their education they had managed to land their 'dream job'. What stood out to me was that the job wasn't a 'dream' because it was higher paid, it was a dream because it was exciting, related to their interests, kept them busy and continuously learning. And after every call it was apparent that the student would have not had the means, qualifications, nor confidence or skills to land that role without education. These were people fresh out of college, people with severe disabilities who wanted to achieve their dreams, carers and guardians who had previously put their education aside and now wanted to pursue it, mature people well into their 40s and 50s, and people who had come out of prison having spent their conviction time gaining qualifications. I've never valued education as much as I have listening to the voices of people whose lives it changed.

**Faiza Khan, age 25, administrator in a UK university**



**Siska Layla Nurcahya, age 12, Indonesia**

# What is inclusive education?

## An example of inclusive education

To me inclusion means the process of responding to individual differences within the structure and processes that are available to all learners rather than separating them. This process encompasses all children and adolescents in regular classroom activities regardless of their abilities. This involves learners with disabilities and without disabilities in the same class and school, gifted students and children from a wide range of racial and cultural backgrounds.

Inclusion does not only involve enrolling learners with different abilities in the same class and school, but also responding to their individual requirements and making sure they are met. This is because every learner has his/her own requirements that needs to be accomplished.

Inclusion also is how we develop our own schools, classrooms, programmes and activities so that all students learn and participate together. The schools, programmes and activities should favour all learners, regardless of their abilities and differences, to participate together in learning without any problems. All learners should have equal access to education so that they can learn and grow together.

The goals of an inclusive system are to provide all learners with the most appropriate learning environments and opportunities for them to best achieve their potential. Inclusive education should create conducive environment for learners to learn comfortably, while making sure that their requirements are met. Teachers should ensure they create a motivated and friendly environment for all learners to learn

comfortably so that they can discover the potentials that they have and work on it.

Inclusion also is about providing the help to the children who are in need to learn and ensuring they participate in meaningful ways. Sometimes they need help from friends or teachers that works best, this is because all children learn in different ways, hence they need support as much as required.

The benefit of inclusive education is to help children learn by being together.

They develop friendships, they develop a positive understanding of themselves and others, build a sense of trust and positive perceptions to the parents.

Sustainability of inclusive education will depend on how people are taking serious action to make it the ongoing process through encouraging and inspiring people who are excluded in education to be included in it.

**Vumilia Michael, International Citizen Service return volunteer, age 25, Tanzania**



Drawing showing inclusive education (EENET photo library)

# The importance of extra-curricular activities for inclusion

For me inclusive education is about how we develop and design our schools, classrooms, programmes and activities so that all students learn and participate together. Also, it means different and diverse students learning side-by-side in the classrooms. They enjoy field trips and after-school activities together.

Sport or arts are important to include people in school because while the books educate them with theoretical knowledge, extra-curriculum activities like sport, arts and music help them to learn the real essence of life. These curricula help them in their overall development. Also, arts classes are niche for a few talented masterminds.

The art in school enriches, improves and inspires students and it speaks a universal language that anyone can understand and learn. And hence arts make students take decisions.

As a young person, financial resources are one of the factors and a problem to me that stops me from going to school. Therefore, I advise the government that they should put more effort into Advance Level student and higher education because that is where there is need for a lot of money compared to primary education and secondary education.

**Queen Epafra Mushi, student, age 24, Tanzania**



Students learning to play chess in Ukraine (EENET photo library)



Blind and sighted students playing a ball game together, Burkina Faso (EENET photo library)

## Editor's thoughts

The articles in this section talk about inclusion, which is important for all children in schools. I feel included because I am treated the same as everyone else but I also get the help that I need from my teacher when I need it. Every person in a class is different, our minds work in different ways and we are all good at some things but not so good at others. For example, in my maths class everyone knew long division except for me as I did not grasp it in the year before. My teacher took time to help me understand, treating me as an equal, but if I still did not understand my dad would help me. Parents are important as well as teachers to helping us feel included. Even though I was the only one who didn't understand I was treated equally and fairly. In two of my primary schools (we moved country) children arrived who did not speak English very well. Both times they spoke the same language as me (I am bilingual) and so I helped them to understand what was happening in class and to help them feel included. So our friends are very useful to help us feel included too.

**Jakob Corcoran-Oien, age 12, USA**

# Inclusion of learners with disabilities

For me, inclusive education is the way of making equal opportunities whereby all children and young people are engaged in the education sector and achieve their goals and dreams through participating in learning new skills that increase their level of understanding issues. Inclusive education provides equal chance of gaining knowledge in all aspects. It also helps children and young people gain different skills that they can apply in real life regardless their lifestyle, history background, disabilities or even family status.

In Tanzania, Government is trying to encourage families to send their children to school, regardless their abilities, family status, etc. But also the Government decided to go far by reducing costs in primary level, to make sure all children who are supposed to start school can afford to get a quality education and acquire knowledge for free in primary level, even if their families are poor. This plan helped to reduce the number of children on the street, although by a very small percent. Still more efforts are required to make sure disabled children go to school. In some areas, people believed that disabled people have no chance or rights to go to school.

I got a chance to study with disabled people when I was at school. I experienced that disabled people have high capacity level of learning and understanding different issues, and they have their dreams that they wish to fulfil and achieve within their lives. Due to that they need to be included in education. Also, every child and young person has to be given priorities and equal chances in acquiring knowledge through education.

There should be more efforts to make changes within society concerning inclusive education. One of the efforts is to make sure people understand and become aware of how education is so important, the rights of everyone to acquire knowledge, and the rights to get a better quality education. Another effort is to make a balance between disabled people and non-disabled people in different aspects of life. This can be done through sports and games which help to bring people together from different backgrounds. It can also be done through awareness events that help to convince families on the importance of inclusive education and motivate parents to send their children to school. "School is for all"

**Nicholaus Jackson Ambwene, student, age 24, Tanzania**

Children with disabilities also have some problems and I would like to help them if I have got that chance. I would like to help them with taking them to school where they can be taught very good. I would like to help the street children too. I will take them to school.

**Tony Omand, age 13, Kenya**

Some of the parents hide their children just because they have disability. They hide them not knowing that they can have a good education and help their parents in the future.

**Alice Apiyo, age 12, Kenya**

If we look on our streets there are many street children lacking education. In our villages and towns, we see many discriminated and disabled people. Let us involve them in education. They are just people like us and not animals. Let the government get involved and help our people get educated. Not only the government but also the whole world should help to improve education among the needy and disabled people.

**Davis Mwala, Kenya**

Children with disabilities like the blind should be taken to school. If they are left at home and not taken to school, their life would be more miserable.

**Sylvia Auma Odhiambo, Kenya**

People living with disability can be involved in education by providing special equipment for example braille which helps them to read by touching the letters of the alphabet. An abacus to work out problems in Mathematics and cassette tape recorders so that they can record their lessons and listen to them afterwards. If that is done they can be able to learn in a normal way.

**Vallary Akoth, Kenya**



# Inclusion clubs bring us together

The main reason I became a member of the inclusive club was to support students with disabilities who are learning in our school. Through time, I have learned that there are students with disabilities who have immense capacity in their education and other social skills. After 3 months of active participation in the inclusive club, I have recognised that there is a mutual benefit from the members due to the fact children with disabilities who have a good capacity in the education supported the students without disabilities.

As the result of the repeated effort of the inclusive club, all the school

community accepted the capacity and need of students with disabilities. For example, the president of the school parliament is a student with visual impairment, his name is Abdu Assen, and he is fully blind and active member of the inclusive club. Currently he is also involved in supporting the school administration to bring attitudinal change of students who have bad disciplinary records in school. Therefore, I am fully convinced and practically observed that we all benefit equally.

**Nejat Mohammed, age 12. Nejat is a member of the inclusion club at Seferselam School in Ethiopia.**

## Ethiopia

Capital:	Addis Ababa
Official languages:	Amharic
Population:	102,403,196
Out-of-school children:	2,194,000
Pre-primary enrolment:	30%



## Editor's thoughts

In this section, equality is mentioned a lot, and I'm glad. This is key because, whether you have a disability or not, you are still human and you are still you, which means you have a right to a good education. Unfortunately, some people don't believe this and therefore treat people with disabilities differently. Sometimes they give them more attention and make a fuss over them, other times they are treated like the lowest of the low. As someone who has a sibling with disabilities, I think that inclusive education is incredibly important as people with disabilities need to be treated no differently from anyone else. They don't want to be looked at as though they're "special" or "odd", but want to be thought of as a friend and a real person.

Many people think that all people with disabilities are "stupid" but this is not the case. Sadly, I see this frequently. Even though people with disabilities have dreams, aspirations and ideas, they might just struggle to make them seen or completed! I have seen young people with disabilities who have been stared at in class just because they're struggling with something when everyone else got it on the first try, but they try and that's the best anyone could ask for! Because they DO want to get a good education so that they can go on to do amazing things. They DO want to make lifelong friends. They DO want to learn and acquire knowledge. If those who are disabled never go to school and get an education, who is going to fill their spot in the future? Who is going to become that doctor that the health service desperately needs? Who is going to become that author that changes many people's lives through words? After all, education is the key to everything and without it the world would be so much worse off.

So to all the teachers, parents and other people who do not believe that people with disabilities are humans who deserve an education, just take a moment to think. Teachers – you will not get any happiness from knowing that you have helped a disabled child on the road to their future, if you haven't. Parents – that is your own child you're stopping from living their lives as fully as they can. You didn't let them go to school. Government members and the like – just think. That disabled young person you just stopped from going to school could have been the one to change the country with one of their ideas. You didn't allow them.

Actions and words have consequences. People need to realise that.

**Hannah Lewis, age 13, UK**

# Children as researchers

EENET recently worked with children in Armenia and Ukraine. We helped older children (aged 12-15) to learn about action research – using activities and games to investigate a situation and find solutions to problems. The older children then worked with younger children in primary school (aged 6-7) and with very young children from kindergarten classes (aged 4-5) to find out about their experiences of school.



## Ukraine

Capital: Kiev  
 Official languages: Ukrainian  
 Population: 42,418,235  
 Out-of-school children: 56,000  
 Pre-primary enrolment: no data available



The young researchers used lots of different games and activities to encourage the younger children to talk about their experiences and feelings.

At school we don't like ...

Teachers take our phones from us, put them in a box, and do not give them to us at breaks.

Sometimes the teacher shouts.



Sometimes the boys behave badly, they fight among themselves.

The teachers do not explain why they give us bad marks.

## The young researchers discussed “why is it difficult to express ourselves?”

We don't have the skills.

We are shy and afraid of looking stupid.

We are afraid we cannot formulate our ideas.

We do not think adults will take us seriously.

We think our opinion is not valued and will not change anything.

It's hard to find a common language with an adult.

Our parents do not take us seriously, even the older young people (20 years old), so it is important to find ways to communicate with all people.

Parents are not interested in our opinion. Or they pretend that they listen to us; nevertheless, they do not listen to what we said.



**Five out of nine younger children said that teachers and adults did not listen to them. Sometimes they wanted to say something but were too scared.**

### Our ideal teacher

- Should not be angry.
- Should not ask us to do homework.
- Should play with us more often.
- Should play more football in the playground.
- Should not write [bad] comments.

## What was it like working as researchers with younger children?

**We became more united.**

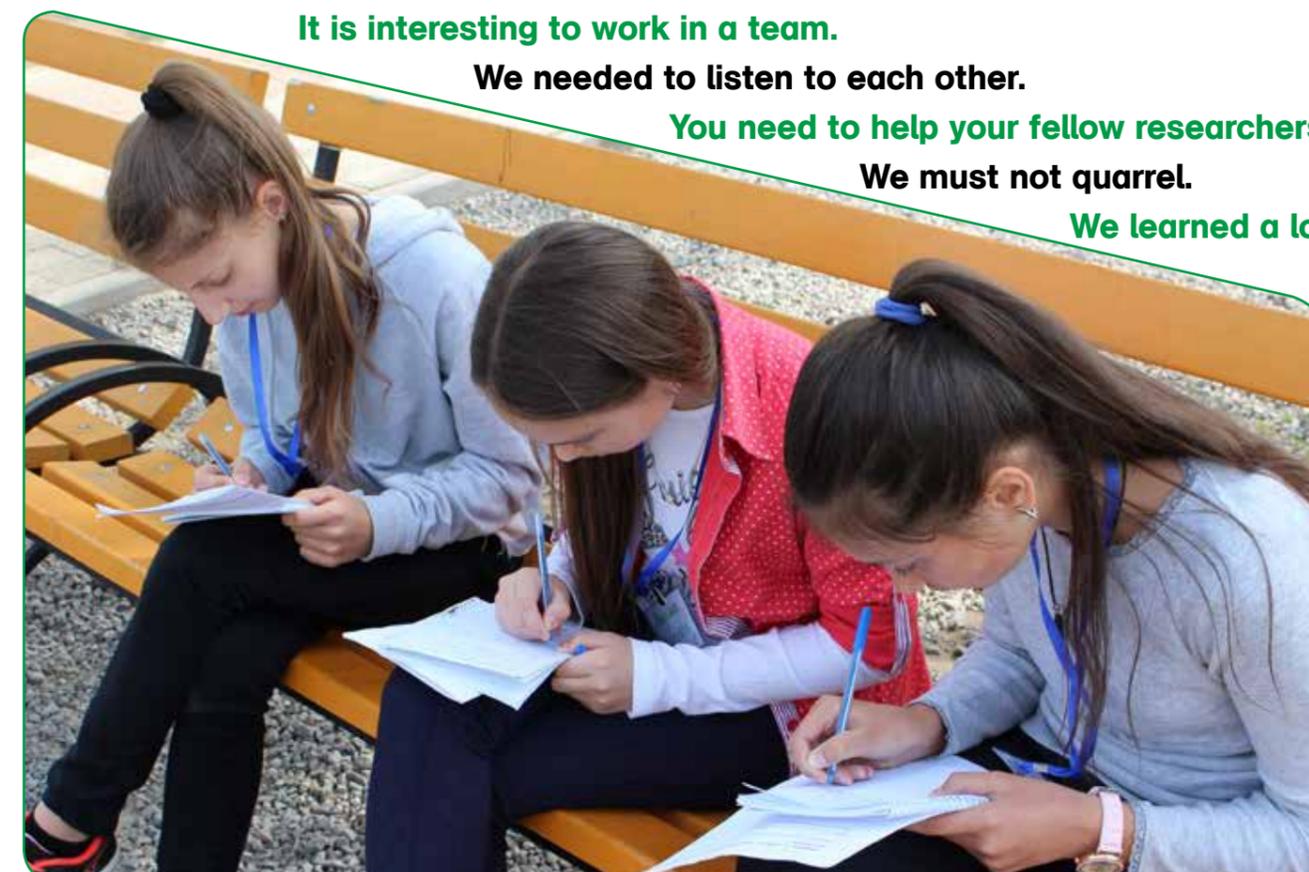
**It is interesting to work in a team.**

**We needed to listen to each other.**

**You need to help your fellow researchers.**

**We must not quarrel.**

**We learned a lot.**



## What was it like working with kindergarten children?

- ✓ They are so small!
- ✓ How do educators cope with them?
- ✓ It is necessary to give a medal to educators after one working day!
- ✓ Compared with the primary school, it is more difficult but also interesting.
- ✓ The children speak openly and sincerely; they do not think what to say, they speak it as it is. And it was cool!
- ✓ Today was an interesting and difficult day; we played a lot. Keeping children interested is hard. Nevertheless, they are so sweet, sincere, they do not know how to lie, they tell us about their relatives.
- ✓ They can cry so quickly, and we do not have time to understand why.
- ✓ Teachers do a great job working with little children.
- ✓ We think being a teacher is not as easy as it may seem; it is a difficult job.



## The young researchers suggested some follow-up activities, to build on this action research:



- ✓ Conduct joint lessons. Mix students of different classes (ages) to establish mutual understanding between us and them.
- ✓ Conduct other research in the warmer weather in the playground (for example, about natural history).
- ✓ Motivate children to tell not horror stories but fairy tales, as well as write them down in their notebooks.
- ✓ Use 'Beyblade' for educational purposes, for example: contests, competitions. [Beyblades are spinning toys that the younger children were very interested in and wanted to play with a lot.]
- ✓ Show children cartoons about friendship. It is difficult to explain what friendship is and how to be friends. Involve parents so that the approach is the same for teachers at school as well as for parents.
- ✓ Allow the use of mobile phones for educational purposes, to explain the culture of communication with the gadget.
- ✓ Undertake action research with other primary schools nearby. This would help with the transition from primary school to our secondary school.
- ✓ Use project activities in school children's education. We are ready to share our knowledge and practical experience.



## Armenia

Capital:	Yerevan
Official languages:	Armenian
Population:	2,924,816
Out-of-school children:	5,000
Pre-primary enrolment:	52%

### In Armenia the older children worked with kindergarten and primary school children.

“When we visited the kindergarten, some of the younger children were excited, and some were shy. In order to create a warm atmosphere, we asked what they wanted to do. The children answered unanimously that they wanted to play in the school yard. We took into account the children’s opinions. We asked them to draw their dreams of the kindergarten and then we started asking questions.”

The older children had played games with the younger children, took photos, distributed sweets, asked questions, and took notes. Later, the older children made posters showing what they had found out during their research activities with younger children. Their research was focused on asking the younger children what they liked and disliked about school.



### Primary school children liked:



**Primary school children**  
**“We don’t like...”**

**Young researchers’ ideas for solutions**

Too many children in the classroom	→	Reduce the number of children in each classroom
Breaks are too short	→	Make breaks longer
Homework is too much and there is no time for rest	→	Give children less homework
We don’t have enough chance to use modern smart devices during the classes	→	Give the children chance to use electronic books and devices
When I hurt my leg in PE	→	Teachers should be more attentive
When I am not engaged in the activities	→	We suggest also organising psychological games
When I am mocked by teachers	→	Teacher should try to explain better, because when she is angry, children get upset
When the teacher is angry	→	Reduce the number of children in the class so the teacher can spend more time with each of them. Don’t get angry when children who do not want or do not understand something. Talk and listen.



**Primary school children**  
**“We don’t like...”**

**Young researchers’ ideas for solutions**

When a teacher hits a book on the table	→	Discuss children’s rights to make own and free decisions
Waking up early	→	Start lessons later, not early in the morning
Sitting too long	→	More activities, moving around
Play with Lego	→	Take into account children's opinions and listen to their wishes
Classes are long	→	Different approaches for each child. Ask them what they would like instead
Don't like the idea of going to school	→	Start preparing children for school from the last year of the kindergarten
We would like to change the food (school meals)	→	Make them more affordable and organic food / different food
The lunch is expensive and not nice	→	



## Kindergarten children liked:

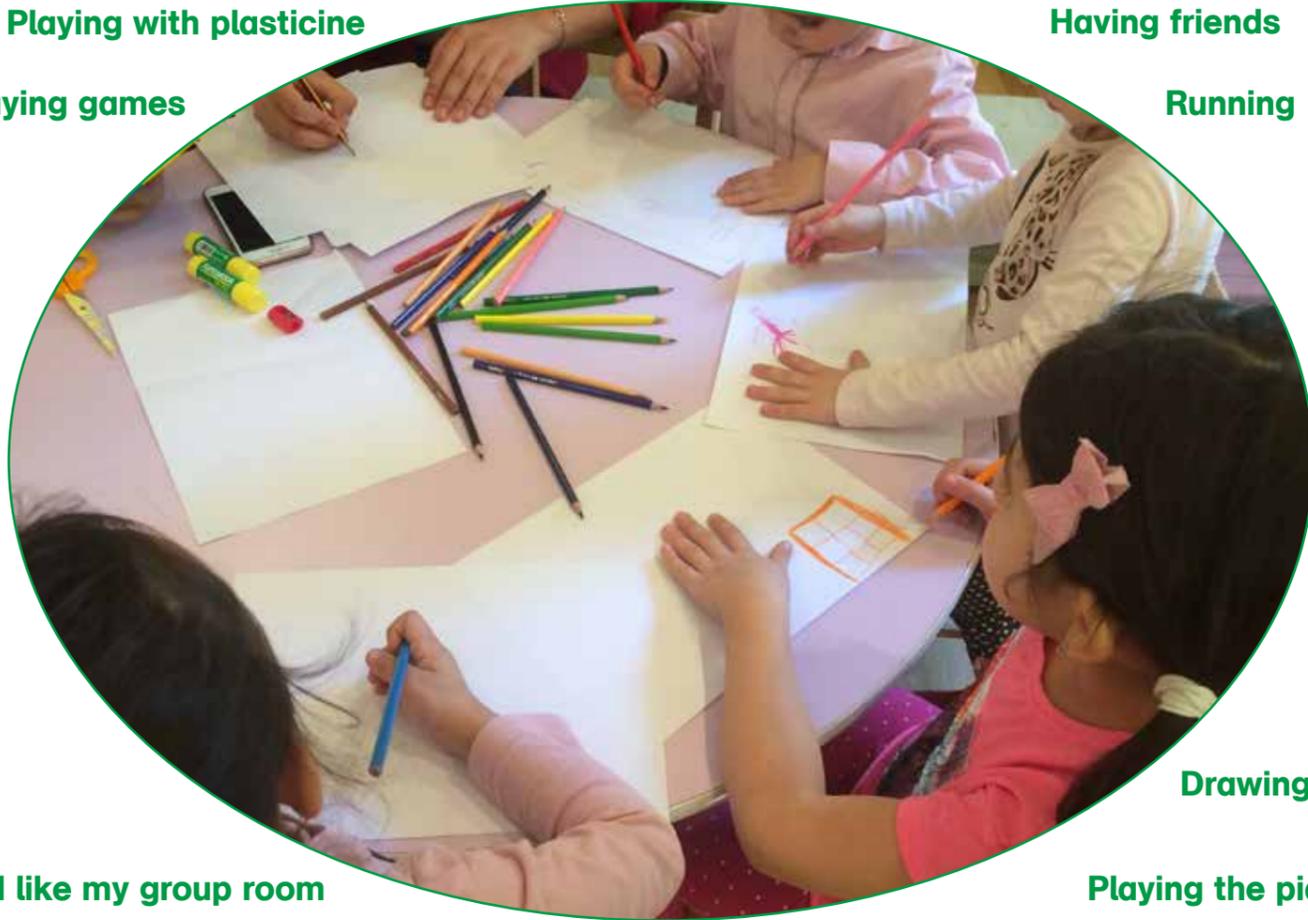
Learning letters, numbers

Playing with plasticine

Having friends

Playing games

Running



Drawing

I like my group room

Playing the piano

Teachers and the nuns

Food in the kindergarten

Singing and dancing

### Kindergarten children "We don't like..."

Spending long time in kindergarten



More games and entertainments

When they force you to eat



Explain to children about the usefulness of food

Some children don't like sleeping



Let children make choice, sleep or not

Eating soup (borsch)



Explain children about the usefulness of food

## Editor's thoughts

I definitely share many of the sentiments expressed by the young researchers from Ukraine. I think young people like myself find it difficult to express their ideas, and a major source of this difficulty is the way our ideas are treated by adults, be they our parents, teachers or older young people. I agree with what the action researchers said – adults do not seem to value our opinions or take them seriously, even if most wouldn't say so explicitly.

My personal experience with this is with my political beliefs. I have rather radical, unusual political views, being a communist, so often when I express these views to any adults there is a presumption that I haven't properly developed my ideas, that I am too young to see the realities of society or that I am just following some social media trend. It seems that, overall, whenever adults are confronted by young people with ideas they don't agree with, they dismiss them because we are relatively inexperienced in life. I would say that, though I may only be sixteen, I am perfectly able to develop reasoned, justified opinions, and thus my ideas should be treated as equal to any adult's. It is this dismissal of our ideas which denies children a voice. If you treat someone's ideas and opinions as inferior, they will internalise that, develop a negative self image and their self confidence will be severely eroded which prevents them from expressing their opinions in future.

Ben Perry, age 16, UK



# Young advocates

## Encouraging inclusion in my community

In my community there is a large number of children who are in the age of going to school but unfortunately they are not able to attend school due to the existing different issues. There are some bad traditional beliefs, also family segregations make children fail to join school. I tried my level best to make sure that I visited one family after another to explain the advantages of getting an education and to discourage bad traditional beliefs that may affect the community. I encouraged the sending to schools of both females and males without segregation, and it has been successful. This is a great achievement that should be supported and I am encouraged to continue working as a team so as to reach our goal.

Nothing has stopped me from going to school because my family is aware of the importance of education and that education is key for both genders.

**Evelyne Makelo, student, age 25, Tanzania**

## Campaigning for disability inclusion

On 3 December 2016, on the international day of people with disability, I and my fellow youth council members planned and coordinated an event in Mbeya city, under the Jane Goodall Roots and Shoots programme. The event aimed to empower people with special needs to show their talents and creativity. We also created awareness among parents of children with special needs on the available opportunities for their kids and on their rights, like getting a proper education. We urged the parents not to feel ashamed of their children by hiding them from the world; they are normal human beings who deserve to feel and experience the world just like any other person.

For the past several years of my school life I never got an opportunity to speak of how inclusive our school was. I really don't know why we never had such a platform because we were studying with some students with special needs. I think they would have benefited a lot from such a platform where we, as students, could stand together and give out our opinions, views and suggestions on what we think. This includes our recommendations on what we think should be done to make our schools more inclusive so as to create unity, peace and a sustainable welfare for all students.

**Stella Martin, International Citizen Service return volunteer, age 25, Tanzania**

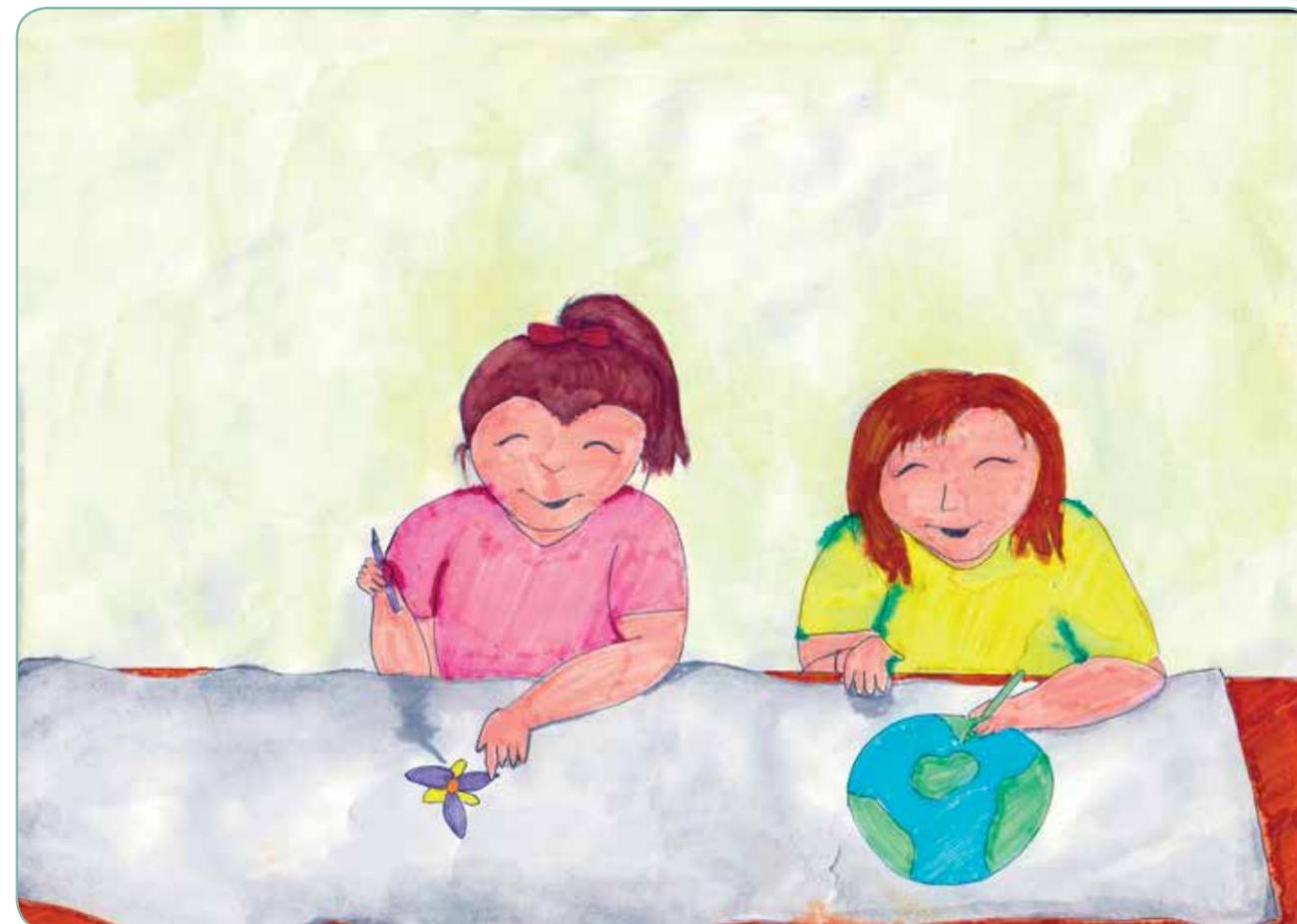
## Campaigning for disability inclusion

I participated in a campaign to help children who are not in school to get into education through enrolling them in neighbouring schools. We started first to visit every house in that area and take information about those children who were not in school but were supposed to be in school. Most of the children were disabled children. The reason for them to be out of school was because those schools refused to enrol them, but also their parents and guardians never took them to school, thinking that they cannot be able to learn comfortably and feel confident in front of their fellow learners. This scenario proved that most of educational stakeholders are not aware of inclusive education.

I got to talk about how inclusive school is through a meeting that brought most of the educational stakeholders together to tell them about inclusive in schools.

I told them what inclusive means and the benefits. Inclusive means to bring all learners together regardless of their differences. Those people who are responsible to provide inclusive education have to make sure that learners' needs and requirements are met. As well as enrolling them in schools, stakeholders have to make sure they create friendly environments for these learners to participate fully in the process of learning, they have to be valued too.

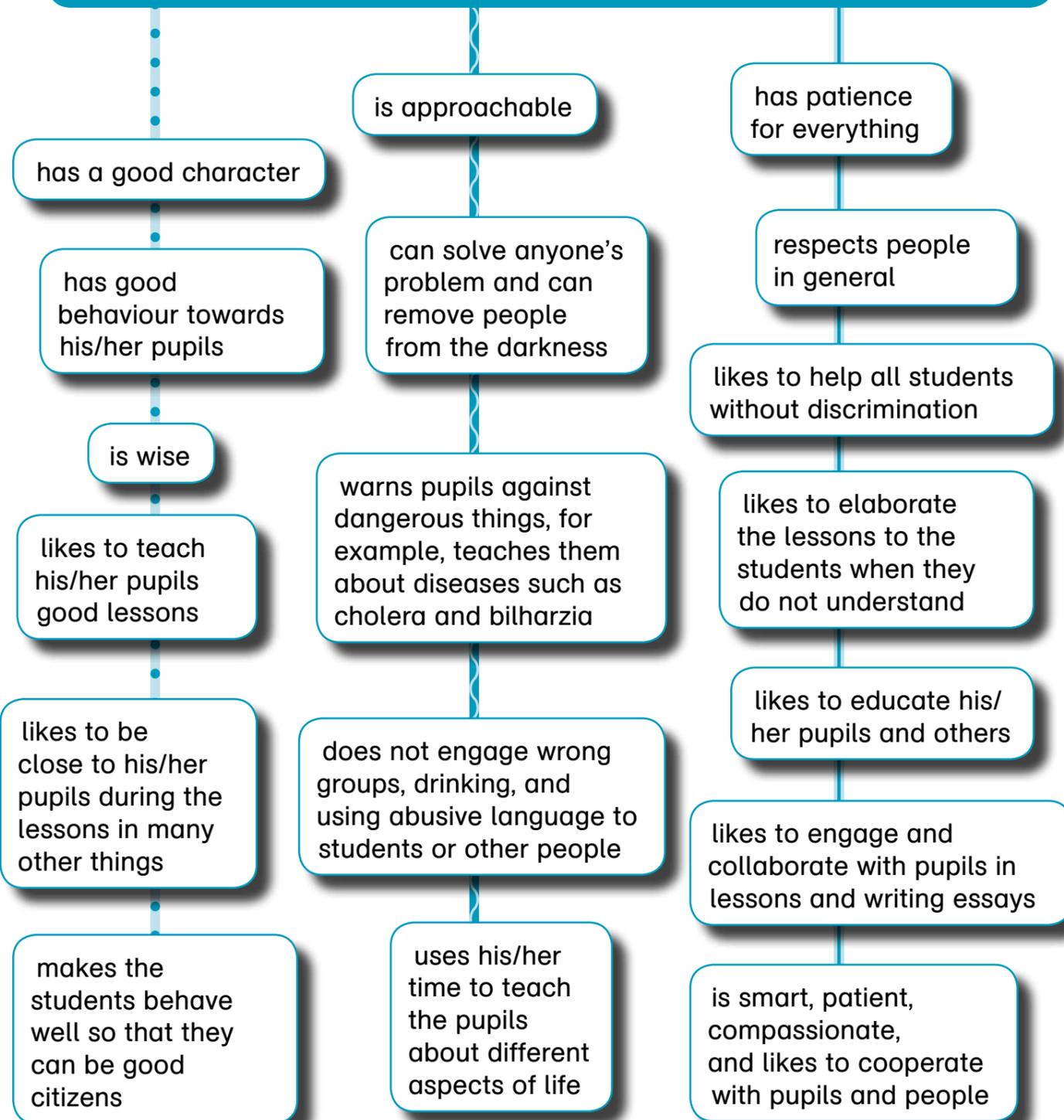
**Vumilia Michael, International Citizen Service return volunteer, age 25, Tanzania**



**Nadya Anjana Hauschild, age 14, Indonesia**

# What makes a good teacher?

## A good teacher ...



**My name is Fauzia Salim. I have decided to describe a good teacher.**

EENET has created the diagram on the left side using Fauzia's ideas.

Such a teacher should be an example to other teachers. I advise my fellow students who have such a chance like mine to love their teachers, to respect and value them so that they can succeed in their studies. These students too can become good teachers or good citizens in their homeland or anywhere in the world.

**Fauzia Salim, age 12, Zanzibar, Tanzania.**





### 21<sup>st</sup> century inclusive teacher

A good teacher must have 21<sup>st</sup> century teaching, learning skills and incorporating inclusive values:

- ✓ Promoting positive attitudes towards inclusivity.
- ✓ Understanding the good practice of curriculum adaptation and accomodation.
- ✓ Exploring differentiated learning instructions and reasonable adjustments.

## Teachers who learn

As a teacher you must be humble, gentle, respectful and obedient. Not only this, you must be intelligent so that when you teach students they may understand. If you are a teacher and you do not learn before coming to teach students, you will come to the class and mix things up. You must be a hard worker. You must be punctual and regular, and show the children their role to play in the school. You must go to school on time and make sure the environment is clean. You must learn to keep your school disciplined and fit and make sure all students are punctual and regular.

**Elizabeth Bakionesu, Form 3, Ghana**

## My favourite teacher

My favourite teacher is Mr Hassan Yassif. He has taught for five years in my school and had risen to the ranks of principal superintendent. He is always very neat and smart. He performs his duties very well and always sees to it that everything in the school goes well. He always appears happy and smile on his face. Also when he teaches us and anybody does not understand something during his lesson, he always takes pains to explain the necessary part very kindly and with sympathy.

**Munkayila Ayinawa, Form 3, Ghana**

## Hardworking teachers

A teacher, as we all know, is a person who teaches pupils in school and even outside the school. But when we talk about teachers we have different types of them. For example, there are lazy teachers who are not punctual and regular at school and don't like teaching at all. We also have hard working or good teachers. They are punctual, regular and like coming to school early and make sure they teach well. And they also make sure the students' discipline is good and also give them good advice.

In the first place a good teacher is one who has all the qualities and the mentality of teaching and is ready to sacrifice his or her time to teach. A good teacher is one who develops a positive attitude towards work, like going to school early, being punctual and regular at school, being committed to your work etc. I therefore suggest that all teachers must develop good and positive attitudes towards work and I think when all teachers practice this, it will help us get good leaders one day to lead the country.

**Lantede Kwasi, Ghana**



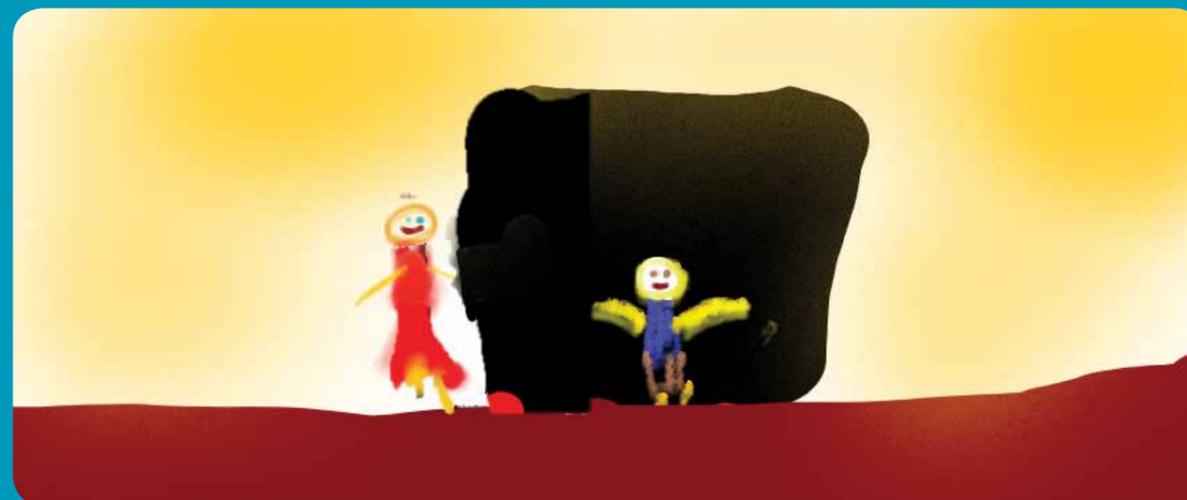
### Ghana

Capital:	Accra
Official languages:	English
Population:	28,308,201
Out-of-school children:	486,000
Pre-primary enrolment:	57%

## The best teacher

The teacher I like best is Mr Abubakan Sumaila. He was my class teacher in primary six. He teaches at Souf-watil Islamic Primary School. He is a very good teacher and teaches more effectively than any other teachers in the school. He was not only my teacher but he was like a father to all of us, especially me. He is also my mentor and my hero. One thing that made me like him very well is that he treats his pupils like his own children. The subjects he likes teaching are Mathematics and English. He gives us advice, praises us when we do well and disciplines us when we misbehave. He also gives his pupils things they need. He is just like my own father and I like him very well. Above all, he always visits his pupils at their homes when we are sick.

**Abubakari M. Hafiz, Form 2, Ghana**



A good teacher lets the children take part in the lesson. I love technology. This is me at the Smart board having a go at the work with the teacher.

**Lukas Corcoran Oien, age 8, USA**

## Ms Froffey

Ms Froffey is an amazing teacher, she is made up of Mrs Fraser, who used to be Miss Meller, and Miss Boffey, who used to be Mrs Daniels and before that Miss Boffey. Ms Froffey is kind, clever, she encourages good behaviour, she speaks politely and is firm yet fair. She is a super teacher and I would like to think she is around 5ft6, has wavy hair and glasses. She tries to make the topic interesting and accessible for all different abilities. She always has a sense of humour and goofs about and works in moderation. So this is Ms Froffey a fun and inclusive teacher.

**Nancy Mellor, age 10, UK**

Nancy is a Year 5 student with autism who attends a mainstream primary school in Manchester, UK. Nancy has two teachers she likes and decided to describe a perfect inclusive teacher, who would have all the best characteristics of her two favourite teachers.



## United Kingdom

Capital:	London
Official languages:	English
Population:	66,040,229
Out-of-school children:	6,000
Pre-primary enrolment:	50%



## Editor's thoughts

Teachers are such a big part of our schools. Without them, formal education will not be what it is today. Teachers can make or break students. Even though there will be other agents that can also influence students' outcome, teachers are at the forefront of making children into what the society requires.

I have a teacher that I'll never forget, who in my final year of college was my anchor that shaped my character in the years to come. I missed a whole term of college due to unforeseen circumstances but thanks to her I was able to sit my January exams and submit my university application. Later I found out that I was not entitled to student finance, without which I would not be able to pay the fees.

During that difficult and emotional stage of my life this individual teacher encouraged me to finish off my A-Levels, and when I wanted to give up she reminded me of my aspirations. In a nutshell, that's how I overcame the wall of discrimination. I always remember her kindness to me. I am now a graduate who also dreams of becoming a teacher and all I could hope is that I am just as passionate in teaching as she was.

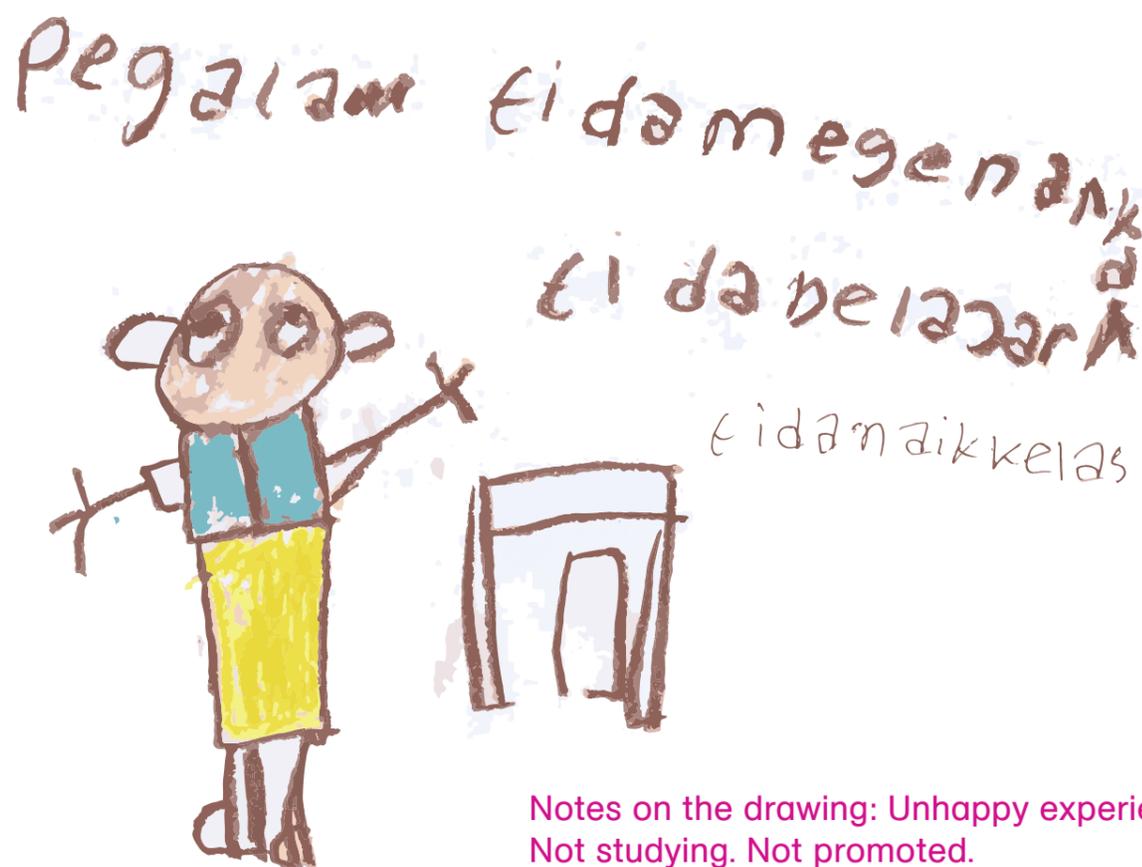
Teachers are doing their job despite the stress and overload. We should be thankful that we have them. Business men and women are being made, journalists, nurses and shopkeepers exist because a teacher educated them. They allow us to dream, set aspirations and make things seem possible; teachers care and help young people adjust into the society.

It's a shame that nowadays when people get into teaching, they see it as an alternative job because there is no job in the market with their degrees. Teaching should be seen as a prestigious job because the development of the future generation is in their hands. How can that not be exciting? How can being part of creating the future be an alternative job? Teaching by far is one of the most important professions in our society. The flow of knowledge keeps this world spinning and people creative as well as discovering.

So here's to teachers who help us become the best of us and do it with passion and excitement. You are the warriors of our society. The co-founders of our future, that is who teachers are.

**Diana De Cendres Khasa, age 24, graduate, University of Manchester, UK.**

## What makes us feel included or excluded?



Notes on the drawing: Unhappy experience. Not studying. Not promoted.



### Indonesia

Capital:	Jakarta
Official languages:	Indonesian
Population:	261,115,456
Out-of-school children:	2,645,000
Pre-primary enrolment:	31%

## How it feels to repeat grades

Hello friends, my name is Isma. I am going to tell you a story about myself. I go to Bangunrejo Primary School. The school is located in a small village in Yogyakarta, Indonesia. This year I will be promoted to Year 6. I will be 14 years old this July. I should be in junior high school this year.

I live with my grandfather in a small house, because my parents both work outside the town. They take my two little sisters with them. Every day my grandad drops me off and picks me up from school on his motorcycle. My grandad works as a pedicab driver. Every day he tells me to study diligently. I always listen to him to study diligently so I can be promoted to a higher year level.

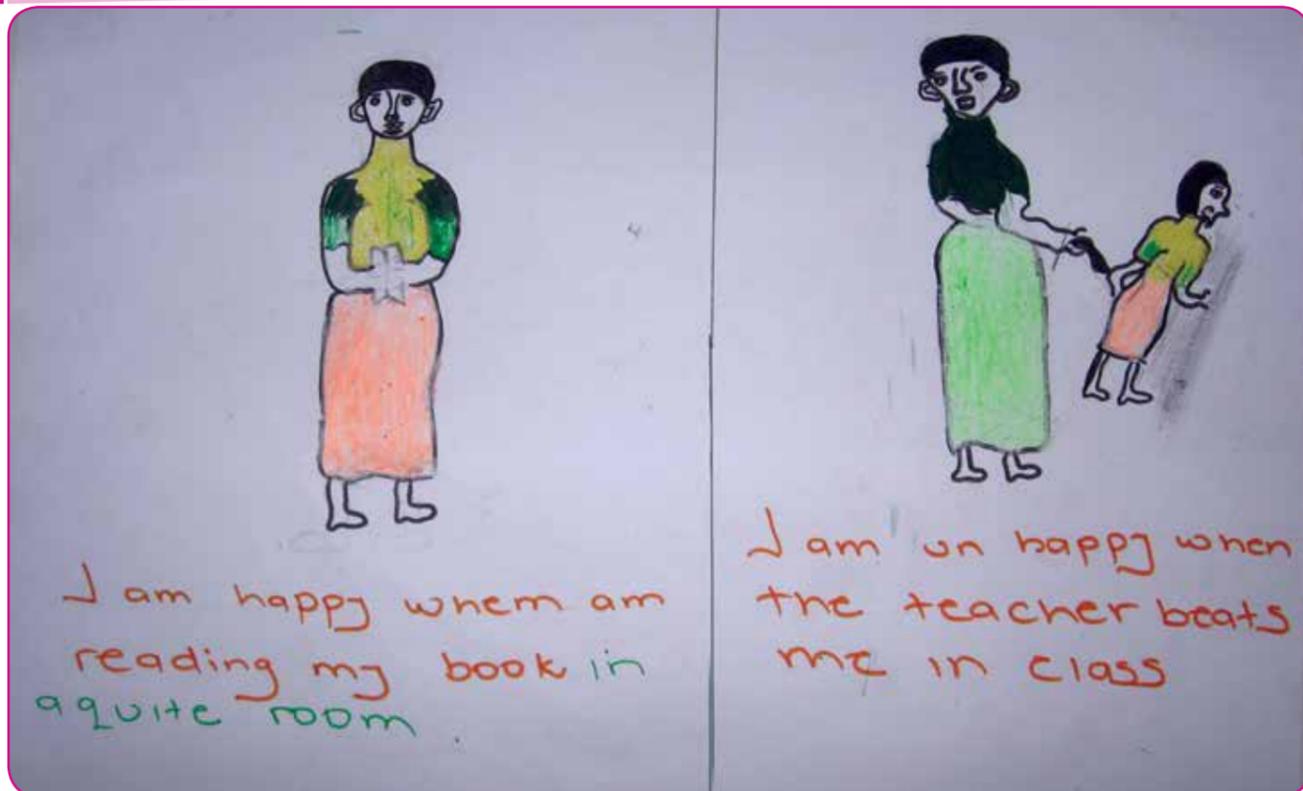
Being retained [held back a grade] was not nice, and it made me really sad. I had been retained for three times in my previous school. My teacher told me that was because I did not study hard enough, reading, counting. I cried that day. While my friends went to Year 2, I stayed in Year 1. They learnt new things, I was told to repeat the lessons in Year 1. And I had to be separated with my friends. I was very sad. But my grandad said it's ok, what was most important was that I had to study hard and listen to the teacher. I did all that. But it happened again. I was retained again in Year 2, and my classmates went to Year 3. So I kept studying. My teacher told me that I needed to move school.

I was sad and wondered why I had to move school? Was it because I was not getting good grades as my classmates? Was it because I did not have as nice handwriting as my friend who sat next to me? Or was it because I couldn't do Math well? Eventually, my grandad and I went looking for a new school.

That morning I went to Bangunrejo PS, an inclusive school where I am studying now. I met teachers who were very kind. They smiled at me. I was asked to write my name down, drew a picture, read a story and answered not difficult questions. I liked the school. When we went home, I told my grandad that I wanted to go to that school. He told me to pray that they would accept me. The news came out – I was accepted. I was very happy. I met new classmates and new teachers.

I promised to myself that I will study hard so I will not be retained. And I promised to be good so I can have friends. I will be in Year 6. In this school, I have always been promoted even though I don't get a good rank. I am still very happy. My grandad is also happy. Although my classmates often mock me because I am not as smart as they are, I will always be in good spirits to study because I want to be promoted and finish school.

**Isti Karisma Muslimah, age 14, Indonesia**



I am happy when I am reading my book in a quiet room.

I am unhappy when the teacher beats me in class.

Drawing by Christine, primary school student, Uganda (EENET photo library)



I am happy when it is English class.

I am unhappy when I fall over walking on the rough path to the latrines.

Drawing by Janet, primary school student, Uganda (EENET photo library)

## Poverty affects our inclusion in education

Sometimes it could be very hard for me to learn because of lack of money and enough properties [learning materials] that were required in the school. Sometimes I was being sent at home and when I reached home my mother was telling me that she doesn't have money. So that made me not to improve my education. Sometimes I could see people with all textbooks and storybooks but they did not know the importance of the textbooks. I could still defeat those people who had storybooks.

**Vivian Atieno, Kenya**

In my area most children lack school fees, school uniform and school instruments that make them to be send home everyday. This could make a child fail because he or she does not attend the class lesson. This can make a child to lose hope in life and become a street child.

**Brevil Onditi, Kenya**

Most of the children in my society are being sent out of school to bring school fees and yet their parents do not have. You may found that a child has not gone for school around four weeks just because he or she lacks school fees. Education can also be improved by providing books in our school and also building for us classes. Most of the pupils lack textbooks just because their parents do not have money. When a pupil has not done homework, the teacher will punish him or her not knowing that a pupil has no textbook.

**Alice Apiyo, age 12, Kenya**

## My experience of school as a deafblind girl in Zambia

My name is Luyando Maria Dimuna. I am 9 years old. I am a Zambian deafblind girl and proud to be who I am. I have 2 sisters and one brother. I stay with my mum.

What makes me feel happy, safe and welcome in school are my deaf friends and my mother because she is a teacher at my school. My mother is my favourite adult at school because she takes care of me and we move together from home to school. My mother is a very special person and I love her so much.

The thing I did at school that made me proud was when I participated in hockey with help from my deaf friends. I feel left out when my friends are running and jumping. My hopes and dreams for the future are swimming. I hope to compete with the non-disabled children. Sports are important, and art also is important because it improves our lives and it is also part of an exercise.

Getting to and from school for me is a challenge because home is far away from school. I have no one who is helping me, but teachers are helped by the government. What is difficult about going to school is lack of transport. This makes me attend school only 3 times in a week and I really feel left out. My mother cannot afford transport for the whole week because it is expensive. It's difficult because my mother is a single mum who needs to look after me and my siblings.

My school is not inclusive because there are only deaf children and no hearing children. There are issues related to food at school because sometimes we don't eat. Water is a problem because sometimes it does not come out from the tap. Toilets are sometimes very dirty and for me as a deafblind person it's really hard.

I am not learning when I am outside school because I have no teacher to come and teach me. Every teacher wants money to come and teach me, which my mother cannot afford. What makes me really annoyed is missing school for some days, and the few numbers of teachers to teach deafblind people and children.

What is fun about going to school is meeting my friends and discovering new things.

We do not have a school council. Sometimes we are consulted by media about what happens in school. The thing that made me laugh was when kids were playing with a ball and it hit me accidentally on my back and I got pushed.

For me inclusive education means learning, playing, together with children who are disabled and non-disabled. Yes, my mother has done that on my behalf. She has been talking to parents who have children with disabilities to take them to school.

My mother is my hero because she has always been there for me from the time I was born to date and she has been training me in tactile signing and activities for daily living. That's all about me.

My mother talks about inclusive education on my behalf because she is in support of it and one day wants me to be in inclusive education so that my non-disabled friends can accept my disability and play with me freely and that will reduce stigmatisation.

Luyando Maria Dimuna, age 9, Zambia



Luyando's mother says "I helped my daughter to write this article, but the ideas and opinions are hers."

# Other people help me enjoy school

I am Suna Juma, a Form IV student in Mwanakwerekwe Secondary School in Zanzibar. I am a 17-year-old girl. I feel happy, safe and appreciated in my school. School is a place where I can feel happy and safe from a variety of situations that can put me at risk.

Even when I'm having problems with academic issues, I find huge support and have the opportunity to give different ideas about my education. When I need the library for borrowing books or reading, I can do so without any disturbance. And I find joy in this.

During school time I am very close to my classmates and teachers who can comfort me when I have a problem. I feel comfortable and confident at school. I have self-motivation and I make myself honest. I work hard in my studies and make a great deal of effort in pursuit of education. I hope to have a good career after school. As a respectful child, I can keep my dignity and that makes me more positive and respectful for my teachers.

When I interact with all my schoolmates, including those with various problems such as the deaf



students who are also at my school, I feel very happy as we learn together regardless of our differences. It is a pleasure to experience a great deal of life experiences with many people. I feel happy because every human being has the right to an education. The deaf students offer contributions and different arguments during our lessons that show everyone's ability to learn.

Lastly, I would like to give my advice to other girls to behave well as I do at school. If we behave like this, we can contribute to building our own nation.

**Suna Juma, age 17, Zanzibar, Tanzania**



## Zambia

Capital:	Lusaka
Official languages:	English
Population:	16,591,390
Out-of-school children:	325,000
Pre-primary enrolment:	no data available

## Editor's thoughts

I feel bad for Isma (page 47) because I know what it feels like, although in my case I was not kept back. I have moved school a few times because we have lived in three different countries. In one school they did not put a lot of emphasis on spelling and handwriting, because they focused on other things. When I moved into a new school, in third grade, I was behind the other students in my class as they had been focusing on it for a while. Because of this, I was not treated as an equal by my fellow students and it was not a good feeling being different.

This student's difficulties in class also remind me of moving into my first year of middle school. In Grade 4 our teacher spent a year using project-based learning as an experiment in the school – we were the only class who did it. This year was fun, relaxed and interesting as we worked as groups to find out about new things and do research and assignments. There were a lot of projects and group learning and the homework set was part of these projects.

But when I moved into 5th grade everything was different. We were set homework for every subject separately with deadlines that all came together. This was a struggle. I had to suddenly learn how to manage my time. This was hard and meant that I often had to stay up late if I was going to finish it all in time. I thought I was the only one in the class having problems because of this but I am pretty sure that others were having the same problems. If I had been told that I would have to stay back a year to catch up because I was not managing to do everything I needed to, I would have felt as though I had failed myself and this would have been more stressful on me.

**Jakob Corcoran-Oien, age 12, USA**

# Attitudes and bullying

## My experience of bullying in Indonesia

**My name is Keanu Arya Banendra. I attended inclusive primary school, at Karanganyar Public School, Yogyakarta, Indonesia.**

The first time I went to the school, many students who saw me were surprised because I was the only child who used a wheelchair. During the school assembly, there was one student asked me, "Why are you in a wheelchair?" Another child asked if I fell or if I had an accident. I replied, "This is because I had a disease when I was young".

I then joined a separate class in the school. In Year 1 there were 5 students in this special class: Zaki, Rozan, Fiara, Novan, and me. When the lesson started, Zaki sat behind me kicking my wheelchair, and we were joking. From then on we were friends. During recess Fiara was sitting next to me, I offered her my lunch because she kept looking at it. We shared food and right then we became friends.

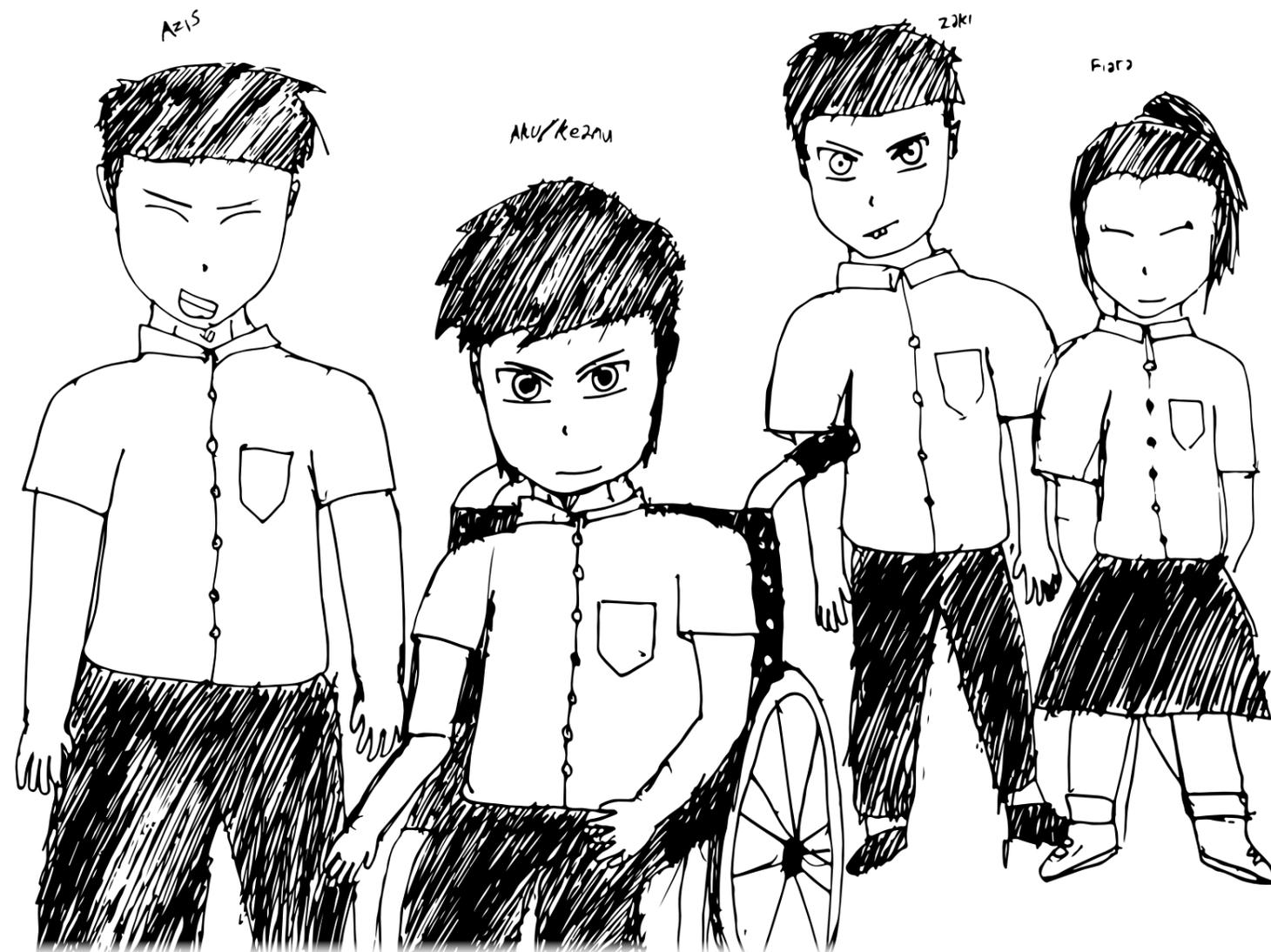
Next, for the religion lesson, we had to join the regular class because there

was a special teacher for religion. In this lesson a student mocked me "Hahahaha, big ears and strange shape." His name is Bowo, and I replied, "Is it a problem for you? Everyone has strengths and weaknesses", I replied. He then went silent.

For a few years Fiara, Zaki and I were friends. We played together and helped each other, for example when Fiara or Zaki found difficulty in learning I would help them and if I needed help to buy food, Fiara and Zaki would give me a hand. We were always together. Fiara and I were very sad when in Year 4 Zaki moved to a different school, so we had to split up.

A year went by, Fiara and I remained friends. One day there was a student from the regular class who wanted to befriend us. His name is Azis. We too wanted to be his friend.

Several months passed by, my dream finally came true, that is being acknowledged by everyone that I am the same as everyone else. Only my



physical is different. I was moved to the regular class. Students in the regular class were not familiar with me, but over time they began to get to know me. For example, they began to help me to get out of the class or help me buy food. Fiara came to visit me in each recess to accompany me. Azis too often help me.

But one day his attitude changed drastically. He began to take my money by force, and if I did not want to give my money, he beat me. After months, I could not stand it anymore, so I reported his behaviour to my teacher. Azis was called and advised that if he

did it again, he would be expelled from school. After that incident, Azis did not help me anymore, but I still remained kind to Azis, and I forgave him.

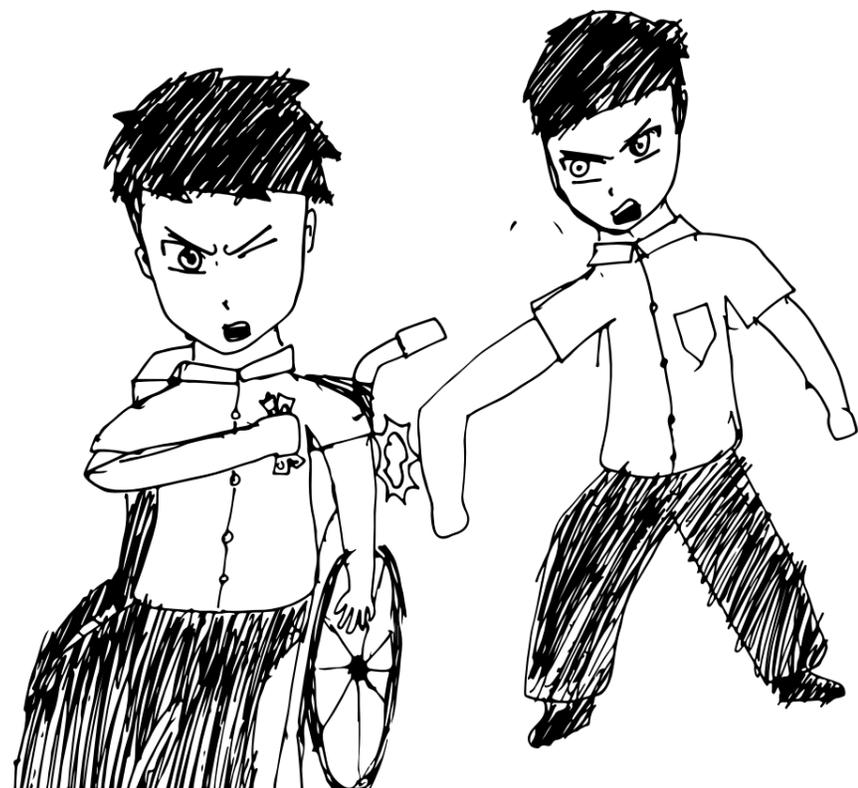
Without realising, Fiara and I were no longer close as before. We never talked when we met. I think she felt neglected because I was focused on the regular class and forgot that I had a best friend in the separate class.

One day during the second recess Azis bought some porridge. Azis wanted to approach me but in front of the door were two boys who were bullies. Other students are afraid of them,

but I am not, because to me they are just like any other students. Azis sat down beside me eating his porridge. The bullies went straight to Azis, hit him and challenged him to a duel. Azis cried. I felt guilty because I couldn't do anything.

From my experiences of making friends in school, I wish that there was no bullying in the school environment. Not only in school but also in any neighbourhood. My message is: stop bullying.

**Keanu Arya Banendra, Indonesia.**



## Bullying affects education

The only thing that will stop me from going to school is bullying and discrimination. It really hurts when you go to school where you feel different in some way and where some of the students try to intimidate you, through inflicting fear through oppressions like discriminations and bullying. I think nobody will feel comfortable going to school like this. Sometimes the bullying and discrimination might not only be from our peers but also from other people like teachers. In such situations I will stop going to school, because instead of enjoying my life at school and creating beautiful memories with the people I meet, I will just live my whole school life in fear. I'd rather stop going to the school or opt to shift to a different school in the hope of a new start.

**Stella Martin, International Citizen Service return volunteer, age 25, Tanzania**

## How does it feel to be bullied?



In this image Jacob, who is dyslexic, describes his experiences of being in a non-inclusive classroom: how his classmates did not support him and how the school did not educate the other children to understand that some learners have difficulty with reading and writing and need to be supported.

**Jacob Sunder Singh, age 13, India**

# Education for street-connected children

## S.A.L.V.E. International helps us learn

**My name is Richard and I am 15 years old. When I left school and began living on the streets, I was in primary five in the Tororo district of Uganda. Since joining S.A.L.V.E. (Safety and Love Via Education) I have been able to live in a safe environment as well as getting an education again.**

My favourite peer at S.A.L.V.E. is Tiff because he advises me to not run away when I am resettled to my family, and he tells me that I should go back to school. Tiff also stops the other children from fighting, and he always shares his things with me as well as involving me whilst he is revising his coursework. I have two favourite adults at S.A.L.V.E., Uncle Solomon and Uncle Faisal. If it wasn't for Solomon, I would not be at S.A.L.V.E. I didn't have any hope of joining S.A.L.V.E. but through building a relationship with me on the streets, Solomon encouraged me to join. Also, Solomon didn't mind when I lied about where my home was, he just gave me some time. However, when I did decide

to tell him the truth, he had already found my home and had spoken to my parents, but he did not accuse me of lying to him. Uncle Faisal is my other favourite adult at S.A.L.V.E. because I really like the way he teaches. He does not teach the way school teachers teach, Faisal's lessons are much more fun and he always involves me. I also like that he doesn't force children to study, he just advises us on the benefits of education.

In the future, I want to be a doctor or a dance teacher. However, I need to continue studying hard to be a doctor because I will have to improve in science. Also, I would need to train hard and be able to communicate well to be a dance teacher, which S.A.L.V.E. can help me with. Being at S.A.L.V.E. also helps me to be knowledgeable about what I can do with my future. There is no way that I will be able to achieve my hopes and dreams for the future without education.

**Richard, age 15, Uganda**

**My name is Dennis and I am 16 years old. When I left school to go on the streets I was in primary 6 in the Kamuli district.**

S.A.L.V.E. makes me feel happy, safe and welcome for lots of reasons. Being at S.A.L.V.E. means that I can sleep safely in good shelter, and we always get good food every day. I'm also happy at S.A.L.V.E. because we get to play together with both the children and the staff, and we can also participate in sports competitions. I also feel so safe and welcome at S.A.L.V.E. because even if we make mistakes, we are not beaten, uncles and aunts counsel us instead. I feel so comfortable at S.A.L.V.E. because there is no one here to make you feel tense. S.A.L.V.E. provides us with clothes and an education, and they also try to resettle us at our family homes and encourage us to go back

to school. At S.A.L.V.E. we are taught to express ourselves, work together and love each other.

I love participating in sports competitions and events. I am so proud of the time I took part in the S.A.L.V.E. volleyball competition, and also when I scored the winning goal at the football competition. I am also proud because I have never missed one of Faisal's lessons whilst I have been at S.A.L.V.E. And I once won the end of holiday exams by scoring the highest grade, even though some of the other children that participated were in schools and I was not, which shows that I should be proud of the studying I have been doing whilst at S.A.L.V.E.

**Dennis, age 16, Uganda**



### Uganda

Capital:	Kampala
Official languages:	English
Population:	47,487,965
Out-of-school children:	477,000
Pre-primary enrolment:	12%

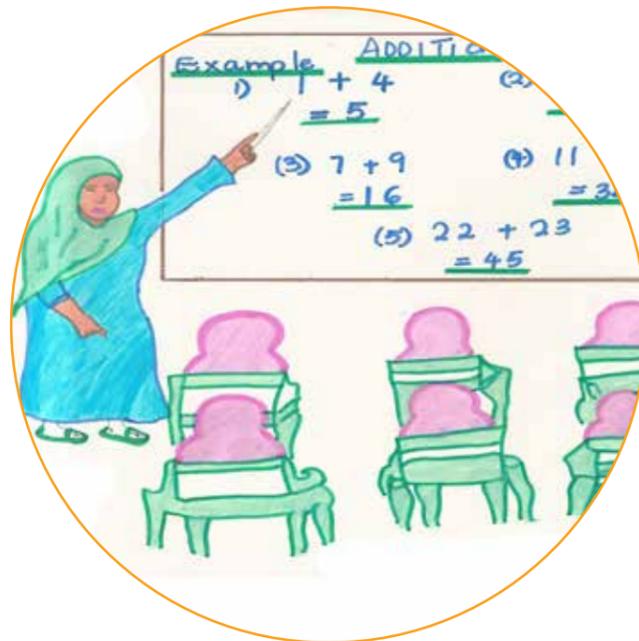
# Girls' education

## My favourite teacher supports girls' rights to education

**My name is Warda. I am a 14-year-old girl. I am in Grade VI at Glorious Academy. I have decided to participate in the writing of this article, 'The adult I like most in my school'. This adult is my teacher, Ms Zainab, who is about 50 years old.**

Ms Zainab likes to teach mathematics, my favourite subject. I understand her subject very well. She is kind. She likes to help many pupils. This teacher has a great deal of love for all the kids and does not discriminate anyone. She tells us that mathematics is a very good and simple subject. Ms Zainab teaches the sixth grade. This teacher likes to help pupils, especially those who do not understand her subject well. She does not like to be angry.

One day she sent us to Asha's parents to bring Asha to school because she had not attended school for a long time. When we arrived at Asha's home, her mother warmly welcomed us. We told her mother what we had been told by the teacher. Suddenly, we heard the



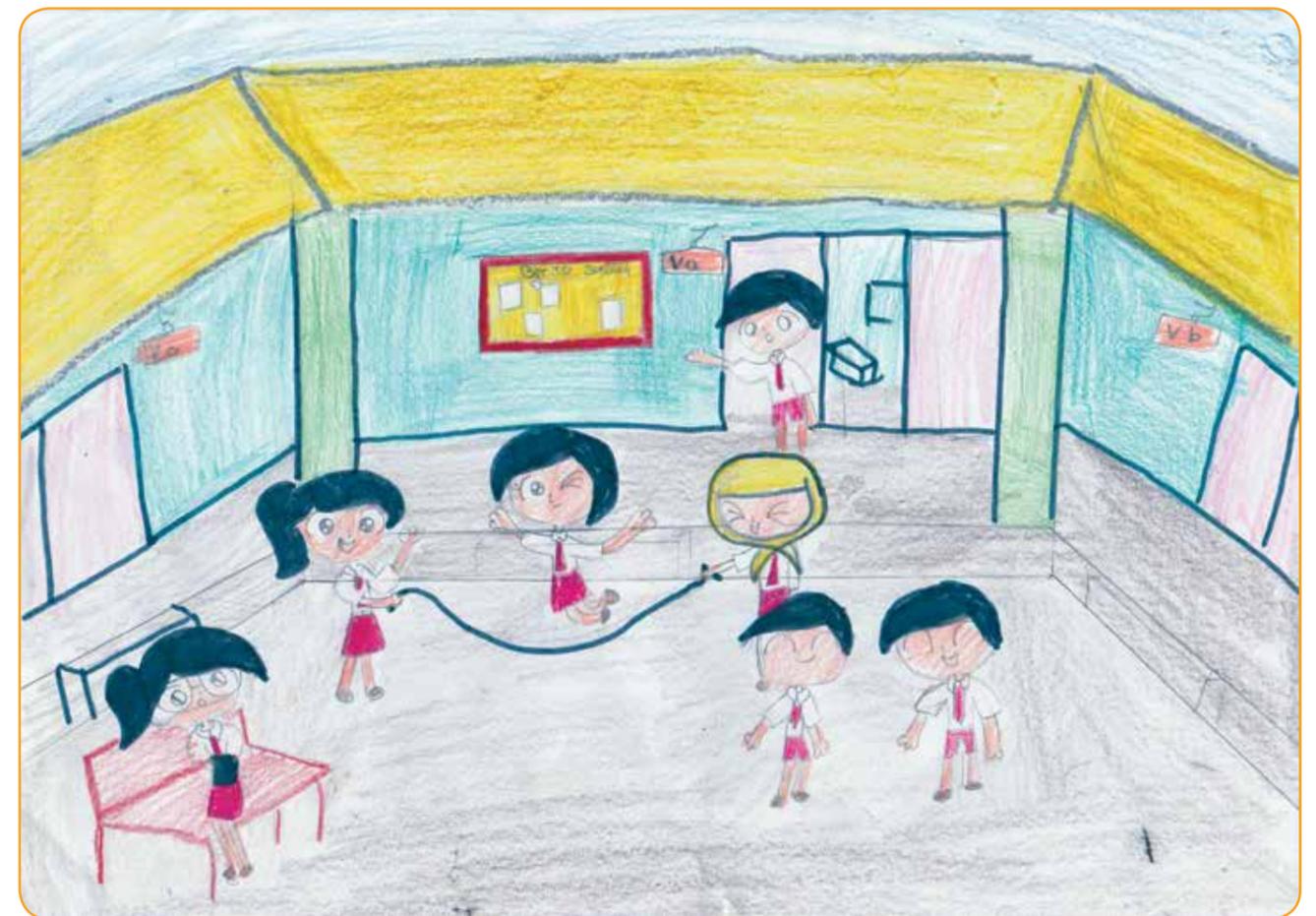
voice of Asha's father saying, "What do you want here?" He did not know that we had been sent by our teacher. We all responded that were asked by the teacher to come to take Asha to school. Asha replied "Yes, I have not been to school for a long time now". Her father said "Shut up! I have told you that you would soon be married. Get out of here". He shouted at us angrily and we all left and went back to school.

The teacher asked us "Where is Asha?" We all told her what happened and what Asha's father had told us. The teacher said she would go to meet Asha's parents herself after school hours. When she asked Asha's mother about the matter the mother replied that Asha's father does not want his daughter to go to school anymore because she is now a grown up. The teacher was deeply distressed by hearing such a statement. Later she asked Asha, "Do you want to learn?" Asha responded "yes teacher". The teacher asked the parents "Why do you forbid this child to go to school?" Asha's father was not able to answer. Finally,

he agreed to let his daughter go back to school. The teacher was happy and left with joy. On Monday we saw Asha coming into class. We all praised the teacher for her efforts to bring Asha back to school.

Ms Zainab is well-mannered and cares for all the pupils. She loves them all, and she is working hard to make sure they all succeed, as she did for our fellow student, Asha. And so I call on other teachers to be like Ms Zainab in order to bring development to our school.

**Warda, age 14, Zanzibar, Tanzania**



**Siska Layla Nurcahya, age 12, Indonesia**

## Volunteering to boost girls' education

"Education is the light to life" has been a key theme over the years across schools and communities in Tanzania. The theme indicated the key role of education towards empowerment of individuals in the community to access future opportunities and become self-reliant. During my volunteer placement with VSO project Elimu Fursa – which aims to make education more relevant to secondary school student in an under-developed region of Tanzania – we empowered students with various knowledge and skills but most significantly we contributed towards ensuring inclusive education for both genders.

In my experience of working in Lindi community, we realised girls are not given a priority in accessing education. They are likely to be married or become young mothers before the age of 18, and before completing secondary education. Girls are largely regarded as caretakers with limited opportunities and less decision making. From our experience there was a significant number of school drop-outs, caused either by marriage or pregnancy and unreported harassment cases. Also, there was low enrolment of girls in secondary school and lack of self-awareness and confidence even for the ones in schools. These issues challenged our project since we aimed to make education more relevant for both boys and girls, empowering them to grab future opportunities.

Although it was not part of our project objective, I together with other Elimu Fursa volunteers in consultation with our management, decided to run a girls campaign. This would enable girls to stay in

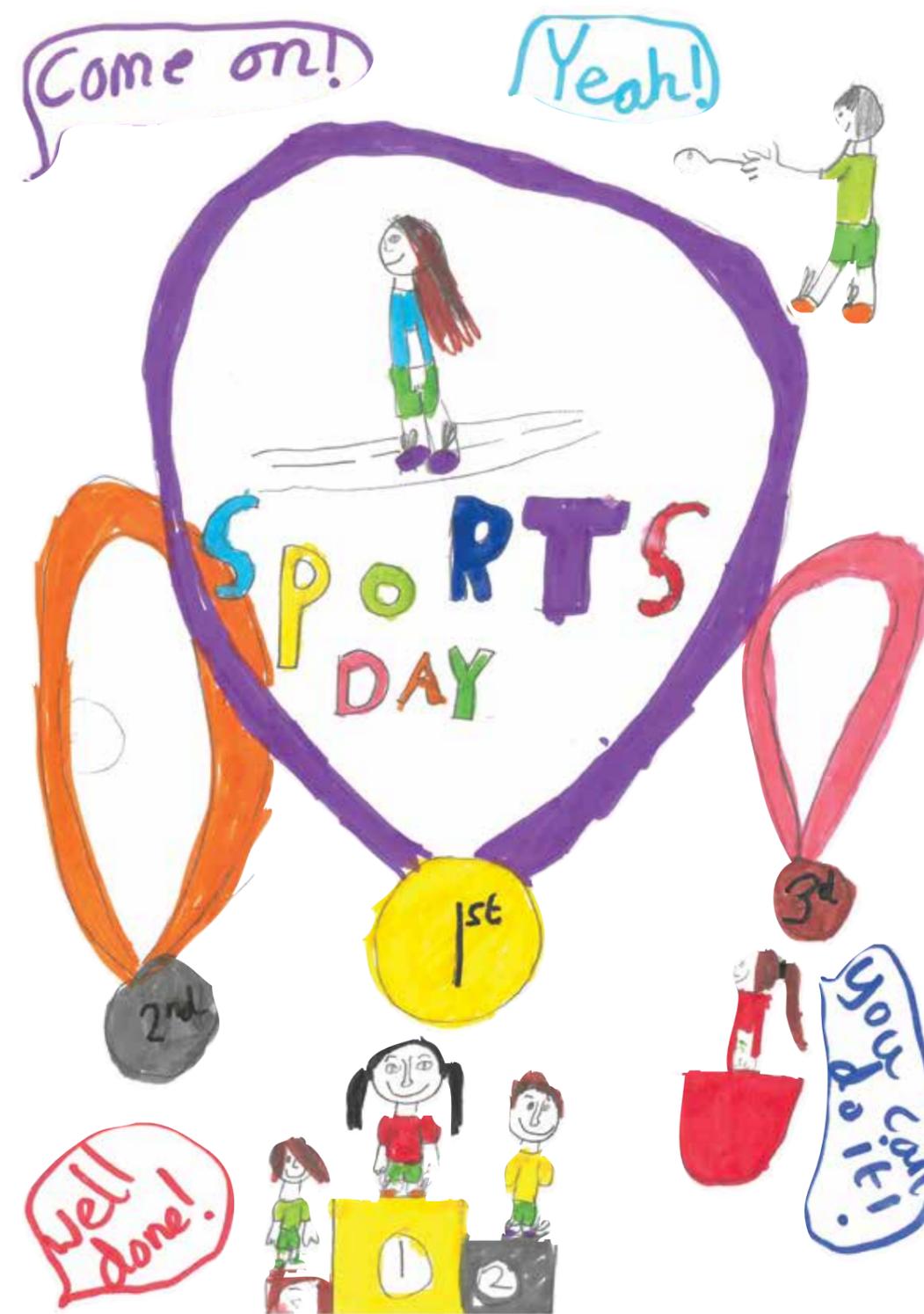
school, complete their studies and have equal opportunities as boys, overcome gender inequalities and devise mechanisms to fight all forms of harassment. The campaign called "You 4 Her" conducted sessions in schools and raised awareness in the community on the importance of educating both girls and boys. Our focus in school was empowering girls to understand their potential and value, also empowering them to make decisions and take control of their lives, and educating boys on gender equality. We also focused in educating on the dangers of early marriage and pregnancy, and that education is a basic human right and not a privilege, as some families perceived.

Even without assessable outcomes it was enough to say we set a landmark on our fight towards inclusive education. The "You 4 Her" campaign ensured that not only girls are enrolled in school, but they stay in school and are empowered to access future prospects the same way boys can. We ensured friendly learning environment and confidence for girls by engaging teachers and parents to support and encourage them in their studies. However, we also engaged key stakeholders on gender equality and education that every child is valued equally and deserves the same opportunities and experience.

From my experience inclusive education is breaking the gender gap and ensuring both genders have equal opportunity to access education and its benefits.

**Fransisca Charles Mligwa, student, age 24, Tanzania**

## Sports day



Sports day is Katie's favourite day at school. She loves to compete.

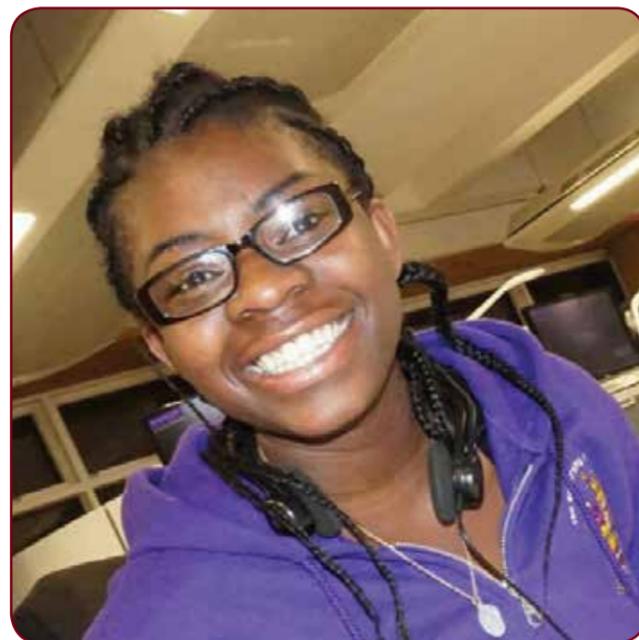
**Katie Double, age 7, UK**

# Ethnicity and nationality

## Fighting for a place in the world



I read the article at the start of this edition by a student in India, 'Beyond the Horizon'. The very first paragraph contains a bold statement: "It doesn't matter who you are, where you are, which nationality you belong to, which sex you are. The world is a place for you to judge your own capabilities". I disagreed. I think that's how we would hope our society to be, but in reality you must fit certain categories before you can even showcase what you're capable of.



I wish the statement in that article was true but it feels like it's an illusion of inclusion or perhaps a shadow we are still chasing. I mean how do you catch a shadow? Every moment of my life, I have to think about who I am and how it affects my chances of becoming someone and where I can be. I am Black African. I am an asylum seeker. I am Catholic and I am a female. To be all that in a society is a lot of hard work and so it does matter who I am. The fact that I am black makes me a 'minority'. People touch my hair like

I am an alien creature. The world has already concluded where I belong and that's what hurts the most. I know what I am capable of but do I have the space to express myself to the fullest? I'm afraid not. I have to work extra hard just to gain an acceptance letter from the world.

My nationality did matter when it came to applying for university. You just don't merit things when you are an ethnic minority. All of a sudden you are reminded that where you are currently living, the country you've adopted as your own, the language and culture that has become second nature, all of that still doesn't classify you as a citizen. All the hard work and dedication to get the grades for university has not been met with appreciation but with a prison to lock down your dreams. I know I sound bitter but have you ever stood in front of the wall of discrimination? The Great Wall of China has got nothing on it and it certainly won't crumble like the Berlin wall. It sucks the life out of you, thus you are left feeling incapable.

I guess when you make it to the other side as triumphant you become bitter. You've survived but bitterness never fades. Bitter that you were not warned about the opportunity that was not for all. I have made it to the other side and learnt that although I am capable of becoming DR Congo's first female president (DRC is where I am from) or a caring modern languages teacher in Bolton, UK (where I reside), I have to keep fighting for my place in the world. Even though it is hard to make a stand in the world without the need to tweak your identity, I have the power to judge my own capabilities. I know what I am made of and even if the platform might not always be presented, I believe there is a place in the world where I can be me without judgement or hindrance. Until then, I'll keep fighting.

**Diana De Cendres Khasa, age 24, graduate, University of Manchester, UK**

## EENET videos: "An Inclusive Day"



How are schools making education more inclusive in Burma (Myanmar), Burkina Faso and Ukraine? Watch the 10 short videos on EENET's YouTube channel to find out. <http://bit.ly/EENET-YouTube>

If you are a teacher or trainer, you'll find training manuals to use with the videos on EENET's website. <http://bit.ly/EENETvideomanuals>

# Useful reading

## For children and young people

### Participate with you and participate with me

Save the Children, Plan International, War Child Holland, 2012

This guide helps children and young people to learn about participation in all aspects of life and society.

<http://bit.ly/SCPWYPWM>

### #SafeWeb4Kids. Children's guide to online safety

Child Rights Coalition Asia, 2016

A guide designed by and for children containing advice on how to use the internet safely. Young researchers who are using the internet to help investigate issues and/or share their findings and campaign messages will find this guide useful.

<http://bit.ly/SafeWebKids>

### UN Convention on the Rights of the Child. In child friendly language

UNICEF

An easy-read poster summarising the main messages from the Convention.

<http://bit.ly/CRCposter>

### What You Should Expect From Adults When They Work With You: A guide for children and young people

Save the Children et al, 2017

This short guide was written by children. It describes what children should expect from adults who work with them. If children do not receive the fair treatment described in the guide, they are encouraged to present the guide to the adults for discussion on better ways they could work with them.

<http://bit.ly/SCEExpectAdults>

## For adults

### It's About Disability. Learning guide on the Convention on the Rights of Persons with Disabilities

UNICEF, 2009

This workshop guide aims to empower children and young people with and without disabilities to speak out and advocate on the UNCRPD. It includes a child-friendly version of the convention articles. <http://bit.ly/AboutDisability>

### Participatory Video with Children. Facilitators Manual

War Child, 2012

This guide was developed for a specific project in Sudan, to help children identify disability inclusion/exclusion issues, but contains advice that is adaptable for use anywhere.

<http://bit.ly/PVWCguide>

### Young Voices in Inclusive Education. A guide to help young researchers conduct action research with peers and younger children

EENET, 2018

This guide helps adults to facilitate and support children and young people to investigate issue of inclusion and exclusion in their schools. There is a focus on how older children can work with very young children to elicit opinions and ideas for school improvements. <http://bit.ly/YVARguide>

Country data sources: out-of-school children and pre-school enrolment data from UNESCO (2017) Global Education Monitoring Report 2017/8: Accountability in Education: Meeting our commitments. Other data from Wikipedia.

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**“None are born prodigies, none are born scientists, but surely all are born to make the world a better place.”**

**“Every person in a class is different, our minds work in different ways”**

**“Teachers can make or break students.”**

**“Every human being has the right to an education.”**

**“For us to improve education, we must work as a team.”**

**“Adults do not seem to value our opinions or take them seriously”**

**“I have the power to judge my own capabilities.”**

