Enabling Education

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EeNET
Enabling Education Network

Contents

Editors:
Ingrid Lewis and Susie Miles

EENET News

One day in the life of EENET's website: 2nd March 2006

EENET is using new software to analyse its website statistics. Here is what happened on our site that day:

- 356 people used the website
- 47 different countries – 25 were Southern countries (53%), accounting for 26% of users
- five of the top-ten user countries were Southern: Philippines (4th), Brazil (7th), Mexico (8th), South Africa (9th), India (10th)
- the 356 visitors read 207 different pages/documents
- the most popular article was 'Early Marriage and Education' from Newsletter 7.

EENET is promoting more awareness about the role that early marriage plays in denying girls their education rights. We invite readers to help us build up a bigger collection of articles on this issue, to satisfy the obvious demand from our website readers.

EENET's website is clearly contributing to our goal of sharing information with Southern countries, despite the unequal availability of the Internet between North and South. In just one month, people from 145 countries used the site; 87 (60%) were Southern countries.

EENET's website on CD-ROM
If you cannot access the Internet, then our website is now available on CD-ROM. Inclusive Technology has produced this for us at no cost to EENET, and it is accompanied by a disk of papers from ISEC 2005 – the Inclusive and Supportive Education Congress. If you would like a copy, please contact us.

Anniversary preparations
In 2007, EENET will be 10 years old, and we invite all readers to help us celebrate! Inclusive Technology (our website sponsor) will also celebrate its 10th anniversary and will host a joint event in January 2007, at which they hope to display a huge world map, showing where EENET's readers live.

We would like you to send us a postcard, photograph or drawing (by yourself or by children) showing where you live, work or study (Deadline: 1 November 2006, remember to write your name/ address on the back of the picture.) These pictures will be displayed on the world map. Everyone who sends us a picture will receive a free package of inclusive education documents, sponsored by Inclusive Technology. If you have any other ideas for how to celebrate EENET's 10th birthday around the world, please contact us.

EENET staff
Since March 2005, Susie Miles has been the Programme Director of the MEd in Special and Inclusive Education at the University of Manchester. She still has an advisory role in EENET, but is no longer the Co-ordinator.

Ingrid Lewis is now the EENET Co-ordinator, but is only employed for two days per week. Our staff capacity is therefore significantly reduced. We are managing as best we can, but would prefer to employ a second staff member, if funding can be found.

Cover photos by:
(top of page) EENET;
(clockwise from top left):
Boris Herger/Save the Children;
Stuart Freedman/Network Photographers/Save the Children;
EENET; EENET; Dan White/
Save the Children;
Danladi Mamman/GCEN;
(centre photo) EENET.

Editorial – focus on teacher education

Why focus on teacher education?
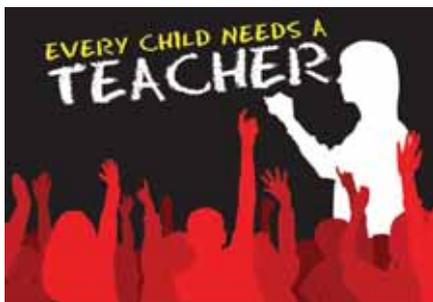
Every year the Global Campaign for Education (GCE) runs a 'global week of action' to campaign about a particular issue in education. GCE is a coalition of NGOs and teachers' unions in over 150 countries, which believes that quality education for all is achievable. The 2006 GCE campaign is entitled 'Every Child Needs a Teacher', but we would like to use this opportunity to highlight that 'every child needs a teacher…who promotes and practises inclusion in education'.

Children need teachers who know how to make their classes inclusive and how to address the diverse needs of all learners together – even in large, under-resourced classrooms. They need teachers who promote child-centred approaches. And they need teachers to use appropriate, accessible teaching and learning materials, with content that positively reflects the diversity of their society.

But teachers need help to develop the skills and experience necessary for becoming an 'inclusive teacher'.

They need support to innovate and make changes. In this issue of *Enabling Education*, we therefore share experiences and ideas for improving the way we train and support teachers in an inclusive education environment.

Types of teacher education

Teacher education and support can take many forms, as the contributors demonstrate: formal pre-service training, in-service courses, hands-on teaching practice, distance learning programmes, further specialist training, higher education, and of course the ongoing exchange of ideas and experiences between teachers.

Broadening teachers' interpretations of inclusion

In this collection of articles, we hear about educating teachers to more effectively support certain marginalised groups of learners, such as deaf children or working children. While inclusive education is a concept for improving the way we teach all groups of learners, a number of articles illustrate a more disability focused view of inclusive education training for teachers. We need to ask ourselves: is the move towards a broader interpretation of inclusive education happening quickly enough in teacher education programmes? Are we helping or hindering the overall development of inclusive education through teacher training programmes that view inclusion as primarily about disability?

Experience vs theory

Several articles highlight the importance of hands-on training, without which teachers can struggle to turn new theory into practice. In addition, teachers need support to engage in ongoing exchanges of experiences and ideas on innovative practice, throughout their careers. But innovation is often quickly stifled, so it is particularly important that the people in charge of schools (head teachers, principals) understand and support their staff through training and change processes.

We have included some articles here that reflect the kind of innovations that ordinary teachers are making every day, which we can use to inform and inspire other teachers.

Diversity of teachers

We mentioned above that children need teaching and learning materials that reflect the diversity of their society. But they also need *teachers* who reflect this diversity, and who can act as role models for children vulnerable to exclusion. Teacher training programmes, like the one in Mozambique, which aim to train more disabled teachers, are therefore essential.

The same applies to issues such as gender and ethnicity, although we have received no articles that specifically address this. In many countries there are too few trained women teachers (especially in post-primary education) and women may face many social and cultural barriers to teaching. Yet if we want to achieve equal inclusion of girls in education we need to ensure that more women teachers are trained and supported, and that all teachers are trained to promote gender equity through their work.

In many countries, ethnic minority groups experience high levels of exclusion from education, stemming often from language barriers. Teachers may be primarily from majority groups and lack appropriate skills to support learners' language and cultural needs, or may be reluctant even to work with ethnic minority groups in remote areas. Teachers from ethnic minority groups are often poorly trained. They may need extra support to complete full teacher training when the language of instruction is not their mother tongue. All teacher education programmes need to be aware of and address these sorts of issues as part of their efforts to bring inclusion to education.

Editorial – continued

Photo by: Danladi Mamman, GCEN

Language and terminology

We all struggle with language – in every country discussions take place about using language appropriately to describe particular groups of learners. The language we use reflects the complex inclusive education process. In Issue 8 of *Enabling Education*, Roger Slee is quoted as saying that inclusive education is a radical idea that rebelled against medical and psychological explanations of education difficulties. Yet in many places, even within innovative inclusive education programmes, terminology is still used which reflects a medical-model approach, emphasising the 'problems' with individual children and not the inadequacies of the education system.

As editors of *Enabling Education* we do not want to dictate the terminology used by authors. But we do challenge readers and authors to think about and debate the use of some of the terms that appear in this newsletter, which could imply efforts to change the child not the system. We all need to keep checking whether our terminology is keeping pace with changes in practice. We must also constantly monitor whether our practice really matches the inclusive education terminology we are using. In many countries it is not easy to make fast, radical changes to terminology. But as we all develop a deeper understanding of what inclusion means, we urge readers and authors to engage constantly with the way language about education and inclusion is used in their own contexts.

Listening to learners

Finally, we come to one of the most important, but least addressed elements in teacher education – the views of the learners. Learners of all ages have a vital role to play in helping us improve teacher education – after all, they spend more time with teachers than the trainers or policy makers do!

Zambian pupils exhibit their photo project (EENET)

In the centre pages of this newsletter, we hear from students at Westleigh High School in England, who have used a photography project to debate and explain what they think makes a good teacher. How do their views compare with your ideas about what makes a good teacher? How could we use the opinions and ideas of students like these to improve the way we train teachers? What could you do to find out about the opinions of learners in your context?

"Adults don't realise that they can watch teachers for months, but never see how they talk to children, because they're at the wrong angle" (secondary school student, UK).

Teachers play a pivotal role in making inclusive education a reality. If their attitudes and practices do not reflect principles of equity and human rights, and if they are not supported to be innovative and make changes, then none of our policies and promises of inclusion can be fulfilled.

Talking point

Teacher training – a miserable failure?   **J.R.A. Williams**

Teacher training is a miserable failure as a change agent. This has been accepted in the North, where 'on-the-job' in-service teacher development is increasingly emphasised, with up to 60% of a pre-service course consisting of practical experience in schools. Still international agencies persist with the myth of 'training'. It is what governments want them to do to fit into established structures. It also fits neatly into business-style project cycles.

Training for change doesn't work – for the same reason that the medical model of disability doesn't work to change policies and practices concerning disability. It focuses on the individual – the teacher to be trained and changed – rather than on the systems and mentalities surrounding the teaching/learning situation, which actually determine what happens in classrooms. These systems are inherently conservative. Without intervention, methodologies and curriculum, relationships and environment revert to the 'known' – i.e. what teachers have experienced through their own schooling. A trainee can be fully acquainted with and support new theories, techniques and practices. But when he or she returns to the school and the community, which has not had the benefit of such enlightenment, within a year inertia takes over and the expensively trained teacher will either have resigned, or reverted to the 'norms' surrounding them.

Like the social model, inclusion must concentrate on the totality of the environment. 'Training' is of course a component of this, but to be effective it cannot be treated separately from all other aspects of school life. Indeed it must be intrinsic to change: preferably brought about by the school community (because they can see the need), but necessarily including the school community in the planning, implementation and monitoring.

Teachers often say they want training, especially when faced with the challenges of 'becoming inclusive'. But what they actually want is to be able to manage the demands placed on them and to cope with the changes they are told are coming. They conceptualise this as training because this is what they have been told is the key to their success. Delving more deeply, though, we find that teachers actually attribute their professional development and know-how not to training, but rather to watching experienced teachers teach, talking to them, trying things out and thinking about them. It is this cycle of co-operation, action and review among colleagues which is the organic process of teacher training in action. This cycle helps to challenge existing cultures, and develop inclusive thinking, practices and actions. To be 'allowed', however, it has to be done in the context of change across the whole school, in partnership with children, their families, non-teaching staff, etc.

Save the Children UK uses the *Index for Inclusion in the Arabic World* to promote teacher development and whole school improvement. A Moroccan teacher reports that the *Index* has influenced her to "think more about the situation of the school". It has also helped her to "find new perspectives" in the context of developing "partnership between pupils, teachers, parents and families" and "explaining the realities of the inclusion approach".

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Right to reply

Jamie makes some important and challenging points. Comparing current teacher training with the medical model of disability, and the need for radical change as akin to the social model is very helpful. Schools are among the most difficult institutions to change, and higher education is even harder. We don't want to abolish teacher training – but it needs to be significantly changed if we are going to help schools make the move towards inclusive education. However, there are no pre-existing perfect solutions to this challenge. So we invite all readers to engage in debate – with EENET, with the authors published in this newsletter, with each other – about how to move forward with teacher education.
We want to hear your views!

Mel Ainscow, University of Manchester

I did it! Personal experiences in an inclusive class

Anne E. N. Musalia

For a long time, the idea of inclusive education didn't make sense to me. I felt that it was only possible to include children with mild impairments, and that special schools were best for children with special needs. Ironically, I am a mother of a hearing impaired child; an example of a parent who has struggled with the segregated and sub-standard schooling for my child. I also work with the Ministry of Education in my country, Kenya, at the policy-making level. In 2004, I won a scholarship for a masters degree in education in Pakistan. It is through this programme that I have seen the realities of inclusive education, as this article shows.

As part of my teaching practice in Pakistan I was allocated a Grade 5 class in one of the largest inclusive schools. The class had many children with special education needs; including three children with cerebral palsy, one hearing impaired child, one with autism and several others with learning difficulties. Initially I felt a bit puzzled; how could anybody expect me to teach such a class? I stayed with them for two weeks, did my anecdotal observations and tried to forge a relationship with the children. At the end of the two weeks I had six lessons of social studies during which I taught about the 'Olympic Games'.

I used my creativity to design the learning activities. I got the students to volunteer into peer groups, with emphasis on the importance of respect for difference. The response was positive, with most children trying to prove that they were capable of working with and helping each other.

Those lessons are the most memorable of my 11-year teaching career. The students drew, painted and made project books about the Olympics. We had such a large collection of pictures and newspaper cuttings about the Olympics. On my last day we held an exhibition, displaying our work and demonstrating some of the Olympic events. During this period, I never remembered which child had special needs and which one did not. The co-operative groups and the buddy strategy worked so well that everybody did what he/she was best at. My role was only to facilitate.

But then the class teacher told me that she was not happy with the way I had exposed the children with special needs. She told me she prefers to have them quiet in class, because that is what their parents prefer, and that other students should not know their weaknesses. She made me feel guilty, that I had betrayed the parents and children, and the excitement I had felt was lost.

Recently, I went back to the school. I was welcomed by the teachers. The same teacher who had disapproved of my teaching said "we are grateful that you have come back, you taught us to be inclusive, now the children we thought were handicapped are now the most active members of this class. After you left it proved impossible to silence or to separate these children." She also said the parents are happy because their children are now learning like the rest.

Reflecting on the way I conducted my lessons, I am convinced that, as Mel Ainscow said, teachers have more skills than they use. They only need to be prompted into making use of those skills to meet the diverse needs of their learners. I realised that the issues of disability are only in the minds of grown ups; children are very happy to work with and help each other if well facilitated. It is teachers and policy makers, like myself, who make the learning environments disabling to children, though most often this is through lack of knowledge. Teacher educators and policy makers need training opportunities to help them participate and learn from experience. Being there in the
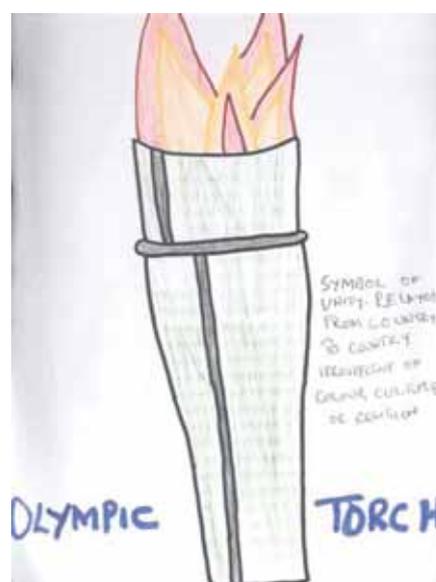
Example of pupil's project work

classroom and gaining practical experience through interaction is the best way to learn, not just the theories and research findings we read from books.

As I go back to Kenya, and to my job at the Ministry of Education, I am proud that I will go back flying high 'The Inclusive Flag'. I did it and I know inclusive education is a reality.

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Including working children in education, Yemen

Manal AbdulWahed Shareef AlShureify

Teaching is one of the most challenging professions. Teacher training is often poor quality and focuses on theory, denying trainees exposure to the real-life situations they will encounter in the classroom. There is also a lack of a support system for teachers. In this article, Manal looks at the issue of working children in Yemen, and how teachers can be prepared to meet their educational needs.

Barriers to learning

Yemen has relatively low economic and human development indicators. Forty per cent of the population is under 18 years of age, and the system cannot keep up with the need for education. Poverty forces many families to send their children to work. Education enrolment rates for girls are especially low. Large family sizes mean Yemeni families often decide to educate boys while girls are expected to do household chores, care for younger siblings or get married young.

Yemen therefore has many working children. They face many of the same barriers to inclusion in education that other children face, such as overcrowded classrooms, poor teaching quality, lack of educational stimulation and support at home. However, they also have to contend with long working hours, physically demanding and dangerous work. For most, their work interferes with their education and often compromises their physical development and health. For instance, children often work in car repair shops, handling heavy machinery; in agriculture where they are exposed to dangerous chemicals; or selling and buying on the streets, where they are vulnerable to harassment and abuse.

Helping teachers to support working children more effectively

Hands-on training

In my experience, this is the most effective form of training as it exposes trainees to practical situations involving working children, and enables them to experiment with the theories they learn.

Recognising individual learning needs

While Yemen's basic level curriculum is now more activity-based, and less based on content and rote learning than a decade ago, students experiencing difficulties still generally just receive extra support through repeating the same lessons. Since this offers only a short-term remedy, a remedial education pilot programme was established at the Working Children's Rehabilitation Centre two years ago. It targets disadvantaged children enrolled in public schools and supports the education they receive at school. It also helps teachers identify every child's individual learning difficulties and styles. Teachers were introduced to the educational needs of working children, the difficulties they face and positive attributes they have, and the importance of making classroom environments more welcoming for them. It also helped teachers think about how to help working children develop positive attitudes towards learning at school.

Linking school with real life

In my experience, the main barrier to inclusion of working children in education is teachers' use of methods that are not related to the children's daily lives and so hold no appeal. Working children come to school with more experiences from the street than non-working children. They soon feel bored when school seems unconnected to their real life, and eventually drop out. Working children have become conditioned to believe that school and learning is boring and teachers rarely prove otherwise. High unemployment among graduates also leads families to believe that starting work early offers a quicker solution than educating children to work when they are older.

Teachers were introduced to the idea of linking the formal and informal learning environments in which working children operate. They were trained to use classroom observation methods and to carry out focus group discussions with the various people involved with working children in public schools. The teachers were also exposed to real-life school experiences and encouraged to come up with practical ideas for addressing these situations.

Classroom observation is an important training tool. It helps trainers give more targeted advice to trainees. Replaying lessons on video can help trainees observe how they managed their lesson, and reflect on their students' responses and needs.

The teachers were encouraged to use the children's work experiences to make learning more related to their daily lives. For example, in subjects like maths, they used simulations of shops and selling and buying to make the subject relevant. They drew on children's communication skills from anger or conflict management situations on the street, to help them with Arabic language skills.

In all this work, the role of the working children should not be ignored. The best teacher trainers are usually children! When allowed to give their ideas, they can contribute to their own learning by making the teacher aware of their needs.

Manal AlShureify has recently been appointed Inclusive Education Programme Officer for Save the Children Sweden in Yemen. Contact: PO Box 18624, Sana'a, Yemen malshureify@scsmena.org

Redesigning the Soviet Education System in Kyrgyzstan

Chinara Djumagulova

In Kyrgyzstan, discrimination against children with special needs in the education system is a legacy of the Soviet Union. This system was inflexible, placing children with special needs into institutions depending on their physical or intellectual impairment or family problems. Such isolation made community integration difficult and violated children's rights. During the post-Soviet transition period in Kyrgyzstan, there has been a reduction in the number of institutions for children with special needs, due mainly to financial constraints. Consequently, such children are often left at home with no education, or placed in mainstream schools without adequate support from teachers and peers. Save the Children UK (SC UK) was asked to assist in tackling this problem in Naryn in 1998. In this article, Chinara explains how SC UK has undertaken a range of activities to promote inclusive education in the context of a post-Soviet country.

In-service teacher training

The main task was to change teachers' attitudes towards children with special needs, because for so long they had been used to separating them from other children. New skills had to be developed, and I prepared the following training modules:

1. Key principles, philosophy and ideological concept of inclusive education: to encourage the perception that children with special needs have a right to education and to be equal members of society.
2. Developing training skills of resource teachers, who then train other teachers on inclusive education practices.
3. Understanding and responding to children's needs in inclusive classrooms, based on UNESCO's guide:[1] this module supports

teachers in identifying the individual needs of each child, developing individual plans, adapting physical classroom environments, applying interactive methods to teaching children with different development levels and interests, and using friendly approaches to children in groups.
4. Overcoming barriers to inclusion and changing the lives of children from vulnerable groups: in 1998, disabled children were the more vulnerable, but we have seen increased numbers of children from other marginalised groups who are missing out on education for various reasons.

Since January 2003, we have conducted training for 11 staff members in mainstream schools classified as 'pilot professional development schools' (PDS) and 84 cluster schools across Kyrgyzstan, as a part of a USAID-funded project.

Meeting with colleagues at seminars and sharing their experiences of working with children with special needs encouraged teachers to accept and feel responsible for these children and believe in their ability to develop. Teachers began to realise their role in the development of children. A checklist was developed from observing teachers' work in mainstream school groups. This was adapted for the mentoring of trained teachers by resource trainers, who:

- support school teachers in applying knowledge and skills obtained through the inclusive education training
- provide recommendations and advice for implementing inclusive education in the classroom, to PDS and cluster school teachers who have completed the full training schedule.

The mentoring process helps teachers to tackle obstacles they face. Perhaps the most difficult problem faced by teachers is overcoming negative attitudes towards children with special needs within the community. Other problems include inaccessible physical environments; lack of skills and facilities for early identification and ongoing assessment of children with special educational needs; lack of appropriate curricula, methods and systems of multi-level assessment; and general lack of knowledge, information, skills, and experience among teachers and parents.

Redesigning the Soviet systems

During the Soviet period 'Medical-Pedagogical-Commissions (MPC) operated 2–3 times a year, 'diagnosing' children with special needs and sending them to institutions. This stopped with the collapse of the Soviet Union. SC UK supported the redesign of the old MPC system, now called 'Psycho-Medical-Pedagogical-Consultation' (PMPC). This service has recommended that many children

can be supported to learn in mainstream schools. The PMPC has reformed its screening and assessment criteria so as to be socially and not medically-focused. It uses child-friendly methods and its main work is to give consultations on all problems of psychological development of children. The service supports teachers with the development of individual learning plans. As a result, parents and their children have been given a greater say when deciding future schooling.

Using the *Index for Inclusion*
Our next step was to develop the use of the *Index for Inclusion*.[2] This aimed to make schools inclusive by setting new priorities for inclusive school environments in the school development plan; changing policies, practices and culture. Co-ordination groups of teachers, school administrators, parents, and children have been formed in each pilot school. We anticipate that each school will have its own index for inclusion, taking into account its specific needs. This activity will be taken forward in 2006–07 under our USAID grant. Family rooms were also opened for parents to meet each other. They also attend lessons, helping children to learn and adapt themselves to learning with their peers.

University-level training
A course for university students has been created, entitled 'Inclusive Education Principles and Practices'. The curriculum of the Special Psychology and Special Pedagogy courses also provide several sessions on inclusive education. In addition, Resource Trainers deliver inclusive education courses to teachers at the professional development and retraining courses of the Kyrgyz Education Academy.

Results
- about 500 children with special needs and learning difficulties are already studying in mainstream schools
- all children, including those with special needs, are benefiting from peer-to-peer interaction and socialisation, and are participating in school and community activities
- all children benefit from the individual approach to learning
- PMPC undertakes child-friendly and regular consultations for children and parents
- children experience more physically accessible environments
- community and teacher awareness has been raised on the rights of children.

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Notes
1 UNESCO (2001) *Understanding and Responding to Children's Needs in Inclusive Classrooms: A teacher's guide*, Paris: UNESCO www.unesco.org/education/inclusive
2 Read more about *Index for Inclusion* on page 19.

Since April 2001, SC UK has implemented an inclusive education programme in Uzbekistan, Kyrgyzstan and Tajikistan, supported by NOVIB. The programme aims to respond to the current segregation and discrimination of disabled children and their families in Central Asia, both through the development of alternative community-based approaches to care and education, and through advocacy for the reform of education and social welfare systems and laws.

Chinara was the Inclusive Education Adviser for Central Asia, 2002–05, and helped SC UK to publish a set of guidelines: *Inclusive Education Development in Central Asia* (2004, in English and Russian). The guide draws on the experiences and results of SC UK's work to develop an inclusive education model, taking into account the context of Central Asia countries.

Chinara is a member of the EENET Asia editorial team. EENET Asia is an information sharing network on inclusive education for Central, South and South East Asia. It is committed to the same principles and methods of working as EENET, and is already regularly producing its own regional newsletter. See 'Regional News' page.

Training for inclusive education, Papua New Guinea

Frances Gentle

Papua New Guinea (PNG) is a South Pacific island nation of approximately 5.2 million people. It is heavily forested, with many mountains and swamp areas, which make travel within and between the 20 provinces very difficult. The majority of the population lives in rural areas. This regional isolation has ensured the retention of the culture, language and customs of over 700 distinct indigenous tribes and clans. The PNG government is committed to inclusive education. It has embodied inclusive philosophy in its Special Education Ministerial Policy Statement (1994) and the Department of Education's National Special Education Plan 2004–08. The government is also a signatory to UNESCO's global mandate of Education for All by 2015. Inclusive education priorities include capacity building through pre-service and post-service special education teacher training.

The 1990 PNG National Census identified approximately 12,000 people with disabilities over the age of 10 years. The number of children with disabilities enrolled in schools has not yet been documented, due mainly to the absence of a national data collection mechanism.

Special education service provision in PNG is managed through the government's National Special Education Committee and National Special Education Unit. Delivery of special education services is done through 14 Special Education Resource Centres, based in major towns and cities. The resource centres are operated by non-government organisations, including the Christian Brothers' Callan Services Network, Red Cross, and the St John's Association for the Blind. The resource centres support families and children with disabilities, educators and school administrators, and provide community-based rehabilitation services to children with disabilities who are not attending school.

Before 2004, there was no university-level special education degree programme in PNG. Students completing undergraduate degrees in education elected to study single units on inclusive education as part of their general education degree programmes. In 2004, Divine Word University, in association with Callan Studies Institute, introduced the Bachelor of Special Education degree programme. The aims and priorities of this programme reflect the goals set out in the National Special Education Plan. Goals include university-level professional development in inclusive education, including inclusive pedagogy, school structures and leadership.

The degree programme consists of eight distance education units, each with a compulsory one-week residential component. The programme specifications highlight the incorporation of input from such 'stakeholder groups' as teachers, school administrators and children with disabilities into programme content. Reflecting the central importance of inclusive special education provision in PNG, the first Bachelor of Special Education unit offered was Inclusive Education, which was delivered in semester one, 2004.

Renwick Centre provides lecturing and resource support to the degree course. This has included the production of study guides, books of readings, provision of supplementary resource materials, and the delivery of lectures for the units on Inclusive Education and Educating Children with Vision Impairments. The content of these two units includes recent international perspectives on inclusion and disability, including research into 'best practice' in developing countries.

Students in the programme to date have included the staff of special education resource centres, school principals, head teachers and classroom teachers working in regular schools. Many of the students are self-funded, and all have communicated their commitment to lifting the standard of inclusive education in schools and community-based services.

The development of an undergraduate special education degree programme in PNG is a positive step towards translating special education policy into practice in schools and communities. In 2006, the first batch of university graduates will be returning to their schools, special education resource centres and other workplaces across PNG. The special education degree programme will have provided this group of educators with the knowledge, skills, values and attitudes to become future leaders in the field of special education and to effect change at local, regional and national levels. It is hoped that these individuals will make a difference in the lives of current and future generations of Papua New Guineans with disabilities.

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Teacher training in Uganda

Stackus Okwaput

This article draws on Uganda's experience to highlight the importance of a national policy and training commitment to teacher preparation in the implementation of inclusive education.

Special needs education in Uganda started in 1952. The Colonial Government began providing separate 'special education' services for a few children with visual, hearing, learning and motor impairments, since many children and youth with disabilities were not benefiting from the existing educational provision. However, persons with disabilities were still generally marginalised by beliefs and attitudes in society, and so developments in this 'special education' moved slowly. Inclusive education has subsequently become seen as the way to ensure that all learners access and participate in education. All teachers are central to the implementation of this strategy. Steps have been taken to ensure that Uganda's teachers are better able to teach children with special needs – all those who experience barriers to learning and development – in an inclusive setting. However, there are still some key areas of teacher training in Uganda that need further attention.

Initially, the Ugandan Government had no policy on training teachers in special needs. In 1992 it established a policy on 'Education for National Integration and Development', pledging to support special needs education by providing funding and teacher training. A 1991 Act of Parliament mandated the Uganda National Institute of Special Education, UNISE, (now Faculty of Special Needs and Rehabilitation, Kyambogo University) to train special needs education teachers. This has enabled Uganda to begin responding to the call for Education for All.

The Faculty offers Certificate, Diploma and Bachelor programmes for teachers and other personnel, with a Masters Degree in Special Needs Education and Inclusion planned. These programmes enable teachers to acquire knowledge, skills and experience necessary to teach persons with disabilities and those experiencing other barriers to learning and development, (e.g. young parents, street children, children from disadvantaged areas, those living with or affected by HIV/AIDS and other health problems, those from nomadic tribes, orphans, child soldiers and children who are traumatised).

To reach as many teachers as possible, the training is offered as a two-year full-time course and as a three-year distance education course. Both are for teachers who have had initial regular teacher training. The courses cover approaches for supporting various groups of children with special needs, and have an inclusive education component. Since 1990, 716 in-service teachers have been trained through the full-time Bachelors and Diploma courses, and between 2000 and 2003, 1,451 were enrolled on the distance courses. The number trained, however, is just a small proportion of the estimated total of 130,000 teachers employed in primary schools.

In addition the Faculty, in collaboration with the Ministry of Education and Sports, conducted in-service training for teachers at regional level. Many of these have been deployed as Special Needs Education Co-ordinators (SNECOs).

While existing policies have facilitated the development of this in-service training, there are still problems with the employment and retention of graduate teachers. The Constitution advocates equal rights and opportunities to employment. The decentralised government system in Uganda means that Local Government Authorities are mandated to recruit personnel based on the district's needs, yet the employment of teachers with special needs training in some districts is still dependant on specific Authority's attitudes. We therefore need a strategy for enforcing the policy of recruiting teachers with special needs training into every school. There also needs to be a policy to ensure that all teachers receive special needs training, either from the University or decentralised to regional level, so that they are better able to support all learners in an inclusive setting.

Specific learning difficulties in reading, writing and arithmetic are one key reason for the high school drop-out rates in Uganda. We therefore need a serious review of the training given to all teachers, to help them gain contemporary knowledge and skills for supporting children in these areas.

The Government of Uganda continues to seek local and international support to address the gaps in both the in-service teacher training system and the instructional materials/facilities available to promote training for inclusive education. Yet, as we can see from the relatively small number of teachers trained so far, much more needs to be done to ensure the success of inclusive education at all levels. The preparation of teachers for inclusive education requires policies to be implemented flexibly and needs an adequate allocation of funds to meet the increasing training demands. There also needs to be a deliberate policy for the training and reorientation of *all* teachers at *all* levels of education.

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Changing the way we teach, Burkina Faso

Selena Imerovic

What is the best way to educate deaf children? Many believe in an inclusive approach, bringing deaf and hearing children into same classroom. This was the idea behind the establishment of CEFISE (Integrated Education and Training Centre for Deaf and Hearing People) in 1988, by Pastor Kafando in Ouagadougou, the capital of Burkina Faso. CEFISE is one of the leaders of the inclusive approach in Burkina Faso, and has long experience in educating pupils with and without hearing impairment at preschool, primary and secondary levels. In this article, Selena outlines some of the approaches used to encourage and support teachers to think in a different way about teaching and learning.

CEFISE is using 'total communication'. This means that teachers communicate simultaneously through the spoken word and sign language. Deaf children, who rarely have hearing aids, usually struggle to follow lessons given in French, especially when they have not even mastered their mother tongue, Moore.

Karlet Ouedraogo, a pupil from an inclusive classroom says of her experience:

"I have one friend from another school who thinks there should be one school for deaf children and one for us. I don't agree. There is no difference between us. I don't argue with my deaf friend Aida. I learn to use sign language and she learns to speak."

There is no academic institution for educating special teaching personnel in Burkina Faso. CEFISE therefore created a training programme for teachers to prepare them for the special and inclusive education programmes.

The training has four modules and offers specific knowledge and skills in creating and implementing curriculum and teaching techniques, including psychology and basic audiology and speech therapy.

One of CEFISE's aims is to develop sign language skills in local communities. Through workshops, participants are able to learn finger spelling, signing, cued speech and to practise conversations with deaf people. The course offers rich sign vocabulary and is continuously being developed by CEFISE staff. So far, more than 200 people have participated in this initiative and have contributed to the integration process. This training is also offered to the CEFISE teachers.

Fidel Zouma, a primary teacher says:

"Training helped me a lot at the beginning of my teaching work, but as work with deaf children involves considerable emotional and physical demands, we need continuous training."

Issa Tiendrébeogo, a teacher of an inclusive class adds:

"The co-operation with a deaf teacher helps me a lot. Teaching should be supported also by a diverse range of curriculum materials."

CEFISE's long-term ambitions include achieving a better education for the children by supporting the continued development of high quality teacher training. A new initiative (started in January 2006), in close collaboration with the international NGO International Service, takes the challenge of dealing with deafness and inclusive education in five new directions:
- providing access to information for the teachers through Internet research. We support understanding that this online learning leads to continued motivation, engagement and innovation in the schools.
- providing insight into a variety of non-formal education techniques, and the kind of learning appropriate to each one, on topics like: communication skills; team-building; building trust and self-esteem; feeling social inclusion and exclusion. This helps to promote participatory learning, co-operation and interaction between classrooms.

- ensuring an environment where positive emotions and creative abilities can be emphasised through verbal and non-verbal ways. This encourages the child's simultaneous use of speech and sign language, as well of all other visual, creative and contextual cues.
- developing a teaching programme and strategies that increase a school's capacity to teach effectively on topics like art and sport, health education, human rights, ecology/environment, gender, etc.
- seeking the participation of teachers and parents in daily activities, with the aim of deepening their understanding of their children's problems, exploring solutions and motivating them to act. Involvement of parents should ensure that the child's learning is supported at home.

We would like to use this opportunity to invite you to exchange ideas with us, and together find new solutions to help teachers in their daily work towards inclusive education. If you would like to know more about our workshops, please contact us. And if you have suggestions or materials that could help us develop our work, we'd love to hear from you!

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CEFISE's teacher training workshops
Workshops with teachers are organised on a regular basis (usually every two weeks), although we are still developing our techniques as we go. We start with a session that helps teachers to work together in a more informal way than they are used to – this is the best way to foster a culture of sharing. We also try to help the teachers to free themselves from the constraints of their current way of working and context, in order to develop a vision of what they would like education to look like (instead of being fixed on what it currently looks like).

We use the workshops to give teachers an insight into the variety of (non-formal) techniques that can and should be used for teaching/learning (e.g. icebreakers, brainstorms, group and pair activities, role play, using visual images and games, etc). We get them to discuss how they feel as workshop participants/learners, and we ask them to discuss ways of learning in the workshop and rules for making the workshop positive and constructive for everyone. We then ask teachers to carry out an assignment – running a 'workshop' in their classes, on a specific topic related to the curriculum (e.g. human rights). This helps them to see that the active-learning workshop techniques are indeed relevant and useful for making their classrooms more inclusive places to learn.

Our workshops also cover topics such as:
- how to ensure participation and co-operative learning in an inclusive classroom
- how to avoid one-way communication
- the importance of a cross-curriculum approach (e.g. the importance of art teaching and creative activities in all subjects)
- "I can handle them" (how to ensure discipline in classrooms with 60 or more pupils)
- the importance of ongoing relationships with parents.
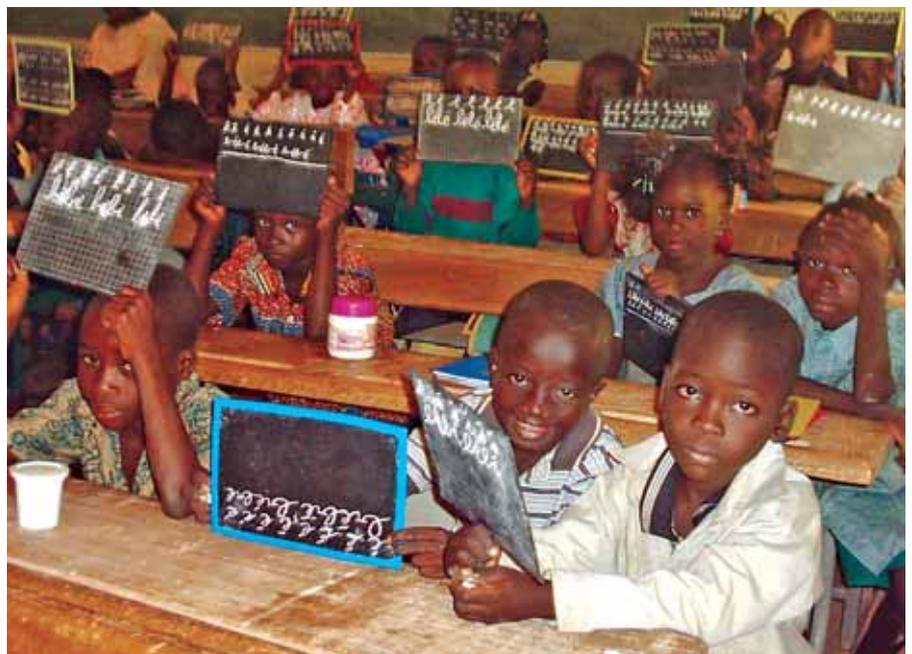
Student perspectives on what makes a good teacher, England

Students involved in the project

Westleigh High School and Technology College is a secondary school in the north-west of England. A group of seven Westleigh students has been working on a participatory photography project. They have been taking and using their own photographs as a way of exploring and sharing their experiences of education.

The students have been working together with a specialist teacher in the school, an outside researcher from the University of Manchester, and a member of the local education authority's learning support team. The students involved in this project are part of a 'nurture group' in the school which has been set up to help students who have learning and/or behaviour difficulties in school.

Students with learning difficulties are traditionally the least likely to have a 'voice' and a say about their experience of education and schooling, and are most at risk of social and educational exclusion. Westleigh school became involved with this participatory photography project through the belief that students who are struggling with school should be encouraged to express their 'voices' and share their perspectives.

They felt that these students' insights and concerns should be addressed and taken seriously by staff in the school.

In preparing to do their project, the Westleigh students looked at photographs taken by students in other schools during similar projects. One photograph in particular caught their attention. It had been taken by a student in a Zambian school, and showed a teacher he liked. The picture inspired the Westleigh students to ask questions about what Zambian schools are like and what the experience of schooling is like for Zambian students.

The Westleigh students expressed a desire to share their experiences and photographs of their school with students in Zambia. The photograph of the Zambian teacher also encouraged them to speculate

on what makes a good teacher. One of the key aspects of education the Westleigh students chose to focus on was teaching and learning. Through this project, they have shared their insights into what makes a good (and not so good) teacher.

In the course of their schooling, students learn what teachers expect from good students; but teachers don't always ask students what they think makes a good teacher.

Students have great depth of insight into teaching and learning, and their perspectives should influence these processes. Students' understanding about good teachers and good teaching have value within their school and in the wider community. Their opinions and ideas could, and should, be incorporated into teacher training programmes.

To find out more about the use of participatory photography and other image-based activities in inclusive education research and practice, please contact EENET. We encourage all readers to engage in more activities to find out what children think about: education, their experiences in school, what makes a good teacher, and what we could be doing to train and support better teachers. Please share your experiences of such activities, and the children's opinions, with EENET.

Photograph taken by Zambian student:
"This is a picture of something good. I wanted to show this is a good teacher... a teacher I like."

Students' comments and photographs

The photographs and text in the box below are part of a display created by the students to show to others, both within and outside their school.

Good teachers keep you on task and when you agree with them and they agree with you, can do fun things. We like teachers that you can mess around with a bit and have a laugh, but still be dedicated to the work. Some teachers make you do work all the time, but others break it up and let you go on the computers or watch a video sometimes. One of our favorite teachers acts more like a student instead of a teacher. Sometimes he can be strict, but he acts normal with us. He's calm instead of shouting.

Although the Westleigh students expressed the belief that good teachers should be able to be friendly and informal with students, they also stressed the importance of consistency and discipline. The students suggested that good teaching involves a balance of firmness, support, humour, fun and flexibility.

Here are some of the students' own words on the subject:

- 'Good teachers help you. They help keep you on task by doing things like helping you to keep a report book (on your work and progress) and going over it with you.'

- 'When teachers are happy it's good, but when they raise their voices, sometimes it scares the children and they don't like it. Being friendly and laughing is important.'

- 'Good teachers don't take everything so seriously all of the time.'

- 'It's better when teachers get to know you and your work so they know what you've done and what you haven't done and can help you.'

Self assessment and inclusion, The Bahamas

Betty McDonald

Educators are increasingly understanding the need to include students of all abilities in mainstream education. In this article, Betty McDonald demonstrates how self assessment can promote inclusion. She presents some of her findings from studying her work with secondary school and college students in The Bahamas.

The Bahamas is an archipelago of 700 islands in the North Atlantic Ocean, with a total population of 301,790. Its central democratic government is stable, with a 'no income tax' and liberal trade policy. Tourism is the main source of income. Education is mandatory for 5–14-year-olds, and is provided by public and private schools.

Self assessment is *'the involvement of students in identifying standards and/or criteria to apply to their work and making judgements about the extent to which they have met these criteria and standards'.* *

To implement self assessment, my students meet in pairs to discuss the standards and/or criteria they should use for judging a piece of work or performance. This may be done in any subject area, from Dance to Mathematics. I give them guidelines of what is acceptable and unacceptable. I facilitate, encourage and suggest, but I do not direct or give orders.

The students are always interacting with tourists and so they are articulate. They ask me questions and make suggestions about the assessment process, and we hold group discussions. Through these interactions, I provide additional information and we create an inclusive environment where all students feel loved, respected and accepted. I act as a role model, using my initiative to invent active learning methods. In this way students begin to appreciate experience-sharing and problem-solving, which are at the heart of inclusive education.

Once they agree about the assessment standards/criteria, pairs of students interact with other pairs, and this is repeated until there is consensus across the class.

Students then use the standards/criteria to evaluate performance. To do this, they engage each other in conversation, wait their turn to speak, actively listen to and critique each other, and provide feedback. Active classroom observation and non-written ways of observing and participating become the norm. Self assessment like this can also happen in the playground, laboratory, public places, etc.

Students complete a form on the front of their assignments, which they use to highlight areas for personal improvement. After each assignment they voluntarily discuss with each other their errors and how they will prevent a reoccurrence. This lays the ground work for improved standards.

Individual students feel included in decision-making through their active participation in the assessment process. They know their views are taken seriously. Shared decision-making promotes shared responsibility and ownership; both essential for inclusion. Diversity – an inevitable offshoot of tourism in The Bahamas – is celebrated rather than tolerated.

Visually and hearing impaired students in my class are given space to participate while others support them, for example by recording the information. Students who are slow at understanding have the opportunity to keep pace with others. The supportive environment means that no one is stigmatised for being 'different'. Our communication 'ground rules' stop extrovert students from smothering quieter students, and I am on hand to advise or intervene if required.

Students from comparatively impoverished backgrounds feel welcome as equal partners in the classroom, instead of feeling ostracised as they may do in the community. Working closely with other students in one-on-one discussions also helps students with behavioural problems to experience and develop more 'acceptable' behaviour. Using these co-operative approaches makes it easier and quicker for me to identify and address impairments, emotional stress or related conditions in classrooms.

Creating standards and/or criteria as a joint activity fosters a sense of networking and togetherness that is necessary for an inclusive environment.

Self assessment promotes reflection, introspection, creative and divergent thinking. My students have to negotiate to reach mutual agreement. The process assists less-able students, who now have opportunities for more input into an activity than they would in a more traditional classroom. At-risk groups find solace in a group focused on interaction and mutual agreement. Students tend to question exclusion. They break stereotypes and segregation and promote an inclusive education system from which all can benefit.

Dr. Betty McDonald is a professor at The University of The Bahamas, which is gradually introducing self assessment more widely. Her main research interests are educational measurement, assessment, mathematics education and applied statistics. She has published widely in education journals. Contact: University of the Bahamas P.O. Box F42766 Freeport, Grand Bahama Email: betmcdee@yahoo.com or betmcdee@hotmail.com.

* Boud, D. (1986) *Implementing Student Self Assessment*, Sydney: HERDSA

Making the learning environment more welcoming, Palestine

Akram Abualia

My first job as a teacher was at Alrashayda School near the Dead Sea in Palestine. It is far from Bethlehem without transport services to the school because it is in an area of Israeli settlements and military camps. Before the current peace process started between the Israeli and Palestinian authorities, education was organised by the Israeli authorities. It was forbidden to build or develop schools, yet existing schools in Palestine were overcrowded. The Palestine Ministry of Education decided to open schools in different places, such as rented houses, clubs and public centres. My school was one of these new schools in a mosque basement, and it presented me with some interesting challenges.

This desert area has many Bedouin people who move according to the weather and grazing for their animals. However, people are increasingly staying in one place, as the political situation makes travelling difficult. For those who stay here it can be tough – people are often quite poor, and school facilities inadequate. The number of pupils attending my class decreased as the winter got colder – seven out of 14 pupils moved with their families to warmer Jericho. Those who stayed were too cold to learn properly.

My friends told me I would soon resign and return to Bethlehem; this was a difficult place and they thought I would not be able to cope. But I knew I could be a good teacher and I did not intend to give up easily.

The classroom in the mosque basement was not well built. The walls were not finished, open doors and windows let in the cold weather, the floor was uneven, and there was no heating or electricity. Some of the children could not afford warm clothes or even shoes. Even though they were present in class, they could not participate properly – they could not concentrate on their lessons. I also found it hard to teach well in such conditions.

I was determined that the children should have an education; why should the political and environmental situation deny them their right?

We could not afford to improve the school buildings, so the situation initially seemed impossible. However, one day I decided that we would move the furniture to a corner of the classroom. The children then collected some wood, built a fire, and sat around it in the same way that they do at home. We carried out our lessons like this until the weather warmed up.

While the children warmed up I let them sing songs and tell stories from their experiences. Then I could start my lessons. The children were much happier and more confident about answering questions and participating in class. In break times they and their friends from other classes always wanted to talk and walk with me because they had heard about our classroom.

The students told their families and they started to visit me at school. Some came to thank me, but others said I was wasting my time. I invited all the parents to a meeting to explain why I was running my class in this way. Not all came, but it was still a good meeting, and parents said they would bring me anything they could to help my work.

One day the Minister of Education and Director in the Education Directorate came to open a new school nearby, within the Palestinian authority area. They also wanted to visit our school. The head teacher asked the teachers to prepare a good reception. I created a programme which included some of the families building a traditional tent for the visitors, facilitating children to talk to the Minister and sing Bedouin songs, and some wore their traditional clothes. It was a great day for everybody.

The Director noticed my working approach with parents and children, and invited me to work in a new inclusive education programme. I willingly accepted because I felt I could do even more for marginalised children in our society. But it was my work as a teacher in that school which made me love teaching so much, and which now influences my new job.

Akram Abualia is a teacher now working as a Special Education Supervisor in the Ministry of Education, Palestine. He is one of 36 members who established the inclusive education programme, and now co-ordinates the programme in the central and southern West Bank areas.
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Analysing barriers to education in rural Chile

Ana Luisa López

Most of the people in the IX Region of South Chile belong to the Mapuche ethnic group. They have lived there for centuries and maintain their own traditions and language, Mapudungun. They take pride in having fought the Spanish and resisted being conquered. In rural areas vulnerability goes hand-in-hand with isolation and economic difficulties, and there is little opportunity for social mobility. The IX Region suffers the highest levels of poverty in the country. In this article Ana Luisa explains how she and the teachers in a rural school used a range of EENET materials to promote discussion about inclusion, and how they were inspired by stories from Zambia. The concepts and approach used for reflection were inspired by the *Index for Inclusion*.

In 2004 I went to live in a small 'commune' (village) in South Chile in order to collaborate with teachers in an action research process. I invited 30 teachers and education staff to analyse the barriers they were facing to presence, learning and participation. I introduced them first to the *Index for Inclusion*, and they based their analysis on the concepts and approach recommended by this guidance resource.

I worked in a nursery, a primary and a secondary school – with 500 students in total. As I am a Spanish researcher, working together with the teachers was the first aspect to face, because we needed to establish a relationship based on co-operation and trust.

We embarked on a challenging adventure. We organised a number of one-day meetings where teachers could talk about the situation facing their school. We shared ideas and worked together to respond better to the diversity of students.

A key aspect of this challenge was working in collaboration with other teachers. I found this diagram from EENET's action research CD-ROM* useful – it helped teachers understand the process of reflection in action, and the importance of working together.

We also found the mind mapping ideas from the CD-ROM helpful. This led to some rich discussions on the positive and negative aspects of our school. The debates were necessary to analyse our barriers to diversity and to understand who was affected by them.

The action research cycle

Evaluate changes, and action research activities used, before looking again

Look again in a different way; involve different people

Don't rush into action; look again, gather more info; do more thinking if need be!

Mind mapping using tree diagrams

Secondary teachers' tree
Roots: 'lack of motivation' is the most important barrier.
Trunk: strategies previously tried and possible new ones.
Branches: different resources for support.

Nursery educators' tree
Roots: 'Parents' participation and valorising of early childhood education' and 'make better use of school human resources: Mapudungun language, folklore and ecology'.
Trunk: planned activities.
Branches: existing resources to use.

"How can it be possible that we as teachers can have so much in common, living in such different and far apart countries?"
Teacher, South Chile

The activities helped teachers to talk about the barriers their students were facing. The nursery educators expressed their concerns: they felt that some parents did not know how to support their children's education effectively. The educators were therefore planning training sessions and radio training programmes for parents and tutors. A number of children from an orphanage attend the school. They find it difficult to follow the class routine and demand constant individual attention. It was decided to reorganise the role of the educators and teaching assistants, and the rotation of their responsibilities, in order to respond to the children's needs and to involve them in the class dynamic.

The primary school teachers reflected on the way they were responding to students with behavioural and emotional issues. They thought about strategies they could use to reduce their absenteeism and late coming. They also felt they needed more training on how to involve students in defining class rules and in their own learning through planning, and more training on collaborative and peer learning approaches. They discussed issues around having students from the orphanage in school, and the fact that some

students live in a boarding school because their homes are in the mountains, miles from the village on poor roads. These teachers also reflected on the education of disabled students who are taught in a special unit (which is part of the school) but who regularly attend some mainstream classes. The teachers expressed interest in knowing more about curricular adaptations to use in class with these students.

The secondary teachers shared some concerns with their primary school colleagues. They expressed their difficulties in encouraging families to get involved in children's learning. In many cases, grandparents' or parents' first language is Mapudungun so they cannot communicate properly in Spanish. Their literacy skills are low, and they cannot help their children with schoolwork. Sometimes they have low self-esteem due to their illiteracy, and cover this by showing no interest in education. This situation jeopardizes their children's learning process.

Most of the secondary students previously attended isolated, small, rural primary schools. When the students arrive in the village, they are not used to the dynamics of a big secondary school: the change

of teachers; crowded classes; less individual teacher follow-up. They also live away from their families during the week. Teenage students tend to have few expectations for their future or opportunities for further studies, due to economic restrictions. They don't feel confident about getting a job when they finish school.

The secondary teachers felt these could be some of the reasons why the students lack motivation and self-esteem. They reflected on ways of tackling these issues in class, and designed a plan to investigate further the needs of a group of students in the first year who had repeated the grade. They wanted to analyse if low self-esteem and motivation were influencing their performance, and felt such analysis could help develop ideas or strategies for action.

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The *Index for Inclusion* is a set of materials for schools which guides them through a process of inclusive school development. It helps with identifying barriers to learning and participation, encourages self-review and detailed scrutiny of all school activities, and enables schools to evaluate their own progress towards developing inclusive practice. EENET is helping to disseminate experiences of using the *Index* in the South. The *Index* can be purchased from: Centre for Studies on Inclusive Education, New Redland, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QU, UK. Website: www.csie.org.uk Price: £24.50 incl p+p (UK)

Inspiring stories from Zambia
The EENET collection of writings by teachers from Mpika, Zambia, *Researching our Experience*, helped us understand how teachers can research specific difficulties they face, reflect on and improve their practices. I translated some of the experiences into Spanish, and we read and discussed accounts on: absenteeism, co-operation, participation, peer support, teenage mothers, and inclusive schooling. The teachers felt really moved when they read these writings. They were very impressed when they realised that most of the problems highlighted by teachers in Zambia were shared here in Chile. This offered a powerful challenge to the teachers:

"If they could do it, we can at least try".

I would like to thank EENET for sharing experience and knowledge, and for helping the teachers in Zambia to share theirs! It showed us that we are not alone – we share the 'inclusion challenge' with colleagues all over the world.

* Learning from Difference. An action research guide for capturing the experience of developing inclusive education – see Useful Publications page.

Inclusive education networking in The Gambia

John Jatta

Only through collaboration and networking among people and institutions can we derive developments for all. Networking on inclusive education requires a change of attitude and a willingness to embrace the many opportunities and complex challenges we face. It can encourage participation and initiative, capacity-building, collaborative efforts, shared experiences, and the transfer of specialised knowledge, skills and techniques – within and between communities, schools, special and mainstream education systems, and national and regional initiatives.

My experience with inclusive education networking started more than 20 years ago, when I began work on setting up the first special school for deaf children in The Gambia. Although I had no formal training on deaf education, I identified the educational needs of the deaf children, assessed the aspirations of their parents and reviewed teachers' choices of communication methods.

I set up a senior staff management committee and a Parent-Teacher Association task force. These served as advisory sub-committees, which helped design and implement our first education programme and teaching methods. We reviewed the programme and methods annually and made improvements. A few years later we introduced a modest rehabilitation service into the school programme, to work with deaf people in the community.

I started to investigate the education principles and practices used by special institutions and training centres in 'developed' countries and within West Africa. I began to piece together a plan for the development of the school and for the introduction of inclusive education in The Gambia. Next I contacted my colleagues at the special schools for the blind and intellectually impaired to discuss how we could work together to solicit government and NGO support. We collaborated and networked, and began to gather assistance from the media to help us raise public awareness about disability issues and the provision of special needs education and rehabilitation services.

I made contact with colleagues and special institutions further afield – in Senegal, Sierra Leone, Ghana and Nigeria – to share with them valuable work experiences. We learned a lot from each other. I also became involved in the activities of three international educational organisations: The Commonwealth Society for the Deaf; Initiatives for Deaf Education in the Third World; and The Catholic International Foundation for Deaf Education. I attended several international education conferences, seminars and workshops held by these organisations, on a wide range of issues. Teachers from Sierra Leone, Sweden, Norway and England joined their Gambian counterparts to conduct training workshops for the staff at my school.

These diverse learning and networking opportunities led to benefits not only for St John's School for the Deaf, but for the development of special education and rehabilitation service delivery more generally in The Gambia. For example, the Deaf Association (GADHOH) was formed and registered. A national disability survey was conducted and the results contributed to the preparation of the national policy on 'special needs education'.

Many special needs teachers were offered training in other countries, as a result of the support and co-operation of people we met during our networking. We hope these trainees will form a core of trainers at Gambia College and the University of Gambia. We also managed to get infrastructural development projects, technical aids and educational equipment funded.

Staff from St John's and other special schools, in collaboration with the Ministry of Education, went on to provide basic training for teachers in mainstream schools, in all six regions of the country. We trained them to teach children with special educational needs within their regular classes. We produced and distributed training manuals and handbooks on special needs education for the Gambia College and all the lower basic schools through the Ministry of Education.

These developments resulted from my exposure to new ideas, information sharing and the transfer of knowledge and skills through networking activities. Such networking was rewarding and worthwhile, and those involved developed a professional bond of friendship. Indeed, all this was made possible through the spirit of educational networking to tackle illiteracy and poverty, and facilitate the emancipation and inclusion of disabled people.

I am now retired but feel very grateful for the immense support and co-operation I received both within and outside The Gambia, through those basic inclusive education networking activities.

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Training disabled teachers in Mozambique

Erik Schurmann

Mozambique has been at peace since 1992. New roads, clinics, industry and communication systems have been developed to replace those destroyed in the long civil war. Yet millions of people are still living in absolute poverty. Despite developments in education, more than a million children are still out of school because of a lack of teachers and school buildings. Class sizes average 64, and disabled children are not considered a priority for education. Erik is the head of a teacher training college in Cabo Delgado in the north of Mozambique run by 'Ajuda de Desenvolvimento de Povo para Povo' (ADPP). Here he reflects on the challenge of including disabled trainees in the college.

Escola de Professores do Futuro (EPF) – 'Teacher Training Colleges for the Future' – is one of seven colleges run by ADPP Mozambique. Since 1993, 3,000 teachers have graduated and currently more than 2,000 students are enrolled for training as primary teachers in rural schools. The course lasts 2.5 years. In addition to academic subjects, students are trained in community work: starting pre-schools, running literacy courses, constructing latrines, and campaigning against HIV/AIDS, malaria and cholera. In their final year, trainees do teaching practice and implement community projects in village schools.

EPF Cabo Delgado co-operates with a disability organisation (ADEMO) which trains students in working with disabled children. It has also provided seven scholarships for disabled student teachers. Three students have graduated and are now working as teachers in the province, the rest are still in training. The disabled students improve the educational environment in the college, participate in all aspects of the programme, and demonstrate that education is for all.

Salimo's story

Salimo enrolled as a trainee teacher at EPF in 2001. Salimo uses a wheelchair so the paths were improved to enable him to move around easily. During teaching practice, Salimo organised himself so that he could write on the blackboard and he got out of his chair and crawled across the classroom to help pupils. His community project was latrine construction.

Trainee teachers receive a salary during their practical year, but the district administration would not give him one, so Salimo began work at a school anyway. One day a Ministry of Education inspection committee unexpectedly visited the school where Salimo was teaching biology to Grade 7 pupils. The committee was impressed to see him employing active teaching and learning methods using a range of plants he had brought into class. They observed that the other teachers in the school were using traditional teaching methods, with pupils simply copying text from the board. The committee heard that Salimo was working without a contract or salary and they lobbied for him to receive payment.

At the end of his practical training the children, teachers and head teacher wanted him to return. Salimo graduated in 2003 and went with the other graduates to the provincial department of education to be given a contract. On the way out of the building he was stopped by an official who said that disabled people could not be teachers. Salimo had to return the contract.

The disability organisation wrote to the provincial department on his behalf. Their response was that special conditions could not be provided for disabled teachers.

As head of the college, I met with the head of employment at the provincial department. He argued that Salimo did not have the necessary documents, which was not true. He also argued that they could not provide special working conditions for Salimo. I explained that he did not need or want any 'special conditions'! Finally Salimo was re-issued with a contract and now works at the school where he did his training.

If such attitudes and traditions are to change, we need role models for new (and older) generations to follow. EPF Cabo Delgado aims to continue educating more disabled people – with the help of sponsorship from organisations and individuals – so that more disabled people can work as educators. If we are to achieve education for all, we need well-trained teachers to teach future generations.

Contact Erik and Salimo at:
ADPP EPF Cabo Delgado
CP 395 Pemba
Mozambique
Email: dnscabo@teledata.mz

Transforming Schools: Using the 'Index for Inclusion' in South Africa

Petra Engelbrecht , Marietjie Oswald and Chris Forlin

The *Index for Inclusion** was used in three primary schools in the Western Cape Province of South Africa over a two-year period, funded by UNESCO. This opened practitioners' eyes to the wider definition of inclusive education – as an initiative for developing inclusive school communities and for identifying barriers to learning and participation for the benefit of *all* teachers and *all* learners. Lessons were learned about leadership, parental involvement and professional development.

The *Index* assisted in an honest process of reflection on school cultures, policies and practices, and in identifying and addressing priorities as part of the schools' development plans. At first, most teachers were not familiar with *White Paper 6* or the broader definition of inclusive education. They saw inclusive education as focusing specifically on including learners with disabilities. Our experience showed that inclusive education can only be implemented through an ongoing process of trial, reflection, development and collaboration. Once contextualised for South Africa, the *Index* appears to provide an appropriate model to assist in the development of more inclusive schools.

Five themes were identified as critical components for the development of more inclusive schools:
- an inclusive school philosophy
- democratic leadership, structures, processes, values
- collaboration with all relevant role-players
- addressing learner diversity and behaviour
- addressing bullying in schools.

Leadership
Working and social patterns in every school are influenced by the style of leadership. School principals have a considerable impact on the way teachers and other role-players are prepared to embrace change, new perspectives and practices. Democratic, transformative leadership promotes collaborative problem solving and sustainable transformation. In two of the schools, the leadership style made implementation of the *Index* difficult; while the third is thriving due to the principal's democratic leadership.

> **Education White Paper 6 (special needs education):**
> **Building an inclusive education and training system**
> Barriers to learning and participation in schools in South Africa arise from: socio-economic deprivation, negative attitudes to and stereotyping of difference, an inflexible curriculum, inappropriate languages or language of learning and teaching, inappropriate communication, inaccessible and unsafe built environments, inappropriate and inadequate support services, inadequate policies and legislation, the non-recognition and non-involvement of parents, and inadequately and inappropriately trained education leaders and teachers. Previously marginalised and disadvantaged schools in South Africa face particular challenges. Overcrowded classrooms, poverty stricken communities and a lack of resources place a strain on teachers that cannot be ignored, and all these factors are also counterproductive to the implementation of inclusive practices.
> *Department of National Education, Pretoria, 2001*

Parental involvement
The *South African Schools Act* (1996) acknowledges the rights of parents to play an active role in the learning process of their children. Yet, traditionally, parents tended to be excluded from participating in their children's education. *White Paper 6* stresses that the active involvement of parents in the teaching and learning process is central to effective learning and development.

If parents are to become involved in their children's education, however, they would have to be invited, motivated and empowered. The role of the principals in two of the schools was a major barrier to greater parental involvement. Their autocratic leadership styles caused tension and unhappiness; parents did not trust them and did not feel welcome in the schools.

Professional development
The management teams and teachers in some previously disadvantaged communities still struggle to accept ownership for their own professional development and growth. They have been disempowered to such an extent during the previous exclusionary regime in South Africa that they tend not to acknowledge their own abilities, know-how and the fact that they do have at least some of the answers at their disposal. This seriously threatens the sustainability of the *Index* process in the two schools with autocratic leadership.

Article written by: Petra Engelbrecht, Senior Director of Research, and Marietjie Oswald, both at University of Stellenbosch; and Chris Forlin, Hong Kong Institute of Education. The research was conducted in collaboration with: Christell de Koker and Michelle Munro, University of Stellenbosch; and Leon de Jager and Abri Arendse, Western Cape Education Department, South Africa. Contact Petra: Private Bag X1, Matieland, South Africa. Email: peng@sun.ac.za

* For more information on the *Index*, see page 19, visit www.csie.org.uk or ask EENET.

Working with Parents in Uganda

Phoebe Katende

Sight Savers International (SSI) works in partnership with the Ugandan Government to ensure that blind and low-vision children access education through the Universal Primary Education programme in the districts. Some important lessons have been learned about involving parents in the education of their children, as Phoebe explains in this article.

The success of a child's education can depend a lot on the support of his/her parents or caregivers. There needs to be a good relationship between parents, teachers and pupils. This is particularly important for children with disabilities. Many parents of blind and low-vision children are unsure of their children's potential. Parents may be frightened to send their children to school in case they get lost, hit by a vehicle, etc. Blind and low-vision children often drop out of school or attend irregularly. Often we find them at home, doing nothing or carrying out domestic chores.

The role of disabled people's organisations

Many parents are not aware of their children's rights to education. The Kamuli District Association of the Blind is promoting parents to play a bigger role in the education of their children, especially through visits to schools and lobbying teachers and the districts.

Overcoming parents' fears of school

Many parents may never have attended school and so are in awe of the education process. Schools must therefore be welcoming and supportive to parents who take an interest. Encouraging the development of parent support groups is a good way to build parents' confidence and help them to understand and discuss teachers' concerns about their children. Informal parent support groups have improved the situation for parents in one school in Kamuli district. One teacher (a blind person) said that fewer children are dropping out of school and the children now talk about their parents' visits to school.

Encouraging parents into school

Parents are encouraged to visit their children at school and build a rapport with the teachers. During these visits, parents can see what benefits other children gain from school, and whether this matches what their disabled children are getting. With this insight, parents can play a key role in monitoring the progress of their children and even lobbying for Braille paper, appropriate exams and large print books. Parents can talk to non-disabled children to encourage them to support blind and low-vision peers in their class. Often the people responsible for such issues fight for the rights of these children without involving the parents, yet when parents are trained and aware of the issues they can play a key role in their children's education.

We have found that parents who are involved with the school, even take their demands for quality education to the sub-county or district level, where they draw on their experiences in the school to illustrate their cases. One of the parents visited a district official and reported that he is "quite an understanding man, contrary to what I used to think. He had no idea about blind children and has promised to help in future". This parent was proud of the visit; it marked a step forward.

The role of teachers

We also need to ensure that teachers have a positive attitude towards disability and are willing to engage with parents. Teachers can help parents by developing action plans for their visits to school, and parents can make sure that the concerned teachers are available for these visits.

Social workers, where they exist, could also be trained to brief parents about their role in their children's education.

In our experience, teachers visit the homes of disabled children and explain to parents what to expect for their children when they attend school, and what role they, as parents, may be asked to play. The teacher will often be the first person to encourage the parent to visit their child at school.

SSI's work in Uganda has shown the importance of recognising parents' roles in education. Parents also benefit from the education of their children, and may be more committed to promoting education rights than some professionals, who may see it as just a job, not a matter of family security and happiness. We would encourage all inclusive education programmes to explore the role of parents and carers if they want to achieve better results for all learners.

Phoebe is a Project Officer, assisting SSI partners to develop programmes to promote the rights and improve the quality of life of blind and low-vision persons, and prevent blindness.

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Focus on policy: Iran

Abolfazl Saeedi

Special education in Iran started in 1941 with a charity school for blind children in Tabriz. Three years later, private deaf education was introduced by an Iranian teacher. In 1968 formal special education was established by the Bureau of Education for Exceptional Children and Students, within the Ministry of Education. After the Islamic revolution (1979) special education widened considerably. In 1990 the Special Education Organization (SEO) was established. Inclusive education was introduced when it became clear that segregated special education was not reaching enough students.

Although the number of disabled students in education (nursery, elementary and high school) was 3.5 times higher in 2004 than in 1990, they still only accounted for 0.49% of the student population. Students with moderate and severe impairments in urban areas were much more likely to be benefiting from special education. Those with mild to moderate impairments tended to be excluded from the statistics, and to be enrolled in mainstream schools but without the advantage of any special educational consideration.

In 1999, officials and administrators from SEO and the Basic Education Deputy in Tehran met with advisers from UNESCO Paris in a workshop about inclusion. In 2000, a group of education administrators from regular and special education visited inclusive schools in England, and UNESCO advisers analysed the special education situation in Iran. A pilot plan for inclusion was implemented in Esfahan and Gilan provinces. Two more workshops on educational planning for inclusion were facilitated in 2002–03, with UNICEF's help.

From 2001, resources were sought for training teachers, other school staff, officials and administrators in regular and special education departments. Two UNESCO resources – *Understanding and Responding to Children's Needs in Inclusive Classrooms* and *Open File on Inclusive Education: Support Material for Managers and Administrators* – were translated into Farsi. These were complemented by articles about the reasons for developing an inclusive education system in Iran, and educational films about inclusion in Iran and other countries.

In 2002, the pilot in the two provinces was evaluated. A programme for the development of inclusion nationally was prepared and presented at a 2003 UNESCO Conference in Pakistan. As a result of the evaluation, personnel training was identified as the key to the success of the programme. Since 2002, a number of courses have been implemented each year. In total, 5,788 teachers, 3,505 regular and special school staff, and 340 special education administrators and officials have been trained countrywide. Seminars were also held to sensitise officials and administrators of education departments at provincial level. A series of training courses on educational planning for inclusive schools has been planned for these provincial staff for 2006–08.

In 2004, the pilot was re-evaluated and a bylaw was prepared in co-operation with the deputies of the Ministry, which is being examined by the Education High Council. This bylaw built on the results of the evaluations, and was created in order to supply specialised staff to support mainstream schools and to develop adequate legislation to enable disabled children to benefit from education in mainstream schools.

In view of the increasing number of children who pass at least one year of pre-elementary classes (aged 6), the SEO, the Ministry of Health and Medical Education, the Welfare Organization, the Welfare Sciences University and the Research Institute of Exceptional Children are working to standardise the 'Ages and Stages Questionnaire'. This is a parent-completed, child monitoring system which identifies children with special needs at pre-elementary ages in order to educate them at an early age and provide the basis for including them in regular schools. The SEO Educational Planning Department aims to extend pre-elementary education to children aged 2–4.

With support from the SEO, a number of provincial associations of parents of disabled children have been formed. These are active in supporting the rights of disabled children and promoting inclusion. It is hoped that such activities will expand in the near future.

Efforts have been made to raise community awareness about inclusion. This has included radio interviews and discussions, and educational films on national TV. Hundreds of news reports and interviews have been printed in journals and newspapers throughout Iran. Together with the training programme, these activities have led to a three-fold increase in the admission of disabled children into mainstream schools. At a workshop in 2003, the Ministry of Education shared the results of its experiences with teachers and officials from Afghanistan, in collaboration with the Islamic Educational, Scientific and Cultural Organization.

Contact: Abolfazl Saeedi, Research Institute of Exceptional Children, 36, 5th building of Ministry of Education, Martyred Moazffar Brothers, Enghelab Avenue, Tehran, 1416935671, I.R.Iran. Email: asaeedi3121341@yahoo.com

Regional news

Asia

EENET Asia – the enabling education network for the Central, South and South East Asia region – published its first newsletter in July 2005. Its second newsletter is just being printed and distributed, and looks at some of the issues discussed during an international symposium run by the network in Indonesia in September 2005.
It also contains articles on topics such as: education in emergencies; child labour; HIV and AIDS; accessibility; and successful inclusive and child-friendly practices in schools and communities.

EENET Asia's editorial team invites ideas for themes for future newsletters. If there is a topic that you feel the Asia newsletter should focus on in more detail, please let the editorial team know.

Some issues they would particularly like articles on include:
- links between religion and children's rights in education
- development of 'child-friendly school' approaches in different countries
- educational rights and inclusion from parents' perspectives
- formal and non-formal education programmes, and how they can link
- education for minority communities, and children living in conflict, post-emergency situations, or in exile.

What's it like running a regional network?
We asked the EENET Asia team for their reflections on their first year of running the new network. Anupam Ahuja explained:

"This work is really great fun but demanding (with a capital D!). Yesterday was the only day in the past three months that I did not work on our second issue of the EENET Asia newsletter. There is so much to do... write to people, share our mission, motivate them to write, follow up, edit articles, share my thinking with the other editorial team members (who are based in different countries across the region), agree and disagree, acknowledge contributions, reflect on the past... and constantly keep thinking about what next. Now I understand why Susie Miles (from EENET) said, when we chatted in 2000, that EENET takes 9 months to bring out one newsletter.... It is a PROCESS!!"

The EENET Asia newsletters are available in print, Braille and electronic versions, as well as in other languages (e.g. Bahasa Indonesia, Russian and Urdu). To find out how to obtain copies, you can email asia@eenet.org.uk or write to: EENET Asia & IDP Office, Universitas Sebelas Maret, Jl. Ir. Sutami 36A, Surakarta, Jawa Tengah, Indonesia. You can also download the newsletters from EENET's website.

Regional workshop for South Asia
EENET Asia is involved in the organisation of a UNESCO regional workshop for participants from Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka.

The workshop, which focuses on the development of inclusive and child-friendly education under the umbrella of Education for All, will take place at the end of November 2006, in New Delhi, India.

For more information, please contact Johan Lindeberg, UNESCO Bangkok, P.O. Box 967, Prakhanong Post Office, Bangkok 10110, Thailand. Email: j.lindeberg@unescobkk.org

Pacific

Discussions are under way about starting an EENET-style network for the Pacific region. If you would be interested in joining such a network, or even helping to host and run the network, please contact:
Donna Lene,
Inclusive Education Project Co-ordinator (Pride, Samoa)
P.O. Box 981,
Apia, Samoa
Email: donna@samoa.ws

Translations
EENET needs your help! We really want to be able to offer this newsletter (and other inclusive education documents) in other languages, so that more readers can access it. We can't afford to pay translators, but if you could volunteer to help translate a newsletter (or even just one or two articles) into any other language, then we really want to hear from you.

The EENET interview

In February 2006, the Atlas Alliance (Norway) ran a four-day inclusive education workshop in Zanzibar, East Africa. Most of the 45 participants were from its member organisations and partners working in East and Southern Africa, Nepal and Palestine. The workshop helped participants to share experiences and learn from each other. Various participatory activities were used, including photo elicitation – the use of photos to stimulate reflection on our interpretations and experiences of inclusion. Blind participant Mr Zefania Kalumuna was interviewed by EENET's Ingrid Lewis about the use of photo elicitation.

What do you think of the use of photos to stimulate discussions among sighted and blind workshop participants?

I think it is a very good approach. It is important to remember the role that visual images can and should play in the learning process of everyone, including blind people.

What methods did your group use to include you in these activities?

I found the best solution is to have at least two people describe the picture to me, so I can gather several interpretations about what is happening in the picture. This was the same when we did classroom observation during the school visits. It was best if two people described the class to me (one local person and one 'outsider').

Did everyone describe the photo in the same way?

No! One person focuses on one thing and someone else notices a different thing in the photo. Each person had a different idea about what barriers to inclusion the pictures showed. I could build up an idea in my mind about what they described, based on different opinions.

What happened when your group discussed and analysed the photos?

I was able to suggest interpretations based on the descriptions. Sometimes my interpretation of the barrier being depicted (and the possible causes/impacts) was the same as the sighted participants'; sometimes I suggested things they hadn't thought of.

What is your view on the benefits of this activity for yourself and sighted participants?

We both really benefited from the activity. It was different for me to use this activity, but I was able to find out a lot about what was happening in the schools from the pictures. The sighted participants benefited because they had to look more closely at the picture than normal, which helped them analyse the situations of inclusion/exclusion that might exist in the picture.

Does this activity have a wider relevance to inclusive education?

Definitely! When blind children are learning to read at school they may have Braille books containing words, but sighted children have books with words and pictures. Especially in Grades 1 and 2, books are 75% pictures. This means the child with the Braille book is missing a lot. They may be together in the same class, but they are separated by different books.

What solution do you recommend?

I have worked with a project that transcribes children's books into Braille and there are several solutions I have learned about. Of course, sighted and blind children should be assisted to read together, so that the sighted child can describe the pictures to the blind child. They will both benefit from doing this. We can assist by ensuring that Braille books have both the Braille-page number and the printed-page number on every sheet of the book. This way blind and sighted children can easily know they are reading from the same page.

Another thing we do is to make an audio cassette that has sound effects relating to the pictures. For example, if the printed book has a picture of a lion, the cassette has a sound effect of a lion roaring, and the blind child can listen to this while the sighted child looks at and describes the picture. The sighted child obviously also learns more when they listen to such a cassette.

And even if we really can't afford Braille or cassettes, we should train teachers how to teach sighted and blind children about how to work together effectively from printed and picture books.

Mr Kalumuna co-ordinates special needs education for visually impaired persons within the Ministry of Education and Vocational Training, Special Needs Education Unit. He is Chair of the Information Centre on Disabilities and the Tanzania Braille Audio Trust, and is Assistant Chief Editor of the Tanzania Writers Association. Contact: P.O Box 77700 Dar es Salaam Tanzania. Email: zefakalu@yahoo.co.uk

EENET is committed to promoting the use of images in action research around inclusive education. It has been suggested that such an approach is inevitably exclusive of people with visual impairments, and so we have been keen to investigate this further. This interview has offered us some insights and ideas, and we encourage further discussion of this issue.

Your letters/emails

Girl child drop-out

I finished my teacher training in 2004. At my first school I observed that the number of girls in grade 4 was quite impressive, but when I was given class 7, I discovered a noticeable drop in numbers – almost half. Traditional attitudes which favour males in education contradict the gender policy in education in Zambia. So I found it very important to identify the deep-rooted causes of this girl child drop-out. I investigated the situation, through reading documents and talking to people in my area, and found that causes included: financial reasons; parents' low education levels; girls' low self-esteem; early pregnancy; teachers' negative attitudes towards girls, especially in science subjects. I worked to raise parents' awareness that sending girls to school can positively contribute to the development of the country. Some parents have now changed their negative attitude and vowed to continue their children's education. I would like to correspond with other teachers working on these issues around the world.

Augustine Chulube, Kashitu Middle Basic School, P.O. Box 490025, Kaputa, Zambia.

A well-timed newsletter!

Thank you for Newsletter 9, which included articles about the use of art, dance and images in inclusive education. You came at the right time with this information. I am a theatre practitioner working with the Swaziland Association of Theatre for Children and Young People. We use theatre as a life skill and as a tool to educate and inform people on dangers and social issues at community and national level. Theatre has proved to be a powerful form of information dissemination and education. We have plays on HIV/AIDS issues with the involvement of the disabled. I strongly feel theatre can be more effective in the Enabling Education Network. We would like to network with all countries/organisations involved in such work.

Zodwa T. Gama, P.O. Box 472, Mbabane, Swaziland. Email: andrewmoyo2000@yahoo.com

Editor's note:
Copies of "Inclusive Education: Where there are few resources" (published by Atlas Alliance – Norway) are available free from EENET.

Bringing diagrams to life

I have often used the diagrams from the book "Inclusive Education: Where there are few resources". My sister redrew the pictures of the peg boards for me to use in training seminars and for explaining the difference between special, integrated and inclusive education. I found the illustrations very useful. They present a very concrete explanation which has been effective with people with all levels of education. I asked a local carpenter to make me a wooden version of the boards which I use when training. They make the diagrams come to life and help blind participants to appreciate the concept more. Here are the drawings for others to use.

Karen Chesterton, currently working as Disability and Education Adviser for Afghanistan Ministry of Education, through UNDP. Email: krchesterton-education@yahoo.com, or contact through EENET's postal address.

Differences between special, integrated and inclusive education
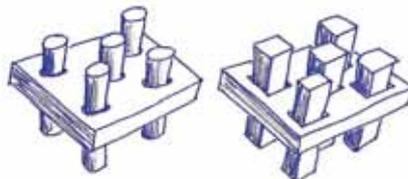

Special education
An education system for 'normal' children (round pegs); a different system for 'special needs' children (square pegs)
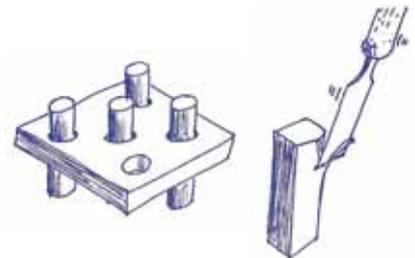
Integrated education
Trying to change children so they fit into the 'normal' system (making square pegs fit into round holes)
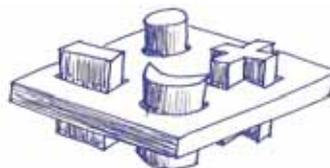
Inclusive education
All children are different – we change the system to accommodate everyone

Wooden boards made in Afghanistan
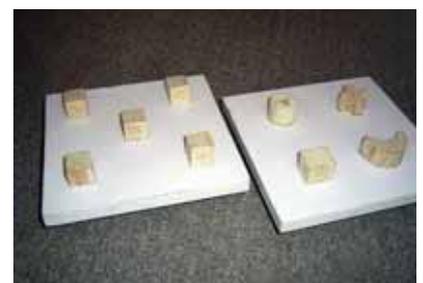
Useful Publications

Capacity Building of Teacher Training Institutions in Sub-Saharan Africa
UNESCO (2005)
Summarises evaluations of teacher training institutions and UNESCO's work in the region.
Available in English/French from:
http://unesdoc.unesco.org

Developing Inclusive Teacher Education
Tony Booth, Kari Nes and Marit Strømstad (2003)
This book provides an insightful analysis of how inclusion might be promoted in teacher education, using examples from England, Scotland, Norway, New Zealand and the USA. Published by Routledge
Available from:
Taylor & Francis Group Ltd
2 Park Square
Milton Park
Abingdon
OX14 4RN, UK
Fax: +44 (0) 20 7017 6699
www.tandf.co.uk/books
ISBN 0-415 30318 4
Price: £24.99

Guidelines for Inclusion: Ensuring Access to Education for All
UNESCO (2005)
This publication aims to change attitudes regarding inclusion, so that Education for All can become a reality. It serves as a policy tool for formulating and revising Education for All plans and can be a basis for discussion among policy makers, educators, NGOs and international organisations interested in promoting education.
Available from:
UNESCO
7, place de Fontenoy,
75352 PARIS 07 SP
France
www.unesco.org/education/inclusive

Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability
UNESCO (2005)
This document looks at the issue of education for a more sustainable future. In particular it addresses how teacher education programmes can be revised to fit broader environmental, social, and economic conditions and goals.
Available from:
http://unesdoc.unesco.org

id21.org
This website shares international development research to policy makers and practitioners, and contains many articles about teacher education issues.
See: www.id21.org

Inclusive Classrooms: The use of images in active learning and action research
EENET (2005)
This report provides further details of EENET's image-based action research project with school students and teachers in Mpika, Zambia.
Available from EENET

Inclusive Education E-newsletter
In May 2005, Healthlink Worldwide and the Disability Action Council, Cambodia ran a three-day roundtable discussion in Cambodia, attended by over 60 people interested in inclusive education. Their experiences and enthusiasm prompted the development of an electronic newsletter.

The e-newsletter covers issues such as, the inclusion of deaf children in mainstream schools, the importance of giving parents a voice, disabled teachers as role-models, and research opportunities in inclusive education. It was produced by Healthlink Worldwide and Susie Miles from EENET, as part of the Disability Knowledge and Research Programme.
Available from: www.disabilitykar.net/ie_news/ed_intro.html

Learning from Difference
EENET's guidelines for practitioners wishing to use action research in their inclusive education work is now available in printed format (as well as on CD-ROM) in Arabic, English, French, Portuguese and Spanish.
Available from EENET

Teacher Training Initiative for Sub-Saharan Africa (TTISSA)
UNESCO has launched this high-priority initiative for 2006–15 to help sub-Saharan countries restructure national teacher policies and teacher education. It aims to increase the number of teachers and improve the quality of teaching. Seventeen countries are participating in the first phase of the initiative.
More information is available at:
www.unesco.org/education/TTISSA

What Makes Teachers Tick?
VSO (2002)
Produced as part of a VSO advocacy project – Valuing Teachers – this report explores teachers' perspectives on factors that influence their motivation, and identifies policy and practice changes needed to enhance their motivation.
Available from:
www.vso.org.uk/resources/position_papers.asp

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Many of the useful publications listed here are electronic/Internet resources. EENET readers who are unable to access Internet documents are encouraged to contact us, as we may be able to provide you with photocopies, or electronic versions on CD.

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