



Enabling Education

ISSUE 14 - SEPTEMBER 2010



**Special section
on water,
sanitation and
hygiene in
schools**



E@NET
Enabling Education Network

www.eenet.org.uk

Contents

EENET news	2
A tribute to Dr Joseph Kisanji	3
Enabling gifted children to reach their potential in Uganda	4-5
Using inclusive methods to teach inclusive education in Mozambique	6-7
Developing quality early childhood education: Using the Index for Inclusion in Germany	8

Special section

Water, sanitation, hygiene (WASH) and inclusive education	9-12
Children's voices: WASH and the learning process in Ethiopia	13
Improving drinking water in schools in South Ethiopia	14-15
Community involvement in school water projects: Experience from post-conflict Sierra Leone	16-17
Hygiene awareness: Improving school attendance and participation in Indonesia	18-19
Including disabled children in improved school sanitation, Bangladesh	20
Competition results	21
Phoebe's story	22

Bringing Disability Equality into the National Curriculum in England	23
A comprehensive approach to education for all in Kibera, Kenya	24-25
Enabling deaf young people from the streets and slums of Nairobi, Kenya, to access education	26-27
Including deaf children: a community-based, parent-led approach in Bushenyi, Uganda	28-29
Enabling long-term refugees to access higher education in Thailand: A distance learning approach	30
EENET interview	31
Useful publications	32

Editors:
Ingrid Lewis and Susie Miles

EENET news

Website success

EENET's new website has been very popular, with nearly a quarter of a million visitors in the first six months of 2010. The most popular documents were:

- Index for Inclusion (English and German versions)
- Inclusive Education: Where there are few resources (Bahasa Indonesia and English versions)
- Overcoming Resource Barriers: The challenge of implementing inclusive education in rural areas
- Young people's views on early marriage and education, northern Nigeria
- Inclusive Education: A new approach to scale up education of disadvantaged children in South Asia.

What are your favourite documents on the website? Send us a list of your 'top five' documents, and we will publish your recommendations on our home page.

The International Congress on the Education of the Deaf (ICED) July 2010

EENET seeks to build the capacity of Southern practitioners to participate actively in regional and international education conferences. We want these practitioners to speak for themselves, not just be represented by Northern academics or NGOs. EENET's Susie Miles and staff from Kentalis International (Netherlands), and CBM (Germany and UK) collaborated to ensure that 28 teachers and audiologists from 16 countries of the South could attend ICED in Vancouver, Canada. This collaboration secured funding for their participation and focused on running a three-day pre-congress event. Participants got to know each other, had a study visit to services for deaf people, and practised their presentation skills. At the main conference, three symposia and various other presentations by Southern participants showcased the challenges and strengths in their countries.

EENET CIC

EENET's consultancy business (EENET CIC) is going from strength-to-strength. Since launching in January our consultants have carried out work in Armenia, Ethiopia, Liberia, Sierra Leone, South Africa and Tibet, as well as completed desk-based work relating to Bangladesh, Rwanda and Sri Lanka. We've done evaluations, situation analyses, training, facilitation, research, writing and more! EENET CIC consultancies deliver a high quality service to NGOs working on inclusive education (with a strong focus on stakeholder participation and sustainability), and provide income for EENET so that we can maintain the website and publish this annual newsletter. To find out more about EENET CIC, please email: consultancy@eenet.org.uk.

EENET is grateful to the Norwegian Association of Disabled (NAD) for helping to finance the production of this newsletter.

A tribute to Dr Joseph Kisanji (1945-2010)

Joseph Kisanji – who played an important role in the development of EENET – sadly passed away in early 2010. Joseph’s name may be familiar to many of our readers, as he wrote the editorial for EENET’s newsletter in 2009. Here, two of EENET’s founders (Susie Miles and Mel Ainscow) share some of their reflections on Joseph’s contributions to education, to EENET, and to their own lives.

Joseph, a natural intellectual, was deeply proud of his Tanzanian heritage. He experienced both colonial and indigenous forms of education, and was inspired by Tanzania’s first President, Julius Nyerere, who invested heavily in education. Joseph became visually impaired as a result of a childhood illness, and so had a personal appreciation of what it meant to be included in his local school.

For many years, Joseph led UNESCO’s Special Education Programme in southern and eastern Africa, following a career as a teacher of deaf children and as a university lecturer in Dar es Salaam. He worked for seven years in the School of Education at the University of Manchester, where he completed his PhD and wrote many of his influential papers. “Historical and Theoretical Basis of Inclusive Education” is still one of the most downloaded documents from EENET’s website. Whilst at Manchester he played a key role in EENET’s early development.

Joseph Kisanji wrote extensively about the relevance of customary education to the Western notion of inclusion. He suggested that customary education in in-tact rural communities of sub-Saharan Africa is characterised by elements of inclusiveness. This includes the provision of a relevant, locally developed ‘curriculum’ and the preparation of young people to become responsible citizens in their interdependent community structures. He pointed out that more recent attempts to formalise the process of inclusion, with the emphasis on special educational needs, have often ended in failure.

“Too often, policy makers and technocrats are more influenced by global frameworks, than indigenous knowledge.” (Kisanji and Saanane, 2009)¹

Joseph made a significant contribution to knowledge in the areas of community-based rehabilitation, customary education, understanding African proverbs and oral traditions, and in critiquing Western notions of inclusion and the global frameworks which underpin

them. He also made a long-lasting contribution to the philosophy of EENET. His ideas about how to address the imbalance of power between oral and literate cultures continue to influence the way that EENET works. We miss him greatly!

Susie Miles

I have many vivid memories of Joseph Kisanji. We first met in 1989, in Nairobi, where he helped to organise the first pilot workshop for the UNESCO teacher education project ‘Special Needs in the Classroom’. I remember his sense of fun and enthusiasm – and that he knew the best places to eat, drink and dance!

When Joseph and I became colleagues at the University of Manchester, I grew to admire his sharp intellect and reflective style of working. His writings, as outlined by Susie above, were particularly challenging to a Western mind like mine. When EENET was getting started, Joseph constantly challenged us to make sure that the voice of people in the South was a dominant feature of the conversations and debates that EENET facilitated and shared.

After Joseph left Manchester, I had the privilege of working with him on projects in Tanzania and Zambia. In those contexts his enthusiasm for creating educational opportunities for all children was an enormous source of inspiration.

So, like many other EENET supporters, I will remember Joseph as a great friend and colleague.

Mel Ainscow

You can find several of Joseph’s papers on EENET’s website. Use this link: www.eenet.org.uk/resources/#author and then click on ‘Kisanji’ in the list of authors’ names.

¹ Kisanji, J and Saanane, CB, (2009) ‘Responding to Marginalization and Exclusion in Education in Tanzania’, Chapter prepared for the Research Forum, Institute for Inclusive Education, State University of Arizona.

Enabling gifted children to reach their potential in Uganda

Jane Antonia Ichapo

Gifted or talented children are those children who are outside and above the range of 'average' learners. They often need individualised attention and support. Yet many teachers think inclusive education means providing only for individual needs related to a disability, chronic illness or other disadvantages. Little is thought about gifted children; they are often not recognised in the classroom or at home. This article draws attention to gifted children in Uganda and highlights how to ensure they are not excluded from regular classrooms.

Most teachers feel gifted children do not need special attention and they may give them tasks far below their capabilities. Such children are often misunderstood, considered rebellious, disobedient and disruptive, as they attempt to relieve their boredom, express themselves, quench their curiosity and exercise their creativity. They become frustrated and emotionally stressed, lose interest in learning, and even drop out of school – their potential remains undiscovered and unused in their communities. Therefore, teachers need to become more sensitive towards gifted learners when planning their teaching methods and differentiating their learning materials, and thus developing responsive learning environments for *all* learners.

Okoden's story

"He was the most active, always full of unending questions and energy."

This is how Jacintha, Okoden's mother, described him. Okoden is her fourth of six children. His father nicknamed him 'Obebera', meaning eager for everything. Halfway through primary school he started to show signs of withdrawal and his attendance became irregular. He would say: "I am not going to school today" and "Sometimes I like school, sometimes not. Home is good and I do many things I like." His grades always varied from high to below average.

In the middle of grade 6 Okoden completely refused to go to school. "Our efforts to convince him were fruitless. Nevertheless, he is doing well. He is the master planner in our household, without him there would be chaos." said Jacintha.

My own experience – Otingole's story

As a teacher Okoden's story makes me ask:

"What is it that the school and the teacher did not offer Okoden? Did the teacher try to identify and understand his needs? Was Okoden helped to see the relevance of school life?"

My first teaching job was in a poorly developed area; its inhabitants were low educational achievers. I taught a grade 5 class and met Otingole, a 12-year-old pupil. He was notorious in the school. He fought with older boys and there was a plan to take him away to a remand home. Every year he was bottom of the class and was advised to repeat the year, but he would just move to the next level.

I started by building a rapport with Otingole. The head-teacher and other teachers wondered how I managed to get his respect and obedience. Not even his parents could achieve that. In the classroom I would always recognise and praise the slightest improvement from Otingole, even when this was not as good as other children. I remember coaching him to recite a poem I had written about the value of education. When he presented this on Parents' Day, he was a star! Under my guidance he became a prefect in charge of the library. This was a magical moment for him and by the end of grade 5 Otingole beat 10 children in the end of year examinations. Grade 6 was a year of hard work for him. I was transferred to another school, but later heard that he made it through school and became a qualified teacher himself. Otingole was later tragically killed during rebel activities in the north of the country.

How to help gifted and talented children

Teachers are rarely taught how to teach gifted children. Yet these children need to be taught by teachers who understand them, give them well-designed tasks, and stimulate and stretch their intellect.



Children working together

Based on my experience, I have the following advice for teachers:

- Don't just teach for the 'average' learner: all children can learn and every child has his/her own 'special' characteristics and needs.
- Develop lesson plans with different levels of activities ('differentiated learning'), presented in a logical order for every type of learner.
- Use interactive approaches. Open-ended questions help children to think critically, creatively and laterally; gifted children can often take a discussion a step further.
- Respect your pupils and be a role model, this can stimulate a desire for life-long learning.
- Encourage learning beyond the classroom, e.g., school clubs, sports, music/dance or science clubs. Listen to and help gifted children to express their interests and talents and support them to achieve their full potential.
- Link learning to children's daily lives; build on what they already know, so they understand the relevance of education and attending school.
- Promote social interaction and peer-to-peer learning in the classroom so that children learn to work together and depend on each other. This helps address discrimination in the classroom and promote sharing of experiences, ideas, problems, etc. Sometimes gifted children can help teachers to help other children, but it is important that all children help one another and that teachers recognise the strengths in every child.

Jane Antonia Ichapo is a tutor at St. Mary's Primary Teacher College, Bukedea, Uganda. Contact Jane at:

St. Mary's Primary Teachers' College,
P.O Box 690
Mbale
Uganda
Email: ichjania@yahoo.com

Using inclusive methods to teach inclusive education in Mozambique **Diane Mills and Joana Carolina Jaime**

In this article, Diane, a teacher trainer, and Joana, a trainee teacher, present their perspectives on a course designed to help teachers learn about inclusive education by experiencing it themselves.

Diane's story

I was given a volunteer placement in Maxixe, in the Inhambane Province of Mozambique, to implement a pilot programme on Inclusive Education at the local Pedagogical University. Inclusive education was a new concept at the university, and the Portuguese language was also new to me. Therefore, the easiest and most effective way to implement the work was to pilot the course with the English Department.

I included the English professors in the planning process and we targeted second year students: 40 signed up for the course, but we decided to start with a smaller group of 15. The students were selected for attitude and commitment rather than their academic progress. All four female students who signed up were included, as so few young women were training to be teachers and many dropped out before completing their studies.

The course ran for one term, two evenings per week, totalling 24 hours of class time.

Course content

- the importance of inclusive education and the rights of children
- disability awareness: an overview of different disabilities and prevention of impairments
- children who have visual and hearing impairments
- identification and early intervention
- community awareness
- the support network – 'working together'
- child-centred education – including individual education plans
- practical teaching strategies
- classroom management
- course evaluation.

Teaching methodology

It is not possible to teach inclusion using non-inclusive methods. Everyone learns better by doing and seeing inclusive education working effectively, rather than focusing on theory.

Our sessions involved lots of discussion – once the students realised that we would all listen to each other's ideas they became much more confident.

Most of the students came from small villages, so we focused on their communities. I encouraged them to talk about their local contexts and about children who were not in school, e.g., the children with disabilities who did nothing all day and were ignored because everyone assumed they could do nothing. We discussed negative attitudes and how we, as teachers, could make significant changes within our communities. When we talked about support networks the students were enthusiastic and full of ideas – they immediately knew who could be involved and, therefore, who to talk to first in their schools and communities.

Most course assignments were completed either in groups or in pairs. Once the students became more confident I encouraged them to come with ideas for lesson activities, materials to use, even games and ice-breakers. At the end of each session we spent time on evaluation: 'What did you enjoy? What did you learn?' The students realised the children they teach can also learn *and* enjoy themselves in the same way!

The idea of using basic teaching resources was a new concept for the students. I demonstrated that you can use the same teaching aids for the whole class, even though you were thinking of just one or two children when you made them (e.g., large print for some children, etc). I had no budget for the course so I very rarely threw anything away. I used food boxes, tins, bottle tops, magazines, string, anything I thought the students would also have in their homes or communities to use to make interesting teaching resources. The students became very inventive using their own ideas.

Throughout the course we did role play, singing, games, and indoor and outdoor activities. One of the most enjoyable sessions was a 'quiz night' where the groups moved around the classroom to engage in: sentence building, word building, questions and answers, even picture/word matching. All 15 students participated fully – even though they have different abilities. I highlighted the importance of spending time on planning lessons to make sure they are well organised, interesting and fun for their classes.



Students on the inclusive education course

Joana's story

"I chose Joana to do the course because she was so interested in inclusive education. She was interested in broadening her teaching skills but needed to build her confidence. She also needed to improve her English skills." (Diane)

I was so happy to be chosen for this course. I didn't really know what inclusive education was, I just thought it was about different teaching methods – that it would teach me different skills. I had never even thought about disabled children going to school, even though we have a disabled student here at the university.

One session at the beginning I will always remember – we were given a picture of a girl in a wheelchair and a small boy is saying to her, 'Are you disabled?' The girl replied, 'No, I'm Isabel'. Diane gave us a copy of the picture and told us to think about the message – we were to discuss it next session. It made me realise that we have to see the person and *not* the disability. Before the course, if I saw a blind person I wanted to talk to I would say, 'Hey crego', which means 'hey blind' – now I know this is wrong and I have to see the person not just her/his disability.

I enjoyed every part of the course. Even though some of the others can speak better English than me, I was always taking part in the lessons. We all listened to each other's ideas and everyone listened to me. I think my English is getting better now I have done the course. The lessons were different, we did different things and we even brought our own ideas to class and tried them.

I thought the main part of the course would be about teaching methods. I enjoyed that part and I learned a lot, but we also did a lot about the community and how we can help change people's attitudes. One of our three main assignments was to plan a community activity or event to tell everyone about inclusive

education. People focused on the church, the youth group or their schools. The event had to be interesting, enjoyable and we had to make sure everyone knew about it so they would attend. My plan was for something at the University to tell all the students and professors about inclusion.

Everyone on the course talked in class about our different attitudes and our change of behaviour. The class was very open and we could discuss the way things are in our communities; how children are hidden away, etc. We talked about things we could do in the community to change things – open people's eyes – so they can help with inclusive education. We all know it is very important to involve the community.

When I am teaching I now feel I will be OK if I have a disabled child in my class – I will be able to teach them the same way as the other children. I think I would now have the confidence to carry out my activity at the University – to tell everyone about inclusion. I would be able to tell my friends and other people near my home – especially the ones who work at the clinic. I think it will be difficult to tell the other teachers at my school – perhaps they won't listen to me because I am only young and still a student and they have been teaching for a long time.

Half way through the course we had a big conference at the University on inclusive education. I helped to organise it and attended every session. If we have another conference next year I would be able to give a presentation and talk about everything I learned on the course.

Diane was a VSO volunteer Inclusive Education Advisor from 2003 to 2010, first in Namibia and then Mozambique. She is now in Namibia running Namibian Children's Community Vision (NCCV): www.nccv.org.co.uk.

Joana is a second-year student teacher at UP Sagrada Familiar in Maxixe.
Contact her at:
Universidade Pedagógica Sagrada Família
'UniSaF', Maxixe, Inhambane Province, Mozambique

Developing quality early childhood education: Using the Index for Inclusion in Germany

Andrea Platte

The German education system has performed poorly in international student achievement tests. It has also been criticised for discriminating against children from lower social classes and immigrant families and children with disabilities. A key focus for improving education is to develop early childhood education. Here, Andrea demonstrates how the Index for Inclusion is being used to develop inclusive cultures in schools and day care facilities.

A recent UNICEF study¹ ranked Germany 13 out of 25 OECD countries; it failed to meet these standards:

- subsidised and regulated child care services for 25% of children under three years of age
- child poverty rate less than 10%
- minimum pre-school staff-to-children ratio of 1:15
- near universal outreach of essential child health services.

Far reaching changes are needed in developing more progressive educational policies, and in changing attitudes to pedagogy. Since 2007, the *Index for Inclusion* has been used to develop inclusive cultures in 30 early childhood settings in and around Cologne and Bonn. This is being done in co-operation with the City of Cologne's school board and the Martin Luther University at Halle/Wittenberg.

1. Child care for children aged 0 to 3 years

It is rare for parents to take their infants and small children to a child care facility. Trust and co-operation need to be developed between parents and educators if this is to change. Information needs to be shared about children's behaviour, learning and development progress, and daily activities at home and in the child care setting. The 'Family Oriented University' programme at Fulda University offers child care to students and university staff. Hours are flexible according to children's and parents' individual needs, and the approach is inclusive.

2. Education, care and instruction for children aged 3-6 (kindergarten)

A day care centre uses the *Index for Inclusion* to strengthen the participation and well-being of all children, parents and employees. They seek to find and remove barriers, and to include children with disabilities. Monitoring quality development also aims to lay a foundation for future self-evaluation. The child care workers practise self-reflection using questions and indicators from the *Index for Inclusion*, e.g:

Do all educators and children view each other as both teachers and learners? Educators agreed that

they see themselves as both teachers *and* learners. At the end of each day, everybody tells each other what she or he has learned. The adults present their 'daily learning progress' to the children, so that children see how both children and adults learn from each other, and that all learners are equal.

3. Transition from kindergarten to school

In 2009, one elementary school and four day care centres in Bonn started a joint process of quality development using the *Index for Inclusion*. The aim is to ensure a participatory and inclusive transition from kindergarten to elementary school. Those involved want to strengthen parents' responsibilities and participation, and ensure that children have a smooth transition from one educational facility to another. In addition, pedagogues (child care workers) from early childhood and school settings have a chance to share their knowledge. The process is organised, monitored, and reflected upon using questions from the *Index for Inclusion*, in order for inclusive cultures, structures, and practices to become effective across the different facilities.

Prof. Dr. Andrea Platte teaches at the Faculty of Applied Science of Cologne. She also supervises the 'Shaping Diversity: Quality Development through the Index for Inclusion' project led by the Montag Foundation for Youth and Society. Contact Andrea at: Fachhochschule Köln
Cologne University of Applied Science
Claudiusstr. 1
50678 Köln
Germany
Email: andrea.platte@gmx.de
www.montag-stiftungen.de

The *Index for Inclusion* in German (and other languages) is available from: www.eenet.org.uk

¹UNICEF: The Child Care Transition – A League Table of Early Childhood education and care in the economically advanced countries of the OECD, Florence 2008.
www.unicef.ca/portal/Secure/Community/502/WCM/HELP/take_action/Advocacy/rc8.pdf

Water, sanitation, hygiene (WASH) and inclusive education

Ingrid Lewis

Why have we decided to publish a special section on water and sanitation issues?

I have developed a growing interest in the issue of water, sanitation and hygiene (WASH) and how it links with inclusive education. My interest started with an action research project that EENET was involved in, with schools in Zambia. We carried out various image-based participatory activities with school children. They were asked to photograph, draw, map or make a drama about places in school that make them feel included or excluded, welcome or unwelcome, safe or unsafe. *Every* group mentioned the school toilet and water facilities in some way! Most found them to be unwelcoming or unsafe places. The school children mostly concluded that to make their school more inclusive for all learners – girls and boys, younger and older, disabled and non-disabled – the water and sanitation arrangements needed to be addressed and improved.

The children's insights and analysis helped those involved in the project to move beyond the most obvious issues that their teachers or other adults tend to see, such as toilet buildings being inaccessible to wheelchair users.

The children told us about the issues shown in the diagram on the next page. The issues mentioned in this diagram by no means cover all the ways in which WASH facilities impact on the quality and inclusiveness of education. The diagram does, however, begin to show the importance of WASH issues for anyone striving to deliver better quality education for all. It also shows the breadth and depth of analysis that is needed by anyone trying to ensure that WASH arrangements really do meet the needs of all learners.



Latrines at Agururu Primary School, Uganda (photo taken by school pupil)



Water collection point, Agururu Primary School, Uganda (photo taken by school pupil)

The need for greater collaboration

We received fewer articles than expected for this newsletter special section. Those we did receive covered quite a narrow range of issues – compared to those that children have identified (shown in the diagram). I feel this demonstrates a clear need for more research and action on the issue of 'WASH and inclusive education', particularly around the impact that WASH provisions – at home and school – have on children's presence, participation and achievement in the learning process.

There is a strong case for greater collaboration between WASH and inclusive education experts. This is needed to help bring the two areas of work together more effectively:

- to enable WASH programme planners and implementers to understand and address the full range of ways in which WASH affects a child's learning opportunities and progress
- to build the capacity of inclusive education practitioners to not only identify, but also find appropriate, cost-effective solutions to barriers to inclusion that stem from WASH problems in schools and the wider communities.

It has become something of a cliché that development initiatives have more impact when there is 'joined-up thinking' between the various components. In the case of WASH and inclusive education, this couldn't be truer. The people who work on WASH projects usually have very different skills, experiences and perspectives from those involved in inclusive education initiatives.

(Continued on page 12)

Lack of privacy: especially worrying for girls who often drop out of school as a result.

See the article about menstruation and girls' education in Nepal on p.22 of EENET's 2009 newsletter:
www.eenet.org.uk/resources/eenet_newsletter/news13/page16.php

Health fears:

- when toilets/latrines are not kept clean and hand washing after using the toilet is not possible or inadequate
- when children are given or sold unhygienic food in or near school.

See pp.18-19 for an article about a hand washing programme in Indonesia which raises awareness among school children and families about the importance of, and methods for, good hygiene. It has also used competitions and child-to-child approaches to promote cleanliness.

An example from Tanzania

“The School WASH partnership (comprising SNV Netherlands Development Organisation, WaterAid, UNICEF and CCBRT... noted widespread inadequacy of WASH facilities in many areas of Tanzania... They mapped eight districts... There was ...a severe lack of soap and only 10% [of schools] had sufficient water for hand washing.”

Extract from an article by Comprehensive Community Based Rehabilitation in Tanzania, available on EENET's website www.eenet.org.uk/resources/docs/wash_tanzania.doc

Inaccessible toilets, washing facilities, and tap areas – due to steps, narrow doors, bumpy paths, slippery surfaces and inappropriately designed hardware.



Some examples of inaccessible facilities

Recruiting good teachers can be difficult if a school cannot offer them suitable WASH facilities in the school or local community.

Fetching water for use in school, for children tired and less able to learn in



Girls fetching water near a

Wa sanitation (WASH) an educ

Strict rules about using toilets or water facilities can make children feel uncomfortable or unwelcome in school.

Unequal access: sometimes the best teachers, while hundreds of children



Children in Zambia photographed the difference

their teachers, or for families leaves class.



© Ian Kaplan

school in Zambia

Water, hygiene and inclusive education

Hungry and thirsty children do not learn well in class.

An article on pages 14-15 describes a programme to provide clean, safe drinking water to school children in Ethiopia and the positive impact this has had on their learning. The article does, however, highlight that some children only consume water all day because their parents can't afford to send them to school with food. Yet hunger can also cause equally big barriers to effective learning.

Shauri Saleh Bakar from Zanzibar sent EENET a letter in which he highlights the importance of food if we are to ensure education for all:

“My school has enough water and toilets but we have no habit to give food to pupils with disabilities... [which] affects education in a bad way: [Pupils] sleep too much in the classroom; [it] causes truancy when pupils go to find food at home; and children do not understand the lesson when they are hungry.”

An article from Indonesia (see pp.18-19) and Shauri's letter show the importance of developing holistic programmes that address both the nutrition and water needs of school children, to ensure learning and participation.

Bullying: children are often afraid of going to the toilet at school because of bullying and anti-social behaviour.

toilets are reserved for use by a few must use a few very poor toilets.



between teachers' and pupils' toilets

Bad smells from latrines and rubbish pits distract children in class, affecting their concentration and learning.



School rubbish pit (photo taken by children in Zambia)

Poor community facilities for hygiene and sanitation can lead to illnesses that cause children to miss school. Community members may also use the school facilities if they have none at home, causing extra damage or extra mess. Schools may even keep toilets locked to avoid this.

See the drawing on p.21 by Abraham from Ethiopia showing a cycle of poor hygiene, illness and school absenteeism.

Water, sanitation, hygiene (WASH) and inclusive education (continued from page 9)

The two fields of expertise and interests rarely overlap consistently or extensively enough for either side to learn about each other's issues. I'm not saying that WASH planners or engineers need to become education specialists, or that education officials and teachers need to learn how to design and build WASH facilities.

But the two sides need to develop greater awareness of each other's existence and work together more effectively and consistently. They need a shared:

- purpose
- vision for what learners need from WASH provision
- approach to participatory methodologies that enable children, parents, teachers, etc, to be at the heart of all efforts to improve WASH provision in a way that helps deliver better quality education for all.

Without this level of awareness, understanding and collaboration there is a risk that WASH and education work will involve two groups of people who never quite understand each other. They may never quite link their ideas and actions together, and may potentially offer their stakeholders a disjointed and incomplete solution to those WASH issues that present barriers to learning and participation. By not working together to create inclusive WASH facilities at the start, they also face the more expensive option of having to adapt and improve facilities later on.

A major gap in this special newsletter section is the issue of WASH in schools/learning spaces during or following emergencies. We tried to source some articles, but were unable to do so in time. We therefore invite readers who are working in emergency and post-emergency situations to send us articles for our website or for the next newsletter.



Water supply, Nyanji Primary School, Zambia (photo taken by school pupil)

Support from WaterAid

WaterAid is very happy to support EENET with this issue of the newsletter as we are working hard to promote good access to safe water, sanitation and hygiene in schools.

We know that children's health and education suffer when they do not have access to safe water, sanitation and hygiene. Children are particularly vulnerable to diarrhoeal diseases as well as worm infection, skin diseases, trachoma, typhoid, and Hepatitis A. All of these conditions affect their long-term development, and many school days are missed because of sickness. The issues highlighted in this newsletter show how important it is to provide access to safe water, sanitation and hygiene in schools. It benefits everyone – staff and students, girls and boys, people with and without impairments. Inclusive school water, sanitation and hygiene provision supports good education for everyone. Also, when children learn about good hygiene at school they often take the messages back to their families to improve hygiene at home.

WaterAid's vision is of a world where everyone has access to safe water, sanitation and hygiene - and this includes children. For more information about WaterAid's work see our website: www.wateraid.org

EENET is grateful to WaterAid for helping to finance the production of the special WASH section in this newsletter.

Children's voices: WASH and the learning process in Ethiopia

'WASH and Children' is the name of a research project being undertaken by Water Aid Ethiopia. It explores the impact that a lack of water, sanitation and hygiene (WASH) interventions can have on the lives of children (infants, students and non-enrolled school-aged children). The research mainly focuses on areas that have no WASH facilities. However, Water Aid project intervention areas are also being researched as a control sample, with gender and accessibility issues being the key focus.

Outcomes from this research will be used to inform Water Aid's future programmes and approaches. The research is not yet complete, but we wanted to share with you some of the perspectives of the children who have been involved in the research.

From a school with no WASH facilities

"One of the biggest problems we face at the school is lack of water and toilets. We don't have a water tap at school. We usually carry 5-10 litres of water everyday from home. Some of us live very far from the school and the surroundings are hilly too. That makes carrying water from home very tiring. The water we bring to school is used for drinking, to water the plants and to clean the classrooms. Each student is responsible for at least one newly planted tree.

During break time, I hurry home to drink water and return to school. I got this scar on my chin from falling hard while running back to school. When I can't go home, I get thirsty and my attention drifts away from the classroom and I think about how I can get water to drink. My throat and my lips get dry, and swallowing and concentration becomes really hard. Whatever the case, bringing water to the school for the trees is a must. If we fail to do so, we will be punished."

Latrines are also not available at the school:

"Because of this, most students defecate around the school and make the place very disgusting. It makes us sick. It is not easy for us girls to defecate outside in the presence of boys. It's embarrassing and we don't feel safe. For me, when I can't defecate on time I feel very uncomfortable and my stomach makes noises."

"The situation at home is hard too. I have to collect water from the river. To avoid the very long queue I need to get there at midnight. ...Since I'm up so late, I feel very tired and can't pay attention in class. The round trip takes about an hour and I carry 20 litres of water. As a result I feel strong pain in my back and

hip. Sometimes I hardly feel my bones in the hip area. When I collect water in the sun I feel dizzy and weak". (*Kelalit G/ezgi, 9 years old, Grade 2*)

From a school with WASH facilities

"Our school now has a water tap and a latrine. We can get water whenever we want and use the toilet during break time. Now we don't bother about carrying water all the way from home for drinking and for the trees. We don't feel thirsty. We also don't defecate outside and aren't scared of boys teasing us. Now what we can think of is about our education. The break time that we used to waste in search of water is now used for playing. We also don't come to class late and get punished by the school security guard. In general, the availability of the water tap and latrine makes our stay at school better and allows us to study instead of worrying about water and where to go to the toilet." (*Tekle Berhe, 15 years old, Grade 5*).

The report will shortly be available in the documents section of the website for WaterAid in Ethiopia: <http://www.wateraid.org/ethiopia>

Contact: Mahider Tesfu, Senior Equity and Inclusion Officer and Manyalshal Ayele, Learning and Communications Co-ordinator

WaterAid in Ethiopia

PO Box 4812

Addis Ababa

Ethiopia

Email: MahiderTesfu@wateraid.org and

ManyalshalAyele@wateraid.org

Improving drinking water in schools in South Ethiopia

Medhin Marcho

Most settlements are located around 'wet points' so that people can access water. When water is no longer available, people may have to move to another place. It is not surprising, therefore, that a learning environment that offers limited access to water will struggle to keep children on the premises or in lessons. In this article, Medhin explains about a project that aims to improve children's access to drinking water at school, to help them participate more in learning.

Water can keep children in school

Schools for children whose families live in absolute poverty may have a particularly strong need to provide water. Many children from very poor families may consume nothing except water during the day, as their parents cannot afford to send them to school with food. Children may rush to a water point in the school compound during break times, and before leaving school and heading home, especially if the water supply at home is limited or of poor quality.

Water quality



'Drinking water' in Woshe ABEC Area

The water that some families use for drinking looks too dirty even for washing hands. Concern Worldwide and its Ethiopian partner – Wonta Rural Development Association (WRDA) – therefore took samples for testing in selected villages. The analysis showed that the water has more than 200 times the safe level - set by the World Health Organisation (WHO) - of solid materials in it. This, combined with high levels of iron and magnesium, makes the water unsafe to drink.

Supplying water through Alternative Basic Education

Concern and WRDA believe that a supply of water is an absolute necessity in the school environment. We consider that it is crucial both to keep children coming to school and to keep them learning.

In order to increase access to education for out-of-school children, the organisations have established Alternative Basic Education (ABE) centres for children in rural districts of Wolayta, South Ethiopia. Some of these learning centres are built in villages where water is scarce and of poor quality, so water supplies are part of the centres' facilities.

A water tank constructed from cement, with a capacity of 10,000 litres, is built in ABE compounds to harvest rainwater from the roof of the learning centre. Concern and WRDA have also worked on raising children's and parents' awareness to encourage similar rainwater harvesting at home.



Children using an ABE water-point

Facilitators in ABE centres act as change agents to promote safer water and sanitation in the school environment and the wider community. They also regularly check that the water tanks function properly and monitor for physical damage and cracks. ABE facilitators ensure that water is treated before children drink it, and they show students and their parents how to do the same at home, to protect their health.

The impact on learners

Endrias Torra is a facilitator (teacher) in an ABE centre in Duguna Bolosso rural district. He says there are many positive effects in terms of students' attendance and increased concentration following the improved water situation in the ABE centre. Formal primary schools in the area have no water supply, and the ABE centre also previously lacked water:

"Before construction of the water point, sometimes there were quarrels among students over a bottle of water one had brought from home, but now things are okay. In the absence of water points, many students often stopped attending the last one or two lessons of each day. Students were frequently saying 'I feel sick' when they were desperately thirsty and wanted to go home."
(Endrias Torra)

Students often wasted time looking for water to clean classrooms. Every day in formal schools and ABE centres in rural districts, a group of three to five students clean their classrooms. Previously, they missed the final class of the day while they searched for water. The water points in ABE centres have helped to save students' time and solved this problem.

Endrias highlights that the water points significantly help to refresh learners' concentration. When he observes that a learner appears sleepy and dizzy in the middle of a lesson, he advises them to go to the water point, have a drink and wash their face to refresh and cool themselves. They come back to class with far better concentration.

Sustainability

The water point is also now generating an unintended positive impact that can contribute to sustainability of the ABE centres. In consultation with the community, the ABE centre management committee sells water at low cost to community members who need extra water for social occasions. This income-generating opportunity contributes towards the ABE centre's expenses. The community welcomes this as it reduces their own contributions to ABE costs, for instance to cover payment to the facilitators and a support fund for the educational inclusion of out-of-school children from destitute families.

SNNPRG WATER RESOURCES DEVELOPMENT BUREAU
WATER PHYSICO-CHEMICAL ANALYSIS

Date of sampling (EC)	10/7/2002	Zone	Welayta
Date of testing (EC)	18/7/2002	Woreda	Duguna Fango
Nature of sampling	Untreated	Village	Duguna Boloso
Address of sender	ConcernWorldwide	Source	Cherake River
Sample taken by	Medhin Marcho	GPS Northing [°"]	
S/No	2494C	Easting [°"]	
		Altitude[m]	

	mg/L as CaCO ₃	Conductivity	117µs/cm
Total Hardness	40	Turbidity	1180NTU
Calcium Hardness	20	Temperature	23c
Magnesium Hardness	20	T.D.S	00mg/L
Total Alkalinity	80	Total Cl ₂	0.35mg/L
Bicarbonate Alkalinity	80	pH	7.0
Hydroside Alkalinity	0	Silica [SiO ₂]	
Carbonate Alkalinity	0	Dissolved NH ₃	0.11mg/L

Cations	mg/L	meq/L	Anions	mg/L	meq/L
Na ⁺	35.30	1.5355	Cl ⁻	3.00	0.0846
NH ₄ ⁺	0.15	0.0080	F ⁻	0.00	0.0000
K ⁺	9.50	0.2430	HCO ₃ ⁻	97.60	1.5997
Ca ²⁺	8.00	0.3992	NO ₂ ⁻	59.40	0.9581
Mg ²⁺	4.80	0.3950	NO ₃ ⁻	0.17	0.0036
Fe ²⁺	2.25	0.0806	Br ⁻	0.65	0.0081
Cu ²⁺	0.40	0.0126	CO ₃ ²⁻	-	-
Mn ²⁺	0.00	0.0000	SO ₄ ²⁻	0.00	0.0000
Cy ²⁺	0.08	0.0087	PO ₄ ³⁻	0.50	0.0284
Total	2.6826	Total	2.6826		

NOTE: Boldface shows Value that exceeds WHO guideline set for drinking water.
Hyphen, -, shows that the value is zero and below zero of the Photometer reading.

REMARK:
The values of Turbidity, Fe²⁺, Cr⁶⁺, Br⁻ and NO₃⁻ are extremely Higher than both the WHO guideline and NGL values set for drinking water. Therefore, it's better not to supply the water to the community with out treatment.

Example of a water quality analysis report indicating that the community's water is not safe to drink without treatment

Medhin Marcho is South Ethiopia Education Programme Manager for Concern Worldwide

Contact:

P.O. Box 1558, Awssa, Ethiopia
Email: medhincom@yahoo.com
Website: www.concern.net.

Contact WRDA:

Kebede Nana, WRDA Manager
P.O. Box 275, Wolayta Soddo, Ethiopia
Email: kebedewrda@yahoo.com



Alternative Basic Education (ABE) water point



A discussion with ABE facilitators

Community involvement in school water projects: Experience from post-conflict Sierra Leone

Osman Mohamed Bah

Leonard Cheshire Disability (LCD) has recently been working in Kabala, northern Sierra Leone, with disabled children, disabled young people and their families, raising awareness of WASH issues and the benefits of developing child-to-child clubs to build greater knowledge of the benefits of good sanitation and supportive friendship groups. Here Osman describes the project.



Children help each other with washing clothes

Introduction

More than a decade of civil conflict in Sierra Leone has left thousands of adults and children disabled. This is due to amputations and an increase in polio cases because vaccination was disrupted. Schools have been destroyed or looted. Access to care and services for disabled people is limited, many families are female-headed and poverty is endemic. Children and adults with disabilities are a particularly vulnerable group, whose opportunities for education, self-development and achieving self-reliance are extremely limited.

Kabala is the district capital of Koinadugu district which is in the far north of the country, about 200 miles north-east of the capital, Freetown. Kabala has a population of approximately 4,000–5,000 people.

LCD and the Omega Initiative

A two-year community project by LCD (2005–2007), funded by Omega Initiative, aimed to facilitate access for disabled children, disabled young adults and their families to basic education and sustainable livelihood in Kabala. It involved:

- facilitating disabled children's access to education
- economically empowering the parents of disabled children through training in small business development and piloting a revolving loan scheme
- providing orthopaedic and prosthetic services
- providing vocational skills training for disabled young men and women
- building the capacity of the Volunteer Management Committee.

The project combined direct assistance and economic empowerment to ensure its sustainability and community ownership.

A recent survey by LCD revealed 267 people with disabilities (almost 7% of the local population); 27% of these are children aged 0 to 15 years. More than 70% of these children have no access to basic education, due to poverty and stigma.

Since the civil war ended, international and local NGOs have initiated community development programmes focusing on inclusive education, water and sanitation, and improving livelihoods.

The importance of sanitation and clean water in schools

An outbreak of cholera in one of the primary schools in Kabala claimed the lives of three children. This raised the issue of sanitation and access to safe drinking water for school children, especially during the six-month dry season. The only water source was a spring – an exposed surface pit dug out of a swamp – about 30 metres from the school.

In collaboration with the Ministry of Health and Sanitation, LCD initiated a project to construct two wells with hand pumps to provide safe drinking water. In total these two school wells benefit 1,500 pupils (including five with physical impairment) and 800 community members.

Community involvement in developing and managing the wells

The school and community management committees were involved in the project from the planning stages, and contributed to the construction work. This has helped ensure school and community ownership of the wells, safeguarding them for the future. Teachers, pupils and community members attended project meetings and learned about the link between good quality water and improved health, the difficulties faced by disabled people in fetching water, and about wider health and disability issues.

"I am especially grateful to LCD for making me feel part of the community and for relieving me of the burden of water collection from the swamp pit."
(Kadiatu, female disabled pupil)

"My friends in the child-to-child club have made me very happy, since we play and collect water as a team. They are always prepared to help me out in other tasks that I am engaged in."
(Michael, disabled pupil)

LCD funded the water project, and employed community workers who supervised the technical and awareness-raising work in the community. Because LCD had good local contacts, community members willingly organised themselves as follows:

School authorities: These were responsible for communication matters, especially with LCD. Six teachers, three from each school, received health education training in Freetown, organised by the Ministry of Health. They then educated community members about improved health and the proposed water project.

Sustainability: The water project was organised within the local council structure, tied to the health division of Kabala council. Health officials trained selected community members to maintain the hand pump and ensure that spare parts are available. This is done in collaboration with UNICEF's water and sanitation team. The project networks with the Red Cross, Ministries of Health and Education, Head-teachers' Council, Regional Council, District Council, National Council and the Mercy Ships NGO.

Impact of school water project on inclusion in education

Child-to-child clubs

This water project established child-to-child clubs which brought children together in a friendly atmosphere. Members meet at least once a week to chat, discuss water and hygiene issues and play football, volleyball and tennis. This has promoted friendship which extends to water use activities (operation of hand pumps, water collection and washing of clothes).

Disabled pupils find it difficult to collect water, even from improved water points. The child-to-child clubs support disabled pupils with water collection, by creating a friendly and enabling relationship between disabled and non-disabled peers. Non-disabled youths offer assistance to disabled youths in carrying water and washing clothes. As a knock-on-effect disabled pupils are also included in sports and other social activities in the schools.

Improved attendance

School attendance has improved, especially for disabled pupils. Following discussions with head-teachers, we also discovered that disabled youths performed well in their examinations. Time saved from water collection was used for learning. Disabled children also now feel part of the community.

Improved attitudes

The inclusion of disabled children and their acceptance resulted from a number of initiatives:

- 1 community members, teachers and pupils discussed the importance of good quality water and improved health status
- 2 a community awareness-raising and sensitisation campaign on disability and the need for integrating disabled people in community developments programmes
- 3 discussions between teachers and pupils regarding school children's punctuality and the burden of carrying water, which rests primarily on women and children in rural households
- 4 discussions with pupils focusing on the fact that disabled pupils often arrive late because they collect water from distant locations, affecting their performance in school.

Shared responsibility for well construction and maintenance:

- Women in the village prepared meals for the labourers.
- Teenagers from the schools' child-to-child clubs moved sand, gravel and stones.
- The Assistant Chief provided accommodation for the well-digging team.
- Each household provided two labourers at a time to assist with well digging.
- Two head women are responsible for keeping the wells clean.

Osman Mohamed Bah is Regional Programme Manager, Leonard Cheshire Disability.

Contact:

LCD West Africa Regional Office
15ABC Old Railway Line, Brookfields
Freetown, Sierra Leone
E-mail leonardcheshire_war@yahoo.com
Tel: +232 76 612 562



Children involved in LCD's school water project

Hygiene awareness: Improving school attendance and participation in Indonesia

Alphonsine Bouya, Leo Nederveen and Waila Wisjnu

Educational achievements can be linked to healthy behaviour, a healthy body and a healthy living environment. Poor sanitation and hygiene is disastrous for infants and young children, and has an impact on the health of school-age children. This article outlines how the World Food Programme (WFP) in Indonesia has integrated hygiene messages into its school feeding programmes as part of its efforts to improve children's attendance and participation in education. In particular, the programme has focused on the basic task of hand washing.

How does good hygiene impact on children's inclusion in education?

Illness causes many children around the world to miss significant amounts of schooling. Studies have shown, for instance, that worm infections (which may result from poor hygiene, such as not washing hands before eating) can cause irregular school attendance and may negatively affect children's cognition and performance when they are at school.

The importance of hygiene education

Simply providing safe and clean water and sanitation facilities in schools is not enough. Behavioural change is also needed to ensure proper use and maintenance of the facilities and better hygienic behaviour. In the fight against diarrhoeal disease, hygiene education, including hand washing, is the single-most cost-effective health intervention. Hygiene education is not only important for a healthy school environment and student performance, it also offers opportunities for communicating with and influencing children's families.

Health, nutrition and hygiene education focuses on developing the knowledge, attitudes, values and life skills needed to make appropriate and positive health-related decisions. An active, child-centred and participatory teaching approach is required in the promotion of life skills. Hygiene awareness needs to be linked to practical lessons and involve the classroom, school environment, home and wider community.

WFP's campaign

WFP supports school feeding programmes designed to improve enrolment, attendance and retention of children in school, as well as their learning conditions and environment. A baseline study in the district of East Lombok, Indonesia, showed that knowledge of the benefits of hand washing was low and the practice needed to be promoted, especially at home. WFP-Indonesia worked in partnership with Unilever (a

company that makes cleaning and personal hygiene products). They developed a hand washing campaign in 55 schools in the district. The campaign benefits 12,200 students and their teachers, parents and communities.

Through a participatory workshop, WFP, Unilever and government officials analysed existing school health programmes and the results of a 'knowledge, attitudes and practices' survey. A campaign strategy was developed and joint responsibilities for implementation and monitoring were defined.



Example of a poster showing the importance of handwashing

Strategic allies in the implementation of the campaign included provincial and local government authorities, religious leaders, health personnel and community health workers.

The campaign aimed to promote hand washing with soap – at the right times and using the best method – among school children. Printed and audio-visual education and communication materials were developed, pre-tested, approved by the government, and produced.

An inter-sectoral District Working Group was trained in the campaign messages and materials. They passed on the training to teachers, health centre personnel, community-based mother and child health services, and religious leaders.

At school level, soap and towels have been provided in some schools, while others have used the government subsidy to renovate hand washing facilities. Teachers have developed interactive activities with children, using the campaign's comic books and posters.

Children's participation

Personal hygiene behaviour has also been promoted using child-to-child methods. So called 'little doctors' use a notebook of indicators to check the personal hygiene of their classmates. For example, they check if nails have been cut or if hands are clean before eating.

Competitions have taken place, encouraging schools to complete their hygiene action plans. Children participated in a drawing competition focusing on awareness of hand washing. A panel of representatives from WFP, partner NGOs and the government reviewed the overall performance of schools and the children's drawings. They gave awards to the best schools and drawings during the province's anniversary celebrations.

Monitoring and evaluation

Monitoring and evaluation have been continuous during the campaign. Through the 'little doctors' programme school children have participated in this process, e.g., weekly monitoring the personal hygiene behaviour of their classmates.

The programme will be evaluated in late 2010. Meanwhile, teachers observed that improved hand

washing practices have led to better attendance and improved physical performance. Fewer children are reportedly ill on school days. They are regularly reminded to wash their hands before eating their meals, and their hands are checked, which has led to improved personal hygiene.

What next?

The intention is to roll out the campaign to all WFP-supported schools in Indonesia. In addition, the experience of this pilot will be shared with relevant hand washing forums. This could make hand washing an integral part of Indonesian government policy and an activity recognised as an essential element in any effective school feeding programme.

Contacts:

- Alphonsine Bouya (Alphonsine.Bouya@wfp.org) is a Programme Adviser in the WFP Programme Design Service
- Leo Nederveen (Leo.Nederveen@wfp.org) is a Consultant in Health and Nutrition Education, working for WFP
- Waila Wisjnu (Waila.Wisjnu@wfp.org) is a Senior Programme Assistant in WFP-Indonesia.

World Food Programme
Via Giulio Viola 68/70
00148 Rome, Italy

¹ The 'little doctors' approach is part of the School Health Units programme of the Physical Health Centre of the Ministry of National Education.



Hand washing campaign poster

Including disabled children in improved school sanitation, Bangladesh

Naimul Haq

The lack of accessible water and sanitation facilities is a key reason why many disabled children do not attend school. In this article, Naimal describes a large-scale project – funded by UKAid through the UK Department for International Development – which helps to provide schools with adapted latrines and washing facilities.

Background

The SHEWA-B (Sanitation, Hygiene, Education and Water Supply in Bangladesh) project is a joint UNICEF and Bangladesh government initiative. Overall, the project targets about 20 million people and aims to change hygiene behaviours and improve access to safe water and sanitation. One of its initiatives is to provide support, through local partner NGOs, to disabled children so they can safely access water and sanitation facilities at school and in the community. The project does this through a range of activities.

Training teachers

All primary school teachers in a project area attend a two-day, rights-based and gender-sensitive training session. They learn how to implement the water, sanitation and hygiene promotion activities in their schools, and how to assess the school's WASH situation and available resources. They critically review their own situation and learn how to prepare a School Level Implementation Plan.

Teachers are trained to form Student Brigades (groups of students who want to take action on WASH issues) and mobilise them to carry out awareness activities in the community.

The training is always school-based, so that teachers can see the theory in relation to their own situation and trainers can use examples from the school. The training is participatory, using group work, plenary discussions, brainstorming and demonstrations of hygiene lessons.

While the official training module does not cover disability, in practice training is provided to ensure that latrines are as disability-friendly as possible. Records are kept of children who have various disabilities by each primary school. The School Management Committee (SMC) and local masons also receive training on latrine design, construction and quality monitoring.

Assessing children's support needs

The NGOs responsible for each sub-district assess the specific support required by children. This is done with the community using Participatory Rural

Appraisal (PRA) processes. The community makes a social map of their village showing tube-wells and latrines, and demographic information, such as where disabled people live in the village, their age and disability. Community members then make a Community Action Plan and the SMC makes the School Level Plan.

The SMC decides on site selection and the types of latrines/facilities to build, following a design guide. They apply to the Water and Sanitation Committee for support, and hire a local mason to do the work.

So far 46 physically impaired school children have benefitted from the project's changes to school latrines and water facilities.

Nayan's story

Eight-year-old Nayan used to watch other children walking to school every day, not knowing if he would ever be able to join them. He comes from a poor family in Shalbahan village and could not walk for the first six years of his life because he was born with a clubfoot. He can now walk, but it is painful and he is also unable to use a squat toilet.

Nayan began attending school in early 2010, but every time he needed to use the toilet he had to make the painful walk home. The school reported Nayan's enrolment to the SHEWA-B project, which arranged for a specially designed latrine to be installed. The latrine has support bars, and a low basin – fitted with an electric motor for a constant water supply – so he can wash his hands and face. The school has committed to maintaining this equipment from its own funds.

Naimal Haq is a consultant in the Communication Section of UNICEF Bangladesh.

Contact:
BSL Office Complex, 1 Minto Road,
Dhaka 1000, Bangladesh

Adapted from an article first published in UNICEF's Bangladesh Newsletter.

Water, sanitation, hygiene (WASH) and inclusive education: Competition results

In last year's newsletter we made a deliberate effort to engage younger readers by announcing a writing and drawing competition on the theme of water, sanitation and education:

“How do water, food and toilet facilities – at home or in school – affect your education, in a good way or in a bad way?”

Entries were divided into two age groups: under-10 years and 11 to 21 years. We received some wonderful entries. Here is a selection – sorry we don't have space to print everything that was sent.

The Winners

Betsy Echessa - winner of the under-10s age group. Here is an extract from her writing:

“I'm eight years old and I live in London. Lots of children in London have great education, unlike the ones in Africa and other countries with war and poverty problems...Children work hard but they are forced to go to war and they end up dead, it is so unfair. Education is very important because you will have money to buy a house, food and clothing. Children in Africa go round their villages to look for water. They drink it every day and the water is bad, it is polluted so children die...like in Haiti.”

Phoebe Achieng - aged 15, won the 11 to 21 age group (writing). See her article on page 22.

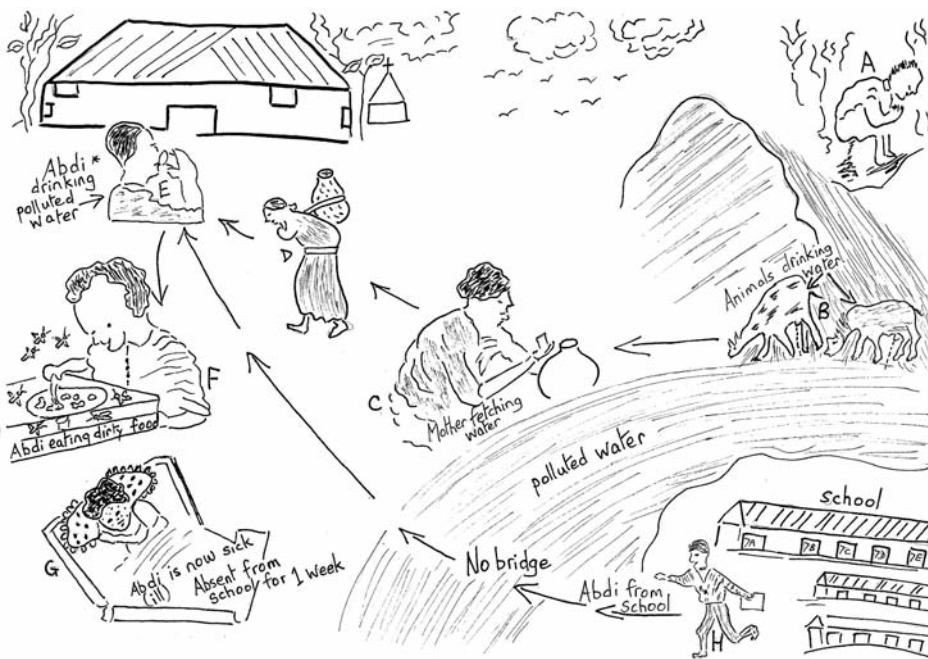
Special certificates are awarded to:

Ha'Mantilatlane Child Rescue Centre in Maseru, Lesotho, which submitted 12 entries. Here are some extracts:

“All students and teachers must make sure that water is safe and that other children do not waste it. We as students should take care of water.”
(Relebohile Letseka, age 12)

“If water is not available...we would not be able to study well and freely, even if we tried to understand, because we are thirsty, dirty and also because we would smell terribly.”
(Mirrah Marregula, age 20)

Abraham Ebisa Kebede - 20 years, Ethiopia: winner of the 11 to 21 age group. Here is his drawing showing the links between poor water quality, inadequate sanitation, health and education.



The Centre's other entries came from: Rethabile Phatela (13), Mahlohonolo Matolo (6), Lipuo Moloko (6), Lebiso Thabang Matlhole (12), Masenono Ranohe (13), Thabo Alina Matlhole (13), Tatolo Ncheke (13), Seabata Marai (13), Refiloe Moletsane (9) and Tsebiso Moleko (13).

Fr.Ouderaa Secondary School for the Deaf, Nyangoma, Kenya – four members of the school health club submitted entries: Raguel Benard (20), Ongolla Alex Otieno (20), Collins Ogendi (19) and Walter Oduwo Asewe (20).

Thanks to everyone who entered!

Phoebe's story

Phoebe Achieng

My name is Phoebe Achieng. I am 15 years old and I was born with spina bifida and hydrocephalus. I'm in class 8 at Our Lady of Mercy Girls Primary School, Nairobi, Kenya.

When I joined class 1 my mum used to come to help me with my catheterisation¹ and my bowels. She always carried a bag containing some water, soap and a towel just in case I messed myself. The toilet my mum used, which was closer to my class, did not have running water. She came daily at 9.30 a.m., 12.30 p.m. and then at 4 p.m. to take me home. At home we have running water and we fill big plastic containers with water. But the water is rationed, so we must use it sparingly. My mum pours water from washing clothes and utensils into our toilet to save water.

My friends who don't have piped water in their homes have to buy their water. They walk very long distances and carry the water on their heads or backs. People say water is life but I want to add that water is health because life with no water means diseases like cholera will spread very fast and kill very young children.

I use a wheelchair for moving long distances, but use crutches and braces for short distances. When I reached class 5 my mum taught me how to insert my own catheter. She was patient and it took me months to get it right. I was so happy, and my mum was too, as she could stop coming to school to check on me. She spoke to the school and I was allocated my own toilet at the resource centre.

I find it hard to access water within the school because there are so many students all trying to get the water – this makes it difficult when I need to clean my catheter. Sometimes I use my clean drinking water to rinse the catheter.

I also find it hard to study and concentrate when I have my monthly menses because I need a lot of water to clean my hands and the catheter. The distance from my present class to the resource centre toilet is far and I have to ask my friends to wheel me. My mum always brings water in a plastic container when I am having my menses so I can clean myself well.

One Saturday the resource centre toilet was closed so I had to use the ladies toilet which was very unfriendly. I was not able to sit properly on the toilet seat so I soiled myself. I stayed outside the class for the whole of the lesson until I could ask a



Phoebe writing at her desk

teacher to call my mum to take me home. I couldn't clean myself because we did not have enough water in the school.

Our Lady of Mercy school is a good inclusive school but they have to consider some disabilities like spina bifida, where we need water not for drinking, but for cleaning our hands and cleaning our catheters.

I would want to see this school admit many students with spina bifida and hydrocephalus because for the eight years I have been here the teachers have been very co-operative. They have learned a lot from me as a student and also from my mum, Juliana, who runs a parent support group in Nairobi for parents of children with spina bifida and hydrocephalus. For the past four years my friends have brought me home in my wheelchair. This gives me some independence because my mum is not always around to help me. I have also taught my friends about my condition and they know how to help. I love my friends at school.

Contact Phoebe via her mum:

Juliana Auma

Spina Bifida and Hydrocephalus Association of Kenya,

P.O.Box 937-00600

Nairobi Ngara

Kenya

Email: shakenyanairobi@yahoo.com

¹ Inserting a thin tube (the catheter), attached to a bag, into the bladder via the urethra.

Bringing Disability Equality into the National Curriculum in England

Richard Rieser

Under the 2005 Disability Discrimination Amendment Act, all government schools in England had a duty to promote equality for disabled people, eliminate harassment and promote positive attitudes towards disabled people. However, in 2008 it was noted that only about half of all schools in the country had a Disability Equality Scheme, and of these more than half were not promoting positive attitudes. Schools that addressed disability equality did so in lessons such as Citizenship, but not across the whole curriculum. This is worrying, as disabled children face eight times the level of bullying and harassment as non-disabled children. Here Richard outlines a project to improve the promotion of disability equality within the curriculum.

The legal context

Recently, the Equalities Act 2010 has replaced the 2005 Disability Discrimination Amendment Act, but the need to develop positive attitudes in schools remains. From 2011, schools will no longer need a Disability Equality Scheme, but instead will develop a single equalities scheme, where they can choose their priorities. Schools will still be required "...to foster good relations between persons who share protected characteristics (i.e. disabled) and persons who do not share it..." and to "...tackle prejudice and promote understanding".

The 2005 Act specifically said that disability equality had to be based on the social model. The 2010 Act does not state this, leaving us all working harder to embed a social model perspective into schools. At least the UN Convention on the Rights of People with Disabilities, which is now law in the UK and 88 other countries, has a social model orientation. Article 8 requires governments to foster "...at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities." (Article 8 2b.)

Helping schools to improve their disability equality focus

The Qualification and Curriculum Development Authority (QCDA) asked me in late 2009 to find out what schools in England were doing to raise disability equality in the curriculum, and to work with them to develop good examples. Twenty-six schools took part, trying out ideas for bringing disability equality into the curriculum. We also filmed examples of good practice.

Examples from schools

In the participating schools, different year groups did activities such as:

- Students participated in a disability equality week, followed by activities in Humanities lessons looking at impairment and the First World War, and what happened to disabled veterans.

- In Science lessons students identified visible and invisible impairments and linked them to the different systems of the body.
- In Maths students studied the mathematical basis of the Braille code and used Braille for message codes.
- Students mapped their school, showing access barriers and solutions for blind people and wheelchair users; they then wrote to the local government about the barriers.
- In English, students examined the social model for a non-fiction writing activity. When they started the class was evenly divided on their views, but by the end all favoured a social model approach.

Wider benefits

Teachers found that the work carried out for the project helped to engage pupils, especially those who usually found it difficult to concentrate – the work was fun and interesting. Teachers needed support to get started, but after a while they could adapt their curriculum planning to incorporate disability equality issues. This project only scratched the surface and I am trying to find other ways to work in depth with selected schools so that more lesson ideas and approaches can be shared on the internet.

You can find examples of the activities used in schools on the World of Inclusion website: www.worldofinclusion.com/qcda.htm.

Richard Rieser is the Director of World of Inclusion. Contact: richardrieser@worldofinclusion.com or rrieser@gmail.com

¹ Report to Secretary of State Impact of the Duty to Promote Disability Equality on Schools, 2008 <http://worldofinclusion.com/res/impact/dpdes.doc>; An analysis of a London Boroughs Disability Equality Schemes, 2009 http://worldofinclusion.com/res/impact/DES_Anonomised_Report.doc

A comprehensive approach to education for all in Kibera, Kenya

Lilly Oyare

It all started in 2000 when I walked around the Kibera slum in Nairobi. What I saw changed my way of thinking: children of all ages were playing in dirty ditches, and they lacked adequate food, security and education. In 2002, after much soul searching, I resigned from my teaching job and went to volunteer in one of Kibera's schools – Calvary School and Centre. Here I saw the challenges children faced adapting to primary school, and the lack of early childhood development (ECD) opportunities. So I decided to set up the Little Rock ECD Centre and this article outlines the wide range of work the centre is now doing to support the physical, intellectual, emotional and social development of children in Kibera. Our centre has a holistic approach to inclusive education – it's not just about disability, but about all the issues that cause children to be vulnerable and to miss out on a good education.

Kibera is three miles from Nairobi city centre. It has a population of over one million and covers 1% of Nairobi's land area, yet houses 25% of the city's population. Kibera is one of the world's largest informal urban settlements (often known as slums). Most residents lack access to basic services such as water and electricity.

In the beginning

In 2003, free primary education was introduced in Kenya. Suddenly all the children from Kibera slum went to school, and schools could not send them away. These children had not been to pre-school, so teachers had to help them catch up – it wasn't easy for the teachers or the children. This prompted me to start the Little Rock ECD Centre, to help children's transition into primary schooling.

On the first day we thought we would have five children; we planned to work with them, show people our results and get more support. But 12 children turned up! Then on the second day 22 came; and on the third day we welcomed 35! We didn't have enough space! We continued registering new children because the parents were so excited about this new service and were impressed by the progress their children were making. When we reopened after the Christmas break, 75 children were waiting at the door. We had to act quickly, and found bigger premises, but by the end of January the numbers had shot up to 100 children.

Supporting deaf and physically disabled children

The hundredth child to enrol was a deaf child, Kelvin, who used to bring lunch for his younger sister and would stay until 3:30 p.m. to take his sister home. Teachers Christine and Joy had attended a Sign Language course so we decided to start a class for



Pupils and teachers at Little Rock

Kelvin and another child called Riziki. That's how our deaf unit started in 2004. We now have 35 deaf children; 20 others have graduated to different deaf schools around Kenya. Little Rock has four teachers trained to work with deaf children, two of whom are deaf. Every teacher in the centre has learned some Sign Language, as have other children, and they really love it. Parents also come to Little Rock every Saturday to learn Sign Language so that they can communicate at home, too. In 2006 we started enrolling children with physical disabilities.

We hope to lobby the government to assist public school teachers to understand about education for children with disabilities and to develop disability-friendly school environments.

Ensuring inclusion by preventing hunger

In April 2004, Little Rock started a feeding programme; as we realised we couldn't effectively teach a child who was hungry or sick. We asked corporate organisations to support the provision of morning porridge and a balanced lunch for the

children. Then we approached an NGO, which visits the centre twice a month to treat sick children. They provide immune boosters to children and parents who are HIV-positive, give first aid lessons to parents, and health workshops for teachers.

After-school and sports activities

The library programme began in 2007 after I noticed that the children who had graduated from our school hung around Little Rock after school hours. They said they missed the food and play equipment and felt we were their second home. So, rather than turn them away, we bought a few school course books and story books for them to read and hired a primary teacher to assist them. The children would come to read for leisure, some would do their homework because they lacked course books at home, and slow learners were offered remedial support. The numbers increased when we invited brothers and sisters who were interested in reading to start attending.

We discovered that many children loved playing football, so a club was started and we hired a trainer. There are now 60 boys and girls in this club, 16 are deaf children. They have won several tournaments, but we struggle to afford the costs of kit and transport to attend these events. We started other clubs for drama, drumming, art and craft, computing, Sign Language, and music and dancing.

Extending our reach

We started supporting orphans in Kibera by giving food baskets using any surplus food we have at the end of the month. Some single mums, widows and widowers also started coming for food. The centre's management therefore decided to train parents in some skills to empower them to be independent.



Kindergarten class



Learning to sign

Fifteen parents started learning weaving, rug-, quilt- and shoe-making, tailoring and beadwork – often using recycled materials. Parents are now earning something through a small shop we set up.

Supporting young mums

Within Little Rock we set up a day care service for very small children – we now have 40 children aged 1 to 2.5 years old. Our first child was the child of a teenage mother. The girl's little sister attended Little Rock and told us her older sister wanted to go back to school. We helped her to re-enrol in a local school, and we enrolled her baby in Little Rock. From there we started the day care service to release teenage mums so they could continue their education, participate in the labour force, and help break the cycle of poverty in Kibera.

Lilly Oyare is Director of Little Rock ECD Centre

Contact:
Little Rock ECD Centre
Lemule Road Olympic Estate
Kibera
P.O. Box 21319
Nairobi 00505
Kenya

Tel: +254 (0)722 272968 / 845932
Fax: 254 (0)20 387 0252
Email: littlerockecd2000@yahoo.com or
lilly@littlerockkenya.org
Web: www.littlerockkenya.org

Enabling deaf young people from the streets and slums of Nairobi, Kenya, to access education

Richard Musau

The Undugu Society of Kenya (USK) has been empowering deaf children and young people from the slums and streets of Nairobi since 2008 – so far, 200 have benefitted. USK also lobbies policy-makers to take up the deaf agenda. Deaf awareness forums take place at both community and national level. They aim to reduce stigma and stereotyping in families and communities, as many people still consider disability a curse. Here Richard describes the way USK works.

Identifying deaf children and working with families

Street associations and community-based organisations, trained by USK, help to identify deaf young people in the community. Where possible, those living on the streets are reintegrated into their family homes and placed in regular schools near where they live. Very young children who do not know any Kenya Sign Language (KSL) are placed in a pre-school where they concentrate on learning KSL, taught by indigenous KSL signers. After that, they move to mainstream primary schools. Older children who cannot return to their families for various reasons and who are earning money (e.g., through car washing) are encouraged to join USK street associations. They participate in capacity-building workshops and gain independent living skills.

KSL trainers, provided by USK, work intensively with families of deaf young people. They teach the whole family KSL so that a deaf family member can be included in all household activities. Income-generating opportunities are also provided by USK to the most needy parents, some of whom may be living on as little as US\$1 to 2 per day.

Establishing units

There is no special school for deaf children in Nairobi, which has a population of over four million. Therefore, USK works with the local government to establish education units within mainstream primary schools, which deaf children and young people from the Nairobi slums can attend. Initially there were five units for deaf children and USK's project has established two further units. One is already operating in Korogocho (Nairobi's third largest slum), while students are still being recruited for the other.

It is estimated that 4% of deaf children in Kenya attend school.¹

When its units are being created, USK sponsors volunteer teachers to get the units up and running straight away, while waiting for a government sponsored teacher to be recruited. Thus, deaf children are not left in the school without a teacher who can communicate with them.

If we wait for the teacher to be recruited first, then the unit might never be created.

USK has conducted a deaf awareness day in the Korogocho school's unit and helped to build the capacity of teachers to accept deaf children. Teachers and deaf students in the USK-founded unit carry out exchange activities with another school – usually Joseph Kang'ethe Primary School in Nairobi city, which has a well-established unit with over 40 children and more experienced teachers.

The units set up by USK are partitioned classrooms containing different classes. Class 1 is in one corner, class 2 in another, and classes 3 and 4 sit in the other corners. Another similar classroom caters for children in classes 5 to 8. Students who progress well may be placed in a mainstream class within the school. There, the deaf student may have to help their hearing peers and their class teacher learn to sign. The 'desk mates' of deaf children usually become fluent enough to interpret during lessons.

As a result of this project, deaf children and young people:

- benefit from free and compulsory primary education and learn with their peers
- learn to advocate for their rights at an early age
- stay at home with their families – not in expensive residential schools for the deaf
- learn how to integrate through signing and lip-reading
- teach their friends and teachers how to sign.

Skills training

Young people, aged 17 to 25 years old, are placed with local artisans. They receive skills training for 6 to 12 months depending on the course. Sometimes the skills trainer does not know KSL, so volunteer KSL interpreters help during theory classes. Some skills trainers informally learn KSL through their exposure to the interpreters – they are a great asset to the project as they are keen to take on more trainees.

Richard Musau
Project Manager
Undugu Society of Kenya
P.O. Box 40417-100100
Nairobi, Kenya
richard@undugukenya.org
www.undugukenya.org

¹ Deaf Child Worldwide internal report 2009.

Richard is a Deaf young man who was born and educated in Kenya, and has a degree in Economics and Sociology. He is a disability and development consultant, and is an adviser to the Board of the Kenya National Association of the Deaf.

The deaf dilemma – an editor's note

In this newsletter we have three articles that mention the education of deaf children in units attached to regular schools (pages 24-29). The units have been developed in response to deaf children's right to access free, compulsory education, and in the absence of any schools for deaf children.

Specialist international agencies have often supported residential schools for deaf children, far from the children's families and communities. However, less than 10% of deaf children attend such schools in sub-Saharan Africa, so the trend is towards developing units attached to mainstream schools, so that more deaf children can access education.

Education is about quality as well as access. Quality cannot be guaranteed in any educational setting, but it can be harder to achieve in a multi-grade class where Sign Language is the medium of instruction. It can take a long time for a teacher to become sufficiently competent in Sign Language to be able to teach deaf children from grades 1 to 6 in the same classroom, without having access to colleagues in the school who can share similar skills and experiences. Involving Deaf adults who know Sign Language in the education of deaf children is therefore vital.

The idea of creating specialist units attached to mainstream schools originated in Northern countries. However, financial constraints and a shortage of specially qualified teachers, mean that units have developed quite differently in Southern countries. There is usually no additional support available (from speech therapists, educational psychologists, etc), as there is in the North. In sub-Saharan Africa a unit usually means that a space has been provided, along with a teacher trained in special education. But nothing more!

The main benefit of such units is the smaller class size than the rest of the school, so there is greater teacher-pupil interaction.

However, units can fall into the trap of becoming mini-special schools, operating separately from the mainstream schools to which they are physically attached. Units therefore risk perpetuating the social exclusion of deaf learners while potentially also offering a second-rate education. The alternative is to include deaf children in large regular classes taught by teachers with limited awareness – an approach that is also full of difficulties.

In the Kenyan example (above) efforts have been made to ensure high quality Sign Language instruction in the home, the classroom and the workplace. In addition, deaf students can transfer to the mainstream school in which the unit is situated. In the Bushenyi, Uganda, article (pages 28-29), parents have been learning Sign Language, and the project has tackled negative attitudes in the community. Both these initiatives suggest an approach beyond simply 'units for deaf children'. They represent a holistic, child-centred approach to education, which includes families, communities, mainstream schools and governments in the process.

The situation for deaf learners is not static. I am confident that more inclusive forms of education will develop, as Sign Language competence increases and more Deaf adults become involved in education at all levels.

Susie Miles

Including deaf children: a community-based, parent-led approach in Bushenyi, Uganda

Lorraine Wapling and Julia Peckett

Bushenyi District Education Department is supporting 123 deaf children, registered in 14 units attached to primary schools, and six students in secondary education. This is a community-based initiative which has strong government commitment to teacher education, parent involvement and Sign Language development. In 2009, Lorraine Wapling, a deaf consultant from the UK, was recruited by Deaf Child Worldwide to evaluate this exciting initiative. Here, Julia (who commissioned the evaluation) and Lorraine tell the story.

Progressive policies

The Ugandan government has developed equitable education policies which prioritise girls, children from income-poor families and disabled children. This began in 1996 with Universal Primary Education. Ugandan Sign Language has been formally recognised, there is a national Disability Act, and the

government has ratified the UN Convention on the Rights of People with Disabilities.

Educating disabled children since 1984

This table illustrates some of the key stages in developing education for deaf children in Bushenyi in the last 26 years.

1984-2000	National Education and Assessment Resource Services (EARS) programme – funded by the Danish government agency, DANIDA, throughout Uganda, including Bushenyi. Provided early identification and formal education to disabled children.
1998-2000	DANIDA phased out its support to the EARS programme. Bushenyi District Education Department was unable to maintain such a resource-intensive service without this donor funding.
2000-2001	VSO Uganda carried out a needs assessment to identify a way of developing a more sustainable support system. Findings included: <ul style="list-style-type: none"> • deaf children and those with learning difficulties were not included in local schools • negative community attitudes towards educational inclusion were a major barrier.
2002	Based on the findings, Bushenyi District Education Department began implementing a new primary level inclusive education programme. Key features included: <ul style="list-style-type: none"> • in-service teacher training for unit teachers • five units for deaf children established • no deaf child should live more than 10km from a special unit • teachers in the primary schools with units volunteered to receive on-the-job training in Sign Language.
2007	Community-based organisation, Silent Voices, was formally established. It co-ordinates parents' group activities and helps to support their fundraising, financial management, etc. Parent group members meet, support each other, learn Sign Language, raise community awareness, and so on.
2009	Evaluation of the inclusive education programme carried out. By this time there were 14 units educating 123 deaf children.

School attendance (based on current estimates)¹

	Population	Number of 'deaf' schools	Number of units for deaf learners	% deaf children attending school
Bushenyi	1m	0	14	8%
Uganda	33m	6	40	2%

Successes

- Six pupils progressed to secondary education in 2009. All passed their first year exams; one was third in a class of over 100 children.
- Teachers in the units are on the District payroll – there is no separate financial arrangement for the inclusion of deaf children.
- The schools with units are government schools, so no fees are payable unless the child is a boarder.
- Many teachers in the units now hold a diploma in special needs education. Teachers from the original five units have helped to train teachers in newer units.
- There is a high level of commitment among parents and teachers; many had previously resisted the inclusion of deaf children in local schools.
- Community attitudes towards deaf children have greatly improved.
- The number of deaf children being brought to school continues to increase.
- Deaf young people understand the value of education; many have been encouraged to aim for secondary education.

Challenges

- It has proved difficult to recruit Deaf adults to help with the Sign Language training.
- Many children have very poor language skills and teaching staff are struggling to know how to respond.
- There is only one Sign Language interpreter for the six deaf learners in secondary education.

Future projects should consider:

- involving the local government education department from the beginning, so that they have a sense of ownership, and include teachers' salaries and extra classrooms in education budgets

- starting with a small, pilot project to generate parent-led demand for deaf children to be educated
- involving Deaf adults in service development and delivery.

It is essential to pay careful attention to deaf children's language development, and Sign Language development in particular. This can be done by:

- supporting teachers to learn how to develop children's language skills
- involving Deaf adults in the education of deaf children as role models for language development, including Sign Language.

Lorraine can be contacted by email at: consultant@wapling.me.uk or via EENET's postal address.

Julia was the Programme Manager for East Africa at Deaf Child Worldwide until July 2010. She is contactable by email at: juliapeckett@hotmail.com.

Further information about the Bushenyi project:

Deaf Child Worldwide (2010) 'Evaluation of the Bushenyi District Inclusive Education Programme', available from Deaf Child Worldwide.

Deaf Child Worldwide (2008) 'Family Friendly'. This book features stories from parents of deaf children and their organisations in 20 countries. www.deafchildworldwide.info/learning_from_experience/resource_library/useful_publications/family_friendly.html

Deaf Child Worldwide, 15 Dufferin St, London EC1Y 8UR, UK.

¹ Deaf Child Worldwide internal report 2009.



Deaf children in class in Bushenyi

Enabling long-term refugees to access higher education in Thailand: A distance learning approach

Barbara Zeus

Around 140,000 refugees from Burma live in camps along Thailand's border with Burma (Myanmar). These camps have existed for 26 years. Refugees' rights are tightly restricted and they are fully dependent on external aid agencies for food and livelihood support. Many young refugees know little about life outside the camps and lack opportunities and freedoms. They are able to access secondary education in the camps but few can go to university. Barbara explains how accredited degree programmes have been made available through distance learning.

A community-run camp education system offers Burmese refugees primary and secondary education and some vocational training, with support from international NGOs. Education is highly respected and young people hope to shape their country's future as educated citizens. Many young refugees study hard and dream of attending university, but face financial difficulties, lack of awareness of the application procedures, lack of accreditation and citizenship, and restrictive host country policies.

A few students from the camps have won university scholarships in Thailand and abroad, but competition is high. The cost of one student studying abroad could cover the cost of many students studying locally. Refugee communities lose human resources when students leave for overseas studies. Providing higher education opportunities within camps is therefore important, yet only 3% of all UNHCR-supported education programmes worldwide are at vocational and higher education levels. There is also a lack of research into the benefits of higher education for refugees and their communities.

Distance learning

Some refugees in Thailand have accessed higher education via the internet. Some have pursued degree programmes via distance learning from the Australian Catholic University (ACU), from which there have been 22 graduates since 2004. Currently, around 20 students are studying for a Diploma in Liberal Studies which ACU runs in partnership with four American Jesuit universities. ACU used a participatory approach to decide on refugee communities' needs and students' preferred subjects.

The programme combines online learning with face-to-face teaching from visiting tutors, and on-site tutorial support for academic English, study skills and motivation. Learning and teaching materials were adapted from Australia to suit local contexts. The online courses have enabled students to access information, develop skills and knowledge, and obtain an internationally-recognised qualification.

Refugee empowerment

ACU found that most distance learning graduates gained employment with locally based NGOs and community-based organisations dealing with issues like education and human rights. Their advanced English, IT, research, leadership and management skills helped them get these jobs.ⁱ ACU also found the distance learning programme helped increase students' self-esteem and respect within the community. The degree programmes have empowered refugee graduates and their communities to move from passively accepting outside aid to engaging in direct dialogue with policy-makers and practitioners. Students have been encouraged to see alternatives to violence in struggling for democracy in Burma.

The way forward

Refugees spend on average 17 years in exile, so their educational needs cannot be put on hold. Developing transferable skills through distance learning can help students prepare for their uncertain future (e.g. repatriation to Burma, or resettlement in Thailand or elsewhere). Distance education remains relatively unexplored as a tool for including marginalised learners at higher education levels. The ACU example could inspire similar programmes or partnerships between universities and NGOs providing refugee education.

Barbara has worked with Burmese refugees in Thailand on a voluntary basis since 2004. She is currently an intern with INEE's Adolescent and Youth Task Team (see: http://ineesite.org/index.php/post/adolescence_and_youth_task_team). This article is based on the author's MA dissertation, available from EENET's website: www.eenet.org.uk/resources/docs/Higher_Ed_Refugees_Thailand.pdf.

The author can be contacted by email at: zeus.barbara@gmail.com.

ⁱ UNHCR. (2003). World Refugee Day 2003: Information Kit. Geneva: UNHCR.

ⁱⁱ MacLaren, D. (2010). *Tertiary Education in Pursuit of the Common Good: the Thai-Burma Border Experience*. Faculty of Arts and Sciences, Australian Catholic University, MacKillop Campus (unpublished).

The EENET interview

Ingrid Lewis joined EENET in 2002. She worked as an assistant to the then Co-ordinator, Susie Miles, before taking over as Co-ordinator in 2005. Ingrid is now changing roles, to manage EENET's consultancy branch (EENET CIC). In this interview, Ingrid uses a visual representation of EENET's work to explain why the Co-ordinator role has been so enjoyable.

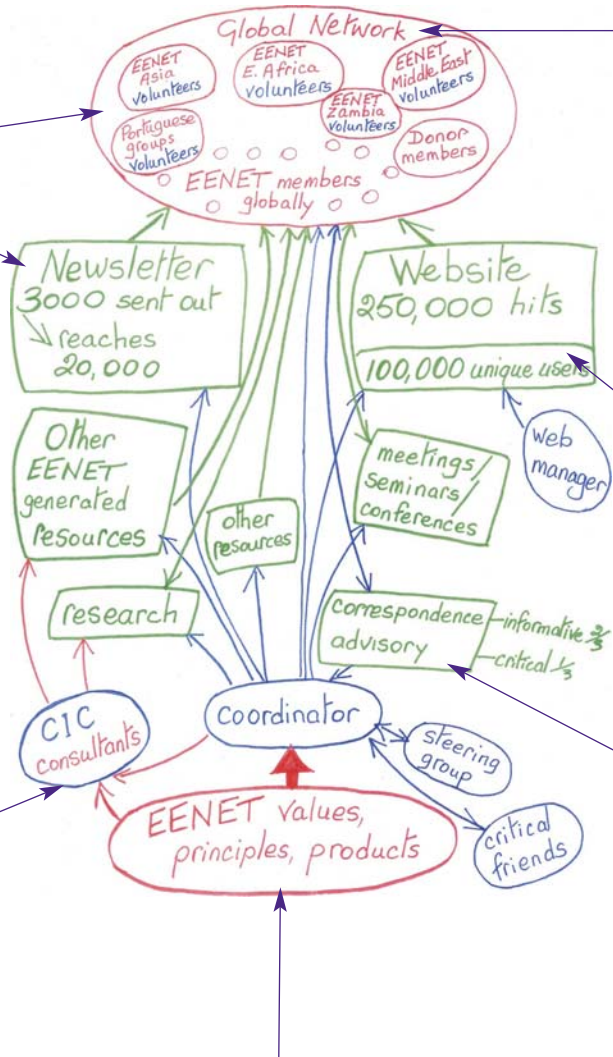
Who have you most enjoyed working with?
 Too many people to mention! It has been a privilege to meet and correspond with thousands of people around the world. Every year I learn so much from the experiences of our newsletter contributors; often I share these examples through my own freelance work. Last year's website redesign was done by a volunteer, and all of the regional networking activities so far have been led by volunteers: an amazing contribution!

Why did you choose to work for EENET?
 After eight years working for large international NGOs, I wanted an opportunity to work more closely with stakeholders who were facing discrimination and seeking inclusion. EENET does just that!

Has EENET changed in the last eight years?
 The basic values and principles haven't changed, but the number of people joining our information-sharing activities has increased hugely. Also, more people in the South can now access resources and find answers to their questions via the Internet (we had 100,000 website visitors in six months). Thousands still can't do this, however, so EENET remains committed to providing non-web-based advice, information and feedback.

What will you do next?
 I'll be running EENET CIC, raising funds to help EENET achieve its objectives (such as being able to publish this newsletter). Our consultants will also keep promoting and using EENET's favourite participatory methods, like action research, participatory photography and children's voices. And of course every year I'll be volunteering to help mail out this newsletter to thousands of readers!

What makes EENET so different?
 EENET is unique! There are many education and development information services. But our principles of supporting stakeholders in the South to document, share and discuss their ideas and experiences, and of helping them access free information, is very rare. I'm proud to be part of a growing movement to empower people whose voices are too often not heard.



Contact Ingrid in EENET CIC at:
consultancy@eenet.org.uk

Contact EENET's new Co-ordinator at:
info@eenet.org.uk

Useful publications

Educating for Social Justice and Inclusion: Pathways and transitions

Anbanithi Muthukrishna, 2008

This book looks at experiences of domination, oppression and injustice. It seeks to understand the overlap between various categories of social identity and conflict such as cultural, ethnic and racialised identities, gender sexual orientation, class and disability.

Price: \$71.10

241 pp

ISBN: 978-1-60456-667-3

Available from Nova Publishers:

www.novapublishers.com/catalog/product_info.php?products_id=7310

INEE Pocket Guide to Supporting Learners with Disabilities

Inter-Agency Network for Education in Emergencies, 2010

This guide outlines common education challenges faced by children and young people with disabilities in emergency situations. It discusses teachers' concerns with supporting all learners. The guide offers practical ways to tackle these issues and welcome learners with disabilities into formal and non-formal education systems.

This booklet and an accompanying poster will be available in electronic and printed formats from EENET in late 2010.

Language and Education: The missing link. How the language used in schools threatens the achievement of Education For All

CfBT Education Trust and Save the Children, 2009

This report looks at the role that language plays in educational success or failure, in particular whether and for how long children are taught in their mother tongue. It also looks at action required by education policy makers and donors.

62pp

Available online at:

www.cfbt.com/evidenceforeducation/pdf/Language&Education_FINAL.pdf

Limited number of printed copies available from EENET.

Sanitation for Primary Schools in Africa

Water, Engineering and Development Centre, Loughborough University, 2008

This illustrated document contains easy-to-use tools for assessing sanitation, water supply and hand washing facilities in primary schools so that appropriate decisions can be made about improvements. It looks at rehabilitating or decommissioning existing latrines; choosing the right type of new latrine; where to site latrines; and operating/maintaining facilities.

58pp

Price: £24.95 or as a free download

from: http://wedc.lboro.ac.uk/resources/books/Sanitation_for_Primary_Schools_in_Africa_-_Complete.pdf (requires free registration with WEDC website)

ISBN: 9781843801276

Water and Sanitation for Disabled People and Other Vulnerable Groups: Designing services to improve accessibility

Water, Engineering and Development Centre, Loughborough University, 2005

The main focus of the book is on developing accessible facilities for families in rural and peri-urban areas of low- and middle-income countries. However, many of the approaches and solutions may also suit institutional settings (such as schools and hospitals) and emergency situations.

322pp

Price: £32.95 or as a free download from:

http://wedc.lboro.ac.uk/resources/books/Water_and_Sanitation_for_Disabled_People_-_Complete.pdf (requires free registration with WEDC website)

ISBN: 9781843800798

Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings

World Health Organisation, 2009

This document provides guidance on water, sanitation and hygiene required in schools. The guidelines are designed to be used in low-cost settings in low- and medium resource countries, and to support the development and implementation of national policies.

51pp

ISBN: 978-92-4-154779-6

Available online at: http://whqlibdoc.who.int/publications/2009/9789241547796_eng.pdf

Please tell us about any publications you have produced or that you would recommend to other EENET readers.

EENET
 c/o Educational Support
 and Inclusion School of Education,
 The University of Manchester Oxford Road,
 Manchester M13 9PL, UK
 Tel: +44 (0)161 275 3711
 Fax: +44 (0)161 275 3548
 Mobile/SMS: +44 (0)7929 326 564
 Email: info@eenet.org.uk
 Web: www.eenet.org.uk



Front cover photos: (Top) Little Rock ECD Centre, Kenya. (Main, top left) Ian Kaplan, Zambia. Other photos: taken by pupils in schools in Uganda and Zambia.