ZOA
REFUGEE CARE   THAILAND

position paper

Having Their Say
Refugee camp residents and inclusive education
ZOA's commitment to educational inclusion

ZOA Refugee Care Thailand
May 2007

ZOA Refugee Care (ZOA) is a Netherlands-based NGO established in 1973. It provides support to refugees, displaced people and victims of natural disasters. ZOA works in various countries in Asia and Africa. At the moment, it implements projects in Afghanistan, Angola, Burma (Myanmar), Cambodia, Ethiopia, Liberia, Sri Lanka, Sudan, Thailand and Uganda. Since 1984, ZOA Thailand has been working with Burmese refugees living in seven refugee camps along the Thai-Burmese border in the areas of general education, vocational training, and food and shelter. ZOA Thailand presently employs 64 staff members. Our main office is in Mae Sot, with field offices in Mae Sariang, Maesot and Kanchanaburi.

Since 1997, ZOA Thailand has been providing support to Burmese refugees in Thailand to enable them to manage and improve their own community education system. This support is provided through our Karen Education Project (KEP), the fourth phase of which began as per January 2006. The main intervention areas of KEP are in-service teacher training and support, curriculum and textbook development, institutional capacity building, community development, and the provision of operational services, such as school construction, payment of teacher subsidies and the provision of school supplies. The challenge for the future will be to assist in further improving the quality of education and to ensure the sustainability of project interventions in a protracted refugee situation.

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A ZOA Position Paper

May 2007

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Acronyms

AGDM	Age, Gender and Diversity Mainstreaming
ARC	American Refugee Committee
CBO	Community-Based Organization
COERR	Catholic Organization for Emergency Relief and Refugees
COPE	Creating Opportunities for Psychosocial Enhancement
DARE	Drug Awareness Rehabilitation Education
IDP	Internally Displaced Person
KED	Karen Education Department
KEP	Karen Education Project
KWO	Karen Women's Organization
KYO	Karen Youth Organization
MOI	Ministry of Interior
NGO	Non-Governmental Organization
POC	Persons of concern
REK	Resident Employee Karen Education Project
TPC	Teacher Preparation Course
UNHCR	United Nations High Commission for Refugees
VSO	Volunteer Service Overseas
VT	Vocational Training
WE/C	World Education/Consortium

1 ZOA and the Inclusion Agenda

In the context of its Karen Education Project (KEP), ZOA has begun the process of developing specific strategies to address the issue of 'inclusive education' (or inclusion in education). During a staff workshop held in June 2006, we began this process by discussing the concepts of exclusion and inclusion, and the situation in the education sector in the refugee camps. The staff also openly discussed ZOA's role in encouraging (and sometimes discouraging) an inclusive approach to education.

The main theme that cut across this workshop was that inclusion goes beyond the principle of non-discrimination in service delivery. It is about 'actively helping the disadvantaged to become less disadvantaged, the excluded to be included, and the voiceless to have a voice'. Another important issue was that inclusion should not be seen as a separate project: it cuts across all our activities and needs to be mainstreamed in these activities. The ZOA inclusion initiative is also very much about 'awareness'. We asked ourselves to what extent we are aware of our attitudes and behaviour, and the (positive or negative) impacts these might have on the participation of particular groups of people in the activities that we organize. Being aware of the impact of our own attitudes and actions is seen as a crucial starting point in promoting the inclusion of marginalized groups in the camp communities.

ZOA is committed to move this process forward, and we have begun by:

- carrying out a participatory assessment of the current situation with regards to inclusion in the education sector, i.e., analyzing existing practices and gaps
- defining specific strategies to promote inclusive education on the basis of the assessment
- translating the strategies into activities to be included in ZOA Activity Plans for 2007 and 2008.

ZOA's conceptualization of inclusion in education

At the core of our focus on inclusion in education is the well-known concept and global process of 'Education for All'. We believe that all the groups in any community should have access to quality education, and no groups or individuals should be left out or discriminated against. Behind this concept is the basic principle of 'equality of people': all people are equal and therefore possess equal rights to having their educational needs met. It follows logically that we believe that 'education should accommodate all children regardless of their physical, social, emotional, linguistic or other conditions' (UNESCO, 1994, para 3). These 'other conditions' should be broadly defined: children can be excluded for many different reasons: because they are a member of an ethnic or religious minority, or because they belong to the poorest groups in a community.

We also need to realize that factors that cause exclusion are not always put in place intentionally. Moreover, they are not always easy to identify, they may be hidden or they may not be fully realized. Additionally, separate excluding factors might work together simultaneously to cause or exacerbate the exclusion or marginalization of particular groups; the combination of these factors might actually worsen the 'total degree of marginalization'.

In ZOA, our suggestion is to broaden the definition of inclusion and to go beyond the above-stated principle of non-discrimination. Inclusion, in our view, means having a special focus on those who are at risk of falling outside the education system, and on those who already find themselves outside it. In our view, inclusion means that 'education should have a main focus on addressing the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion' (UNESCO, 2003, p4). Special measures may be needed to include those who are at risk of being excluded from educational opportunities. ZOA is committed to developing these specific strategies to enhance inclusion, as well as to transforming them into appropriate action.

We adopted the following definition of inclusion:

> Inclusion is a process of addressing and responding to the diversity of needs of all learners, through increasing participation in learning, cultures and communities, and reducing exclusion within and from education (Booth, 1996, p87).

Educational exclusion takes place at various levels. We could consider the entire group of refugees in Thailand as a marginalized community who are, to some extent, excluded from an officially recognized and accredited education system. At present, without the technical and resource support from NGOs and other organizations, it is reasonable to say that education in the camps might be in danger of collapse. In that sense, we could state that all educational support provided by ZOA to the refugees in the camps along the Thai-Burmese border is, by definition, inclusive. However, there is also exclusion at the micro level: within the marginalized refugee communities, there are certain sub-groups and individuals who are excluded from existing educational services because of their specific circumstances or abilities. It is this micro level that the ZOA inclusion assessment and position paper focuses on.

Inclusion is not necessarily about offering separate educational opportunities for certain groups in the community. It may even be dangerous to set up parallel systems for different target groups. In fact, this could actually work against the very principle of inclusion we are trying to promote. If we think about inclusive education, it might be best to have a focus on mainstreaming excluded or marginalized groups in existing educational programmes rather than on segregating them. Separate educational provision might only exacerbate exclusion and separation from the rest of the community. The same also applies to the implementation of ZOA programmes: we should not see inclusion as a new project or a completely separate development. It is another way of looking at people and their circumstances, and on how we work with them. It is about mainstreaming inclusive approaches into all aspects of our educational interventions.

We do recognize, however, that in some cases mainstreaming is not possible and separate programmes might need to be established. For various reasons, formal schooling might not fully satisfy the educational needs of certain groups in a community. Trying to make the classroom more inclusive might not draw some of these groups (back) into the schools, as the problem is that the formal school system itself is not the 'adequate answer to their educational needs'. In these cases, the establishment of alternative mechanisms – outside the formal school system – can open up educational opportunities for otherwise excluded groups and can therefore be considered an 'inclusive approach'. An example in the context of Burmese refugees in the Thai camps is the arrival of youths from Burma with little or no education. Officially, they need to start in Standard 1. However, they are simply too old to enroll in primary school and to attend classes with students who are ten years younger than them. Trying to mainstream these young people into formal schools would probably result in early dropout, if they were to enroll at all. One of the ways to include these young people in the education system might be to establish out-of-school adult education courses that are offered in a flexible way. This shows the importance of making a distinction between being excluded from participation in formal schooling and being excluded from the entire education system.

Linked to the above is the issue of 'diversity of educational needs'. In the discussions with community leaders and ZOA staff, we often hear that there is no real problem in the refugee camps with regard to inclusion. In the camps, education is offered to all children and youth: everybody who wants to can attend school and receive education. This is indeed a very positive feature of education in the camps along the Thai-Burmese border. However, a question we ask ourselves much less often is what the educational needs of particular groups are. For various reasons, some community members 'might not be interested or able to be included in what others want them to be included in'[1]. We have to try to shape our education system to provide an answer to the different learning needs of different (groups of) people. Even the fact that children attend school does not necessarily imply that they are fully included. For example, students who do not fully understand the language of instruction are excluded from the learning that occurs in school.

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[1] Presentation by ZOA Programme Manager in staff workshop

Finally, as mentioned above, inclusion is very much about **attitudes** and **behaviour**. Teachers, learners and education management staff should feel comfortable with diversity, see it as a way of enriching the learning environment and approach it as a positive challenge, rather than as a problem. During the ZOA staff workshop, this topic was a prominent part of our discussions. We asked ourselves the question: what can we, as individual ZOA staff members, do to make a positive contribution to enhancing inclusion in camp education? We also reflected on the extent to which we ourselves might sometimes inadvertently erect barriers to inclusion in the education system. An important question in this regard was whether we do indeed have discussions with those groups of the community that are relatively disadvantaged, and whether we include representatives of these groups in our general camp consultations, or whether we only consult the 'people in power' or 'the people we already know'. When we want to address inclusive education through our educational programmes, we have to start with reflecting on ourselves and seeing how inclusive our own ways of working are. It is only when we reflect upon and come to realize our own attitudes and actions, and are ready to change that the development of strategies and activities within the ZOA programme – and programmes of other NGOs for that matter – has the potential to make a real and positive impact.

Inclusion in the context of existing frameworks, policies and strategies

ZOA believes in inclusion. Its commitment to promoting inclusive education is firmly rooted in the mandate and longer-term strategies of ZOA worldwide as well as ZOA Thailand. It also links closely to the international education policy frameworks that ZOA has adopted as 'guides' in the development and implementation of its own organizational and programme strategies.

ZOA's vision and strategy framework

First of all, the promotion of inclusive approaches fits well with ZOA's mandate and strategies. The main vision of ZOA reads as follows,

> In a broken world in which increasing numbers of people are marginalized by conflict, injustice, poverty and disaster, signs of hope and restoration emerge where people experience peace, justice and mutual confidence, regain dignity and have fair and equal opportunities for development… (ZOA, undated a).

In the overall ZOA strategy, it is stated that ZOA aims to contribute to 'the building of social structures and the enhancement of social justice and reconciliation' (ZOA, undated b). This automatically means ensuring the inclusion of all groups in a community so that they are able to participate and contribute to their own development.

Additionally, at the ZOA Thailand level we have incorporated this commitment to inclusion in our programme documents. The proposal for Phase IV of the Karen Education Project states that

> We plan to develop strategies to include more representatives of disadvantaged groups, such as ethnic or religious minorities, in the implementation and management of educational activities, and to build their capacity to play a more prominent role (ZOA, 2005, p13).

The current ZOA inclusion process is the start of the realization of this stated objective.

The international education policy framework

Our commitment to inclusive education is also rooted in the existing educational policy frameworks that influence the work that ZOA does with Burmese refugees in Thailand. At the core of inclusive education is the right to education, as enshrined in the Universal Declaration on Human Rights of 1949. Additionally, there is the Convention on the Rights of the Child (1989), which states that 'children have the right not to be discriminated against' (article 2). A logical consequence of this is that all children 'have the right to receive the kind of education that does not discriminate on grounds of disability, ethnicity, religion, language, gender, capabilities, and so on' (UNESCO, 2003, p5).

The Salamanca Statement and Framework for Action on Special Needs Education asserts that

> ...schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (UNESCO, 1994, para 3).

The main strategic frameworks that ZOA has adopted as guidelines for the implementation of its educational activities in the camps are (i) Education for All (EFA) and (ii) the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction of the Inter-Agency Network of Education in Emergencies (INEE, 2004). Inclusive approaches to education are key in the standards and strategies that were developed within these frameworks.

In fact, the EFA process is entirely about ensuring that children who are excluded from educational opportunities will be included in education by 2015. Three of the six EFA goals, defined at the World Education Forum in Dakar, Senegal in 2000 (UNESCO, 2000, p8), deal explicitly with inclusion issues:

- **EFA Goal 1:** Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- **EFA Goal 2:** Ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality
- **EFA Goal 5:** Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in education of good quality.

The Dakar Framework for Action also asserts that 'education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners' (UNESCO, 2000, p16). It suggests concrete action to realize such inclusion, examples being (i) affirmative action programmes for girls that remove the obstacles to their enrolment and (ii) creating opportunities for bilingual education for the children belonging to ethnic minority groups.

The INEE minimum standards define inclusion as 'the acceptance of all learners in an education programme and the recognition of their equal rights to education' (INEE, 2004, p80), and this principle has been incorporated into all educational categories that the Minimum Standards cover. About community education committees, it states, for example, that 'representation should be inclusive, with the participation of groups and institutions such as local NGOs, religious institutions, traditional leaders, groups with special educational needs, marginalized groups, women and girls, clans, tribes, age groups, etc' (INEE, 2004, pp. 16-17). About Monitoring & Evaluation practices, it states that 'it may be

required that women or minority groups be consulted separately by individuals who are culturally acceptable' (INEE, 2004, p26), and it adds that 'marginalized groups should take part in any evaluation to be carried out' (INEE, 2004, p27). With regard to access to education, it mentions that 'special efforts should be made to target and involve the most marginalized and vulnerable learners' (INEE, 2004, p43).

Structure of the report

This first chapter sets out ZOA's conceptual approach to inclusion in education, clarifying what it means by inclusion, and stating its commitment to inclusion. The next chapter provides details of the inclusion assessment undertaken in 2006: the operational definitions used, the management of the assessment, and the methods employed.

The five findings chapters are arranged according to the three dimensions of inclusion outlined in Chapter 2 and by target population. Specific and targeted recommendations are also made in these chapters. They are meant to provoke further thought and ideas, and to continue the discussion on inclusion in education in the camps.

Chapter 8 sets out overarching recommendations based on the findings and on best practice reported in the literature. This is followed by a chapter on the strategies and activities that ZOA is implementing to promote and integrate inclusion into its work. The paper concludes with a summary of the assessment and a reiteration of ZOA's position on inclusion.

2 The Inclusion Assessment

The inclusion assessment is meant to provide an overview of inclusion in education in the refugee camps. It was designed to

- identify areas of inclusion and exclusion in education and affected groups in the camps
- document existing inclusive strategies in the camps
- consult with stakeholders and to generate further ideas and strategies to make education more inclusive
- begin the process of engaging in issues of inclusive education within ZOA and in the camps.

This was a small-scale undertaking with the aim of raising awareness among our own staff and community leaders through their participation. Consequently, this is not an exhaustive survey but a participatory exercise which has revealed themes and factors in inclusion and exclusion in education.

The assessment was conducted between July and November 2006 in six refugee camps along the Thai-Burmese border: Mae La, Umphiem-Mai (Tak province), Mae La Oon, Mae Ra Ma Luang (Mae Hong Son province), Don Yang (Kanchanaburi province) and Tham Hin (Ratchaburi province).

The operational definition of inclusion

Being included in education means having equal opportunities to participate in learning and in decision-making in education policies and practices. We have identified three interrelated dimensions of inclusion, namely,

- access to education
- quality and relevance of education
- management structures.

Access to education

Having access to education means having the opportunity to enroll in learning programmes and institutions, and having physical access to buildings and facilities.

Barriers to access stem from wider socio-economic circumstances and the family environment: conflict, poverty, discrimination and stigmatization due to HIV/AIDS, gender, social class, religion and ethnicity, the perceived practical value of education and inadequate caring (UNESCO, 2003, 2005). At the individual level, these wider socio-economic circumstances translate into homelessness and the need to work, illness and hunger, lack of birth registration, fear of violence (bullying, sexual assault), disabilities and special needs.

In the inclusion assessment, we focused on religion, ethnicity, poverty, gender, lack of parental/other guidance and familial attitude towards education and how they affect learners' access to education.

The learners included children and young people as well as adults. The assessment was also conducted in such a way that other learner groups and factors could be identified.

We did not include disabled students in the assessment because services relating to their education are undertaken by World Education/Consortium and the KWO. However, we believe that opportunities for their learning are just as important as the other groups we have targeted. We include data on disabled students from the Education Survey undertaken in 2005, as well as information from a review conducted by VSO (VSO, 2006). We also include strategies and ideas on how to make the current education system more inclusive for their needs (see Chapter 3).

Quality and relevance of education

Gaining physical access to an institution of learning does not guarantee that a learner is able to engage fully in the learning process nor able to achieve the same outcomes as everyone else.

We have identified two categories of factors which affect the ability of learners to stay in learning and their learning outcomes. They are factors relating to

- an individual's background
- the learning programme/institution.

Individual's background

At the individual level, the factors that affect the ability of a learner to engage fully in learning are similar to those that limit access, namely, conflict, poverty, discrimination and stigmatization due to HIV/AIDS, gender, social class, religion and ethnicity, disabilities, the perceived practical value of education and inadequate caring (UNESCO, 2003, 2005).

Learning programme/ institution factors

Programme/institution factors refer to the structure, curriculum, teaching practices and culture of the school, learning centre or programme. The school culture, as reflected in the management, teaching practices and disciplinary practices, plays a major role in enhancing or hindering inclusion. In a literature review of inclusion in English schools by the EPPI-Centre (Dyson et al, 2002), it was found that some schools are characterized by an 'inclusive culture'. This means that there is 'some degree of consensus amongst adults around values of respect for difference and a commitment to offering all students access to learning opportunities' (p1). In these cases, there is 'likely to be a high level of staff collaboration and joint problem solving, and similar values and commitments may extend into the student body and into parent and other community stakeholders in the school. Leadership styles are also likely to be inclusive and participatory' (p1).

However, the extent to which such 'inclusive cultures' lead directly and unproblematically to enhanced student participation is not entirely clear from the research evidence.

Besides the values and culture of the learning institution, the infrastructure and facilities, the language of instruction, the relevance of the curriculum to the learner, the scheduling of classes and teaching and disciplinary practices all have an impact on how inclusive a learning institution is.

In the ZOA inclusion assessment, we identified and investigated the factors (listed in Table 1) that might have an impact on the inclusive nature of a school.

Table 1 | Inclusion factors at the institutional level and their dimensions

Factors	Dimensions
School infrastructure	school location, classroom size and set up, toilets, play areas, distance between school and home, and so on
Curriculum	religion, language, content
Teaching practices	language of instruction, pedagogy and teaching materials
Disciplinary practices	expulsion of students who marry and/or become pregnant, stealing, drink alcohol, fighting, drug use, talking back to or fighting with teachers and so on

Schools and learning institutions do not exist in isolation from the rest of the community. They have a dynamic relationship with community attitudes and values – they reflect some of these attitudes and values, and at the same time, they play a part in shaping them. The next dimension of inclusion looks specifically at community management structures and their impact on inclusion in education.

Management structures

Best practice from case studies highlights the importance of having community structures which embrace diversity. In such structures, there are policies (Uganda) (UNESCO, 2001), legal frameworks (Romania) (UNESCO, 2001), designated financing (Uganda) (UNESCO, 2001; UNESCO, 2001, 2003), outreach programmes (Romania) (UNESCO, 2001) and databases on non-included groups. Leaders communicate strong support, and education management structures are set up to represent diverse groups.

There is, however, little research evidence on the actual impact of such management structures on the inclusive nature of education.

The management structure of the education system in the refugee camps is composed of the Karen Education Department (KED) (central level), the camp level Camp Education Committees, and the School Committees. The ZOA assessment focused on the camp and school levels. It is recognized that the KED is an important part of the management structure. However, the assessment only looked at the camp and school levels because these are the major coordination and implementation

bodies in the camps, and they are also involved in formulating policies and decision-making which affect all schools. In addition, camp residents are more actively involved in these management structures than in the KED.

The assessment examined the following issues relating to the inclusiveness of the education management structure:

- diversity in representation - are diverse groups included in the camp education committees and school committees?
- equality in decision-making - do all individuals in the committees have an equal voice in decision-making?

Managing the assessment

The assessment required a considerable amount of coordination and cooperation with people at various levels and areas. In order to conduct it effectively and to promote an awareness of inclusion, an implementation structure was developed.

Consultations The coordination team consulted with all ZOA Karen Education Project (KEP) staff members twice. ZOA KEP staff members were informed of the details for conducting the assessment during meetings held in August. They were asked for suggestions and feedback at the same time. In October, all the ZOA KEP staff members met again to give suggestions and to work on inclusion strategies based on the findings and analysis of the assessment.

All the ZOA Area Coordinators consulted with the UNHCR staff of their area (Maesot, Mae Sariang and Kanchanaburi) to inform them of and to ask them to participate in the assessment. This was important because ZOA's Inclusion in Education initiative is linked to the UNHCR age, gender and diversity mainstreaming (AGDM) project on inclusion.

Coordination Team A small coordination team for this task was set up. The roles and responsibilities of the team were to design the structure of the assessment, undertake the final analysis and come up with recommendations.

Field Assessment Team The assessment at the field level was the core work of the project as it included organizing and making appointments with the target groups, conducting interviews, the first stage of analysis and generating recommendations.

ZOA has three offices at the area level and it was decided that the field assessment should be done by the area staff as they are most familiar with the camp community. The intention was to involve as many ZOA staff members as possible as well as other interested NGOs to obtain different perspectives. The UNHCR was also invited to take part in the field assessment and primary data analysis.

Data collection and analysis

In total, 182 people were interviewed in six camps. Table 2 lists the number of people interviewed in each target group by camp. Not all target groups were interviewed in all camps.

Table 2 | Number of interviewees by target group and camp

	Target group	ML	UP	MRML	MLO	DY	TH	TTL
1	Young people in a mainstream school, vocational and other school	6		5		4		**15**
2	Adults	7	6	5	6	4	6	**34**
3	Adults who are 'poor'		5		5		4	**14**
4	Young people without adult supervision, 13-18 years old	6		8		4		**18**
5	Young people without adult supervision, 8-10 years old		6		6		4	**16**
6	Young people who dropped out of school	4	6	3	4	4	6	**27**
7	Headteachers	7		6		2		**15**
8	Camp education committees	5	6	5	3	4	5	**28**
9	School committees		6		4		5	**15**
10	**Total**	**35**	**35**	**32**	**28**	**22**	**30**	**182**

ML	Mae La
UP	Umphiem-Mai
MRML	Mae Ra Mu Luang
MLO	Mae La Oon
DY	Don Yang
TH	Tham Hin
TTL	Total

Focus group interviews consisting of one interviewer, one note-taker and five or six interviewees (camp residents) were conducted. The interviews explored learners' access to education, their learning experience, and equality and diversity in education management structures. The target groups are shown in Table 3.

Table 3 | Target groups and selection criteria

	Target group	Characteristics
1	Young people in a mainstream, vocational and other school	Different ethnic, language and religious groups, male and female, 15-17 years old
2	Adults	Different ethnic, language and religious groups, male and female
3	Adults who are 'poor'	Adults with no employment, disabled or who are not normally present in the household; adults from families with only one working adult and having more than six people in the household, of different ethnic, language and religious groups, male and female
4	Young people without adult supervision, 13-18 years old	Young people who are not supervised by a parent or guardian, 13-18 years old
5	Young people without adult supervision, 8-10 years old	Young people who are not supervised by a parent or guardian, 8-10 years old
6	Young people who dropped out of school	Different ethnic, language and religious groups, male and female, 15-19 years old
7	Headteachers	Buddhist, Muslim, Missionary and mainstream schools, of primary, middle and secondary cycles
8	Camp education committees	Representatives
9	School management committees	Representatives of Buddhist, Muslim, Missionary and mainstream schools, of primary, middle and secondary cycles

ZOA staff members collected the information; this was to involve and sensitize them to issues of inclusion in the camps. The Field Assessment Team approached the Camp Education Committees, the Resident Employee Karen Education Project (REK) and head-teachers, and asked them to select interviewees in accordance with the criteria set out above. They were encouraged to choose randomly.

Additional statistical information on the camp population by age, gender and religion was collected from Camp Committees and the UNHCR.

Two rounds of analysis were conducted. Field staff collected the information and analyzed it in accordance with specific criteria and formats given to them. The Coordination Team then went through all transcripts and analyzed them according to the three dimensions of inclusion - access to education, quality and relevance of education and management structures of education.

Current strategies and recommendations were collated together with the findings, set out in a grid and then analyzed. Gaps in service provision and current strategies were identified. This was then given over to ZOA KEP staff for consultation and for generating strategies to address issues of inclusion and exclusion in the camps.

We recognize that this was a small-scale exercise. However, the data has alerted us to recurring themes and issues that are discussed in detail in the next five chapters.

3 Access to Education: Children and Young People

Access to schooling in the camps is relatively good in that children and young people, whatever their circumstances, have little difficulty enrolling in schools. In June 2006, the number of children and young people enrolled in school (KGB to Standard 10) as a percentage of the number of children and young people aged five to 17 registered with the UNHCR[2] in the camps was 97.5%.

Some caution has to be used in interpreting this figure because it is difficult to calculate accurate enrolment rates in the camps. First, the number of young people and children in the camps is constantly changing: newcomers arrive in the camps at the same time that residents move out. This is further complicated by the fact that it is not possible to have corresponding age groups for each school level - children and young people's schooling in Burma is often interrupted when they are forced to flee from fighting and to live as displaced persons. Furthermore, enrolment does not mean full participation. It is necessary to take into account dropout from school.

The assessment found that there are some populations that experience difficulty in enrolling in mainstream schools. The groups that were identified were: students with special education needs, married and pregnant adolescents, students from minority groups and unregistered students.

Students with special education needs

We defined students with special education needs as anyone who is blind, deaf, has behavioural difficulties, physical disabilities, and/or learning disabilities.

In the assessment, we found that the infrastructure of school compounds and buildings is not fully equipped to cater to the physical and learning needs of students with special education needs. Similarly, many teachers are not adequately prepared to teach young people with special education needs.

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[2] We would like to thank Mr Bernard Quah, Mr Jeff Lenon and Khun Thirawat of the UNHCR for camp registration information.

In the Education Survey conducted in 2005, of those who responded to whether they had children with special education needs, 157 families of the 2615 responded positively (6.6%). About 60% of these reported that their child was in a special education programme. We do not have figures for those in ordinary schools and those who are not but this is known to be a low figure.

☝ Current strategies

There are programmes provided by World Education/Consortium (WE/C) and the Karen Women's Organization (KWO) for children with special education needs. Table 4 lists the programmes that are carried out in the predominantly Karen refugee camps.

Table 4 | **Inclusive education activities in the camps and service providers**

Refugee Camps	Early Intervention	Inclusive Education	Special Education Deaf & Blind
Mae La Oon	KWO (& WE/C)	KWO (& WE/C)	KWO (& WE/C)
Mae Ra Ma Luang	KWO (& WE/C)	KWO (& WE/C)	KWO (& WE/C)
Mae La	WE/C	WE/C	WE/C
Umphiem-Mai	WE/C	WE/C	WE/C
Nu Po	WE/C	WE/C	WE/C
Ban Don Yang	KWO	KWO	KWO
Tham Hin	KWO	KWO	KWO

Adapted from VSO (2006) p29

Early Intervention (EI) helps children to learn about hygiene and to be independent at home. It also provides some basic education in language and numeracy. Inclusive Education (IE) is about supporting children with learning difficulties in mainstream primary schools. Special Education (SE) (education activities, sign language and Braille) is provided to deaf and blind children in special schools with the goal of integrating them into mainstream schools (VSO, 2006).

The resources for special education programmes are provided by a number of organizations (see Table 5).

Table 5 | Organizations that provide resources for special education

Refugee Camps	Stip-ends	Materials	Const-ruction	Train-ing	Managed by
Mae La Oon	ZOA	WE/C	WE/C	WE/C	KWO
Mae Ra Ma Luang	ZOA	WE/C	WE/C	WE/C WEAVE	KWO
Mae La	WE/C	WE/C ZOA	WE/C ICS	WE/C	WE/C
Umphiem-Mai	WE/C	WE/C ZOA	WE/C	WE/C	WE/C
Nu Po	WE/C	WE/C ZOA	WE/C	WE/C	WE/C
Ban Don Yang	WE/C	WE/C	WE/C	WE/C	KWO
Tham Hin	WE/C	WE/C	WE/C	WE/C	KWO

Adapted from VSO (2006) p20

Some teachers in the camp schools have received 'special needs' training. They teach a range of disabled learners, and prepare individual education plans. There has been some training of mainstream teachers on multi-cultural issues, and concepts of inclusion. An illustrated teacher training module on inclusion has been written in the Karen language, suitable for teachers who may have little education themselves. However, teacher training is fragmented; some organisations do in-service training, while others do pre-service training (Mortimer, 2005).

Awareness-raising among parents and community members about the needs of disabled children has also taken place. NGO representatives from different sectors have met to identify roles and responsibilities in assisting disabled children (VSO, 2006).

The infrastructure in some schools is being upgraded by ZOA so that disabled students will be able to use the school grounds and its facilities.

There is evidence that the interventions are effective in helping children learn to cope with daily life, improve physically, communicate, play with other children, and to attend mainstream school (Oh et al, 2006).

☞ Recommendations

Teachers need more training and awareness of how to support students with special education needs. In the ZOA Education Survey 2005, they reported that they needed specially designed teaching materials, more techniques on how to teach, outside support for students and a better understanding of students' needs.

From a systematic review of pedagogical approaches that can effectively include children with special educational needs in mainstream classrooms in England, Nind et al (2004) found that there is some effectiveness in using co-operative learning, particularly in literacy, guided enquiry and Circle of Friends in teaching children with special education needs in mainstream classes.

Community awareness – The current system of raising people's awareness of special education programmes in the camps could be enhanced.

Parents need a better understanding of their children's special education needs and how to identify them. Often, these needs are not identified until they begin school.

Overarching policies have to be developed to address special education needs in a comprehensive manner. At present, the Karen Education Department (KED) has limited engagement with WE/C and KWO activities relating to inclusive education; it is not currently a priority for them. In addition, it does not have sufficient resources to support special education staff and materials (VSO, 2006).

Some policy issues that need to be addressed are:

- incorporate disability issues and inclusion into KED policy
- develop guidelines with NGOs and refugee representatives
- improve the sharing of good innovations between camps (Mortimer, 2005)
- set up a systematic method of checking school infrastructure and facilities to enable students with special needs to physically gain access to schools (see INEE Guidelines on School Site/ Environmental Assessment (INEE, undated a)).

Marriage and adolescent pregnancy

Although there are no explicit rules and policies about marriage and pregnancy in school, there is strong social pressure for young women to stop schooling when they get married or become pregnant. In this assessment, all the young women who dropped out of school because of marriage and/or pregnancy stopped going to school of their own accord. They felt embarrassed and ashamed to continue school. It is the norm that they do not return to school.

This affects young women mainly because the major reason for young women dropping out of school is marriage and/or pregnancy. In the ZOA Education Survey 2005, 77% of those who dropped out because of marriage were young women. They tend to marry men who are older than them. Young men who marry are subject to the same social pressure - they drop out of school as well. In some cases, young men may go to live in another camp and attend school there.

The reasons for teenagers marrying are varied, ranging from pregnancy to fear of their reputation being affected by being seen with a girlfriend or boyfriend, to rebellion against parents.

According to ARC, the incidence of pregnancy before age 15 was low in 2004 and 2005. There were no deliveries to women under age 16 in Nu Po or Umphiem-Mai during 2005, but two 15-year-old women delivered in Don Yang during this time (Walsh and Hendy, 2006).

We do not have figures of the number of young women who dropped out of school because of pregnancy but we have a rough estimate from ARC numbers. In 2005, 90 and 75 pregnant women under age 20 went to ARC for antenatal care in Umphiem-Mai and Nu Po respectively. ARC Reproductive Health records indicate that out of all deliveries in 2005, 14% (Umphiem-Mai) and 17% (Nu Po) of monthly deliveries were to women under age 20 (Walsh and Hendy, 2006).

Data for 2004 and 2005 show that the number of women under 20 years old presenting for antenatal care in Nu Po fell. Despite this, the camp community perceived that there was an increase in adolescent pregnancy.

There is also a perception that more young Muslim women marry and get pregnant than young Karen women. However, there is little evidence to support this. In Umphiem-Mai and Nu Po, religious representation among pregnant adolescents was not significantly different from the figures among women of reproductive age in the camp populations by religion (Walsh and Hendy, 2006).

👍 **Current strategies**

- Some schools reported furtively allowing their pregnant and married students to take the board exams, but did not allow them to continue their studies in school.
- In some schools, pregnant adolescents are allowed to return to school after one year.
- The Karen Women's Organization (KWO) has classes for adults, and married adolescents are encouraged to participate.
- There are evening classes for adults in Mae La (not regular) Don Yang and Tham Hin.
- There is some reproductive health education in schools. Community-based organisations such as KWO, DARE and KYO provide community education on reproductive health and disability for women and young girls. ZOA is working on raising awareness of this issue with the KED to include more reproductive health education in the curriculum.
- This is an area which has been investigated further in the Nonformal Learning Survey, the results of which will be published in July 2007.

☝ **Recommendations**

- There seems to be a discrepancy between community perception of early marriage and pregnancy and actual rates. The issue of teenage sexuality and the sanction surrounding it has to be part of a community-wide campaign, in order to make it acceptable for pregnant teenagers to continue their education in one way or another.
- In offering programmes to young married and/or pregnant women, it is necessary to set up programme times and curricula which fit in with their needs (such as childcare, household duties) and interests.
- Initiatives to address the learning needs of young married and/or pregnant women need to consider what their needs are, and embed the learning of skills and content in their current experience.
- Information on learning programmes and outreach targeted at young men who drop out are especially important to inform them about the opportunities for learning, development and growth given their new roles as husbands and fathers.

Minority groups

The majority of the residents in the refugee camps is Skaw Karen. However, there is a sizeable Burmese-speaking Muslim group and a Pwo Karen group; there is also a myriad of smaller minority groups.

There are schools known as 'Muslim schools'. They are mainstream schools under the jurisdiction of the KED, but they are known as 'Muslim schools' because they are located in areas where there is a large Muslim population. Hence, the majority of students are Muslim, and there is a greater number of teachers who are Muslim. In some cases, Burmese is the language of instruction.

Burmese-speaking and other students are at a disadvantage when they go on to the middle or secondary levels because there are fewer middle and secondary schools. The higher level schools only use Karen as the language of instruction. There have been cases where students stopped attending schooling because their Karen is not good enough for them to understand what is taught at school.

👍 Current strategies

- Some camp residents provide tuition classes in Burmese and Karen to students.
- There are short courses for learning Pwo Karen in some of the camps.

☝ Recommendations

There needs to be extra help for students whose mother tongue is not Karen so that they can gain access to learning programmes that are taught in Karen. This could include bilingual materials and/or extra tutoring. It would also be good to harness and exploit the tuition services currently provided by camp residents.

Unregistered unaccompanied students

Children and young people who are not registered in the camp and do not have a guardian or someone they can approach to write a recommendation or reference for them find difficulty enrolling in school. However, many schools are very flexible and open to enrolling students who are not registered.

This chapter has identified the barriers that children and young people face in gaining access to schools. The next chapter considers the challenges that they face in gaining quality and relevant education within schools.

4 Quality and Relevance of Education in Schools: Children and Young People

In this section, we look at the nature of the school and its teaching practices, and how these interact with the social and personal circumstances (referred to as 'individual factors' in this report) of individual learners in maximizing or minimizing their ability to fully engage in learning. Individual and school factors are inter-related but for the purpose of organizing our findings, we treat them separately.

Individual factors

Poverty, parental guidance and familial attitudes

Poverty directly affects the ability of children and young people to attend school and to fully participate in learning. Some families are unable to afford school fees. In addition, young people and children who are very poor have to work to supplement the family income or have to take over household duties so that their parents can work outside the home. Poverty also has an indirect impact: parents who have to work long hours and/or away from the camp have little time to support their children's learning.

Unaccompanied children and young people

For 'inside' students, orphans and separated children, the greatest issue is the low level of material support they receive, in terms of food, shelter and other living essentials. At the same time, they have little parental guidance and support. These factors may affect their ability to participate fully in school.

☝ Current strategies

- Some schools, community-based organizations (CBOs) and individuals try to help out young people by providing them with material and social support.

- The Creating Opportunities for Psychosocial Enhancement (COPE) programme, implemented by World Education/Consortium, ZOA and the KED, has trained teachers to identify and deal with children and young people who may need emotional and social support.

Health-related issues

Students with minor health-related problems, such as sight and hearing difficulties, struggle to keep up in school. Social pressure or perceived social pressure may also cause difficulties. One headteacher reported the case of a student with epilepsy. Although the school and students made efforts to welcome him, he eventually left because he felt uncomfortable.

☞ **Current strategies**

At the moment, there are *ad hoc* procedures for determining sight and hearing needs. Students who are identified with such needs are sent to the hospital for a check up.

Difficulties at school

Some students identified themselves as 'slow learners'. It is not clear what they meant by this. Other students talked about enjoying school but not studying. For some students who had been internally displaced (IDPs), they reported having difficulty attending school because they are not used to staying in one place for long periods of time.

☞ **Recommendations**

A **system of support** to identify and to deal with students' health, disability and learning problems should be established. Moreover, more needs to be known about the conditions reported by the students. What does it mean when they say they are 'slow learners'? Learning difficulties could be due to health-related issues or dyslexia. These need to be disentangled.

This would include regular systematic health (including sight and hearing) checks in all schools in collaboration with the medical NGOs. In addition, school staff need to know how to identify these issues and who to turn to for support in dealing with them, for example NGOs, the community and so on. This should be developed at the school level with the full participation of school staff so that schools have policies and practices that promote health services.

It would be useful to set up **formal and informal mechanisms** which help students to feel comfortable telling their teachers/headteachers or some other adult about their social and learning problems. This could be done through school clubs and other informal school activities involving teachers and students.

A **flexible curriculum and timetable** that has optional subjects would take into account the different learning needs and interests of older students. For example, night school that teaches fewer subjects and in ways that do not make older students feel like children might help. This would also give them the opportunity to take vocational courses (such as computer courses) during the day.

School factors

Resources Schools are relatively well-resourced. Students receive free textbooks, sports equipment, art and other materials. There does not seem to be any systematic bias in their distribution. The only complaint in some camps is that there are not enough textbooks.

👍 **Current strategies**

ZOA is addressing this by supplying textbooks and implementing a yearly textbook re-use scheme.

Language of instruction Karen is used in the majority of the schools, and Burmese is used in the 'Muslim' schools. As mentioned above, students from the 'Muslim' schools have difficulty enrolling in the majority of schools (which use Karen as the language of instruction) at the higher levels of schooling because they are not proficient in Karen.

Young people who have newly arrived in the camps - 'inside' students, internally displaced persons, non-Karen-speaking peoples - will have had Burmese as the language of instruction in Burma[3]. Although the Karen-speaking newcomers will have an understanding of Karen, they are not used to writing in Karen and using Karen for studying.

This is further complicated by the fact that some of the textbooks are written in English. Newly arrived students are disadvantaged by their not being able to use Karen as the language of instruction, as well as not having an adequate standard of English for understanding the textbooks.

Having said this, students who have lived in the camps for a long time also find difficulty understanding textbooks written in English.

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[3] This is the case for those who lived in the SPDC-controlled parts of Burma.

👍 **Current strategies**

- ZOA is translating textbooks for Standards 1 to 10 into Karen.
- Some schools and teachers voluntarily provide catch-up language classes.
- ZOA is organizing language classes for residents who are registered with the Provincial Admission Board (PAB).
- ZOA is in the process of organizing an assessment of the language curriculum and teaching to be conducted by SIL International.

☝ **Recommendations**

Extra lessons in Karen and/or social activities (clubs or games) which require the use of written and spoken Karen might help to enable those who are not proficient in Karen to gain access to education in the mainstream schools.

Subject attendance and flexibility Some students would prefer not to attend classes for certain subjects either because they find them too difficult or too easy.

👍 **Current strategies**

Where students are doing well in school, some schools in Mae Ra Ma Luang allow them to skip certain classes to keep their motivation up.

☝ **Recommendations**

It might be possible to think of a different approach to subject attendance so that students do not have to attend all subjects, such as a modular approach. This would, however, require more assessment and paperwork.

Assessment Students talked about the difficulties they encountered in passing the board exams. The board exams are taken in Standards 4 and 7. Students must pass them before they are allowed to progress to the next level. Students who do not pass remain in the same standard. The social stigma of repeating a standard as well as the embarrassment of being older than the rest of the students in the class affect their motivation to continue schooling.

With regards to the level of difficulty of the subject matter, it is difficult to know if this is because the language used in the text or the way it is taught or that the level of difficulty is inappropriate, or a combination of all these. More information on this is needed.

Disciplinary practices In general, respondents in the different target groups agreed with the disciplinary practices in school. Many schools reported that they gave their students two warnings before imposing punishment.

☝ Recommendations

- It would be useful for school committees and the KED to have a detailed look at the different disciplinary policies and practices, and to consider how inclusive or exclusive they are. Schools which are already involved in inclusion strategies should be identified so that they can serve as role models for good practice.
- The provision of alternative programmes, such as night school and/or a combination of the programmes already available in the camps for young people who drop out of school, would help to address their educational needs. The courses should be relevant to their life-stage needs (parenting skills, vocational skills).

Having considered the barriers to access, quality and relevance relating to children's education, we turn to the same issues for adults in the next two chapters.

5 Access to Education: Adults

There are many programmes and courses available to adults living in the camps, ranging from sewing to auto-mechanics (see ZOA Education Survey 2005 (Oh et al, 2006) for details). We interviewed 48 men and women above 18 years of age with diverse religious, ethnic, socioeconomic and educational backgrounds about the barriers they face in gaining access to them. In general, they reported that the ease of access to courses and the relevance of the curriculum in daily life play an important role in their ability and willingness to participate in programmes of learning. In particular, poverty, childcare and disability were significant barriers to access.

Poverty and economic hardship

This is the most consistent factor that hinders adults' access to learning and education. Some adults work outside camp (for extended periods of time) to earn money to support their family; others work as labourers within the camp. This work is irregular and unpredictable. Thus, flexible timing and scheduling of courses is paramount for them. They reported that they would consider attending short courses when they are in camp. Another point to consider is that the opportunity cost of attending a course is high for them. A day spent attending a course represents a loss of income which they can hardly afford. If, however, it can be demonstrated that the skills acquired from a course will enable them to earn a higher income, it would make rational sense for them to attend a course. Recommendations for this are developed in the next chapter.

Childcare and family care

Women with young children who do not have childcare support face difficulty attending courses. Some adults also mentioned that they care for family members and this prevented them from attending courses.

☝ Recommendations

- Provide (formal or informal) childcare support for mothers who attend courses. This could be modelled along the lines of existing childcare services provided to schoolteachers by ZOA.
- The programming for existing courses could be made more flexible so that learners with family obligations are able to attend. This is discussed in more detail in Chapter 6.

Health problems and disability

Some interviewees mentioned that they could not attend courses because of health problems, such as poor sight. Others reported feeling social pressure because they are disabled. Some adults identified themselves as 'slow learners'.

☞ **Recommendations**

- There needs to be systematic health checks for adults, such as better eye testing so that specific eye problems can be diagnosed.
- Special education resources (bigger print) for adults with sight problems and for slow learners should be introduced.
- Programmes for disabled adults need to take into account their specific issues they face, such as low self-esteem, low education levels and lack of opportunities to earn income.

This chapter has looked at the barriers to access in adult learning and how they can be overcome with simple solutions. The next chapter looks at the quality and relevance of the content, delivery and programming of adult courses and presents possible solutions.

6 Quality and Relevance of Education: Adults

This chapter focuses on the extent to which current adult learning programmes and courses promote an inclusive learning environment for adults in terms of content, delivery and programming. In other words, is the content of the programmes relevant to learners' needs? Do the teaching methods enable adult learners to engage effectively in learning? Do the timing and scheduling of the courses fit with the daily obligations of learners? Is there timely and easily accessible course information available to all?

We found that, in many cases, the barriers to access interact with content, delivery and programme factors. Consequently, the recommendations that follow combine suggestions for improving access, quality and relevance.

Course content The content of adult courses is mostly relevant to learners' needs. ZOA provides vocational training in all the camps; other NGOs (COERR, for example) and CBOs (KWO, for example) provide vocational and craft courses for adults in all the camps. Night school is available in Mae La (irregular classes), Tham Hin and Don Yang. There are adult literacy courses provided by the KWO in Umphiem-Mai, Mae La, Nu Po, Mae Ra Ma Luang and Mae La Oon.

☞ Recommendations
- The content should help to address the economic issues that adults face. This could include 1) programmes with income-generation support targeting poor families, and 2) livelihood strategies combined with skills development.
- Use an integrated approach that combines learning with psychosocial support.
- Widen opportunities for those who are interested in teacher training and medical training, by introducing a reduced training programme (in terms of duration and content) with lower skill levels and technical requirements for teaching and medical assistants. In Tham Hin, many adults would like to attend teacher training or complete their studies because schools need to replace teachers who have resettled.
- Organize nonformal learning programmes to help and support those who are being resettled to prepare for life in a different country.

Course delivery: Language of instruction

Some interviewees mentioned that the courses are taught in Karen and not all learners understand Karen.

👍 **Current strategies**

- ZOA provides vocational materials that are mostly in Burmese.
- Trainers in vocational and craft courses try to use Burmese to explain to Burmese-speaking learners.

Course programming

Course programming has to be flexible to take into account the daily and livelihood demands that adults face. At present, the majority of courses takes place during work hours on week days. This works well for the majority of the camp population. However, adults who work outside the camp and those who are involved in full-time work in the camps are unable to attend.

☝ **Recommendations**

It is necessary to consider locations, settings, duration and times which are convenient to learners. This may involve more flexible teaching arrangements (evening classes, weekly classes instead of daily classes, shorter courses) instead of full-time courses.

Information on courses

There are few channels through which camp residents can gather information on the various courses available to them. Course information tends to be announced on a one-off basis. There is no designated area or place that shows the courses available, when they run, their duration, who provides the courses and the course requirements.

☝ **Recommendations**

The mechanisms for making information about courses available need to be identified, and made more comprehensive and user-friendly. The Nonformal Learning Survey is investigating this in detail.

So far, the findings have focused on the first two dimensions of inclusion-access, and quality and relevance-in relation to two groups of learners (children and young people of school-going age, and adults). The next chapter looks at the last dimension of inclusion: how inclusive education management structures are in relation to diversity in representation and equality in decision-making.

7 Management Structures

In the assessment, 43 people in school and education committees across the camps were interviewed. First, they were asked about their opinions regarding inclusion in education. They reported that they were not very aware of the idea of inclusive education and did not identify it as an important issue. Second, they were asked about diversity in representation and equality in decision-making in the committees they were involved in.

Diversity in representation

Across the camps, there are different electoral systems for school committees and camp education committees. For some camps and schools, the system engenders a good mix of participants. For many schools and camps, the tendency to have a particular group of people (all section leaders, who are mostly men, or all school committee chairperson/leaders, or one particular religious group) does not encourage and enable diverse groups to become involved.

In most school and camp education committees, diversity is not seen to be a primary need as it is difficult to recruit committee members. This is understandable because the work is voluntary and residents are already engaged in other full- or part-time work.

Some school committees are small in size; this means that achieving diversity in representation is not a priority. Instead, members are more likely to be appointed because they have the relevant qualifications and experience, and are able to commit time and effort to committee work.

In many camps, involvement in the education committee does not stimulate people to participate actively because most committee members are not key players in education. It is usually only the education coordinators who have power and influence over educational matters.

👍 **Current strategies**

- The Karen Education Department (KED) has developed job descriptions for school and education committees.
- In some camps, the system is such that the chairpersons of each school committee are involved in the camp education committee. This enables them to represent their schools.
- Each school has its own system of recruiting and electing participants and members to the school committee. In some cases, the system is not well implemented or is done informally.
- There are informal and formal election criteria for selecting participants in the school and the camp education committees.

Equality in decision-making

For both school and education committees, interviewees reported that voices are equally heard and that there is equality in involvement in decision-making. However, they also pointed out that people with confidence, knowledge and experience speak out more often and it is mostly their ideas which are accepted.

In some schools, almost all decisions taken in school do not involve the school committee and the committee is not given a clear role to play.

In some camps, there is relatively good cooperation in decision-making and in workload within the school committees and the education committees. However, in most camps, there is very little cooperation and only a few people, such as higher ranking leaders and Education or Zone coordinators, contribute to the work.

👍 **Current strategies**

- The election system of committees at both levels draws participants from different backgrounds; this encourages participants to present their ideas for fair decision-making.

☝ **Recommendations**

Although diversity in representation and equality in decision-making are not currently viewed as urgent issues, the committee members should be aware of the concept of inclusive education so that this permeates their work. This could be done through policy measures and awareness-raising activities.

The KED's **policy and job descriptions** for school and education committee members need to be updated to reflect an inclusive approach to representation and decision-making. ZOA should be actively involved in supporting this and promoting inclusion in the KED, and in school and education committees.

- The electoral and selection system may need to be adjusted and developed so that it attracts qualified and experienced participants and enables diverse groups to be involved in committees at the same time.
- A policy manual defining school administration (student admissions, teacher recruitment, leadership selection, parents' involvement, school committees) and education administration in the camps would help to clarify roles and responsibilities. This should be a participatory process rather than a top-down approach.
- Ensure that committee management structures are reviewed regularly by committee members and the KED to enable the effective implementation of equality and diversity policies in school and education committees. This should be done in a participatory manner with committee members, taking into account the particularities of each school and its community.
- It is necessary to delineate which decisions headteachers can take independently and which ones they have to consult with the school committee.

Capacity-building activities specifically for school and education committee members would help to raise awareness and enhance their ability to work on inclusive issues in education. Workshops and campaigns (e.g., Education Seminars and relationship activities) would help to identify and strengthen committee members' skills in working with members from diverse backgrounds, at the same time embedding inclusive values in committee practices.

- Encourage and train members of the education and school committees (chair/facilitator) so that they are able to encourage participants to formulate and articulate their ideas, listen to and facilitate ideas from all.
- Workshops exploring diversity and decision-making could be used to involve and empower members and non-members who have less of a 'voice' (women, minority ethnic groups) to participate actively in discussions and decision-making.

- This could be done through interactive group discussions, debates and so on using the following questions:

  - What are the procedures for making decisions? Who can make decisions? Only at meetings?
  - Are the procedures practical and are they being followed?
  - Are important decisions taken in a participatory way? Are there procedures for making this type of decision? What is the minimum number of people that have to be present before decisions can be made?
  - How effective and important is it to have diverse groups in discussions and decision-making?
  - Do committee members feel that committee meetings are useful and relevant in decision-making?

  - What would be the best size for a committee in order to attract people with qualifications, experience, commitment and diverse groups at the same time?
  - Is the job description for the school committee clear, practical and relevant for all members?
  - Is it necessary to develop policies for having a balance of participation by men, women and different ethnic groups necessary?
  - Are students represented in the school and education committees?
  - What would be the best criteria for selecting participants in order to hear from every child?

- Team-building exercises and role-play could also be incorporated into capacity-building activities.
- The participation of committee members and school staff in such activities would help to increase understanding and cooperation between them. This could draw upon existing good practice in schools.

  It is important to take into account the **power dynamics** of education committees and the education coordinator. In many cases, education coordinators have power and influence and education committee members have little say in educational administration. It might be possible to trade power for a lessened workload as Education Coordinators have a heavy workload.

Community outreach is important to ensure that there is diversity in representation within school committees and education committees. This could be done through school and camp initiatives that encourage parents, committees and the community to understand their roles and responsibilities and how they can be actively involved in their children's learning in school and at home (examples discussed above). ZOA and the KED are in the process of providing more support to the education and school committees to help them organize meetings and strengthen the relationship between school, parents and the community.

The findings from the assessment were organized according to the three dimensions of inclusion: access, quality and relevance, and management structures. The next chapter offers general recommendations that take into consideration the particularities of education in the camps.

8 General Recommendations

It is important that existing ZOA strategies are strengthened and that new strategies are integrated into an overall framework of inclusion. This chapter sets out to do just that by gathering recommendations from research, INEE guidelines and other toolkits, and combining them with the findings from this assessment. It provides a framework for building up inclusion in schools, adult programmes and in the community in relation to the circumstances in the camps, taking into account the specific recommendations laid out in the previous six chapters.

The assessment shows that initiatives to address the education of certain groups, e.g., women and girls and students with special education needs, have already been set up by schools, camp communities, CBOs and NGOs. However, these seem *ad hoc* and fragmented rather than systematically implemented. There needs to be an overarching coordination system or body to harness and connect these initiatives and to address the gaps, to raise awareness about inclusion and to sustain the implementation of inclusive practices in schools, classrooms and adult learning institutions.

Inclusion in education is a process which will require work on several fronts: at the community, education management, school, adult learning institution and classroom level. This would include generating **awareness and engagement**, establishing **systems that support** inclusion, **capacity-building** to equip participants with the know-how for undertaking inclusive education, generating inclusive **education and school policies and practices**, and providing adequate **resources** to push forward and sustain the inclusion process. It is important to note that this is a cyclical rather than a linear process.

Promote inclusion in community culture

Learning institutions exist in a community, and inclusive values and practices within it will develop and flourish if they are supported by the community. Although there is no research evidence for this, good communication and cooperative interaction between headteachers, teachers, school administrators, parents, community members and learners have been attributed to generating positive and long-lasting changes

vis-à-vis inclusion. This would also apply to adult learning programmes.

Community awareness and engagement can be developed through school and camp initiatives, and activities (seminars, workshops, drama) that encourage parents, committees and the community to understand inclusion and how they can be actively involved in their children's learning in school and at home.

The **external policy environment** should be compatible with inclusive developments within the school and adult learning programmes. The first step would be to identify how the community currently supports schools and other learning institutions, and to identify the gaps. Working with Families and Communities to Create an ILFE, Booklet 2, UNESCO (2005) (Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments) gives good examples of how schools can do this.

This means that the KED and camp education committees have to review their policy on inclusion in schools. Ongoing campaigns embedded within ZOA capacity-building work in camps and with the KED need to promote the importance of inclusive education, and to challenge discrimination and stereotypes, using a variety of methods, e.g., role-plays and discussion groups. Moreover, the KED, schools and education committees have to work together to define and promote inclusion in the schools and in the community. This was discussed in detail in Chapter 7.

Schools and adult learning programmes should continue to **build close relations with the community** based on developing a shared commitment to inclusive values, with the help and support of the KED and ZOA. The KED and ZOA need to provide more support (financial/skills) to facilitate this process, organize meetings and strengthen the relationship between school, parents and the community.

First of all, schools and other learning institutions have to identify their own motivations for inclusion and for building close relations with the community. Second, they will have to identify and contact, and maintain contact with the community of their school or learning institution. See Working with Families and Communities to Create an ILFE, Booklet 2, UNESCO (2005) pp. 11-16 (Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments) (see Appendix 1).

Some recommendations are:

- Strengthen the component of schools' community outreach that addresses stereotypes and discrimination, see Working with Families and Communities to Create an ILFE, Booklet 2, UNESCO (2005) pp. 16-19 (Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments), and generate support for inclusive education, see Working with Families and Communities to Create an ILFE, Booklet 2, UNESCO (2005) pp. 19-21 (Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments) (see Appendix 1) .

- The school should be a social place where parents can go to play games, form clubs (knitting, chess etc), attend language and literacy programmes and so on, during after-school hours. They will then have a stake in the maintenance and upkeep of the school and more opportunities to be involved in their children's learning. The same can be done for buildings of vocational training and other programmes.

- Campaigns to promote awareness of inclusive practices in the school using Education Seminars, workshops, role-plays, school-parent activities, art activities, drama, puppetry and discussion sessions with parents in small groups would help to establish and develop close relations between schools and parents.

The community, schools and adult learning institutions should engage in the issues that certain **disadvantaged learners** face: vulnerable children, pregnant adolescents, learners with special education needs and minority groups. This would include increasing their representation in education management and participation in decision-making. For example, there needs to be greater collaboration between 'Muslim schools' and other schools so that the needs of Muslim students beyond the primary and middle levels can be adequately addressed.

Embed inclusion in school culture

While there is no conclusive evidence of the impact of school culture on inclusion, there is a lot of literature on its *potential* as a pivotal factor in creating and sustaining an inclusive learning environment (Dyson et al, 2002). Schools in the camps already have procedures for dealing with certain cases of exclusion. However, it is necessary for schools to develop an inclusive culture and to build up some degree of consensus around inclusive values in the school community. This would mean active participation and engagement by school staff on inclusion, supported by appropriate capacity-building initiatives.

Capacity-building initiatives would include

- training school leaders in inclusive values and participatory leadership
- training teachers and facilitators to positively mainstream children who are discriminated against into education activities
- training school staff to develop pedagogical approaches which enable students to 'learn together rather than separately' (Dyson et al, 2002, p1). This should be part of ZOA teacher training.
- developing and establishing mechanisms to enable staff to monitor how 'welcoming' and 'friendly' their school is and to enable students to participate in decision-making in the school.

Systems that promote inclusion could be set up in collaboration with school staff, parents and education committees. The most urgent ones to be set up are listed below.

A system of support to deal with **students' health, disability and learning problems** would include regular systematic health checks (including sight and hearing) in all schools in collaboration with the medical NGOs. In addition, school staff members need to know how to identify these issues and who to turn to for support in dealing with them, for example NGOs, the community and so on. This will require some training.

A systematic method of checking **school infrastructure and facilities** to ensure a healthy, safe, conducive and inclusive learning environment should be set up by ZOA and the KED in collaboration with schools.

There should be systematic identification of **exclusive school structures, practices and policies** (e.g., discipline) so that schools can begin to remove structural barriers between different groups of students and staff, dismantle separate programmes, services and specialisms.

A system that reviews **students' engagement with the curriculum and the timetable** to take into account their different learning needs (e.g., older students, students with special education needs) should be set up. This would include

- formal and informal mechanisms which help students to feel comfortable telling their teachers/headteachers or some other adult about their social and learning problems

- extra lessons in Karen and/or social activities (clubs or games) which require the use of written and spoken Karen to enable those who are not proficient in Karen to gain access to education in the mainstream schools
- translating all the textbooks into Karen and Burmese.

   Review and modify the school curriculum to meet young people's needs. More information on whether students have difficulty because of the language used in the text or the way it is taught or that the level of difficulty is inappropriate, or a combination of all these. This review should include appropriate assessment, different approaches to subject attendance and the needs of different groups of students. The following is a list of particular learner need, as identified by the assessment.

- Pregnant and married adolescents need help on how to continue with their studies and manage their new household and domestic responsibilities.
- Students from the 'Muslim' schools need help with Karen if they want to continue their studies at the higher levels.
- Unaccompanied children and young people may need cooking and hygiene skills.
- Young people with medical conditions may need to learn how to read medicine bottles and dosages.
- For youth who are not interested or not able to attend school, it is necessary to assess their interest in literacy and numeracy programmes, vocational skills training and life skills education. These activities should be put into the context of existing youth organizations, sports clubs and social activities, and embedded in young people's daily lives (INEE, undated b).

   These recommendations complement those relating to school committees, school staff, school factors and learning institutions for adults outlined in the previous chapters. It is highly recommended that ZOA staff, schools, school committees and other learning institutions use Becoming an Inclusive Learning-Friendly Environment (ILFE), Booklet 1, UNESCO (2005) pp. 19-25 (Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments) to identify specific policies and practices which would help to create an inclusive environment in the school (see pages 19 – 25) (see Appendix 1). The rest of the booklet provides useful and effective activities and plans to implement the changes needed to create this environment.

Design and develop inclusive classrooms

Creating and managing inclusive classrooms requires skill and effort. ZOA trains teachers to use a student-centered approach in classrooms, and many teachers are already doing so. More methods can be found in Creating Inclusive, Learning-Friendly Classrooms, Booklet 4, UNESCO (2005) (Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments) and Managing Inclusive Learning-Friendly Classrooms, Booklet 5, UNESCO (2005) (Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments). The methods focus specifically on training teachers about

- learning and teaching methods which embrace all types of learning styles
- addressing diversity in the classroom – teachers need to learn how to do this
- making learning relevant, meaningful and fun to all
- classroom management techniques for dealing with diversity and enhancing inclusion
- planning lessons that take into account diverse needs
- maximizing available resources
- managing group work and cooperative learning
- using multiple and participatory techniques for assessing students.

These methods should also be used in ZOA teacher training for vocational and other adults learning programmes.

In the next chapter, the strategies and actions that ZOA will be undertaking are listed, together with a timeline for implementation. This sets out its concrete commitment to inclusion in education.

9 ZOA and the Inclusion Process

Raising awareness of the concept and dimensions of inclusion in ZOA's work was an integral part of the inclusion assessment. To this end, discussions and workshops with ZOA staff on the meaning of inclusion and the consequences of exclusion by ZOA staff were organized. The conduct of the assessment itself was designed to sensitize staff members to these issues in the camps.

In the beginning, there was resistance to the idea that certain groups within the camps were being excluded from education services. However, as the issues were discussed and explored in workshops and in meetings, staff members began to see that it is important for ZOA to embrace inclusion in its work and to actively support it in the camps.

In addition, workshops were carried out to explore the specificities of inclusion and exclusion in the camps, using role-play and brainstorming sessions. As a consequence, the terms 'inclusion', 'exclusion', and the incidents of exclusion identified in the assessment have become part of the lexicon of ZOA work.

ZOA strategies and implementation

ZOA wants to make a difference in ensuring the inclusion of vulnerable groups in education. That is why a crucial stage in the ZOA inclusion process was to translate the outcomes of the assessment into concrete action. During a staff workshop in November 2006, where KED representatives were also present, we discussed the draft results of the survey. Together, we thought about defining strategies and activities that would be needed to arrive at a more inclusive education system in the camps. These strategies and actions were categorized according to the three dimensions used in the survey, i.e. (i) access to education, (ii) quality and relevance of education and (iii) education management. We have also identified a set of activities that should be pursued within our own organization to ensure that the concepts of inclusion and inclusive education will be taken on board fully by our own staff, so that they can act as 'carriers of change' both within ZOA as well as in the implementation of activities in the refugee camps.

We also identified other actions, but we decided that they fall outside ZOA's mandate. These are listed separately at the end of this chapter. Other NGOs and CBOs are encouraged to consider these 'gaps' and to think about how they could be integrated into their activities.

Strategy and actions to be taken within ZOA

Strategic goal ZOA staff is fully aware of the need to include all members of the community in education and act as proponents of inclusive approaches towards camp residents and other educational stakeholders.

	Actions to be taken	Deadline	Persons responsible
1	Distribute the Inclusion Position Paper to all ZOA staff	July 2007	Programme Advisor
2	Discuss the Inclusion Position Paper with ZOA staff during the next ZOA staff meeting	August 2007	Programme Advisor
3	ZOA staff will make sure that the actions included in this position paper will be reflected in their own strategic and annual planning documents	October 2007	Project Managers
4	Organize a workshop for ZOA staff to reflect on our own identity, the richness of diversity and the need for inclusive approaches	November 2007	Programme Advisor
5	Develop tools to periodically assess ZOA's performance as far as inclusive approaches are concerned	September 2007	Programme Advisor
6	Appoint a focal point person for inclusion who will be responsible for inclusion performance monitoring and who will ensure that inclusion remains on the internal ZOA agenda	August 2007	Programme Advisor
7	Prepare a checklist for inclusion to be used in the production of internal and external strategy documents (proposals) in order to ensure that inclusion is taken on board in all strategic steps that we take as an organization	September 2007	Programme Advisor
8	Review the policies and recruitment procedures of ZOA Thailand and adjust them to ensure that they have a focus on encouraging inclusion and diversity	September 2007	HR Coordinator/ Manager General Affairs

Strategies to enhance inclusive approaches in access to education

Strategic goal 1 ZOA's VT courses in the camps will be more accessible to learners of disadvantaged groups

	Actions to be taken	**Deadline**	**Persons responsible**
1	Review the mechanisms through which VT courses are announced/advertised and adjust or expand them to ensure that representatives of marginalized groups have equal chances for participation	December 2007	Project Manager Operational Services (OS) together with field staff
2	Review the selection criteria that are currently used for admitting trainees in VT courses and adjust them to ensure that representatives of marginalized groups have equal chances for participation	December 2007	Project Manager OS together with field staff
3	Review facilities provided in VT courses and adjust where necessary to ensure that it is easier for disadvantaged groups to participate (particularly disabled persons)	December 2007	Field staff
4	Monitor and report on the number of representatives of marginalized groups participating in VT courses (e.g. women, disabled persons and representatives from minorities)	Ongoing as from July (data to be included in every quarterly report)	Project Manager OS
5	Organize additional VT courses that have a particular relevance for learners who will be resettled in the near future	December 2007	Programme Manager

Strategic goal 2 Establish nonformal learning programmes in the camps to ensure that access to education is extended to groups which are not currently involved in educational programmes

	Actions to be taken	Deadline	Persons responsible
1	Conduct a nonformal education (NFE) survey that outlines the learning landscape in the camps and that identifies the gaps in educational opportunities	June 2007	Project Manager Nonformal Education & Higher Education (NFE & HE) with external expert
2	Provide recommendations to ZOA management about new interventions to be started in the area of nonformal education in order to broaden access to education for persons who currently have little or no access to education	July 2007	Project Manager NFE & HE with external expert
3	Decide on new NFE interventions to be established	September 2007	Management Team

From the inclusion assessment, the following three NFE interventions were identified as measures to enhance educational inclusion. The actual decision to start implementing activities in these areas will depend on the recommendations of the NFE survey and the funding available.

4	Support, strengthen and extend existing adult literacy programmes (or establish new programmes) focusing on both literacy and numeracy skills	June 2008	Project Manager NFE & HE
5	Support, strengthen and extend interventions in the area of continuing education (adult education, including night schools)	June 2008	Project Manager NFE & HE
6	Support tutoring classes for pregnant girls and other groups that cannot attend school	June 2008	Project Manager NFE & HE

Strategic goal 3 Targeted measures are implemented to further improve access to formal schooling in the camps

	Actions to be taken	Deadline	Persons responsible
1	ZOA will review the accessibility of school buildings for disabled learners and introduce a checklist for school construction including specific accessibility criteria	December 2007	Project Manager OS together with field staff
2	ZOA staff will continue to sensitize the KED and camp communities about the importance of allowing pregnant girls and young mothers to have access to education (without imposing our views however, and this activity needs to be considered in conjunction with Activity 7 under Goal 2)	Ongoing	All ZOA staff with specific support from Capacity Building Officers
3	Once per year ZOA will collect statistics on the number of children and youth not involved in education and the reasons why they are not in school	Ongoing as from December 2007	Project Manager OS
4	ZOA will conduct a small assessment on the potentially excluding impact of school fees and will write a brief report about it to be sent to various stakeholders	December 2007	Project Manager OS

Enhancing inclusive approaches with regard to relevance and quality of education

Strategic goal 1 Improve existing educational interventions and learning materials to accommodate the learning needs of diverse groups of learners

	Actions to be taken	Deadline	Persons responsible
1	Review and adjust the criteria on diversity and inclusion in the existing ZOA textbook development guidelines	October 2007	Project Manager Curriculum and Materials Development (CMD)
2	Review and adjust existing subject curricula to make them easier to understand and more relevant to learner's needs (English curriculum was mentioned specifically)	Ongoing	Project Manager CMD
3	Continue the translation of textbooks into Karen	Ongoing	Project Manager CMD
4	Increase the focus on 'child-friendly approaches' in ZOA's teacher training activities[4]	December 2007	Project Manager Teacher Training and Capacity Building (TT/CB)
5	Organize additional educational support for unaccompanied students in the camps	Ongoing as from January 2008	Project Manager OS
6	Review possibilities of making time schedules in existing NFE programmes more flexible in order to include those learners who cannot attend programmes during 'regular hours'	October 2007	Project Manager NFE & HE
7	Adjust time schedules of NFE programmes	January 2008	Project Manager NFE & HE
8	Assess the opportunities for introducing two levels in the classes, so that 'slow learners' can learn at their own speed and get extra support from the teacher	December 2007	Project Manager TT/CB
9	*If the 'two levels strategy' is indeed to be implemented:* Re-arrange the ZOA teacher training programme to assist teachers in teaching different groups of learners in one class at the same time	July 2008	Project Manager TT/CB

[4] Child-friendly approaches take the individual learning needs of the child as a basis, and are therefore inclusive by nature.

Strategic goal 2 Strengthen/expand existing interventions or establish new interventions to ensure that specific groups of learners will successfully 'stay in education'

Actions to be taken (all actions are dependent on the outcomes of the NFE survey and the availability of funding)	Deadline	Persons responsible
1 Provide additional support to tutoring classes set up by the community (dependent on outcomes NFE survey)	January 2008	Project Manager NFE & HE
2 Make students aware of the availability of tutoring classes and assist them in accessing these classes. Particular target groups would include: students with learning difficulties, pregnant girls/young mothers, students who have problems with the language of instruction	Ongoing as from June 2008	Project Manager NFE & HE
3 Assess the possibilities of ZOA supporting the expansion of the number of tutoring classes available in the camps	December 2007	Project Manager NFE & HE
4 Support Karen language courses for students who have problems with the language of instruction in the camp schools (dependent on outcome of NFE survey and the availability of funding)	June 2008	Project Manager NFE & HE
5 Assess the possibilities for establishing night schools in the camps	December 2007	Project Manager NFE & HE

Enhancing inclusive approaches in management structures and practices

Strategic goal Ensure the increased participation of marginalized groups in decision-making structures and processes

	Actions to be taken	Deadline	Responsible persons
1	ZOA staff will make sure that in participatory decision-making meetings they organize in the camps, representatives of all realms of the camp communities are invited and encouraged to participate (not only invite 'people you know' or 'people who are in power')	Ongoing as from August 2007	All ZOA staff
2	Raise awareness in the community about the use and function of education and school committees	Ongoing as from November 2007	Capacity Building Officers and field staff
3	Help education and school committees to understand and carry out their role and assist them to formulate and articulate their ideas	Ongoing as from January 2008	Capacity Building Officers with support from field staff
4	Support the KED and education committees in developing election systems that are fair and transparent and have clear criteria	March 2008	Capacity Building Officers
5	Support the KED and camp committees in ensuring that election systems are made known by all stakeholders in the camps	Ongoing as from March 2008	Capacity Building Officers
6	Include 'inclusive education' modules in the training that we provide to education management staff in the camps	December 2007	Project Manager TT/CB and Capacity Building Officers
7	Assess opportunities for ZOA to get involved in empowering excluded or marginalized groups in the camps so that they can have access to decision-making processes in education	December 2007	Project Manager TT/CB
8	Raise awareness with the KED about the importance of involving minorities and marginalized groups in policy development processes	December 2007	Capacity Building Officers
9	Support the KED in reviewing their policy documents and job descriptions to reflect inclusive approaches	March 2008	Capacity Building Officers

Actions that ZOA recommends are taken up by other stakeholders

A number of activities were identified in the inclusion assessment as being necessary to achieve inclusive education, but their implementation lies outside ZOA's mandate and strategic focus. In the table below, we have listed these interventions as well as the names of organizations that could possibly take responsibility for them. These should be viewed as recommendations; ZOA does not intend to be involved in the internal decision-making of other organizations. However, ZOA would be more than willing to have further discussions with other organizations to discuss this position paper and the possibilities for future interventions.

	Actions to be taken	**Organizations**
1	Strengthen existing special education centres in the camps to accommodate the learning needs of disabled persons	World Education/ Consortium (WE/C) and KWO
2	Strengthen existing activities to raise awareness and train teachers and parents on how to support children with special education needs	World Education/ Consortium (WE/C) and KWO
3	Strengthen and expand existing adult literacy courses in the camps	World Education/ Consortium (WE/C) and KWO
4	Provide additional material and psychosocial support to unaccompanied students in the refugee camps	COERR
5	Start up courses in traditional medicine	Medical NGOs
6	Assess the possibilities for organizing regular systematic health checks in schools to identify problems that could have an impact on the learning process (sight, hearing, dyslexia, etc.)	Medical NGOs
7	Establish other nonformal or informal education programmes that will enhance the inclusion of new groups of learners in relevant education and training	Interested NGOs and CBOs

10 And so we begin

This position paper has laid out ZOA's approach and commitment to inclusion in education. ZOA, as an organization, has begun a process of reflecting, analyzing and operationalizing what inclusion in education means and how it will be manifested in its work. This was launched by discussions with staff and followed by meetings with the UNHCR in relation to its Age, Gender and Diversity Mainstreaming (AGDM) agenda.

The camp communities, together with nongovernmental organizations and community-based organizations, have come up with timely and appropriate strategies to include different groups of learners in mainstream and alternative education. However, camp education management structures do not currently explicitly take inclusion into account in their work. The challenge now is to connect the different initiatives and to promote inclusion in all aspects of education, especially in all levels of education management. This is where ZOA's work on inclusion, in collaboration with the UNHCR, the KED and other organizations, will have the most impact.

This is the beginning of a positive and worthwhile endeavour, one that will ensure that the principles of equality and equity become an integral part of education in the camps and in the organizations supporting them.

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Appendix 1

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